

Charlotte High School

Be a Learner, Be a Leader, Be a Tarpon!



Career Planning Guide
2012-2013



Charlotte High School



MISSION

Be a Learner, Be a Leader, Be a Tarpon!

VISION

*Promote a culture where Tarpons
do their best, do what is right, and treat others
the way they wish to be treated.*

**1250 Cooper Street
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<http://chs.yourcharlotteschools.net/>

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IMPORTANT NOTES

The 2012-13 Student Progression Plan (SPP) for Charlotte County Public Schools provides an information map that will create a successful educational experience for your child each year along the route to graduation from high school. The SPP contains important, valuable information that will help you and your child navigate the variety of programs, curricula and courses offered by the district. There are many pathways to success in education and, ultimately, in life. We believe that the more information you have about our educational offerings, the better choices you and your child will make through the years you are in the Charlotte County Public Schools.

Also included in the SPP are various requirements for progression from grade to grade and our graduation requirements. Please carefully examine all of these requirements with your child and contact your guidance counselor if you have any questions.

<http://www.yourcharlotteschools.net/documents/students/SPP12-13.pdf>

We have streamlined our career planning guide to include course offerings for the 2012-13 school year. The district and the Dept. of Education often make revisions in the spring/summer months after this career planning guide is printed. We will do our very best to keep you updated to the changes through our Tarpon Line Newsletter and our Charlotte High School website.

As Florida's assessment program grows beyond the Florida Comprehensive Assessment Test (FCAT), we realize that parents need a quick resource for Department of Education updates. We encourage you to keep the following link accessible and encourage you to mark it as a "favorite."

<http://www.fldoe.org/successmeasures/>

Additional helpful websites include:

<http://www.FACTS.org>

Florida's free academic advising website. The site includes services to help students prepare for and succeed in school and beyond.

<http://www.floridastudentfinancialaid.org>

Office of student financial assistance

<http://www.flchoices.org> – CHOICES

<http://www.act.org/> - ACT for students

<http://www.collegeboard.com> – SAT for students

<http://www.fldoe.org/students/pdf/FloridaGradRequirements2011.pdf>

Graduation Requirements Brochure from DOE

<http://www.fldoe.org/bii/studentpro/pdf/PathwaystoSuccess.pdf>

College and Career Readiness



Charlotte High School

2012-13 School Catalog Index

With professional and parental guidance, students are expected to choose courses carefully for next year. *The timeline for schedule changes is ten days.* Refer to the section on schedule change requests (page 29) for more information.

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Graduation Requirements

Students entering grade 9 in 2009-2010

Graduating class of 2013

Subject Area	Graduation Requirements of <u>Standard</u> 24-Credit Program
ENGLISH	4 credits with major concentration in composition, and literature
MATHEMATICS	4 credits, to include Algebra I.
SCIENCE	3 credits, two of which must include a laboratory component
SOCIAL STUDIES	1 credit in World History 1 credit in United States History .5 credit in United States Government .5 credit in Economics
WORLD LANGUAGES	Not required for high school graduation, but required for admission into state universities.
FINE ARTS and PERFORMING ARTS or Practical Arts	1 credit
HOPE (Health opportunities through Physical Education)	1 credit
Electives	8 credits
TOTAL	24 Credits
State Assessment Requirements	<ul style="list-style-type: none"> • Passing scores on the Grade 10 FCAT 2.0 Reading or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT) • Passing scores on the Grade 10 FCAT Math
Grade Point Average (GPA) Requirements	Cumulative unweighted GPA of 2.0 on a 4.0 scale.



Graduation Requirements

Students entering grade 9 in 2010-2011

Graduating class of 2014

Subject Area	Graduation Requirements of <u>Standard</u> 24-Credit Program
ENGLISH	4 credits with major concentration in composition, and literature
MATHEMATICS	4 credits, to include Algebra I and Geometry
SCIENCE	3 credits, two of which must include a laboratory component
SOCIAL STUDIES	1 credit in World History 1 credit in United States History .5 credit in United States Government .5 credit in Economics
WORLD LANGUAGES	Not required for high school graduation, but required for admission into state universities.
FINE ARTS and PERFORMING ARTS or Practical Arts	1 credit
HOPE (Health opportunities through Physical Education)	1 credit
Electives	8 credits
TOTAL	24 Credits
State Assessment Requirements	<ul style="list-style-type: none"> • Passing scores on the Grade 10 FCAT 2.0 Reading or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT) • Algebra I EOC Assessment is required and the results will count as 30% of the final course grade. • Grade 11 U.S History EOC will count 30% of course grade.
Grade Point Average (GPA) Requirements	Cumulative unweighted GPA of 2.0 on a 4.0 scale.



Graduation Requirements

Students entering grade 9 in 2011-2012

Graduating class of 2015

Subject Area	Graduation Requirements of <u>Standard</u> 24-Credit Program
ENGLISH	4 credits with major concentration in composition, and literature
MATHEMATICS	4 credits, to include Algebra I and Geometry
SCIENCE	3 credits, to include Biology I and a science course with a lab component (Chemistry or Physics)
SOCIAL STUDIES	1 credit in World History 1 credit in United States History .5 credit in United States Government .5 credit in Economics
WORLD LANGUAGES	Not required for high school graduation, but required for admission into state universities.
FINE ARTS and PERFORMING ARTS or Practical Arts	1 credit
HOPE (Health opportunities through Physical Education)	1 credit
Electives	8 credits to include .5 credit via online learning
TOTAL	24 Credits
State Assessment Requirements	<ul style="list-style-type: none"> • Passing scores on the Grade 10 FCAT 2.0 Reading or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT). • Students must earn a passing score of level 3 or better on the Algebra I EOC Assessment in order to earn course credit. • Geometry and Biology 1 EOC Assessment is required and the results will constitute 30 percent of the student's final course grade. • Grade 11 U.S History will count 30% of course grade
Grade Point Average (GPA) Requirements	Cumulative unweighted GPA of 2.0 on a 4.0 scale.



Graduation Requirements

Students entering grade 9 in 2012-2013

Graduating class of 2016

Subject Area	Graduation Requirements of <u>Standard</u> 24-Credit Program
ENGLISH	4 credits with major concentration in composition, and literature
MATHEMATICS	4 credits, to include Algebra I, Geometry and Algebra II.
SCIENCE	3 credits, to include Biology I and a sequence course with a lab component (Chemistry or Physics)
SOCIAL STUDIES	1 credit in World History 1 credit in United States History .5 credit in United States Government .5 credit in Economics
WORLD LANGUAGES	Not required for high school graduation, but required for admission into state universities.
FINE ARTS and PERFORMING ARTS or Practical Arts	1 credit
HOPE (Health opportunities through Physical Education)	1 credit
Electives	8 credits to include .5 credit via online learning
TOTAL	24 Credits
State Assessment Requirements	<ul style="list-style-type: none"> • Passing scores on the Grade 10 FCAT 2.0 Reading or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT) • Students must earn a passing score of Level 3 or better on the Algebra I, Geometry and Biology 1 EOC Assessment in order to earn course credit. • Grade 11 US History EOC exam will count 30% of course grade.
Grade Point Average (GPA) Requirements	Cumulative unweighted GPA of 2.0 on a 4.0 scale.



Graduation Requirements

Students entering grade 9 in 2013-2014

Graduating class of 2017

Subject Area	Graduation Requirements of <u>Standard</u> 24-Credit Program
ENGLISH	4 credits with major concentration in composition, and literature
MATHEMATICS	4 credits, to include Algebra I, Geometry and Algebra II
SCIENCE	<ul style="list-style-type: none"> • 1 credit Biology I • 1 credit in Chemistry or Physics • 1 credit in a science course equally rigorous (Earth /Space Science) (two credits must have a laboratory component)
SOCIAL STUDIES	1 credit in World History 1 credit in United States History .5 credit in United States Government .5 credit in Economics
WORLD LANGUAGES	Not required for high school graduation, but required for admission into state universities.
FINE ARTS and PERFORMING ARTS or Practical Arts	1 credit
HOPE (Health opportunities through Physical Education)	1 credit
Electives	8 credits to include .5 credit via online learning
TOTAL	24 Credits
State Assessment Requirements	<ul style="list-style-type: none"> • Passing scores on the Grade 10 FCAT 2.0 Reading or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT) • Students must earn a passing score or attain an equivalent score on the Algebra I, Geometry, Biology I, and US History EOC Assessment in order to earn course credit.
Grade Point Average (GPA) Requirements	Cumulative unweighted GPA of 2.0 on a 4.0 scale.



Choosing the Right Standard Diploma Option

College Preparatory and Career Preparatory Diploma options are available. To enter a 3-year option, a student must complete the following:

- ✦ A Student shall have a signed parental consent;
- ✦ The student shall have met achievement in all required FCAT and end-of-course exams;
- ✦ Selection must be made prior to the end of grade 9; and
- ✦ Transfer students from out-of-state or private schools entering after grade 9 have until the end of the first semester in grade 10 to make their selections.

NOTE: Students must have a full schedule of classes each semester. Any exceptions must be approved by the Deputy Superintendent and the Executive Director for Learning.

Students should choose their options carefully. Once the option is chosen, the student is committed for the entire school year (2 semesters).

An option can only be changed during spring registration for the following year.

Students should consider carefully the following questions in determining which diploma option is right:

- ✦ What would be the impact on my college and career plans?
- ✦ How would this impact my chances to get scholarships?
- ✦ What would be the impact on my participation in athletics or in extracurricular activities?
- ✦ Would this affect my ability to earn a Bright Futures Scholarship?
- ✦ How would this affect my ability to take free college courses through advanced placement or dual enrollment, or to complete free technical training while in high school?
- ✦ What would be the impact on my ability to participate in areas of interest such as drama, band, the arts, student government, and senior activities?

NOTE: For further information about Graduation Options, please reference the on line student progression plan or contact your guidance counselor.



Career and Professional Academies

WHAT IS A CAREER ACADEMY

Some of the CTE courses are offered through Career Academies. What is the mission of a Career Academy?

- ✿ To focus on college and career:
A career Academy's aim is to prepare students for college and careers. Academies Enable students to complete college entrance academic requirements while exposing them to a vertical segment of the occupations within a career field.
- ✿ To raise student aspirations and commitment:
An academy seeks to increase the level of students' motivation while in high school. The biggest limiting factor in many youths' future plans is not their ability but where they set their sights.
- ✿ To increase student achievement:
An academy provides support to its students to increase their achievement in high school. This comes through close relationships with teachers and fellow students, rigorous and relevant curriculum, and exposure to career and education options outside the high school.

CAREER ACADEMIES AT CHARLOTTE HIGH SCHOOL

Academy of Television Production
Academy of Multimedia Design
Academy of Culinary Arts
Academy of Drafting and Illustrative Design
Academy of Agriculture

Additional CTE courses listed on pp. 70-80

INDUSTRY CERTIFICATIONS

CTE courses provide training in specific business and industry skills. Many programs also offer students the opportunity to earn industry certifications which are recognized and highly valued by employers. Earning industry certifications shows potential employers and/or colleges that you are serious about your future. Certification may also increase your pay and your job prospects.

CHS offers the following certification exams upon successful completion of program:

AutoCAD Certified Associate
Final Cut Pro
ServSafe
Adobe Photoshop, Adobe Flash, Adobe Illustrator
Certified Horticulture Professional

CTE CAN SAVE YOU TIME AND MONEY!

Bright Futures Scholarship – You can earn up to 75% of your college tuition and fees.

Articulation Agreements – You can earn credits toward community college degrees or program hours at Charlotte Technical Center in your program area. Passing Industry Certification exams may also earn you college credits.

* See your Career Specialist for the list of programs that qualify for the Gold Standard Career Pathways Industry Certification Articulation Agreement.



Honors Programs

Vision

Charlotte High School honors program offers a wide selection of Advanced Placement (AP), dual enrollment, and honors level courses designed to provide rigor and relevance for participating students. Students will prepare for upper division college courses through a stringent program that focuses on critical thinking and analytical research, writing, and reading comprehension skills. The honors level program caters to those students who are intrinsically motivated to become life-long learners. A successful student in the honors program is responsible; able to meet deadlines; is willing to make a commitment to additional hours of study beyond the classroom environment; and, most importantly, is self-motivated to be an outstanding academic student. Excellent attendance is necessary to be successful in all honors level courses. The courses taken within the honors level program will act as an educational bridge between high school and college to prepare students for academic success in post-secondary institutions. The requirements for placement in honors, dual enrollment, and Advanced Placement courses are outlined as follows.

ADVANCED PLACEMENT COURSES:

The AP College Board defines the AP Program as “a collaborative effort among motivated students, dedicated teachers, and committed high schools, colleges and universities. Since its inception in 1955, the AP Program has allowed millions of students in thousands of schools worldwide to take college-level courses and exams and to earn college credit or placement while still in high school. Charlotte High is committed to providing students opportunities to experience these rigorous and academically demanding courses. The AP curriculum may vary from the standard curriculum content because the content is based on College Board guidelines. AP courses go into greater depth and may be more writing intensive than regular courses in the same subject area. AP courses culminate with a national examination in May. **It is required that students enrolled in AP classes take the AP exam offered in May of each school year.** Students earning acceptable scores on the AP exam earn college credit as determined by their respective colleges. Charlotte High offers the following AP Courses for the 2012-13 school year:

AP Language & Composition
AP Literature & Composition
AP Calculus AB
AP Statistics
AP Chemistry
AP Environmental Science
AP Physics
AP Human Geography
AP World History
AP Government
AP Macroeconomics
AP European History
AP American History
AP Studio Art / 2D and Drawing

HONORS PROGRAM/PRE-ADVANCED PLACEMENT – GRADE 9 AND 10

This program is designed to equip ninth and tenth grade students with the strategies, tools and academic behaviors necessary to be successful in Advanced Placement and Dual Enrollment college courses. Students must engage in a rigorous curriculum that explores application of knowledge and higher order thinking. These courses are demanding and require students to commit to extra hours of studying in order to be successful within the program. The content covered in these courses may follow the same basic course of study as the corresponding general class; however, the students will cover more material in greater depth. CHS offers the following Honors/Pre-AP courses in grades 9 and 10:

Honors English I and II
Honors Geometry
Honors Algebra II
Honors Biology
Honors Chemistry
Honors Physics
Honors East/West Heritage
Honors World History

EDISON COLLEGE DUAL ENROLLMENT COURSE OFFERINGS

Students who meet the qualifying GPA, test scores and prerequisites required for entrance into dual enrollment courses can register for these courses in the spring of the year. See “Criteria for Dual Enrollment at Edison State College.” Charlotte High School plans to offer the following dual enrollment courses on the CHS campus. (These course offerings are subject to change based on teacher certification.)

ENC 1101/1102	Composition I & II
MAC 1105/1114	College Algebra/Trigonometry
BSC 1010/1010L	Biological Science I w/Lab
BSC 1011/1011L	Biological Science II w/Lab
BSC 1093C/1094C	Anatomy and Physiology I & II
AMH 2010	History of the United States to 1865
AMH 2020	History of the United States 1865 to Present
WOH 1023	History of World Civilization 1500 – 1815
WOH 1030	History of World Civilization 1815 to Present
SLS 1101	College Success Skills



Honors Program Academic Expectations

The term “honors” refers to Grade 9 and 10 Honors/Pre-AP courses, Dual Enrollment and Advanced Placement.

- ✦ *Un-weighted overall GPA of 3.0 or better in all core courses (math, science, language arts, and social studies)*
- ✦ *A grade of B or higher in the prerequisite course.*
- ✦ *Required entrance scores for Dual Enrollment courses in ACT, SAT or PERT.*
- ✦ *FCAT score of 4 or above in reading AND/OR math as requested by academic program.*
- ✦ *Successful completion of all applicable End of Course (EOC) exams.*

** Primary placement into these courses is based on student request and qualifying data; therefore, application forms are not necessary.*

Special notes:

- ✦ *Class size amendment may restrict the number of honors sections offered.*
- ✦ *Teacher recommendation may be considered at the request of administration.*

Appeal Process:

- ✦ *Student will write a letter addressed to the department chair and principal requesting placement in an honors course outlining reasons for consideration.*
- ✦ *Student will supply work samples and attach documents to letter.*
- ✦ *Student and parent will participate in a conference scheduled with a guidance counselor, honors teacher, and assistant principal to make course determination.*

Note: Students enrolled in an honors course are expected to maintain at least a C average in the specific course. At the end of the first quarter, if the student’s grade is below a “C,” the student will be placed on academic probation. Teacher, guidance counselor, or parent may call a conference to determine interventions and/or a monitoring plan for improvement. If the student fails to meet this requirement by the end of the first semester or end of the first nine weeks in the block, the student will be rescheduled into a non-honors course.



Dual Enrollment

The dual enrollment program is designed to expand the learning opportunities for qualified students. Qualified students who wish to enroll in college level or technical courses and who need the credits to meet high school graduation requirements may enroll in approved post-secondary courses. These courses are taught as part of the high school curriculum and follow the curricular guidelines established by the high school, Charlotte Technical Center, and Edison State College. The number of credits a student may earn is determined by the college.

Students must meet enrollment criteria specific to each dual enrollment course, and upon successful completion of each course will receive both high school and post-secondary credit through Charlotte Technical Center or Edison College. Students dually enrolled in the regular school year are exempt from tuition, fees, and textbook costs.

Criteria for Dual Enrollment at Edison State College include the following:

- ✿ The student is enrolled in a Charlotte County high school or alternative school;
- ✿ The principal, parent/guardian, and superintendent (or designee) have given prior approval for the student to participate;
- ✿ The student has passed all sections of the FCAT Reading 2.0;
- ✿ The student is a junior or senior with a 3.0 cumulative unweighted grade point average or a sophomore with a 3.5 cumulative unweighted grade point average;
- ✿ The student applies all credits to high school graduation requirements;
- ✿ The student must have completed one of the following tests and have an entry level test score appropriate for college level instruction prior to enrollment: ACT, SAT, CPT or PERT. (*See guidance counselor for entry level test score requirements*);
- ✿ Dual enrollment courses will be graded using the college standards for grading.
- ✿ The dual enrollment grade will be reported the same for high school report card and college transcript; and
- ✿ All instructional materials are the property of the Charlotte County Public Schools. The student is responsible for returning the materials to the home school principal or his/her administrative designee. Materials should be returned in the same condition as when initially issued to the student.

Criteria for Charlotte Technical Center (CTC) Dual Enrollment include the following:

- ✿ The dual enrollment program is available for all qualified Charlotte County high school students; students apply to CTC during the CHS registration cycle in January.
- ✿ CTC selects students for dual enrollment based on specific program criteria which includes academic course history, GPA, FCAT scores, attendance, and teacher recommendation. The students remain enrolled at their “home” high school and are allowed to participate in high school activities;
- ✿ Students who are selected will be required to attend an orientation session prior to the first day of class. Parents are encouraged to attend the orientation session as well.
- ✿ The students remain enrolled at their “home” high school and are allowed to participate in high school activities; students attend CTC classes as part of their normal school day. Round trip bus transportation is provided to the dual enrolled students.
- ✿ Diplomas are awarded by the home high school; and
- ✿ Students earn their academic credits at the home school and elective credits from CTC while working towards a career and technical certificate.



CHARLOTTE TECHNICAL CENTER
DUAL ENROLLMENT PROGRAM



CTC offers many career and technical education programs to high school students. Expected program offerings for the 2012-13 school year include: Automotive Service Technology, Culinary Arts and Commercial Foods, Carpentry, Charlotte Aviation Institute, Computer Systems Technology, Criminal Justice, Cosmetology, Dental Aide, Digital Design, Drafting, Early Childhood Education, Emergency Medical Responder (EMR), Firefighting, Game Simulation, Animation, and Programming, Medical Assisting, Nurse Assisting, and Practical Nursing.

CTC selects high school students for dual enrollment in the spring based on specific program criteria which include: academic course history, grade point average, FCAT scores, attendance record, and faculty recommendations. Selected students are required to complete and return CTC registration materials and attend a mandatory orientation session.

CTC classes count as elective credits and are applied towards the necessary credits for graduation. Students attend CTC as part of their normal school day during one of two session times. All dual enrolled students ride their normal school bus to their home school and then bus transportation is provided for students for the am and pm sessions. Parking passes are available for those students who choose to drive.

There is no cost to high school students for tuition, textbooks, and lab fees. Students are responsible for uniform costs and any required background checks or health requirements for specific programs. Financial assistance may be available to those who qualify.

Most of CTC's programs offer graduates articulated credit at Florida Community colleges. Strong partnerships exist with Edison State College, Embry Riddle Aeronautical University; Johnson & Wales University, Keiser University, and Englewood Fire Academy.

Please contact Michelle Wier, Career Specialist at 941-255-7500, ext. 179 or at michelle_wier@ccps.k12.fl.us or visit the CTC website at www.charlottetechcenter.com to browse program offerings and learn more.

How do you apply for CTC Dual Enrollment?

1. Visit www.charlottetechcenter.com
2. Click on the "High School Students" link.
3. Browse the program offerings.
4. Apply directly from the website by selecting the "Apply to CTC" icon.
5. During your CHS registration, alert your guidance counselor that you are interested in completing the online application to CTC.
6. CTC or CHS guidance will inform you of your acceptance by April 1, 2012.

EARLY ADMISSIONS UNDER DUAL ENROLLMENT

Early admission as a type of dual enrollment is available to juniors and/or seniors who wish to spend their senior year on the campus of a postsecondary institution with which CCPS has an articulation agreement. Currently this type of enrollment is open to students attending either Edison State College. Students who wish to participate in this must meet the criteria set forth in the articulation agreements. These students maintain their enrollment at their home high schools and are still considered to be part of the high school graduating class.

EARLY ADMISSIONS NOT INCLUDED UNDER DUAL ENROLLMENT

This program is designed as an alternative plan for graduation for those seniors who have demonstrated through academic achievement and maturity the required ability and motivation to succeed in such an accelerated program. A Senior who meets the established requirements of the Early Admission Program may be admitted to the early admission program of any college or university in lieu of completing his/her senior year at high school. In order to be recommended for this program, a student must meet the following requirements:

- Have completed the credit and course requirement to be classified as a senior as outlined in the *Student Progression Plan*;
- be a senior with a 3.0 or higher cumulative unweighted grade point average;
- apply all credits to high school graduation requirements;
- have passed the FCAT;
- have completed one of the following entry level tests and have an entry level test score appropriate for college level instruction prior to enrollment: ACT, PERT, or SAT-I;
- acceptance from a postsecondary institution; and
- be recommended by the principal.

The student will receive a high school diploma at the end of the senior/first college year if the student has done the following:

- Completed and received such credits as required and approved by the principal to meet equivalent course requirements for high school graduation; and
- Maintained at least a “C” average.

The following rules apply to the relationship between the home high school and a student who is in a College Early Admissions Program **Not** Under Dual Enrollment:

- Will no longer be considered a high school student;
- May participate in graduation, but will not be eligible to be honored as a National Honor Society member;
- Will not receive recognition as a summa, magna, or cum laude graduate; and
- May contact his/her home high school guidance counselor to obtain scholarship information and assistance.



Charlotte Edison Collegiate Institute

Program Outline

The **Charlotte Edison Collegiate Institute** (CECI) is an educational opportunity for Charlotte County high school students to earn an Associate of Arts degree (AA) from Edison State College while simultaneously earning a high school diploma from the Charlotte County Public School System. During this two-year accelerated college program, high school juniors will take all college dual enrollment courses on the Charlotte High School campus. These courses will satisfy the requirements for both the junior year of high school and the freshman year of college. In their senior year, students will take all of their dual enrollment courses at the Edison State College campus in Punta Gorda. These courses will satisfy the requirements for the senior year of high school and the sophomore year of college.

The Collegiate Institute is a two-year commitment by students who elect to enter the program. The program is designed for students who have the maturity and discipline needed to handle the academic rigor of a full college program while still in high school. It provides the opportunity for students to qualify for the Florida Bright Futures Scholarship Program as a Florida Academic Scholar or a Florida Medallion Scholar. High school students who earn their AA degree through the Collegiate Institute can have Bright Futures scholarship money available to them for up to 132 course hours or seven years or the first baccalaureate degree, whichever comes first.

Again, CECI is a status assigned to the high school student who is enrolled full-time in college-level courses both the junior and senior years of high school. These students must possess excellent test scores and demonstrate exemplary academic achievement prior to the end of the sophomore year of high school.

Eligibility Criteria

The Collegiate Institute will be available to qualified rising high school juniors. The criteria for enrollment are determined by the articulation agreement between Charlotte County Public Schools and Edison State College in the spring of each year. In order for each interested candidate to receive the most accurate information regarding this program, *please contact our Director of Guidance, Mrs. Wendy Schmidt.*

Suggested course of study - Year 1 (Flexible to change)

Junior Year at High School/Freshman Year at Edison State College

Fall Semester

ENC 1101 (3 sem. hrs.)
MAC 1105 (3 sem. hrs.)
AMH 2010 (3 sem. hrs.)
BSC 1010/1010L Lab (4 sem. hrs.)
plus additional ESC course

Spring Semester

ENC 1102 (3 sem. hrs.)
MAC 1147 (5 sem. hrs.)
AMH 2020 (3 sem. hrs.)
BSC 1011/1011L Lab (4 sem. hrs.)
plus additional ESC course

**Suggested Course of Study - Year 2
(Flexible to change)**

Senior Year at High School/Sophomore Year at Edison State College

Fall Semester

Humanities (3)
SPC 1017 (3)
POS 2041 (3)
Electives (6) (Math and literature
Classes strongly advised)

Spring Semester

WOH (3)
ECO 2013 (3)
Humanities (3)
Electives

Associate of Arts Degree Credit Requirements

Communications - 9 hours
Humanities - 6 hours (3 hours writing intensive)
Social Studies - 9 hours (3 hours writing intensive)
Math - 6 hours
Science - 6 hours
Electives - 24 hours

Courses Required for High School Graduation:

AMH 2010 / AMH2020
MAC1105
ENC 1101
ECO 2013*
POS 2041*

***courses will satisfy six of the nine credit hours in Social Science**



Beyond High School – Planning for the Future

If your future plans are uncertain, visit your counselor or career specialist or take advantage of the services and materials available in the Career Center. Please go online and set up a Student Account at www.facts.org to access all sorts of post-secondary planning information. Resources that are available to students include:

- Computerized career, college, scholarship, and financial programs
- Books and brochures containing job descriptions, educational requirements, training available, salary scales, working conditions, etc.
- Information on job entry skills
- College information
- Information on all branches of the military
- Books on grants, financial aid, scholarship programs
- Videos on study skills, test taking techniques, stress-relieving techniques
- ACT, SAT brochures, study guides, videos, computer programs
- College profiles on video
- Career profiles
- EPep – Electronic Portfolio



9th Grade Academy



Increasingly, high performing high schools are learning that a key to student academic success is an extraordinary commitment to the transition year – grade 9. Ninth grade is the building block or foundation for preparing our students to achieve and have a successful high school experience. High schools have found that early identification of students who are likely to struggle is critical. Charlotte High School has made a commitment to the initiatives such as academic intervention strategies, staff members assigned just to the 9th grade year, a commitment to personalization and relationship building, early parent involvement, and strong instructional attention to research based strategies in teaching literacy and math skills. Our goal is to greatly provide for academic success in a character and relationship building environment while providing a rigorous and relevant curriculum toward future career choices.

The **MISSION** of the 9th grade learning community is to provide students with the opportunities designed to meet individual needs and to promote academic growth. Through mutual respect within the school community, students will grow and learn in a positive atmosphere where faculty, staff, parents, and students together are enthusiastic about teaching and learning.

Our **VISION** as a learning community is a school in which staff:

- think critically and interact effectively and affectively to solve real world problems;
- unite to achieve common expectations and goals;
- work together as a collaborative team;
- implement strategies for improving student achievement on a continuing basis;
- monitor student progress and provide academic interventions and;
- demonstrate a personal commitment to the academic and general well-being of all students.

R *Responsibility*
E *Empathy*
S *Supplies (Be prepared for class)*
P *Pride and positive attitude*
E *Excellence is expected!*
C *Consequences for your actions*
T *Trust and teamwork*

English for Speakers of Other Languages (ESOL)

Students are identified as possibly needing the services of the ESOL program according to their responses on the Home Language Survey, which is administered upon registration. The student is then tested in aural/oral proficiency and/or reading/writing proficiency. ESOL students are placed in one of four levels (English II, II, III, IV through ESOL) depending on the *degree of English proficiency*. Each level constitutes one (1) credit of English toward graduation. A student at the high school level is exited from the ESOL program by scoring above the 45th percentile in both Reading and Writing as determined by a standardized test.

1002300 ESOL I (Meets English requirement for grade 9 - 1 credit)

1002319 ESOL II (Meets English requirement for grade 10 - 1 credit)

1002320 ESOL III (Meets English requirement for grade 11 - 1 credit)

1002520 ESOL IV (Meets English requirement for grade 12 - 1 credit)

The purpose of ESOL courses is to provide instruction in the language arts skills of listening, speaking, reading, and writing to speakers of a language other than English. The content includes, but is not limited to, instruction and practice in the development of vocabulary, reading, and writing skills. Reading skills are developed through the study of literary works. Writing instruction includes analysis of sentence structure and practice in paragraph development.

1002330 ESOL Reading & Writing

1002340 ESOL Reading & Writing

These one (1)-credit courses are for ESOL students in grades 9-12 who have not yet received a passing score on the FCAT Reading. These courses provide increased practice in speaking, listening, reading, and writing.

NOTE: For additional information about District ELL services, please go to the following link:

<http://www.yourcharlotteschools.net/documents/students/DistrictELLServicesPlan.pdf>



Exceptional Student Education (ESE)

Charlotte High School provides for the curriculum needs of all identified ESE students. Students are provided a continuum of services as specified by their Individualized Educational Plan (IEP). The IEP is developed and reviewed annually by the IEP team. The IEP team consists of but is not limited to the following: the ESE student, the student's parent or assigned guardian, an ESE teacher, a regular education teacher and the assigned LEA representative. Proper notice of all IEP staffing will be given to all participants in the IEP process. All members of the IEP team will be invited to attend scheduled staffing. Procedural safeguards are provided to the parents with the invitation to the staffing.

Diploma Options for ESE Students

Students are offered a variety of diploma options, from the standard diploma that all non-ESE students seek, to multiple Special Diplomas which are offered to students based upon their individual needs. The Individual Education Plan (IEP) team shall document in the IEP whether the student is pursuing a course of study leading toward a Standard Diploma or a Special Diploma. Only students seeking a Special Diploma will be provided curriculum which has been **modified** to meet their individual needs. An exceptional education student must satisfy the requirements of a Standard Diploma as detailed in the CCPS Student Progression Plan 2010-2011, and shall acquire credit requirements for a Standard Diploma. ESE Students seeking a standard diploma must meet the same course objectives and graduation requirements as non-ESE students.

If the student does not pass the required "End of Course Exams" and the Grade 10 FCAT Reading test but does meet all other graduation requirements, the student will receive a Special Certificate of Completion. For more specific information on Special Diploma, refer to *CCPS Exceptional Standard Education Diploma Options Manual*.

Student Rights/Parent Notification

Nothing contained in this document or in S.B.R.6A-1.95 (4) shall be construed to limit or restrict the right of an exceptional student solely to a Special Diploma for exceptional students. Any such student shall, upon request, be afforded the opportunity to fully meet all requirements of Section 1003.43, F.S. through the procedures established therein, and thereby qualify for a Standard Diploma as prescribed in S.B.R.6A-1.995 (1) upon graduation. The parents of each exceptional student eligible for a Special Diploma for exceptional students shall be notified of the options available under S.B.R.6A-1.95 (4) (t) prior to tenth grade testing.

Criteria for Exceptional Student Education Special Diploma

Option 1: The student will master student performance standards for Special Diploma students as prescribed in S.B.R. 6A-10.996 and complete 24 credits as prescribed in this plan.

Option 2: The student will demonstrate mastery of specified employment and community competencies. The student will be successfully employed at a job in the community based on industry standards at or above minimum wage for at least 180 days, demonstrate mastery of the annual goals and short-term objectives related to employment and community competencies specified on the student's Transition Individual Education Plan, demonstrate mastery of the competencies specified in the Employment and Community Competencies Training Plan, and will be paid at least a minimum wage in compliance with the requirements of the Fair Labor Standards Act.

For ESE students entering ninth grade, mastery of the Sunshine State Standards for a special diploma will be certified through completion of courses that address the relevant benchmarks through use of alternative assessment procedures at the student's level of functioning determined by the IEP committee.

Allowable Accommodations for ESE Students

Allowable accommodations are identified in each student's IEP. Accommodations may include, but are not limited to, the following: variations in instructional strategies, variation in instructional materials, the providing of special communication systems to either the teacher or the student as needed, variation of classroom and district test administration procedures as allowed and as needed.

- Students seeking a standard diploma may receive accommodations for delivery of content but not modification of the course requirements or student performance standards.
- Eligible 504 students will receive course accommodations as described in their 504 plans.



Frameworks for Student Success

A Framework for Success Meeting the Requirements of Response to Intervention

Charlotte High is committed to the implementation of Response to Intervention (RTI), known in Charlotte County as “A Framework for *Student Success!*” The goals of this framework are to improve educational outcomes and meet the academic and behavioral needs of all students. Charlotte High will provide high quality instruction and/or intervention(s) matched to student needs and will use learning rate and level of performance to drive instructional decisions—including decisions regarding promotion, acceleration, retention, and remediation. A four step data-based problem-solving method will guide decisions about the allocation of resources and intensity of instruction and interventions needed to improve learning and/or behavior. Charlotte High School will:

- Maximize the diversity of instruction being delivered in the general education curriculum.
- Provide a systematic method for evaluating the needs of all students by using assessments for screening, diagnostics, and monitoring.
- Collaborate with teachers, guidance counselors, and district support to assist in the school identification of students who may require more intensive instructional services and/or be eligible for extraordinary services.
- Foster positive student outcomes through carefully selected and implemented instruction/interventions using a multi-tiered model of service delivery.
 - Tier 1: High quality instruction for all students.
 - Tier 2: Supplemental/Small Group Differentiation
 - Tier 3: Intensive Individual/Small Group Instruction

Parents want to see their child excel, and it can be very frustrating if a child falls behind in reading, math, writing, or other subjects, or if the child has difficulty getting along with others or making appropriate choices. To learn more about Response to Intervention we encourage parents to visit the following link: <http://www.florida-rti.org/>

According to Florida Statute, “Assessment and Accountability,” within the realm of public school student progression; remedial retention; reporting requirements, the following is stated:

Each student must participate in the statewide assessment tests required by s.1008.22. Each student who does not meet specific levels of performance as determined by the district school board in reading, writing, science, and mathematics for each grade level, or who scores below Level 3 in reading or math, must be provided with additional diagnostic assessments to determine the nature of the student’s difficulty, the areas of academic need, and strategies for appropriate intervention and instruction. . . . The school in which the student is enrolled must develop and must implement a progress monitoring plan. . . .

The school wide process for progress monitoring for reading, writing, science, and math contain the following:

- ✦ Monthly reviews of the Goals of the Student Success Plan
- ✦ Differentiated instruction to result in formal and informal assessments.
- ✦ Computer-based progress monitoring to model state mandated end-of-course exams.
- ✦ School wide progress monitoring days as designated by district testing calendar which includes FAIR (Florida Assessment in Reading), Science (Biology), Charlotte Writes, Geometry and Algebra.
- ✦ Teacher Professional Development Plans
- ✦ Departmental Professional Learning Plans
- ✦ Post-Secondary Readiness Plans

As part of Response to Intervention, students who have been identified as not meeting state or district expectations for proficiency in reading, writing, science or mathematics must have a Progress Monitoring Plan (PMP) developed for them in consultation with the student's teachers, guidance counselor, literacy coach, parents and any others who may have additional information that may be helpful with the success of the student. The PMP must include intensive remedial instruction in the areas of weakness. Intensive remediation is defined as instruction designed to concentrate time and effort on the specific diagnosed deficiencies of the individual student.

Students scoring in Level 1 and Level 2 in reading will be scheduled in a 90-minute period, half of which is devoted to intensive reading instruction. Any student in any grade who is identified as having a deficiency in reading will receive:

- ✦ Additional diagnostic assessments as needed;
- ✦ Identification of the specific diagnosed academic deficiency to be remediated;
- ✦ Identification of the research-based strategies to be used;
- ✦ Identification of how, when, how often, by who, and how long intensive remedial instruction is to be provided; and
- ✦ Identification of the monitoring and re-evaluation activities to be employed.

Students will be reassessed at the end of the remediation period to determine if the district proficiency level in the designated area(s) has been attained. Remediation continues until proficiency level is attained as documented by state test, graduating from high school, or the student no longer is subject to compulsory school attendance. All remediation must be documented and be placed in the student's cumulative record. If a student is enrolled in ESE or ESOL, the plans developed for these programs can serve as the PMP if these plans address the specific area of need identified for reading, writing, and/or mathematics.

Virtual School



Charlotte Virtual Instruction Program (CVIP)

Charlotte County Public Schools now has a Virtual Franchise where students can take virtual courses from our district teachers. Charlotte County launched a full-time K-12 virtual instruction program during the 2009-2010 school year. The Charlotte Virtual Instruction Program is governed by F.S. 1002.45. The curriculum must adhere to the State of Florida standards.

Virtual instruction program is defined as a program of instruction provided in an interactive learning environment created through technology in which students are separated from their teachers by time or space, or both, and in which a Florida certified teacher is responsible for at least 50% of the direct instruction for students in K-5. Charlotte County contracts with Florida Virtual School Full Time (FLVSFT) to provide services to our families who opt for this educational program.

To be eligible for the program, students must have spent the prior school year in attendance at a public school in Florida or be the dependent of a member of the military who was transferred in the last 12 months (proof of transfer required.)

All public school students are required to meet with their guidance counselor before registering for classes.

Florida Virtual School (FLVS)

Florida Virtual High School is an internet-based high school funded by the Florida legislature. The courses offered are based on the Sunshine State Standards and provide Florida's students with an alternative way to earn credits for high school graduation. A major characteristic of this system is the expectation that students assume full responsibility for learning by locating, evaluating, and using a wide range of resources available in this information age. These courses are most suited to students who are self-motivated, committed, and fully matured independent learners. All courses taken must follow the Charlotte County High School Guidelines and be approved by the guidance counselor.

Program Definition

Distance learning opportunities supplied through the Florida Virtual School as affiliated with Charlotte County Public Schools are not designed to replace the standard high school experience. These on-line courses are supplements to the regular program and are offered on a limited basis.

Students whose general academic and behavioral profiles indicate that they could be successful are encouraged to attempt distance-learning opportunities.

For more specific information regarding the rules and regulations governing Florida Virtual School, visit their web site at www.flvs.net.

Student Expectations

There are very specific student expectations that should be considered before applying for a distance-learning course. Students must be able to demonstrate the following:

- organizational skills in a self-paced environment
- ability to apply critical thinking and problem-solving strategies
- ability to complete assignments satisfactorily
- willingness and capability to participate actively in on-line chat-room discussions
- ability to work independently with continuous face-to-face monitoring and,
- basic internet skills (search, research, and etiquette)

Students direct their own learning environment and methods to fulfill course requirements and achieve individual academic success. Students must have a strong commitment to organize and plan their learning.

Requirements for Registration

- The student must be recommended by his/her high school counselor. School representatives reserve the option to deny a request based on academic or behavioral records which indicate that the student would not be best served by this program.
- Students can register on-line at www.flvs.net. This registration will not be confirmed until Florida Virtual School personnel have evidence that permission has been secured from the student's home school to participate in the program. Admissions are limited, and students may be placed on a waitlist for the next available placement. After September, registration is an ongoing process with students entering and leaving the system as they complete coursework.
- Once registered, students will work with their on-line instructor to establish an action plan detailing due dates for coursework and exam time.
- Students and parents must also agree to a code of conduct agreement outlining proper use of internet resources.

Course Materials

Registered students will receive a set of course materials. Most of these materials will be supplied free of charge; however, in some instances purchase is necessary. Purchased items may include software that the student will keep after the conclusion of the course. Fees and purchases are permissible in this situation since the courses are being offered outside the regular school environment on an optional basis.

The student is responsible for returning all non-purchased instructional materials to Florida Virtual School at the conclusion of each course. Failure to return materials could result in certain negative consequences consistent with policies and procedures of Florida Virtual High School.

Dropping a Course

When a student wishes to drop a Florida Virtual School course, specific procedures must be followed. Students will be made aware of the current procedures at the time of enrollment.

Grades and Credit

- All distance learning courses that meet district approval will carry the same weight and credit as courses delivered in a traditional classroom.
- All grades will be determined by the Florida Virtual School instructor. Final grades will be forwarded to the student's high school for entry into the student's academic record.
- All distance learning grades will be calculated into the student's GPA in the same manner as coursework taken at the student's high school.
- Progress reports will be delivered on-line to students at predetermined intervals in the course. Schools may also request student progress reports for administrators and/or guidance counselors.

Curriculum Offerings

The offerings will correspond to the state course code system and be correlated to the Sunshine State Standards. A rigorous review process validates the courses for use not only in Charlotte County, but also throughout Florida. For these reasons, no distinction will be made between courses offered on-line and those offered in a standard setting.

General Information for All Students

Student Assistants

Only graduating seniors are eligible to be student assistants. In lieu of credit, community service hours will be granted. Students must meet the selection criteria. Students with excessive tardies, absences, and or disciplinary referrals will not be considered. Students who fail to perform will not be awarded community service hours and will be removed from the program.

- **NOTE: This is an application process. Click the link below for Application:**
<http://chs.yourcharlotteschools.net/files/registration/SA%20Agreement.pdf>

Schedule Change Policies

Students must give careful consideration to their course selections. The courses which appear on the choice sheet are the courses the student will receive if at all possible. When students report on the first day of school and receive their official class schedules reflecting teacher and room assignments, they will be expected to follow these schedules for the entire year. Counselors will change schedules when the student has a priority need such as:

- ✦ **Lack of a prerequisite.**
- ✦ **Inappropriate level of instruction.**
- ✦ **A scheduled course that was successfully completed during the Ed-options program, FLVS, CVS or another accepted program of study.**
- ✦ **If a student has been scheduled into a class taught by a teacher with whom the student has previously failed, the counselors will attempt to place the student with a different teacher upon request.**

Students must complete a “request for schedule change form” found in the grade level guidance office. Guidance counselors will prioritize the requests based on the above criteria.

Students enrolled in an AP or dual enrollment course who are not working at a successful performance level may drop the class at the end of the first NINE weeks, but only after consultation with the teacher, parent, and counselor. **NOTE:** Students enrolled in a dual enrollment course face different drop periods to align with the college/university’s drop period. The AP or dual enrollment course will be replaced with a basic education course. Switching from one Advanced Placement or dual enrollment course into another AP or dual enrollment course will not be permitted.

Schedule changes will NOT be made at any time for a student wanting a different teacher or period. Registration for a course indicates the student makes a commitment to that academic area for the duration of the course.

Semester Exam Make-Ups

- NO EARLY EXAMS
- Written requests must be submitted one week prior to the exam (except for emergencies) to grade level administrator for approval.
- All requests must be approved by an administrator.
- Upon approval the student takes the signed approval form to his/her teacher to schedule a make-up time agreeable between the teacher and the student..
- Students are responsible for arranging exam make-up times with their teachers.

Semester Exam Waiver

- Only seniors can waive exams
- Exam waivers do not pertain to AP tests and Dual credit exams required by colleges
- State mandated End-of-Course Exams (EOCs) cannot be waived
- The semester exam in a course that is year long, such as English or math, can only be waived the end of the entire course
- A semester exam for a semester course can be waived at the end of the first or second semester
- Students must have an overall “A” or ”B” average in the course
- Students must have no more than five absences for the semester
- Students must have no external suspensions for the entire semester
- The waiver must be signed by the student’s parent/guardian and be submitted for administrative approval three days prior to the semester exam date
- When an exam is waived, the two nine-week grades for that semester will be averaged to obtain a semester average for the course



CHS Registration Process

All incoming ninth-grade students and their parents or guardians shall be active participants in choosing an end of high school student destination and putting in place a preliminary four year plan to achieve those goals. These destinations will also accommodate the needs of Exceptional Student Education (ESE) students as defined in the Individual Education Plans.

Destinations include the following:

- Four-year University, community college plus university, or military academy;
- Two- year postsecondary degree;
- Postsecondary vocational technical certificate; and
- Immediate employment or entry level military.

Credits will be earned based on student achievement of the performance standards outlined for each course. The grades on report cards will reflect the level of achievement of these standards. Students who do not achieve these standards will be provided extended learning opportunities and the necessary support to be successful. The grades 9-12 assessment system will provide information that will help all students graduate with the skills, attitudes, and knowledge to be successful and responsible.

F.S. 1007.21

Charlotte High School begins the registration process each year during the second semester. The administration and teachers review course offerings with the students during class time, allow time for discussion, and make recommendations for course selection. Students and parents are encouraged to discuss the course offerings that are listed in the Planning Guide.

Students will be given a course request sheet during pre-registration. Students and parents are encouraged to visit the Curriculum Planning Guide online at <http://chs.yourcharlottechools.net/> . All special program application forms are available online. Students requesting any of the above classes will be expected to meet all criteria and prerequisites for each class requested.

Every student will meet individually with a guidance counselor to discuss credits earned to date, career interest, and graduation requirements.

Parents and students are urged to select courses and alternates carefully during registration. The selection of alternative courses is important, as some courses may be unavailable. **Every effort is made to offer courses which are listed in this guide. However, staff changes, enrollment patterns, teacher certifications and class size amendment may result in some course and/or schedule changes.**

Any requests to change the schedule must be completed by students according to the directions and dates given by the guidance department.

Considerations When Creating a Four-Year Plan

- Computer literacy is an expectation in all high school courses.
- Students going to selective universities are advised to take Advanced Placement courses whenever available during their high school career.
- Students should consider taking as many dual enrollment courses as possible to maximize college courses without having the burden of payment. Please note that some colleges outside the state of Florida do not recognize dual credit courses.
- Students who take dual enrollment courses are creating an official college transcript.
- Students should take electives which are academic in nature or which follow the intended career pathway.
- Highly selective colleges prefer 3 – 4 years of the same foreign language. Please check with the college of choice.
- Students are encouraged to participate in leadership roles, community service, and in-depth extracurricular activities.



Charlotte High Registration Information 2012-2013

Parent Nights:

Rising grades 10 – 12, January 24th at 7:00 p.m. in CPAC

Rising grades 9, March 27th at 6:30 p.m. in CPAC

Pre-registration = Counselors meet with the students in a small group environment to introduce the process of registration and demonstrate to the students where to find the career planning guide and all applications needed for special programs that they may wish to sign up for. This is a great time for questions and after the pre-registration meetings take place, students are encouraged to talk with their current teachers to assist with correct level of placement into selected courses.

Pre-Registration Rising grade 11/12

Through Social Studies Classes in multi-purpose room

January 25th – Rising 12th

January 26th – Rising 11th

Pre-Registration Rising grade 10

January 31

Pre-Registration Rising grade 9

Port Charlotte Middle School March 6

Punta Gorda Middle School March 21 and 22

Registration = Students meet one on one with their guidance counselor. The guidance counselor reviews credits earned, course grades and any requirements that are needed to get into special programs such as Advanced Placement or Dual Enrollment. Students wishing to apply for acceptance to dual-enrollment programs at CTC can apply at this time. The course selection sheet is submitted to the guidance counselor for entry into the computer. The course selection represents “*requests*” for the 2012/13 school year. If a student does not have qualifying scores for a requested course, they will have the summer to attain the scores needed to take the course.

Registration

February 6th – 10th – Rising grade 12 (through American History classes)

February 13th – 17th – Rising grade 11 (through World History classes)

February 6th – 17th – Rising grade 10 (through English classes)

Registration for rising grade 9

Port Charlotte Middle School March 20th

Punta Gorda Middle School March 28th and 29th

COURSE LISTING

IMPORTANT! Parents and students are urged to select courses and alternates carefully during registration. The selection of alternative courses is important because some courses may be removed as a curriculum choice due to enrollment and/or teacher availability.



Please note:  before the course number indicates **Application Required*

PROGRAM OF STUDY - ENGLISH

English Honors Program

Honors English classes strive to challenge and prepare students for post-secondary success. It is under the assumption that students entering the honors program are college-bound. Thus, it is expected that students are proactive in the learning process.

Honors courses offered:

English Honors I (Grade 9)
English Honors II (Grade 10)
English Honors III (Grade 11)

These courses are also considered vital to those who wish to take Advanced Placement and Dual Enrollment English classes in the future. Due to the nature of this program, there are also expectations at each grade level. This includes, but not limited to, research papers, independent reading, PSAT/SAT/PLAN/ACT preparation, etc.

Advanced Placement (AP) Courses offered:

AP English Language and Composition (Grade 11)
AP English Literature and Composition (Grade 12)

Dual Enrollment courses offered:

ENC 1101 (Grades 11 or 12-Semester 1)
ENC 1102 (Grades 11 or 12-Semester 2)

Honors program academic expectations:

- ✦ *Un-weighted overall GPA of 3.0 or better in all core courses.*
- ✦ *A grade of B or higher in the prerequisite course.*
- ✦ *Required entrance scores for Dual Enrollment courses in ACT, SAT or PERT.*
- ✦ *FCAT score of 4 or above in reading as measured by 2011 Spring FCAT.*
- ✦ *Successful completion of all applicable End of Course (EOC) exams.*
- ✦ *Teacher recommendation grade 10 – 12.*

NOTE: Please read the following page for specific English Honors Placement Criteria requirements for English classes.

ENGLISH HONORS PLACEMENT CRITERIA

ENGLISH HONORS I (grade 9)

- FCAT score of 4 or above, spring of eighth grade
- Completion of advanced English (8th grade) with a semester grade of B or higher in the honors level prerequisite course or a grade of A in the prerequisite general course.
- Unweighted overall GPA of 3.0 or higher in all core courses
- If no FCAT scores are available, a concurrent score on a national test (ACT, SAT, etc.) will be considered along with a placement test. (FAIR – Florida Assessment for Instruction in Reading).

ENGLISH HONORS II (grade 10)

- FCAT score of 4 or above, spring of ninth grade
- FCAT Level 3 may be considered if all other criteria is met and class-size permitting
- Completion of English Honors I with a semester grade of B or higher
- C or higher in all core classes in grade 9

ELEVENTH GRADE OPTIONS

1. AP LANGUAGE

- AP application with teacher recommendation
- Preferred FCAT score of 4 or above, spring of tenth grade
- Completion of English Honors II with a semester grade of B or higher
- C or higher in all core classes in grade 10

2. ENGLISH HONORS III

- FCAT score of 4 or above, spring of tenth grade
- FCAT Level 3 may be considered if all other criteria is met and class-size permitting
- Completion of English Honors II with a semester grade of B or higher
- C or higher in all core classes in grade 10

3. DUAL ENROLLMENT

(ENC 1101/1102)

- Edison application required
- Qualifying score ACT (17 English & 18 reading) or PERT (99 Writing & 104 Reading) or SAT (440 – Critical reading)
- Cumulative GPA of 3.0 unweighted or higher

TWELFTH GRADE OPTIONS

1. AP LITERATURE

- AP application with teacher recommendation
- Preferred FCAT score of 4 or above, spring of tenth grade
- Completion of English Honors III or AP Language with a semester grade of B or higher
- C or higher in all core classes in grade 11

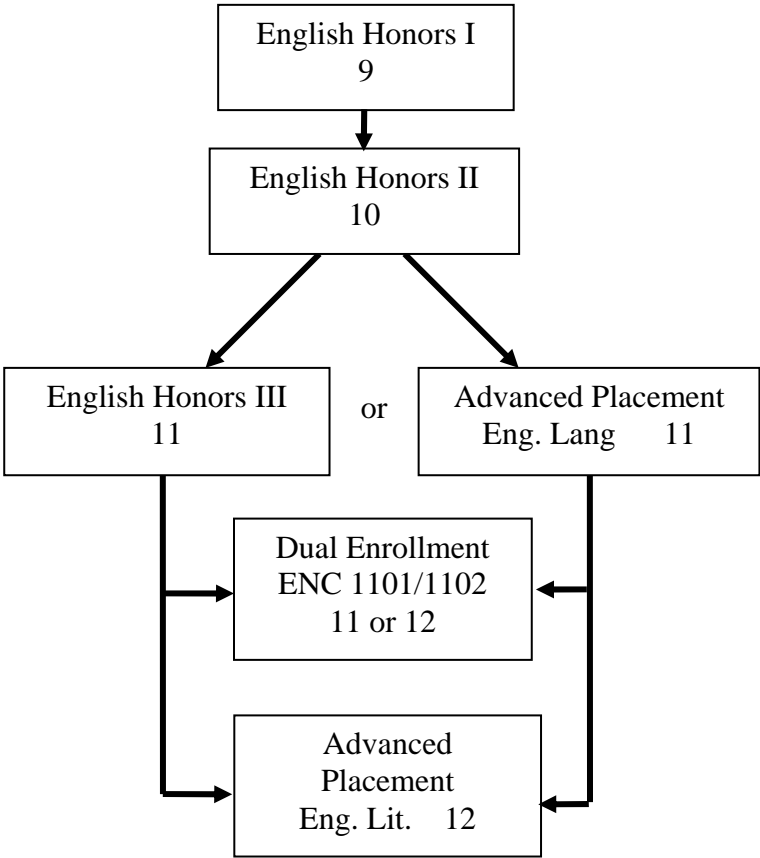
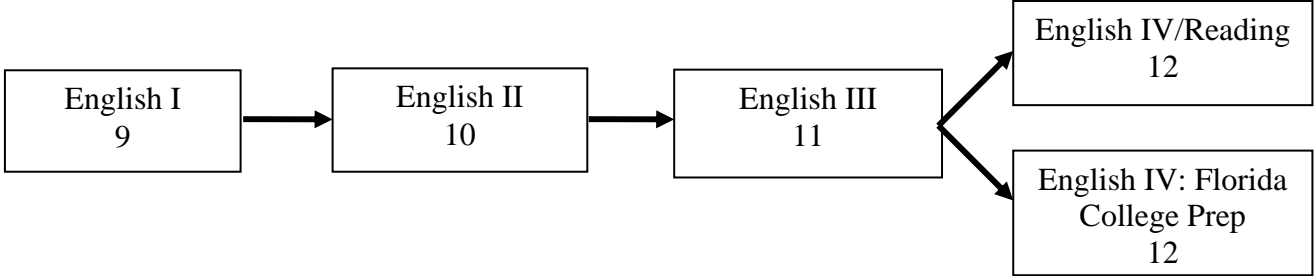
2. DUAL ENROLLMENT

(ENC 1101/1102)

- Edison application required
- Qualifying score on the SAT, ACT or CPT
- Cumulative GPA of 3.0 unweighted or higher



English Course Sequences proposed for 2012-2013



1001430 ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION

Prerequisite: No less than a B average in English Honors II

Grade 12

1 credit

or a B in Advanced Placement English Language and Composition. Teacher recommendation.

Students enrolling in this course sign a contract to read five novels during the summer before their senior year. Using a thematic approach, students explore specific genres and periods of literature. This course is designed to engage students in the close reading and critical analysis of literature. The goal of this course is for each student to master honest and effective use of the language and the organization of ideas in a clear, coherent, and persuasive way using telecommunications, oral presentations, research, and compositions. Students are expected to take and pass the AP exam administered in May. More information about the AP program can be found at www.collegeboard.com/ap.

✍ ENC 1101 (DUAL ENROLLMENT COMPOSITION)

Grades 11-12

CHS- 1 credit

ESC-3 semester hours

Prerequisites: ACT (17 in English & 18 in Reading), or PERT (99 writing skills & 104 in Reading), or SAT (440 in Critical Reading). Grade point average must be 3.0. College credit will not be awarded for a grade below C. Meets graduation requirements for English.

ENC 1101, or Composition I, instructs the student in basic composition skills that are essential for college success. Emphasis will be placed upon clarity of expression, development of a topic, organization of ideas, and soundness of logic in the writing of various types of expository essays. Students will study and practice several methods of organization, such as narration, process analysis, cause and effect, comparison/contrast, and extended definition. The course will include an introduction to standard research and documentation methods in the MLA format culminating in the writing of a formal research paper. Students will use subscription service databases from Edison State College and CCPS in their research. Grammar, usage, and conventions will be reviewed as a means to improve writing. Because this course is writing intensive, each student must generate a minimum of 4,000 words.

✍ ENC 1102 (DUAL ENROLLMENT COMPOSITION)

Grades 11-12

CHS- 1 credit

ESC- 3 semester hours

Prerequisite: Successful completion of ENC 1101 with a "C" or better.

This course follows ENC 1101. ENC 1102 enables students to become proficient in argumentative writing. Students complete extensive research projects and present the results with clarity, thoroughness, and proper documentation. During the course students will write essays, research papers, and will participate in a formal debate. Students will engage in critical reading and collaborative discussion. Because ENC 1102 is a writing intensive course, students must compose a minimum of 4,000 words.

GENERAL ENGLISH COURSES AND ELECTIVES

1001310 ENGLISH I Grade 9 1 credit

Meets graduation requirements for English.

The content of this course includes the study of writing, communication, literature, and vocabulary. Students practice expository and persuasive writing with an emphasis on correct paragraph and essay structure. Grammar skills are reviewed, and a variety of literary genres such as short story, poetry, drama, and novels are read and analyzed.

1001340 ENGLISH II Grade 10 1 credit

*Prerequisite: Successful completion of English I
Meets graduation requirements for English*

This course includes reading, writing, and a review of grammar, usage, and punctuation. Thematic world literature units are integrated with social studies and other disciplines when possible. Note taking, group and individual projects, peer editing, and oral presentations are part of this class. Emphasis will be placed on the mastery of skills measured by FCAT Reading and Writing.

1001370 ENGLISH III Grade 11 1 credit

*Prerequisite: Successful completion of English II
Meets graduation requirements for English*

This course includes a survey of the major movements in American literature. Note taking, group and individual projects, composition, vocabulary development, and research are emphasized.

1001400 ENGLISH IV Grade 12 1 credit

Prerequisite: Successful completion of English III. Meets graduation requirements for English.

NOTE: *This English course is paired with reading for those students who must pass the FCAT and are NOT enrolled in English IV College Prep.*

Representative selections from British literature that reflect changes in the English language and the development of literary traditions are studied. Writing experiences include literature-based essays, a research paper, and creative writing assignments. Reading and vocabulary development are critical components of the course.

1001405 ENGLISH IV: FLORIDA COLLEGE PREP Grade 12 1 credit

Recommended PERT score in Reading ranging between 84 – 150 (Those students who have the qualifying GPA with a PERT score of 104 or greater in reading and 99 or greater in writing should consider ENC 1101)

This course incorporates reading and writing study through writing a variety of informative text using grade-level writing craft and through the in-depth reading and analysis of informational selections in order to develop critical reading and writing skills necessary for success in college courses. This course prepares students for successful completion of Florida college English courses. The benchmarks reflect the Florida College Competencies necessary for entry-level college courses and are also related to the College and Career Readiness (CCR) anchor standards, the exit standards of Florida's K -12 Common Core Standards.

The content will include, but not be limited to, the following: demonstrating successful reading of argument, including recognizing bias and supporting details; demonstrating successful reading of fact and opinion, including recognizing inferences and main ideas; demonstrating knowledge of a variety of organizational patterns and their relationships in the comprehension of text, including recognizing purpose and tone of informational reading; demonstrating successful understanding of vocabulary in context and through writing effective sentence structures; effectively implementing patterns of paragraph development; recognizing and solving common sentence development problems; reading and modeling mentor essays; and understanding and using language, grammar, and mechanics effectively.

An MLA Documented Research Paper will be completed.



✍️ SLS 1101 COLLEGE SUCCESS SKILLS

Grade 10 – 12

**CHS 1/2 credit
ESC 3 sem hours**

*Prerequisite: ACT (18 in Reading), or PERT (104 in Reading) or SAT (440 in Critical Reading) and qualifying GPA.
Paired with 1007300 Speech*

This course is designed to strengthen skills essential to success in college, with further applications to post-college plans. Included are study and test-taking strategies; effective interpersonal skills; time management techniques; creative and critical thinking skills; college services and resources; educational policies, procedures, regulations and terminology; and library resources, research strategies, and information skills for online, blended, and traditional learning environments. This is a good course for those students looking to continue their high school course selection with a blend of dual enrollment and advanced placement courses.

1007300 SPEECH

Grade 10-12

CHS 1/2 credit

This course is designed to make the adjustment of the first time entering college students, as well as the reentering student, more comfortable and successful. It also helps the student develop effective learning strategies and techniques in order to be successful in college studies. This course is intended to positively impact the academic performance, social adjustment, and personal growth of the student.

✍️ 1006320 JOURNALISM (YEARBOOK)

Grades 10-12

1 credit

Prerequisite: Application, interview, and recommendation of adviser

Interested journalism students are required to complete the application and interview process prior to their acceptance into this class. Yearbook is a production class which operates on a budget and has strict deadlines. Students must possess social and speaking skills in order to solicit advertisements needed to fund the book. Attendance and marketing/sales as well as writing skills and layout design compose the grade for this course. Only highly motivated students with a dedication to complete a project based on strict deadlines should apply to this course. A summer journalism camp sponsored by Walsworth is strongly recommended. *See Mrs. Foreman – Click below for Application:*
<http://chs.yourcharlotteschools.net/files/registration/TARPON%20YEARBOOK%20STAFF%20APPLICATION.pdf>



PROGRAM OF STUDY - READING

1000410 INTENSIVE READING Grades 9-12 1 credit

1000400 INTENSIVE LANGUAGE ARTS Grades 9-12 1 credit

Placement for these courses is determined by FCAT and Florida Assessments for Instruction In Reading (FAIR)

This course should include, but not be limited to, the following:

Reading instruction that embeds Language Arts studies of:

- Communication (written and verbal),
- Literature,
- Vocabulary (including morphology & syllabic patterns/word parts and their meanings), and
- Writing as a process.

Individualized, explicit instruction for all elements of reading:

- Oral language (expressive vocabulary)
- Phonemic awareness & phonics,
- Fluency (appropriate rate and accuracy of reading with expression),
- Vocabulary (receptive), and
- Comprehension

Balanced instruction is informed by screening, diagnostic and progress monitoring data generated by FCAT and FAIR (Florida Assessments for Instruction in Reading). FAIR data assists in determining areas of student need at word (orthographic/spelling), sentence (fluency & gist of comprehension) and paragraph or whole text levels (more complex comprehension incorporating higher order analytical reasoning). Delivery of instruction will incorporate whole group, small group, text-based collaborative, differentiated and individual instruction models.

Explicit instruction provided in various reading strategies including (but not limited to): content/specialized vocabulary, text features and structures, self-monitoring of understanding (metacognition) before, during and after reading, previewing text, activating and building background knowledge, questioning, note-taking and organizing of information from text.

Each student's instructional goals will be specified in his/her progress monitoring plan (PMP):

- Critical thinking, problem-solving, and test taking skills and strategies
- Reading for meaning through varied reading materials at appropriate independent and instructional reading levels representing a minimum balance of 70% / 30% informational to narrative text
- Integration of reading with student written responses to text
- High frequency content area vocabulary

The district's core reading program for 9th and 10th grade levels is *Plugged In-to Reading* (Recorded Books) which provides various recorded and print books for classroom libraries. The supplemental reading program for 11th and 12th grade is *Edge* (National Geographic/Hampton Brown). Supplemental resources also include *Reader's Handbook* (Great Source). In addition, the reading program incorporates the adopted standard English curriculum for each grade level. For the 11th and 12th grade levels, teachers use internet resources provided by the ACT College and Career resource manual along with the Real ACT Prep Guide. These programs support and enrich reading components and Language Arts studies outlined above, as well as Florida Sunshine State Standards for Reading and English.



PROGRAM OF STUDY - MATHEMATICS

Mathematics Honors Program

The Honors program in Mathematics is an option for highly motivated and mathematically talented students who are interested in mathematics, engineering, and sciences. The mathematics department offers honors weighted courses at various levels of sophistication so as to enable any honors student interested in mathematics to take challenging and stimulating mathematics courses appropriate for his or her background. Our honors level courses rapidly introduce students to the rigorous and abstract thought processes of higher mathematics.

Honors courses offered:

Geometry Honors
Algebra II Honors
Analysis of Functions

NOTE: These courses are also considered vital to those who wish to take Advanced Placement and Dual Enrollment Math classes in the future.

NOTE: Students in grade 8 who complete Algebra I and pass the EOC must meet all other honors program academic expectations listed below in order to be enrolled in Geometry Honors.

NOTE: From grade 9 (Algebra I) to grade 10 (Geometry), students may transition into the honors level program (Honors Geometry) upon successful completion of the Algebra I EOC and accomplishment of all additional honors level academic expectations. The transition must occur no later than the sophomore year in order to be successful in future honors weighted courses.

Advanced Placement (AP) Courses offered:

AP Statistics (grade 11 or 12)
AP Calculus (grade 12)

Dual Enrollment courses offered:

MAC 1105 - College Algebra
MAC 1114 - Trigonometry

Honors program academic expectations:

- ✦ *Un-weighted overall GPA of 3.0 or better in all core courses.*
- ✦ *A grade of B or higher in the prerequisite course. (A grade of A in Algebra I during the 9th grade year if making the transition in grade 10 to the honors program.)*
- ✦ *Required entrance scores for Dual Enrollment courses in ACT, SAT or PERT.*
- ✦ *FCAT score of 4 or above in reading as measured by 2011 Spring FCAT.*
- ✦ *Successful completion of all applicable End of Course (EOC) exams.*
- ✦ *Teacher recommendation grade 10 – 12.*

NOTE: Please read the following page for specific Mathematics Honors Placement Criteria requirements for math classes.

MATH HONORS PLACEMENT CRITERIA

GEOMETRY HONORS

Grade of “B” or higher in Algebra I Honors or “A” in Algebra I
Recommendation of high school math teacher
Successful completion of Algebra I End-of-Course exam (EOC)
Scientific calculator required
Student should be prepared for summer work packets

ALGEBRA II HONORS

Recommendation of Geometry Honors teacher
Grade of “C” or higher in Geometry Honors
Successful completion of Geometry End-of-course exam (EOC)
A TI 83 or 84 graphing calculator is required

ANALYSIS OF FUNCTIONS

Recommendation of Algebra II teacher
Grade of “B” or higher in regular Geometry or Algebra II or “C” or higher in honors Algebra II
A TI 83/84 or TI inspire with 84 plate calculator is required for this course

DUAL ENROLLMENT MAC 1105 – COLLEGE ALGEBRA

Recommendation of Algebra II Honors or Analysis of Functions teacher
Grade of “B” in Honors Algebra II or Analysis of Functions
ACT (23) or PERT (123) or SAT (540)
Unweighted grade point average of 3.0

DUAL ENROLLMENT MAC 1114 – TRIGONOMETRY

A minimum grade of “C” in MAC 1105 in addition to all other requirements listed above.

AP STATISTICS

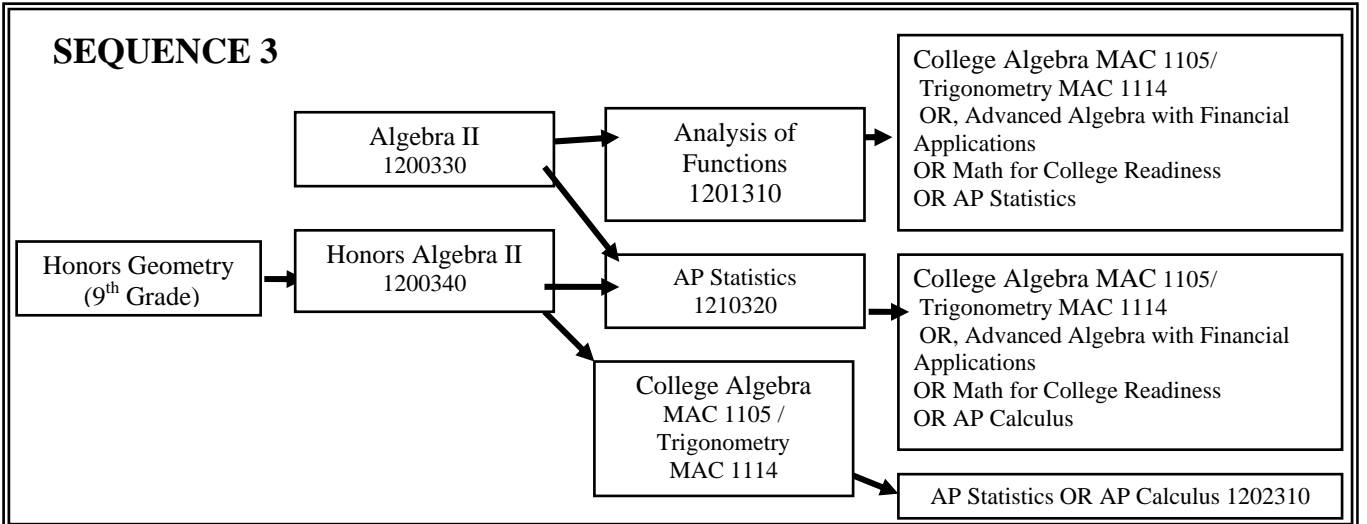
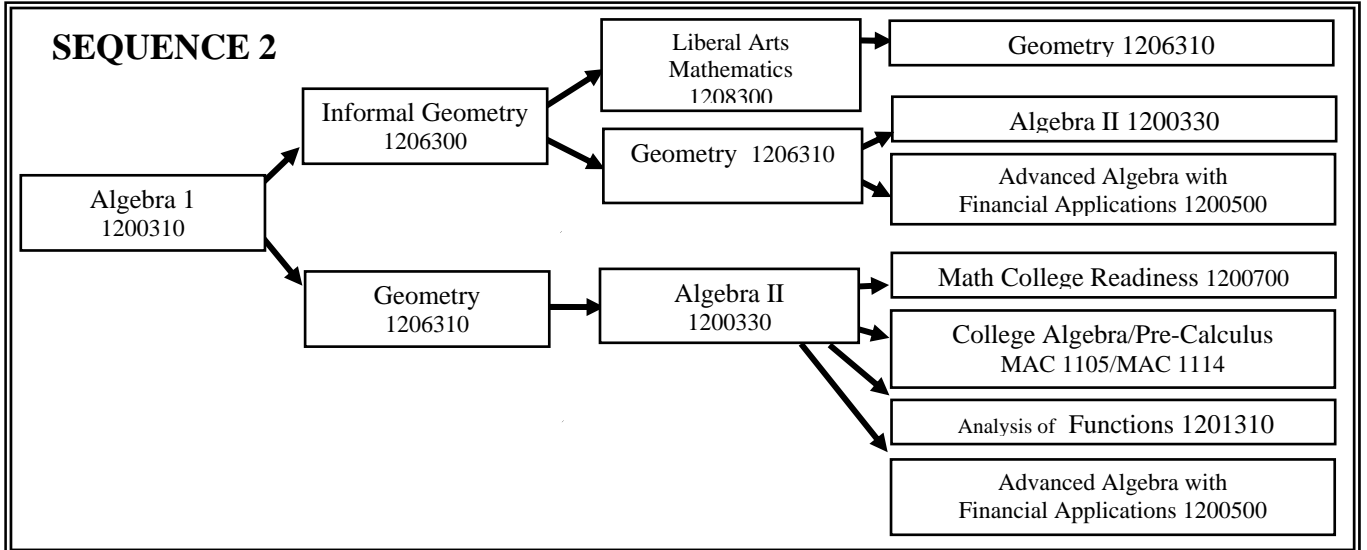
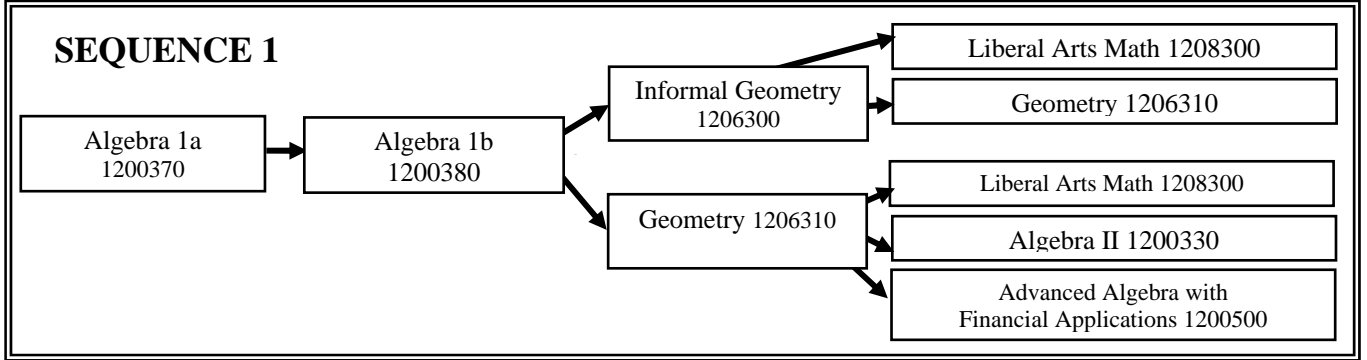
Recommendation of Algebra II Honors, Algebra II or Analysis of Functions teacher
Grade of “B” or higher in Honors Algebra II or Analysis of Functions OR grade of “A” in Algebra II
PSAT Math and Reading combined 110 (SAT 1100) or ACT 23
A TI83/84 or TI inspire with 84 plate calculator is required for this course.

AP CALCULUS

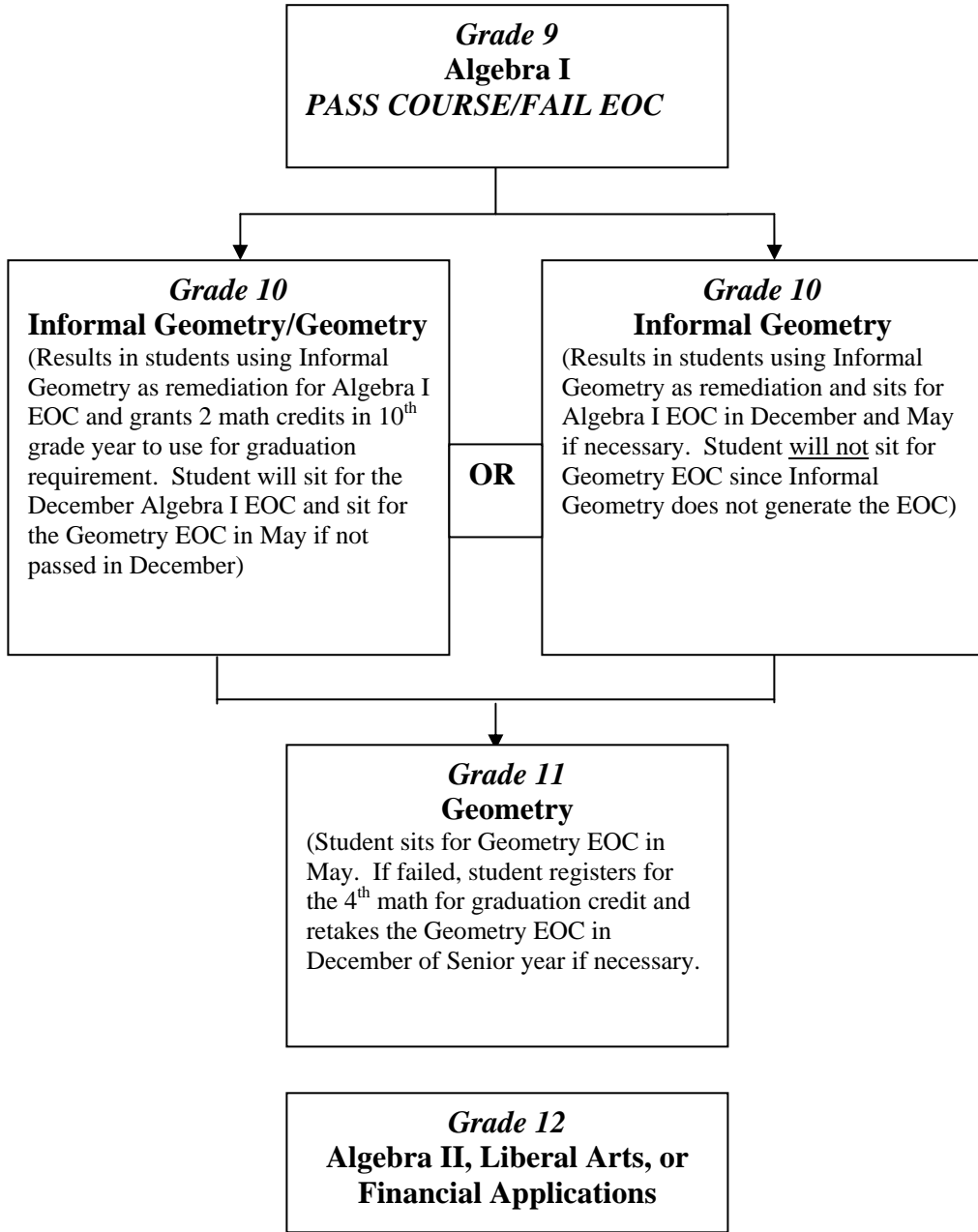
Grade of “B” or higher in College Algebra
Recommendation of College Algebra teacher
SAT Math and Reading combined 1100 or ACT 23
A TI 83/84 or TI inspire with 84 plate calculator is required for this course

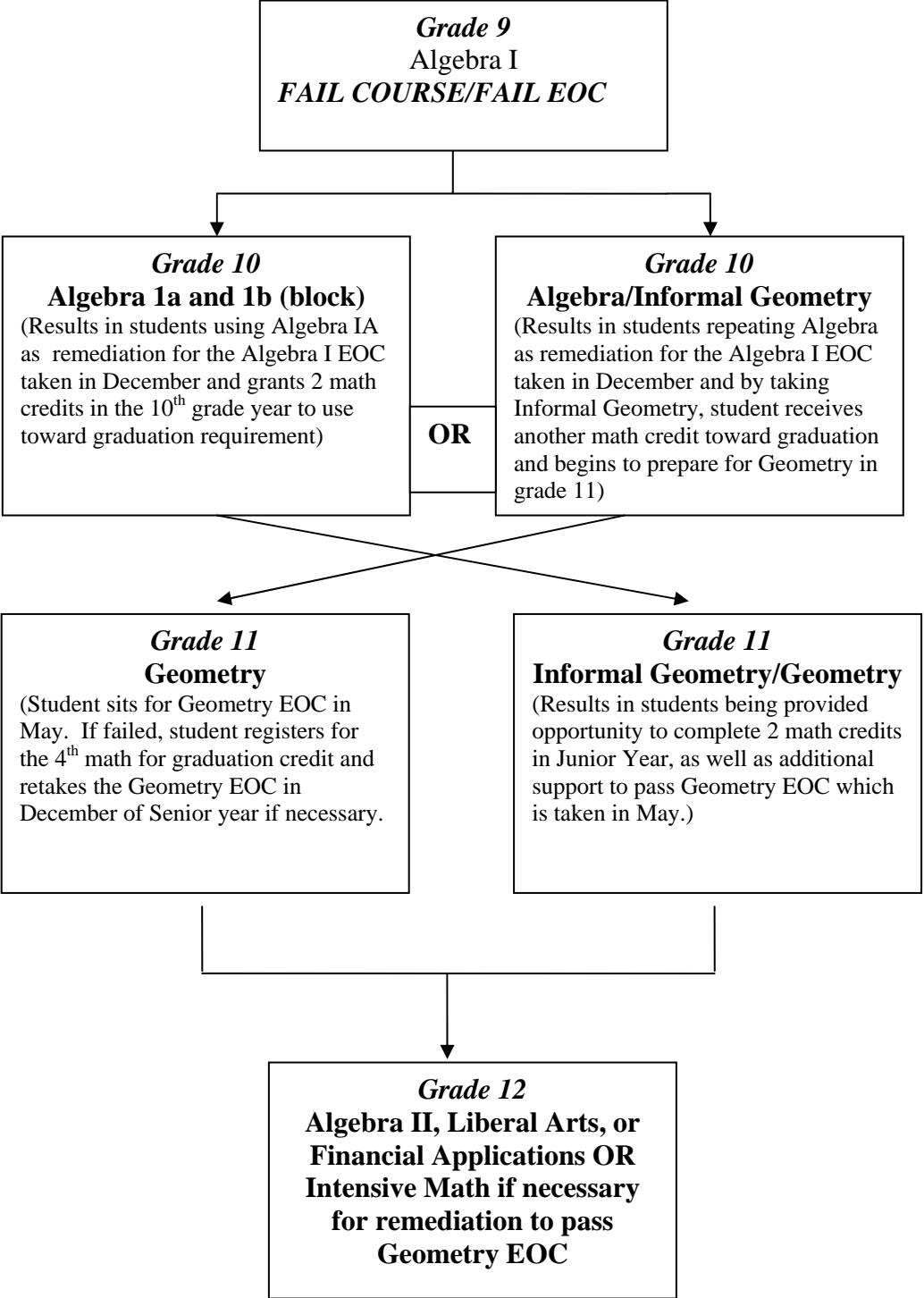
A parental conference and/or pre-assessment test may be required for any student not meeting all pre-requisites for an honors course. (Exception: Enrollment in dual enrollment courses are subject to requirements set forth by the articulation agreement from Edison State College). A student coming from a non-Honors course into an honors course should make this transition from grade 9 to grade 10. (Except for Analysis of Functions as this is a transition course.)

Mathematics Course Sequences proposed for 2012-2013



**2012-13 MATH COURSE SCHEDULING SCENARIOS
AS A RESULT OF ALGEBRA I EOC**





HONORS MATHEMATICS COURSE DESCRIPTIONS

1206320 GEOMETRY HONORS

Grade 9 – 10

1 credit

Prerequisite: *Algebra I. See honors criteria, page 44*

The purpose of this course is to give a rigorous in-depth study of geometry with emphasis on methods of proof and the formal language of mathematics. Topics include, but are not limited to, structure of geometry, separation properties, angle concepts, triangles, quadrilaterals, proofs, perpendicularity, and parallelism in a plane and in space, similar polygons, circles and spheres, constructions, area and volume, coordinate geometry, topology, and transformational geometry. **A scientific calculator is required for this course.**

1200340 ALGEBRA II HONORS

Grades 10-12

1 credit

Prerequisite: *Successful completion of Algebra I (1200310) & Geometry Honors (1206320). Honors criteria, page 44*

The purpose of this course is to present an in-depth study of the topics of Algebra II with an emphasis on theory, proof, and the development of formulas as well as their application. Topics include, but are not limited to, algebraic structure, first-degree equations in one and two variables solved algebraically and graphically, systems of equations in 2 and 3 variables, systems of inequalities. Functions to be covered include quadratic, polynomial, radical, exponential, logarithmic, rational functions and relations, polynomial equations, sequences and series, permutations and combinations. **A TI83 or TI84 graphing calculator is required for this course.**

1201310 ANALYSIS OF FUNCTIONS

Grades 11 or 12

1 credit

Prerequisites: *See Honors Criteria, page 44*

The student entering this course should have been very successful in Algebra II and must be highly motivated. The first semester provides students with the study of circular and trigonometric functions and their applications. Topics include circular functions, trigonometric identities, graphs of trigonometric functions, solutions of trigonometric equations, and solutions of right and oblique triangles. **A TI-83/ 84 or TI inspire with 84 plate is required for this course.**

***Honors credit awarded.**

MAC1105 COLLEGE ALGEBRA

Grades 11 or 12

CHS 1 credit

ESC 3 sem hrs

Prerequisite: *Qualifying scores on ACT (23), or PERT (123) or SAT (540) and qualifying grade point average. Students will also need a qualifying score in reading of 18 on the ACT or SAT (440) or PERT (104).*

Students should have completed HONORS Algebra II.

This upper level math course is designed for well-prepared math students. Topics include linear, quadratic, rational, radical, exponential, and logarithmic functions. Graphing and applications will be emphasized. **A TI83 calculator or equivalent is required for this course.**

MAC1114 TRIGONOMETRY

Grades 11 or 12

CHS 1 credit

ESC 5 sem hrs

Prerequisite: *Successful completion of MAC1105 with a "C" or better.*

MAC 1114 covers trigonometric functions, their inverses and graphs; trigonometric identities; the solutions of triangles; the solution of conditional equations involving trigonometric functions; an introduction to complex numbers; polar and rectangular representation and equations; DeMoivre's theorem; two dimensional vectors and their sum, difference, and dot product with some simple applications. The goal is to prepare the student for the Calculus courses where "prepared" means not just in good command of the requisite material but also possessing good work habits.



1202310 ADVANCED PLACEMENT CALCULUS AB**Grade 12****1 credit**

Prerequisite: Successful completion of MAC1105 College and MAC1114 Trig. Teacher recommendation.

See AP calculus criteria, page 44.

This course provides a foundation for the study of advanced mathematics. Topics include, but are not limited to, elementary functions, limits and continuity, derivatives, anti-derivatives, and definition and application of integral. The class also prepares students for the Advanced Placement Calculus AB test. Students are required to take the AP exam administered in May. **A TI 83/84 or TI inspire with 84 plate calculator is required for this course.**

More information about the AP program can be found at www.collegeboard.com/ap.

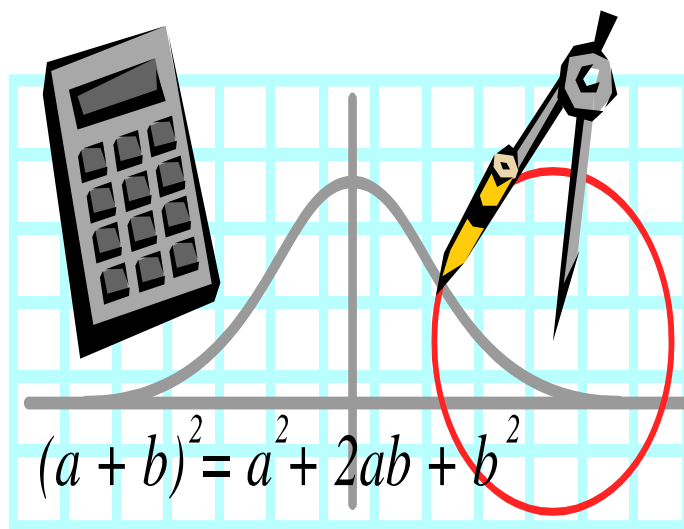
1210320 ADVANCED PLACEMENT STATISTICS**Grade 11 or 12****1 credit**

Prerequisite: Grade of “B” in Honors Algebra II or Analysis of Functions or grade of “A” in general education Algebra II.

The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students who successfully complete this course and examination may receive credit and/or advanced placement for a one-semester introductory college statistics course. Students are exposed to four conceptual themes:

1. Exploring Data: Observing patterns and departures from patterns.
2. Planning a Study: Deciding what and how to measure.
3. Anticipating Patterns: Producing models using probability and simulation.
4. Statistical Inference: Confirming Models.

The AP Statistics course is an excellent option for any student, who has successfully completed a second year course in Algebra, regardless of the student’s intended college major. Mathematical maturity, quantitative reasoning, and excellent reading comprehension skills are necessary for success in this course. **A TI 83/84 or TI inspire with 84 plate calculator is required for this course.**



GENERAL MATH COURSES AND ELECTIVES

1200300 BASIC MATHEMATICS SKILLS (formally Pre-Algebra)

This course is blocked with Algebra 1a for grade 9 students.

Students receive 1 credit for Pre Algebra and 1 credit for Algebra 1a

This course is the lowest level math course that prepares students for Algebra 1a. Placement into this course is based on data from FCAT and/or EOC math testing and recommendations from staffing specialists.

1200400 INTENSIVE MATHEMATICS **Grade 9 – 12** **½-1credit**

The focus of the course is to provide instruction and practice in mathematics skill and concepts. The content will include but not be limited to, test-taking skills and strategies or mathematics. The mathematics content will be identified by a diagnosis of student's needs for instruction. This course is designed to help student with a score below a three on FCAT Mathematics. This course will not count as one of the four required math courses but will count as an elective credit.

1200370 ALGEBRA 1a **Grade 9** **1 credit**

Graduation requirements for Mathematics will be met upon completion of Algebra 1a and Algebra 1b.

The purpose of this course is to strengthen the basic computational skills and to develop problem-solving skills. Course content includes, but is not limited to, integers and rational numbers, equations, inequalities, factoring, and graphing.

1200380 ALGEBRA 1b **Grade 10** **1 credit**

Prerequisite: Successful completion of Algebra 1a. Meets graduation requirements for Mathematics.

The purpose of this course is to strengthen the mathematical skills necessary for advanced training in post secondary programs. The content includes, but is not limited to, the use of formulas, linear and non-linear equations and graphs to solve problems, simple statistical methods, right triangle and trigonometric ratios, polynomials, inequalities, functions, systems of equations, and applying properties of lines, angles, and triangles to problem solving.

Note: *Algebra 1a and Algebra 1b, when taken sequentially, equate to one unit of Algebra I. If both courses are taken, they are acceptable for direct admission in place of Algebra I into the State University System.*

Note: *Often times block sections are created so students are able to take both Algebra 1a and Algebra 1b during the year over two periods pending master scheduling allocations.*

1200310 ALGEBRA I **Grades 9-12** **1 credit**

The purpose of this course is to provide the foundation for more advanced mathematics courses and to develop the skills needed to solve mathematical problems. Topics include, but are not limited to, number system, first-degree equations/inequalities, relations and functions, graphs, systems of linear equations/inequalities, integral exponents, polynomials, factoring rational algebraic expressions, irrational numbers, radical expressions, quadratic equations, and mathematical problems. **A 4-function calculator is required for this course.**



1206300 INFORMAL GEOMETRY**Grades 10-12****1 credit***Prerequisite: Teacher recommendation**This course does not meet the academic core requirement in mathematics for entry into the State University System of Florida or eligibility requirements for some Bright Futures Scholarship options.*

The purpose of this course is to lay a foundation for the geometry concepts through practical applications. Discussions will include the geometry of lines, planes, angles, and both two and three-dimensional objects. A review of algebraic ideas will also be covered. Students who do not pass the Algebra I EOC will take this course as remediation in preparation for re-taking the Algebra I EOC. This course is designed to teach these concepts at a slower pace.

1206310 GEOMETRY**Grades 9-12****1 credit***Prerequisite: Algebra I (1200310)*

The purpose of this course is to emphasize critical thinking involving the discovery of relationships and their proofs and to develop the skills to apply the deductive method to mathematical situations. Topics include, but are not limited to, logic and reasoning, the study of Euclidean geometry of lines, planes, angles, triangles, similarity, congruence, geometric inequalities, polygons and circles, area and volume, and constructions. **A scientific calculator is required for this course.**

1200330 ALGEBRA II**Grades 10-12****1 credit***Prerequisite: Successful completion of Algebra I*

This course continues the study of the structure of Algebra and provides the foundation for applying these skills to other mathematical and scientific fields. Topics include, but are not limited to, the review and extension of the structure and properties of the real number system, relations, functions and graphs, polynomial functions, rational expressions, quadratic equation and inequalities, rational and irrational exponents, complex numbers, and word problems. **A scientific calculator is required for this course.**

1208300 LIBERAL ARTS MATHEMATICS**Grades 11 and 12****1 credit***This course does not meet the academic core requirement in mathematics for entry into the State University System of Florida or eligibility requirements for some Bright Futures Scholarship options*

The purpose of this course is to enable students to strengthen algebraic and geometric concepts and skills necessary for further study of mathematics. The content will include, but is not limited to, review of exponents and radicals, algebraic expressions, and polynomials, functions, relations, and graphs.

1200700 MATHEMATICS FOR COLLEGE READINESS**Grade 12****1 credit***Prerequisite: Algebra I, II and Geometry**Meets high school math core requirements*

The purpose of this course is to strengthen the skill level of high school seniors who have completed Algebra I, II, and Geometry and who wish to pursue credit generating mathematics courses at the college level. This course more closely mirrors the 3 semester hour college credit, postsecondary 'bridge' course, Intermediate Algebra, MAT 1033. Students who score between 96 and 123 on the PERT (Post Secondary Education Readiness Test), administered in the spring of their junior year will be provided this course option. Students who score below 96 will also be eligible for this course based on prerequisite coursework in math and EOC testing. The benchmarks for this course reflect the Florida College Competencies necessary for entry-level college courses.

1200500 ADVANCED ALGEBRA WITH FINANCIAL APPLICATIONS

Prerequisite: Algebra I

Grade 11 or 12

1 credit

The purpose of this course includes but not limited to the interpretation and creating of graphs representing real-world situations, symbolic representation and solving multi-step and real-world applications that involve linear equations and inequalities, comparing and calculating costs of interest rates on loans, development of personal budgets, calculating income tax, interpretation comparing and contrasting different types of retirement plans, comparing and contrasting income from purchase of stocks and bonds, and interpretation of data presented in a variety of formats.

RECOMMENDATIONS FOR THE USE OF CALCULATORS IN CLASS

The use of calculators in math classrooms promotes achievement, improves problem-solving skills, and increases understanding of mathematical ideas. Most CHS math teachers provide instruction in the use of the calculators required for their courses. Charlotte High School does allow students to check out calculators, but will hold the student responsible for the replacement of the calculator if it is lost, damaged, or stolen while in the student's possession.



PROGRAM OF STUDY - SCIENCE

Science Honors Program Mission Statement

To implement an inquiry-based science curriculum that will promote students' scientific literacy, the role of science in the world, and a sense of stewardship.

Goals & Strategies: *Develop best practices in the science disciplines to comply with state standards and district curriculum integrating Technical & Informational Reading; Critical thinking, problem solving, and information management.*

Vision

Charlotte High School honors program offers a wide selection of Advanced Placement (AP), dual enrollment, and honors level courses designed to provide rigor and relevance for participating students. Students will prepare for upper division college courses through a stringent program that focuses on critical thinking and analytical research, writing, and reading comprehension skills. The honors level program caters to those students who are intrinsically motivated to become life-long learners. A successful student in the honors program is responsible; able to meet deadlines; is willing to make a commitment to additional hours of study beyond the classroom environment; and, most importantly, is self-motivated to be an outstanding academic student. Excellent attendance is necessary to be successful in all honors level courses. The courses taken within the honors level program will act as an educational bridge between high school and college to prepare students for academic success in post-secondary institutions. The requirements for placement in honors, dual enrollment, and Advanced Placement courses are outlined as follows.

Honors courses offered:

Honors Biology
Honors Chemistry
Honors Physics
Honors Anatomy & Physiology

Dual Enrollment courses offered:

BSC 1010/1010L Biological Science I w/ Lab
BSC1011/1011L Biological Science II w/ Lab
BSC1093/1094C Anatomy & Physiology I and II

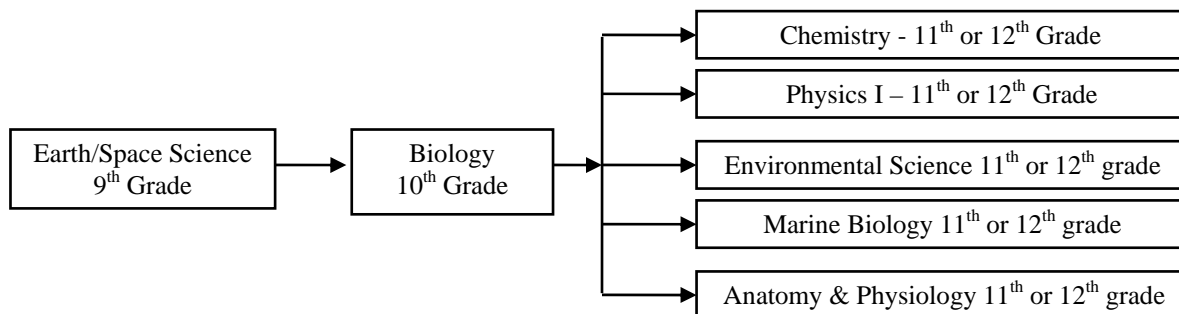
AP Courses offered:

AP Chemistry
AP Biology
AP Environmental Science
AP Physics

Honors program academic expectations:

- ✦ *Un-weighted overall GPA of 3.0 or better in all core courses.*
- ✦ *A grade of "C" or higher in the honors level prerequisite course or a grade of A or B in the prerequisite general course;*
- ✦ *Required entrance scores for Dual Enrollment courses in ACT, SAT or PERT.*
- ✦ *FCAT score of 4 or above in reading as measured by 2011 Spring FCAT.*
- ✦ *Successful completion of all applicable End of Course (EOC) exams.*
- ✦ *Teacher recommendation grade 10 – 12.*

Science Course Sequences proposed for 2012-13



➤ **Recommended Course of Study for General Students:** It is highly recommended that college bound general students complete four Science courses. To be best prepared for college admission and competition for scholarships, students are strongly encouraged to enroll in Earth/Space Science, Biology, Chemistry, and Physics.

Honors Course Sequence

9 th Grade	Honors Biology
10 th Grade	Honors Chemistry
11 th Grade	AP Chemistry AP Environmental Science Physics I Honors Anatomy and Physiology Honors DE Bio Sci I /w Lab (BSC1010 / BSC1010L) Paired DE Bio Sci II / w Lab (BSC1011/ BSC1011L) Paired
12 th Grade	AP Chemistry AP Environmental Science Physics I Honors Physics II AP Physics Anatomy and Physiology Honors DE Bio Sci I with lab (BSC 1010/BSC1010L) Paired DE Bio Sci II with lab (BSC 1011/BSC1011L) Paired DE Anatomy and Phy I. (BSC 1093) Paired DE Anatomy and Phy. II (BSC1094) Paired

HONORS SCIENCE COURSE DESCRIPTIONS

Recommended Course of Study for Honors Students: It is highly recommended that honors level students complete four Science courses. To be best prepared for college admission and competition for scholarships, students are strongly encouraged to enroll in Honors Biology, Honors Chemistry, Honors Physics and AP/DE courses.

2003320 BIOLOGY I HONORS Grade 9 1 credit
Prerequisite: See Honors criteria, page 51.

Biology I Honors provides opportunities for advanced exploratory experiences and activities in the fundamental concepts of life. Topics include, but are not limited to, cell biology, genetics, classification, animals, plants, and ecological relationships. Lectures, notes, computer programs, and labs are the most common approaches to the material.

2003350 CHEMISTRY I HONORS Grades 10-12 1 credit
Prerequisite: Algebra I or Algebra II. See Honors criteria, page 51.

Chemistry I Honors is a course suitable for students who display a high level of competency in the sciences and possess a strong desire to continue their education at a four-year college. Topics include, but are not limited to, matter, atomic theory, the periodic table, chemical bonding, chemical formulas, compounds, reactions and balanced equations, stoichiometry, solutions, acids and bases, and oxidation-reduction reactions.

2003370 ADVANCED PLACEMENT CHEMISTRY Grades 11-12 1 credit
*Prerequisite: Successful completion of Chemistry I Honors with a B or better and Algebra II Honors.
Please refer to honors prerequisite course expectations page 51.*

Advanced Placement (AP) Chemistry is a course designed to be the equivalent of general chemistry that is usually taken during the first year of college. The course is suitable for students who display a high level of competency in honors chemistry and a strong desire to pursue a major in the sciences as a college student. Due to the intensive nature of the class, lab time outside of the normal class time will be required. More information about the AP program can be found at www.collegeboard.com/ap. **All students who enroll in this course are required to take the AP exam in May.**

2003390 PHYSICS I HONORS Grades 11-12 1 credit
Prerequisite: Algebra II Honors. See Honors criteria, page 51.

Physics I Honors is a course suitable for students who display a high level in the sciences and mathematics. This course provides students with an introduction to theories and laws that govern the interaction of matter, energy, and the forces of nature. The content includes, but is not limited to, motion, vectors, and thermodynamics.

2003410/2003420 PHYSICS II/AP PHYSICS B Grade 12 1 credit
*Prerequisite: Physics I Honors or Physics I with teacher permission
Co requisite: Trig or Calculus*

Physics II is a high level course that uses advanced algebra and trigonometry to solve real world problems. This course covers topics in mechanics, energy, waves, thermodynamics, electricity, magnetism, optics, quantum theory, & nuclear physics. The goal of this course is to provide an understanding of basic principles, apply these principles in problem solving, and to prepare the student for college physics and/or engineering.

AP Physics B is a college level course. Through discussions, problem solving, and laboratory activities, the topics covered in Physics II will be reviewed and studied in greater detail. This course covers topics in mechanics, energy, waves, thermodynamics, electricity, magnetism, optics, quantum theory, and nuclear physics. Students are required to sit for the AP exam in May. More information about this AP course can be found at www.collegeboard.com/ap. **All students who enroll in this course are required to take the AP exam in May.**

2000360 ANATOMY AND PHYSIOLOGY HONORS Grades 11-12 1 credit

Prerequisites: Successful completion of Biology Honors and Chemistry Honors. See Honors criteria, page 51.

This course provides students with advanced studies and activities in structures and functions of the components of the human body as well as disease and research. Topics include, but are not limited to, anatomical terminology, cells and tissues, systems of the body, disease and inheritance.

2001380 ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE

Prerequisites: See Honors criteria page 51

Grades 11-12 1 credit

NOTE: *It is recommended that if students have not had chemistry, they take chemistry in conjunction with this course.*

Advanced Placement (AP) Environmental Science will provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environments of problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. AP Environmental Science is an excellent option for any interested student who has completed two years of high school laboratory science – one year of life science and one year of physical science. Due to the qualitative analysis that is required in the course, students should also have taken at least one year of algebra. The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in Environmental Science. More information about the AP program can be found at www.collegeboard.com/ap. **All students who enroll in this course are required to take the AP exam in May.**

✍️ BSC1010/BSC 1010L DUAL ENROLLMENT BIOLOGICAL SCIENCE I WITH LAB

**Grades 11-12 CHS 1cr/sem
ESC 4 sem hrs**

Prerequisites: Reading score of 104 on PERT or 440 on SAT or 18 on ACT.

Math score of 113 on PERT or 19 on ACT or 440 on SAT

Students will also need to have had a “C” or better in both semesters of Biology I.

This semester course is the prerequisite for BSC 1011 and BSC1011L. The topics covered are cellular chemistry, cellular structure, cell energy exchange, processes within the cell, cell reproduction, genetics and DNA functions with protein synthesis. The student will be required to take a lab component (BSC1010L) that is also 3 credits. The lab course will complete activities related to the lecture.

✍️ BSC1011/1011L DUAL ENROLLMENT BIOLOGICAL SCIENCE II WITH LAB

**Grade 11-12 CHS 1 cr/sem
ESC 4 sem hrs**

Prerequisites: Successful completion of BSC1010 and 1010L lab

This second semester course for seniors covers plant anatomy and physiology, animal anatomy and physiology, organism development, evolution and ecology. The student will be required to take a lab component (BSC1011L) that is also 3 credits. The lab course will complete activities related to the lecture.



BSC1093C/1094C DUAL ENROLLMENT ANATOMY AND PHYSIOLOGY I AND II

Grade 12

CHS 1 cr/sem

ESC 4

Prerequisites: BSC 1010 with a grade of B or better and permission of instructor

Prerequisite for 1094C is successful completion of BSC 1093C with a grade of C or better

BSC 1093 is a combined lecture/lab course designed for students in the biological, medical, and health-related fields. The course expands upon general biological concepts including: inorganic and organic chemistry, biochemistry, cell structure and function, metabolism, and genetic mechanisms. These concepts are applied to the structure and function of the human body. The topics are: introduction to anatomy, tissues, integumentary system, skeletal system, muscular system, nervous system and special senses.

BSC 1094 is a combined lecture/lab format designed to be the sequel to BSC1093C. The course will examine how the body's organ systems work together to maintain homeostasis. The following topics will be covered: the endocrine system, cardiovascular system, lymphatic and immune systems, respiratory system, digestive system, urinary system, fluid, electrolytes, and acid-base balance, and reproduction.



GENERAL SCIENCE COURSES AND ELECTIVES

Recommended Course of Study for General Students: It is highly recommended that college bound general students complete four Science courses. To be best prepared for college admission and competition for scholarships, students are strongly encouraged to enroll in Earth/Space Science, Biology, Chemistry, and Physics.

9 th grade:	Earth/Space Science
10 th grade:	Biology I
11 th grade:	Chemistry
12 th grade:	Physics

2001310 EARTH/SPACE SCIENCE **Grade 9** **1 credit**

NOTE: This course meets requirement of Senate Bill 4 “equally rigorous”

Earth/Space Science is a laboratory course focusing on the study of space, geologic structures and forces, the waters on our planet, and the atmospheric forces that shape our world. Through experimentation and investigation, students will explore the earth cycles including the geosphere, hydrosphere, cryosphere, atmosphere, and the carbon cycle. Students will learn about scientific inquiry, geologic time, space exploration, the solar system, and the universe. Students will use, interactive experiences, higher-order thinking, collaborative projects, and real-world application through labs and a variety of assessments. Upon completion of the course, students will have a clear understanding of the dynamic forces at work in the world around them, becoming better caretakers of our planet Earth.

200310 BIOLOGY I **Grade 10** **1 credit**

Biology is the study of life. Students will study all aspects of living organisms including, but not limited to, cytology, environmental biology, and zoology. Lectures, notes, labs, and projects are some of the teaching methods used in this course. Dissection opportunities are voluntary.

2003340 CHEMISTRY I **Grades 10-12** **1 credit**

Prerequisite: Biology

Chemistry provides the students with the study of composition, properties, and changes associated with matter. The content of this course includes, but is not limited to, classification and structure of matter, atomic theory, periodic table, chemical bonding, chemical formulas, chemical reactions, balanced equations, behavior of gases, acids, bases, salts, and energy associated with physical and chemical change.

2003380 PHYSICS I **Grades 11-12** **1 credit**

This course provides students with an introduction to theories and laws that govern the interaction of matter, energy, and the forces of nature. The content includes, but is not limited to, motion, vectors, and thermodynamics.

2002500 MARINE SCIENCE **Grades 11-12** **1 credit**

Prerequisite: Biology

Through the use of lectures, notes, aquarium maintenance, dissection, projects, field trips, and other methods, students will learn how marine biology interacts with technology and society. Topics of inspection and study include organisms and habitats on local and worldwide levels.



2001340 ENVIRONMENTAL SCIENCE

Grades 10-12

1 credit

Prerequisite: Biology or Chemistry

The purpose of this course is to provide the student with the study of human interaction with the environment. The content includes, but is not limited to, forms of pollution, conservation, environmental planning, and policy, public land usage, population dynamics, and major forms of energy.

2000350 ANATOMY AND PHYSIOLOGY

Grades 11-12

1 credit

Prerequisites: Biology. Chemistry is recommended.

This course provides students with general and advanced activities in structures and functions of the components of the human body as well as disease and research. Topics include, but are not limited to, anatomical terminology, cells and tissues, systems of the body, disease and inheritance.

8106850 AGRICULTURAL BIOTECHNOLOGY 2

Grades 10 – 12

1 credit

Prerequisites: Biology I

Note: This course will satisfy an elective credit.

Note: Honors weighting may be available for this course as determined by the district.

This course is designed to develop competencies in the areas of agricultural biotechnology, scientific investigation, laboratory safety, scientific and technological concepts, and the fundamentals of biotechnology. The course is designed for students who have successfully completed Biology I. Over 60% of this course is aligned to the Next Generation Sunshine State Standards contained in science core academic courses. The course may be used as a general career and technical elective or as one of three courses in Plant Biotechnology which lead to industry certification and Bright Futures Scholarships.

The course is delivered through lecture; experiments in a science lab; plant propagation and plant bioengineering in a greenhouse and in sterile training stations.



PROGRAM OF STUDY – SOCIAL SCIENCES

Mission statement from the department regarding honors level courses

The Charlotte High School Social Studies department offers accelerated courses stressing skills needed for college success. The Social Studies Professional Learning Community on College Readiness is designed to inform and identify students who would benefit from enrolling in Honors, AP, or DC classes.

Goals and strategies:

1. Offer a variety of AP/DC and honors level courses throughout the department.
2. Implement teaching strategies designed to make articulation to college curriculum seamless.
3. Identify students who would benefit from college-readiness curriculum.

Honors level courses offered

Grade 9: East-West Heritage

Grade 10: World History

Grade 11: United States History

Grade 12: United States Government and Economics

AP Courses offered

Grade 9: Human Geography

Grade 10: World History

Grade 11: United States History

European History (as elective)

Grade 12: U.S. Government and Politics

Macro Economics

European History (as elective)

Dual Enrollment courses offered

Grade 11: United States History

Grade 12: World History (as elective)

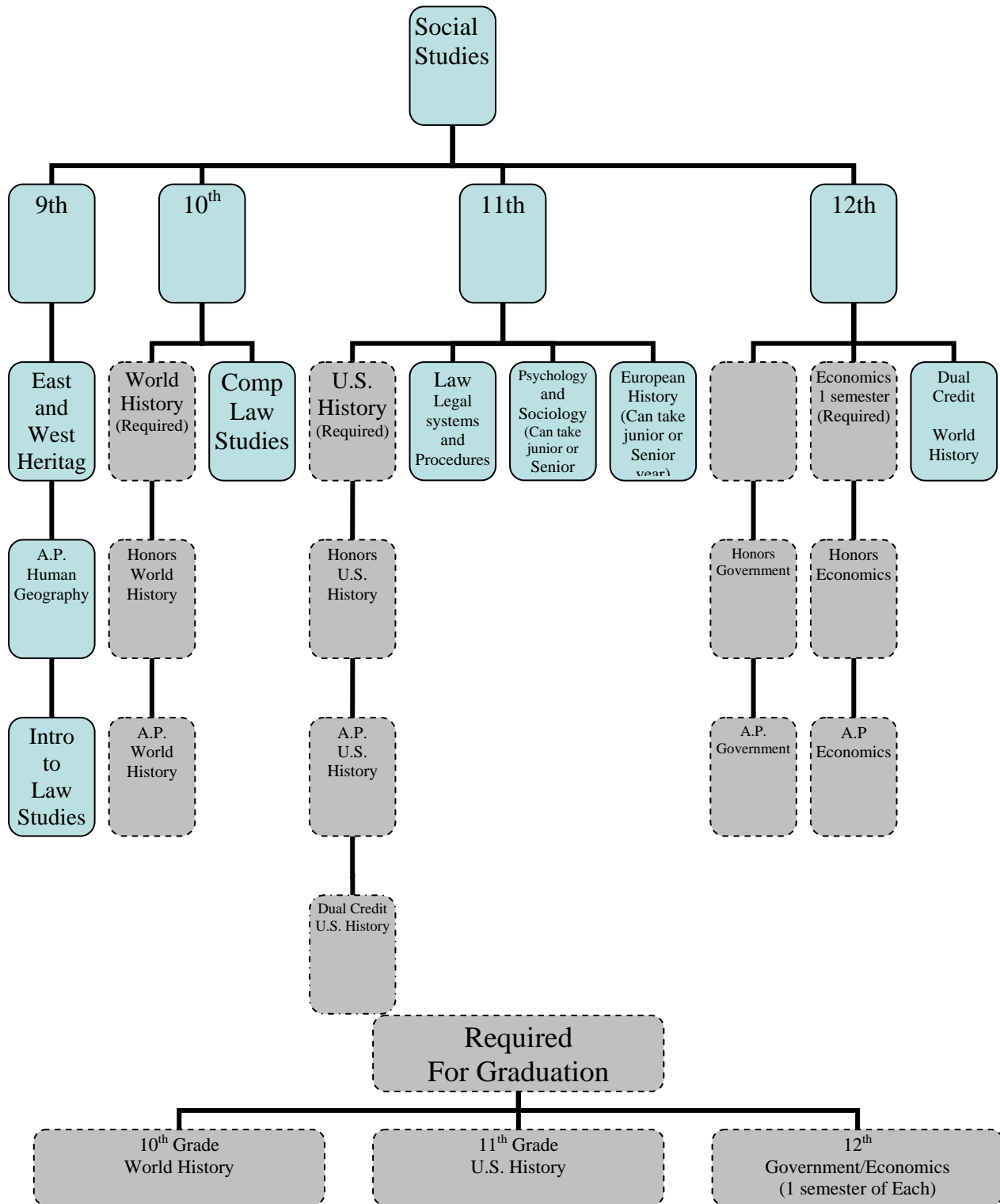
Honors program academic expectations

- ✿ *Un-weighted overall GPA of 3.0 or better in all core courses.*
- ✿ *An un-weighted GPA of 3.5 or better is required for AP Human Geography*
- ✿ *A grade of “C” or higher in the honors level prerequisite course or a grade of A or B in the prerequisite general course;*
- ✿ *Required entrance scores for Dual Enrollment courses in ACT, SAT or PERT.*
- ✿ *FCAT score of 4 or above in reading.*
- ✿ *Successful completion of all applicable End of Course (EOC) exams.*
- ✿ *Teacher recommendation grade 10 – 12.*



Social Science Sequences

Proposed for 2012-2013 School Year



HONORS SOCIAL SCIENCE COURSE DESCRIPTIONS

The primary purpose of social studies education is to promote an understanding of the world, human interaction, cultural diversity, cultural heritage, and to equip students with the knowledge and understanding of the past, which is essential for coping with the present and planning for the future. Furthermore, the social studies curriculum provides teachers with a guide to help instruct students with the essential skills for problem solving and thoughtful decision-making. Social studies foster the recognition of interrelationships among the sciences and humanities and give students the necessary tools to become responsible citizens.

2100460 EAST AND WEST HERITAGE HONORS Grade 9 1 credit

Prerequisite: See Honors criteria, page 58.

The purpose of this course is to enable students to understand the development of the world community within the context of history by examining connections to the past to prepare for the future as participating members of a global society. . Students will apply research, critical thinking, and decision-making skills to the study of the location, physical characteristics, demographics, historical changes, economic activity, and land use of world cultural regions.

2103400 ADVANCED PLACEMENT HUMAN GEOGRAPHY Grade 9 1 credit

Prerequisite: See Honors criteria, page 58. Students need a 3.5 grade point average from middle school to enroll in this course.

Advanced Placement Human Geography serves as an introduction to the study of geography as a social science by emphasizing the relevance of geographic concepts to human problems. This course approaches geography as the science of location, with emphasis on spatial patterns of human activities. The concepts of population, cultural patterns and processes, political organization of space, agriculture and rural land use, industrialization and economic development, cities and urban land use form the core of the course. AP Human Geography is presented as an academic equivalent to an introductory college course. More information about the AP program can be found at www.collegeboard.com/ap. **All students who enroll in this course are required to take the AP exam in May.**

2109320 WORLD HISTORY HONORS Grade 10 1 credit

Prerequisite: See Honors criteria, page 58.

This course includes, but is not limited to, an intensive and in-depth study of Western, Asian and African civilizations. The student acquires an understanding of the chronological development of civilization by examining the political, economic, social and cultural events that have affected humanity. Emphasis is placed on the development of historical writing and document analysis.

2109420 ADVANCED PLACEMENT WORLD HISTORY Grade 10 1 credit

Prerequisite: See Honors criteria, page 58.

The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts in different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in global frameworks and their causes and consequences, as well as comparisons among major societies. It emphasizes relevant factual knowledge, leading interpretive issues, and skills in analyzing types of historical evidence. More information about the AP program can be found at www.collegeboard.com/ap. **All students who enroll in this course are required to take the AP exam in May.**

2100320 UNITED STATES HISTORY HONORS Grade 11 1 credit

Prerequisite: See Honors criteria, page 58.

The purpose of this course is to enable students to understand the development of the United States within the context of history with a major focus on the post-reconstruction period. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures, and humanities to solve problems in academic, civic, social, and employment settings.

Note: This course includes a strong research component with many projects. Students will complete several research projects designed to improve analytical and research skills.


2100330 ADVANCED PLACEMENT AMERICAN HISTORY Grade 11 1 credit

Prerequisite: See Honors criteria page 58 and recommendation from World History teacher

The Advanced Placement (AP) program in United States History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials - their relevance to a given interpretive problem, their reliability, and their importance - and to weigh the evidence and interpretations presented in historical scholarship. This course will develop the skills necessary to arrive at conclusions on the basis of informed judgment and to present reasons and evidence clearly and persuasively in essay format. Students will also engage in several projects designed to increase their analytical and research skills. More information about the AP program can be found at www.collegeboard.com/ap. **All students who enroll in this course are required to take the AP exam in May.**

 AMH2010 US HISTORY TO 1865 (DUAL ENROLLMENT) Grade 11 CHS ½ credit

Prerequisite: Reading scores of SAT-440, ACT-18, or PERT 104 and Unweighted GPA 3.0 **ESC 3 sem hrs**

 AMH2020 US HISTORY FROM 1865 TO PRESENT (DUAL ENROLLMENT)

Prerequisite: Qualifying ACT/SAT/CPT score and GPA. **Grade 11 CHS ½ credit**
ESC 3 sem hrs

Offered in conjunction with Edison State College, the content of these courses includes, but is not limited to, developing the analytical skills and factual knowledge necessary to deal critically with the problems, contents, and materials of American historical development. Focus is on persistent themes and changes in history by applying historical reasoning to seek solutions to contemporary problems. Discussion, research, book reviews, class simulation, and debates are some of the activities of the course.

2106320 AMERICAN GOVERNMENT HONORS Grade 12 ½ credit

Prerequisite: See Honors criteria, page 58. Paired with Economics Honors.

This course is offered for highly motivated students. Through lectures, readings, research, writing and debate students will acquire a comprehensive understanding of the United States government. Curriculum will focus on, but is not limited to, foundations of the Constitution, the influence of public opinion on the governmental decision-making process, mass media, and interest groups, voter participation, political party system, and the three branches of government.

2102320 ECONOMIC HONORS**Grade 12****½ credit***Prerequisite: See Honors criteria, page 58. Paired with American Government Honors.*

The Honors Economics class is designed to inspire students to learn about the American economy and its function in the modern global setting. Students will be challenged to look beyond the traditional textbook and focus their attention on real economic systems. Special attention will be given to capitalism and its evolution, money and the monetary system, savings and investment, U.S. fiscal (spending) policy, and the international trade. Each student will participate in the Florida Stock Simulation Game, research a particular economic topic, listen to expert guest speakers, and be challenged through in-depth class discussion.

2102370 ADVANCED PLACEMENT MACROECONOMICS**Grade 12****½ credit***Prerequisite: See Honors criteria, page 58. Paired with Honors American Government*

AP Macroeconomics will give students a thorough understanding of the principles of economics that apply to an economic system as a whole. This course will emphasize the study of national income and price-level determination, while studying economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Fundamental economic concepts such as scarcity and opportunity costs, supply and demand, absolute and comparative advantage, the business cycle, dynamics of unemployment, inflation, and economic growth will also be addressed. More information about the AP program can be found at www.collegeboard.com/ap. **All students who enroll in this course are required to take the AP exam in May.**

2106420 ADVANCED PLACEMENT AMERICAN GOVERNMENT**Grade 12****½ credit***Prerequisite: See Honors criteria, page 58. Paired with Honors Economics*

This academically challenging course is designed to help students gain and display an understanding of American politics and the processes of government that help shape our public policies. Students learn about the methods of studying political behavior and political institutions. The course is designed to teach the Constitutional underpinnings of the government, political beliefs and behaviors, political parties, interest groups, the congress, the presidency, the bureaucracy, the federal courts, public policy, civil rights, and civil liberties. More information about the AP program can be found at www.collegeboard.com/ap. **All students who enroll in this course are required to take the AP exam in May.**

2109380 ADVANCED PLACEMENT EUROPEAN HISTORY Grade 11-12 1 credit*Prerequisite: See Honors criteria, page 58.*

This course will cover European History from the Renaissance to the current era. The content of the course includes, but is not limited to, an in-depth study and analysis of the major historic, political, and social events that have shaped Europe. More information about the AP program can be found at www.collegeboard.com/ap. **All students who enroll in this course are required to take the AP exam in May.**

WOH1023 HISTORY OF WORLD CIV 1500-1815 (DUAL ENROLLMENT)**Grades 11/12 CHS ½ credit***Prerequisite: Reading scores of SAT-440, ACT-18, or PERT 104. Unweighted GPA 3.0***ESC 3 sem hrs**

This course is a survey of the history of the world from 1500-1815. Emphasis is placed on the political, economic, social, and intellectual aspects of world history during this period. Subjects include European exploration and colonization; the emergence of the nation-state; great modern revolutions; the Enlightenment; the French Revolution and the Napoleonic Era. This course is termed a writing intensive course and requires a minimum of 4,000 words of instructor-evaluated writing per student, including a minimum of 3 graded assignments over the duration of the course. If completed with a grade of "C" or better, this course serves to complete part of the writing intensive course requirements.

WOH1030 HISTORY OF WORLD CIV 1815-PRESENT (DUAL ENROLLMENT)

Grades 11/12 CHS ½ credit

Prerequisite: Reading scores of SAT-440, ACT-18, or PERT 104. Unweighted GPA 3.0

ESC 3 sem hrs

A survey course which includes modern revolutions; the Industrial Revolution; Imperialism; the Indian, Far Eastern, and African backgrounds and political developments; the rise of Latin America; two World Wars and their results; modern nationalism and the decline of colonialism. The political, economic, social and intellectual views of the world are emphasized. This course is termed a writing intensive course and requires a minimum of 4,000 words of instructor-evaluated writing per student, including a minimum of three graded assignments over the duration of the course. If completed with a grade of "C" or better, this course serves to complete part of the writing intensive course requirements.



GENERAL SOCIAL SCIENCE COURSES AND ELECTIVES

2109310 WORLD HISTORY Grade 10 1 credit

Specific content to be covered will include: an understanding of geographic-historic and time-space relationships; the use of the arbitrary periodization in history; a review of prehistory the rise of civilization and cultural universal; the development of religion and the impact of religious thought; the evolution of political systems and philosophies; the interaction of science and society; the development of nationalism as a global phenomenon, the origin and course of economic systems and philosophies, the influence of major historical figures and events; and contemporary world affairs.

2100310 UNITED STATES HISTORY Grade 11 1 credit

This course provides students with the opportunity to acquire an understanding of the chronological development of the American people by examining the political, economic, social, religious, military, scientific, and cultural events that have affected the rise and growth of our nation. Using lecture, notes, newspapers, individual and group reports and projects, emphasis is placed on current events by showing their relationship to historical development.

2106310 AMERICAN GOVERNMENT Grade 12 ½ credit

Paired with Economics (2102350)

Through this course students acquire an understanding of American government and political behavior. Content includes, but is not limited to, analysis of documents which shaped our political traditions, comparison of the roles of the three branches of government at the local, state and national level, an understanding of political parties and the rights and responsibilities of citizens in a democratic state, and the importance of civic participation in the democratic political process. Lectures, notes, individual and group projects, and simulations are a part of this course.

2102350 ECONOMICS Grade 12 ½ credit

Paired with American Government (2106310)

The content of this course includes, but is not limited to, providing students the opportunity to acquire and the way in which individuals and business make economic decisions, consumerism, and the characteristics of international economics. Students experience economics through small business ownership with Junior Achievement as well as other projects.

2109300/2108300 PSYCHOLOGY/SOCIOLOGY Grades 11-12 1 credit

The Psychology course provides an overview, which should prepare the student to pursue the subject at a higher level and/or apply the principles to daily life. The content, which is largely lecture, includes, but is not limited to, observable behavior and inferred innate processes of the human being with the expressed goal of understanding and predicting behavior.

The purpose of Sociology is to provide students with the understanding of group interaction and its impact on individuals. Through lectures, notes, group and individual projects, student study methods employed by sociologists, social instructions and norms, social classes, social roles, and stratification as well as social deviation and social conflict.

2106350/2105350 LAW STUDIES / ETHICS FOR THE 21ST CENTURY
Grade 9 1 credit

Law Studies is an introduction to and survey of law. The purpose of this course is to introduce students to the American legal system. Students will examine the Constitution and how it is the foundation for laws regulating our society. Course content includes criminal, civil, and juvenile law, comparative justice systems, and governmental models. Group activities, lectures, discussions, and an introduction to mock trials, are part of this course.

The purpose of Ethics for the 21st Century is to help students develop the ability to make reasoned and ethical choices when confronted with the many complex, controversial moral dilemmas faced in today's society. Students will become acquainted with the foundations of ethical thought and theories as well as gain an insight into the process of moral development. Students will also identify typical fallacies in flawed moral arguments. Students will also be given the opportunity, both orally and in writing, to apply the skills they acquire to real life moral dilemmas.

2106370 COMPREHENSIVE LAW STUDY Grade 10 1 credit

This course builds upon material introduced in the Law Studies class and analyzes it further. Students will examine the components associated with the American legal system, including a comprehensive examination of both the civil and criminal justice systems. The depth of this class will allow students to develop an even greater personal vision relating to their potential career in law. Greater attention is given to mock trials and other simulations. Students will also be required to read and write a book review on either a John Grisham or a James Patterson book. Participation in both the Charlotte High School Mock Trial Team and Charlotte County Teen Court will be strongly encouraged.

2106380/2106390 LEGAL SYSTEMS/COURT PROCEDURES Grades 11-12 1 credit

The Legal Systems course builds upon the student's understanding from Law Studies and Comprehensive Law Study. This course is taught in conjunction with Court Procedures. Both courses will also benefit the motivated student without prior legal knowledge. The content of this course includes research and debate ABOUT A FOREIGN LEGAL SYSTEM AND WILL ENHANCE THE STUDENT'S APPRECIATION OF THE American legal system. Student will also be required to read and review a book written by Grisham or Patterson.

The Court Procedures course provides students with an overview of the procedures that are commonly used in a court of law. Students will study judicial rules of evidence and will have first-hand experiences through mock trials and other simulations. "Famous Trials" will be researched and discussed as part of this curriculum. Guest speakers and videos will be utilized to inspire the students in the further development of their career path. Communication skills will be enhanced and cooperative learning will be encouraged throughout this class. A field trip to the Charlotte County Justice Center to observe a trial is also a major component of this class.

Both of these classes will prepare students for opportunities to enroll in Executive Internship to complete an internship with a law office or Law classes offered through Edison State College.

PROGRAM OF STUDY - WORLD LANGUAGES

The philosophy of the World Languages department is to enable students to develop proficiency in the target language and cross cultural understanding of our global neighbors. The multifaceted courses all emphasize oral communication through the development of listening, speaking, reading and writing skills, and on the acquisition of the fundamentals of applied grammar. Real life applications are emphasized in all courses so that students will be able to converse with native speakers of the target language.

0701320 FRENCH I Grades 9-11 1 credit

French I introduce students to the language and culture of France. Content includes, but is not limited to, 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 class includes individual and group practice in written and oral modes.

0701330 FRENCH II Grades 10-12 1 credit

Prerequisite: Successful completion of French I

French II reinforces and expands on the skills learned in French I. The course develops increased listening, speaking, reading and writing skills, as well as cultural awareness of people in a variety of French speaking countries. Oral, written, and listening activities, as well as group projects, are some of the class activities.

0701340 FRENCH III Grades 11-12 1 credit

Prerequisite: Successful completion of French II

French III expands vocabulary and conversational skills. It includes, but is not limited to, acquiring grammatical concepts through the analysis of reading selections. Contemporary vocabulary stresses activities, both oral and written, that are relevant to the everyday life of French speaking people.

***Honors Credit Awarded**

0701350 FRENCH IV Grade 12 1 credit

Prerequisite: Successful completion of French III

The purpose of French IV is to develop an advanced level of proficiency for learning French as it is spoken and written today. Listening, speaking, reading, writing, and French cultural awareness are targeted with emphasis on oral proficiency.

***Honors Credit Awarded**

0708340 SPANISH I Grades 10-11 1 credit

Spanish I provide students with a sound basis for learning Spanish as it is spoken and written today. The basic elements of Spanish grammar, along with basic vocabulary, are introduced through direct instruction, role-playing, skits, dialogues, and individual and group projects. Listening, speaking, reading and writing, and Hispanic cultural awareness are developed with an emphasis on oral proficiency.

0708350 SPANISH II **Grades 9-12** **1 credit**
Prerequisite: Successful completion of Spanish I

Spanish II builds on the fundamental skills acquired in Spanish I. Students expand their knowledge of vocabulary and grammar so that they are able to communicate in Spanish about events in the past, present or future. Oral communication remains the primary objective, although skill development in reading and writing is also emphasized. Lessons based on cultural awareness and understanding is woven through the curriculum to promote cross-cultural understanding.

0708360 SPANISH III **Grades 10-12** **1 credit**
Prerequisite: Successful completion of Spanish II

This course develops communication skills and provides students with a sound basis leading to mastery of Spanish. Course content includes, but is not limited to, advanced elements of Spanish grammar along with advanced vocabulary. Listening, reading, writing, and Hispanic cultural awareness are developed with an emphasis on oral proficiency. Class activities include, but are not limited to, direct instruction, role playing, skits, dialogues, impromptu speaking, as well as individual and group projects.

***Honors Credit Awarded**

0708370 SPANISH IV **Grades 11-12** **1 credit**
Prerequisite: Successful completion of Spanish III

The purpose of Spanish IV is to develop an advanced level of proficiency for learning Spanish as it is spoken and written today. Listening, speaking, reading, writing, and Hispanic cultural awareness are targeted with emphasis on oral proficiency. Grammar and vocabulary are introduced through various readings, projects, and discussions.

***Honors Credit Awarded**

0711300 MANDARIN CHINESE I **Grades 9-12** **1 credit**
Prerequisite: Rising Freshmen: a grade of B or higher in 8th grade English course;

Rising 10th-12th: a grade of C or higher in previous English course.

Recommended: FCAT Reading score of 3 or higher. Will meet Florida Academic Scholars requirements for Foreign Language.

The purpose of this course is to enable students to begin to acquire proficiency in Chinese through a linguistic, communicative, and cultural approach to language learning. Emphasis is placed on the development of listening, speaking, reading, and writing skills and on acquisition of the fundamentals of applied grammar. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course.

0711310 MANDARIN CHINESE II **Grades 10-12** **1 credit**
**Continuation of Mandarin Chinese I. Acquisition of an additional 250 characters.*

Prerequisite: Mandarin Chinese I. Rising 10th-12th: a grade of C or higher in previous English course.

Recommended: FCAT Reading score of 3 or higher. Will meet Florida Academic Scholars requirements for Foreign Language.

This course is designed to continue to lay a foundation for those who are interested in learning about Chinese people and understanding their culture. It aims to develop students' overall competence in speaking, listening, reading, and writing Chinese. Equal attention will still be paid to the five essential elements: sounds, vocabulary, grammar, characters and background knowledge.

CAREER AND TECHNICAL EDUCATION

The Charlotte High School Career and Technical Education program prepares students for careers after high school. The curriculum allows students early exploration and experience in the career paths of their choice. Visit our district's Career & Technical Education Website for further information: <http://charlottetechcenter.com/high-school-students/>

Some programs within the Career and Technical Education Department are considered *Cape Career Academies*. This simply means that some programs are specifically partnered with one or more integrated core subject courses (i.e., English, Math and/or Science.) Students within these Academies will have the elective opportunity of taking an industry certification exam at the conclusion of the program. Each available Industry Certification is listed under the final level course of an academy program. **Click Below for Application:**
<http://chs.yourcharlotteschools.net/files/registration/Academy%20Application.pdf>

Students successfully completing 3 consecutive courses in any one program, have the opportunity to become eligible for the Bright Futures Gold Seal Vocational Scholarship (BFGSV). NOTE: Where indicated, PA (Practical Art) indicates those VO courses that can be used to meet the graduation requirement for Fine Art.



This symbol indicates a course that meets BFGSV requirements within a program.

AGRICULTURE, FOOD & NATURAL RESOURCES

A Cape Career Academy Program

8106810  **AGRISCIENCE FOUNDATIONS** **Grades 9-10** **1 credit**
This course is a prerequisite for all other Agriscience courses.

This course is designed to develop competencies in the areas of agricultural history and the global impact of agriculture; career opportunities; scientific and research concepts; biological and physical science principles; environmental principles; agriscience safety; principles of leadership; and agribusiness, employability, and human relations skills in agriscience. Laboratory-based activities are an integral part of this course. These include the safe use and application of appropriate technology, scientific testing and observation equipment.

AGRITECHNOLOGY

8106820  **AGRITECHNOLOGY 1** **Grades 10-12** **1 credit**
Prerequisite: Successful completion of Agriscience Foundations



8106830



AGRITECHNOLOGY 2

Grades 11-12

1 credit

Prerequisite: Successful completion of Agritechnology 1

Students will learn broad, transferable skills and understanding of the following elements of the Ag Industry; planning, management, finance, technical and production skills, technology, labor issues, community, health, safety and environmental issues. The program includes instruction in animal and plant production and processing; agricultural marketing; Ag mechanics, employability skills, mathematics and basic science; biological sciences; communications and human-related skills.

Careers in this area might include Ag engineers, machine operators, recycling or waste water treatment managers, welders, machinists, communication technicians, software developer and programmers, and G.P.S. technicians.

AGRICULTURE BIOTECHNOLOGY

8106850



AGRICULTURAL BIOTECHNOLOGY 2

Grades 10-12

1 credit

Prerequisite: Successful completion of Agriscience Foundations

NOTE: Honors weighting may be available for this course as determined by district.

This course was developed as a core and is designed to develop competencies in the areas of agricultural biotechnology in agriculture, scientific investigation, laboratory safety, scientific and technological concepts; and the fundamentals of biotechnology.

*An honors component may become available for 2012-13 pending district approval.

ANIMAL SCIENCE & SERVICES

The purpose of this program is to prepare students for employment or advanced training in the animal science industry. The program focuses on broad, transferable skills and stresses understanding of the following elements of the animal science industry: planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety and environmental issues

Careers in this area might include Ag educators, livestock producers and buyers, AI technicians, animal caretakers and managers, equine managers, animal scientists, veterinarians and assistants, meat science research, feedlot specialists, wildlife biologists, and geneticists.

8106210



ANIMAL SCIENCE & SERVICES 2

Grades 10-12

1 credit

Prerequisite: Successful completion of Agriscience Foundations

This course is designed to develop competencies in the areas of safety, animal behavior, animal welfare, animal control, and employability skills.

8106220



ANIMAL SCIENCE & SERVICES 3


Grades 11-12


1 credit

Prerequisite: Successful completion of Animal Science 2

This course is designed to develop competencies in the areas of animal digestive systems, animal breeding, preventive medicine and disease control, control of parasites, animal marketing, and analyzing records.

VETERINARY ASSISTANT

8111510		VET ASSISTING 1	Grade 10 - 12	1 credit
<i>Prerequisite: Successful completion of Agriscience Foundations</i>				
<i>NOTE: Honors weighting may be available for this course as determined by district.</i>				

8111540		VET ASSISTING 2	Grade 11 - 12	1 credit
<i>Prerequisite: Successful completion of Vet Assisting 1</i>				





The purpose of this program is to allow students who successfully complete the Animal Science program, an experiential internship within a local veterinary office.

*An honors component may become available for 2012-13 pending district approval.

ARTS, A/V TECHNOLOGY & COMMUNICATION

A Cape Career Academy Program

The purpose of this program is to prepare students for initial employment as television production personnel, professional video editors and technicians. This program focuses on broad, transferable skills needed to be employed in the Television Production industry. Students will develop skills in operating television production equipment along with basic knowledge of the history of television, storyboarding, and bringing projects to completion. Students at level II will develop specialized skills in editing and special effects using Final Cut Pro X. Projects include news stories, music video, commercials / PSA's and studio productions. Students at level III work on independent projects for closed circuit school broadcast. Students must be able to videotape events after school, meet deadlines and contribute to the show on a daily basis. Level IV TV Production, requires students to demonstrate all skills learned in previous courses. Students work on the Senior Video, Graduation Video, Community projects and Tarpon News Network.

8772110		TV PRODUCTION 1	PA	Grades 9-10	1 credit
8772120		TV PRODUCTION 2	PA	Grades 10-11	1 credit
<i>Prerequisite: Successful completion of TV Production 1</i>					
8772130		TV PRODUCTION 3		Grades 11-12	1 credit
<i>Prerequisite: Successful completion of TV Production 2</i>					
8772140		TV PRODUCTION 4		Grades 12	1 credit
<i>Prerequisite: Successful completion of TV Production 3</i>					
Industry Certification: Final Cut Pro and Adobe Photoshop					

EDUCATION & TRAINING

8909030  **TEACHER ASSISTING 3** **Grade 11** **1 credit**

Prerequisite: Successful completion of Teacher Assisting 2

8909040  **TEACHER ASSISTING 4** **Grade 12** **1 credit**

Prerequisite: Successful completion of Teacher Assisting 3

NOTE: We will continue with the program for those students who took TA I during their 2011-12 school year; however, this program will be phased out due to lack of student enrollment and master scheduling allocations.

Students will continue to explore teaching through analysis of student populations, management and teaching techniques, learn to make and implement lesson plans in a classroom setting, analyze student behavior and practice classroom management skills and various teaching techniques. There will also be a focus on providing knowledge about students who are from different ethnic, racial, cultural, socioeconomic and linguistic backgrounds.

Teacher Assisting 3 and 4 is an internship at an elementary or middle school. The students will be focusing on implementing lesson plans and using techniques for teaching and classroom management learned previously. There will also be an emphasis on learning to use technology in the classroom to enhance the learning environment. The students must complete an application and have a good attendance and discipline record to be accepted into the program. The students will provide their own transportation to the site of the internship.

For continuing courses within the Early Childhood Care pathway, see the Charlotte Technical Center (CTC) brochure.

HEALTH SCIENCES

8417100  **HEALTH SCIENCE 1** **Grades 9-12** **1 credit**

This course consists of an overview of the human body, both structurally and functionally with emphasis on the pathophysiology and transmission of disease. Medical terminology is an integral part of the course.

The course Anatomy and Physiology may be substituted for the course Health Science 1.

8417110  **HEALTH SCIENCE 2** **Grades 10-12** **1 credit**

Prerequisite: Successful completion of Health Science 1

This course is designed to provide the student with an in depth knowledge of the health care system and associated occupations. Emphasis is placed on communication and interpersonal skills, use of technology, ethics and the development of critical thinking and problem solving skills. Students may shadow professionals throughout the course.

Health Science students who have completed Health Science 1 and 2 may receive one science credit in Anatomy and Physiology in accordance with s. 1003.491 F.S.

**Students seeking a FLBFGSV scholarship through a Health Sciences program, need at least three credits including the 2 pre-requisites (Health Science 1 and 2) and must be a program completer to qualify for Gold Seal Endorsement. Refer to 1009.536 F.S. and related rules and to program courses at CTC.

For continuing courses within the Nursing, Dental and First Responder pathways see the Charlotte Technical Center (CTC) brochure.

HOSPITALITY & TOURISM

A Cape Career Academy Program

Students will develop competence in career and job opportunities, basic food skills, personal productivity, safe, secure, and sanitary work procedures, operational systems, commercial tools and equipment, principles of nutrition, recipes, front-of-the house duties, back-of-the-house duties, and food and beverage preparation.

* Culinary Arts 2 and 3 are taught together as a block class during one school year.

8800510  **CULINARY ARTS 1** **Grades 9-10** **1 credit**

* Culinary Arts 2 (2 periods semester 1) and 3 (2 periods semester 2) are taught together as a block class during one school year.

8800520  **CULINARY ARTS 2** **PA** **Grades 10-11** **1 credit**

8800530  **CULINARY ARTS 3*** **PA** **Grades 10-11** **1 credit**

Prerequisite: Successful completion of Culinary Arts 1 with a grade of C or better

Application required: See instructor

Industry Certification: ServSafe

For continuing courses within the Culinary Pathway, see Charlotte Technical Center (CTC)

INFO TECH: MULTIMEDIA DESIGN TECHNOLOGY

A Cape Career Academy Program

These courses are designed to provide a basic understanding of fundamentals of multimedia and Web page layout. Students learn to plan and create presentations that incorporate scanned images, and images created in various formats and mediums as well as how to integrate video and animation into Web pages. Special emphasis is placed on good design, proper usage of typography and images for delivery on the internet. Upon successful completion of this program, students are eligible to take the Adobe Photoshop Certification exam.

8212430  **MULTIMEDIA FOUNDATIONS 1** **PA** **Grades 10-11** **1 credit**

8212440  **MULTIMEDIA FOUNDATIONS 2** **PA** **Grades 11-12** **1 credit**

Prerequisite: Successful completion of Multimedia Foundations 1

8212450  **MULTIMEDIA FOUNDATIONS 3** **PA** **Grades 12** **1 credit**

Prerequisite: Successful completion of Multimedia Foundations 2

Industry Certification: Adobe Photoshop, Adobe Illustrator, Adobe Dreamweaver, Adobe Flash

For continuing courses within this pathway, see Charlotte Technical Center offerings.

LAW, PUBLIC SAFETY, CORRECTIONS & SECURITY

NAVAL JUNIOR RESERVE OFFICER TRAINING CORPS (NJROTC)

NJROTC provides an introduction to military life along with the advantages NJROTC can provide for those choosing to join any of the military services. However, there is **no military obligation**. Enrolling in NJROTC gives increased opportunity for appointment to any of the five service academies and any of the four college ROTC scholarship programs with lower SAT/ACT scores than for non-NJROTC students. There is increased pay (over \$350 extra per month) and pay grade for those who choose to enlist in any of the armed services. Uniforms are issued free of charge. Students are responsible for the return of uniforms in good and clean condition or be prepared to pay for cleaning costs if they are not. Proper military grooming and wearing of uniform one day per week, military drill, and acceptable conduct are required to pass the course. Cadets are encouraged to participate in extracurricular activities such as drill team, academic team, physical fitness training, air rifle training, orienteering, and community service events. As a result of participation in these activities, leadership opportunities are gained as well as awards and advancements earned. Grades are determined by class work, uniform wear, military appearance (haircut, shave, allowable jewelry/makeup) and conduct. Students in NJROTC will receive one-half of an elective credit for each semester completed with a passing grade.

Naval Science I, II, and III are separate courses, and may be taken in any order by cadets, but those desiring to enroll for second and subsequent years must have prior approval from the Naval Science instructors.

Some benefits to students with successful participation in the NJROTC curriculum include:

- **Waiving the HOPE (Health Opportunities through Physical Education) and Fine Arts graduation requirements (upon successful completion of 2 NJROTC courses.)**
- Opportunity to take Mini-Boot Camp before the start of the school year
- Insights to military life with no obligation to join the military
- Community service opportunities
- Camaraderie of being part of recognizable team of cadets on campus
- Learn subjects not covered by other curricula
- Gain valued discipline and leadership skills
- Enhanced college scholarship offerings through the Reserve Officer Training Corps and other programs
- Orientation trips to Navy, Marine and Coast Guard commands
- Fun and competitive activities included in the NJROTC experience

1802300

NAVAL SCIENCE I

Grades 9-12

1 credit

This course is divided into two parts. The first part introduces students to the precepts of citizenship, the elements of leadership, and the values of scholarship in attaining life goals. Content includes the heritage and traditions of American government, with emphasis on traits needed to become good citizens. The second part of the course provides instruction in the military aspects of one's association with the NJROTC program. Instruction is provided on military drill, uniform regulations, physical fitness, orienteering, health, first aid, and survival. The educational needs of career planning and what career choices the military has to offer are examined in depth.

Successful completion of Naval Science I and II fulfills the graduation requirements for HOPE and Fine Arts.

1802310 NAVAL SCIENCE II Grades 9-12 1 credit

Prerequisite: Approval of Instructor

This course is divided into two parts. The first part introduces students to the importance of sea control and how sea power influenced the growth of western civilization. It explains how sea power evolved and its influence on the ancient world. It then examines American history from the naval viewpoint from our early beginnings to the present. The second part of the course provides instruction in maritime geography as it relates to our natural resources, climate, soil, and bodies of water, people, governments, military, and geopolitics. Meteorology (the study of weather) and astronomy are also examined.

Successful completion of Naval Science I and II fulfills the graduation requirements for HOPE and Fine Arts.

1802320 NAVAL SCIENCE III Grades 10-12 1 credit

Prerequisite: Approval of Instructor

This course is divided into two parts. The first part introduces students to the importance of sea power and national security. Sea power is the ability to use the ocean areas for political, economic, and military activities in peace or war in order to attain national objectives. The Merchant Marine is not only an important part of U.S. sea power, but is also an important part of the U.S. economy through international commerce. Grand Strategy—our national plan for the future, national security and modern conflict, and military law and international law of the sea are also covered in this section. The second part of the course covers naval skills. Ship construction, damage control and firefighting, shipboard organization, basic seamanship, marine navigation, and naval weapons and aircraft are all studied in this section.

1802330 NAVAL SCIENCE IV Grade 12 1 credit

Prerequisite: Recommendation by the Naval Science Instructor.

This course further develops the trait of leadership in students through both study and hands-on experience. These cadets will be the officers required to “run” the Unit. Cadets in this course will provide the leadership and set the example for junior cadets. Cadets in the top positions such as Commanding Officer and Executive Officer will be graduates of the NJROTC Leadership Academy or will have attended an equivalent course or one of the summer sessions at one of the Service Academies.

1803300 LEADERSHIP EDUCATION Grades 11-12 1 credit

Prerequisite: Recommendation by the Naval Science instructor. Students must be concurrently enrolled in either Naval Science III or IV.

This course develops further the trait of leadership in students through both study and hands-on experience. The cadets will be the officers required to “run” the Unit. Cadets in this course will provide the leadership and set the example for junior cadets. Cadets in the top positions, such as Commanding Officer and Executive Officer, will be graduates of the NJROTC Leadership Academy or will have attended an equivalent course or one of the summer sessions at one of the Service Academies.



STEM – SCIENCE, TECHNOLOGY, ENGINEERING, AND MATH

8600580 AEROSPACE TECHNOLOGIES I

Grades 9 – 11 1 credit

1. Details:

- 1.1. Course number is: 8600580
- 1.2. Course Title is: Aerospace Technologies I
- 1.3. <http://www.fldoe.org/workforce/dwdframe/1112/stem/rtf/8600080.rtf>

2. Credit

- 2.1. **Credit is honors 4.5 weighted class.**
- 2.2. **Fine Art Credit 1.0** (#217 on the list below)
- 2.3. <http://www.fldoe.org/articulation/ccd/files/pacourses.pdf>

3. Requirements:

- 3.1. 9th, 10th 11th grade
- 3.2. GPA 2.75 or higher
- 3.3. FCAT- no ERAU requirement
- 3.4. No math or science pre-requisites.

This class leads to Embry-Riddle Aeronautical University Dual enrollment classes at the Tech Center where students can earn up to **25 college credits**. Areas of Study are Aviation Maintenance (A&P Mechanic), Aeronautical Science (Pilot), and Engineering.

Course Description:

A survey course designed to introduce 9th grade students to various aspects of engineering, aviation and aerospace. Emphasis will be placed on science, technology, engineering, and mathematics (STEM) education as the core concepts required to succeed in the fields of aviation, aerospace and engineering. Aviation history and career opportunities will also be covered.

Goals:

To foster enthusiasm for all areas of technology; to introduce and reinforce academic concepts as they relate to aviation and aerospace; and to identify those students with the maturity, interest and intellect to continue into introductory-level ERAU courses for college credit in the 10th through 12th grade. Additionally, this course also provides a foundation and understanding of the essential elements of resource management and teamwork used by industry standards.

Any Questions, please call Karen Candiani 941-255-7500 x280.



Drafting & Design Technology is a Cape Career Academy Program

This program provides students with a foundation of knowledge and technical experience in the study of drafting and design technology. The content of these courses include lettering, freehand sketching, orthographic projection, geometric construction, dimensioning, sectioning, reproducing, pictorial drawing, auxiliary viewing and architectural drawing using technical instruments, machines and materials. Computer-aided drafting, occupations in drafting and entrepreneurship, employability skills, and leadership skills are emphasized.

8600810  **DRAFTING & DESIGN TECH 1** **PA** **Grades 9-11** **1 credit**

Prerequisite: Passing grade on Algebra I EOC or 8th grade FCAT Math score of level 3 or higher

8600820  **DRAFTING & DESIGN TECH 2** **PA** **Grades 10-12** **1 credit**

Prerequisite: Successful completion of Drafting & Design Tech 1

8600830  **DRAFTING & DESIGN TECH 3** **PA** **Grades 11-12** **1 credit**

Prerequisite: Successful completion of Drafting & Design Tech 2 with Instructor approval.

Industry Certification: AutoCAD Certified Associate

For continuing courses within the Drafting pathway, see the Charlotte Technical Center (CTC) brochure.

8601110  **MATERIALS & PROCESSES TECH 1** **PA** **Grades 9-10** **1 credit**

8601120  **MATERIALS & PROCESSES TECH 2** **PA** **Grades 10-12** **1 credit**

Prerequisite: Successful completion of Materials & Processes Tech 1

8601130  **MATERIALS & PROCESSES TECH 3** **PA** **Grades 11-12** **1 credit**

Prerequisite: Successful completion of Materials & Processes Tech 2 with Instructor approval.

These courses provide an introduction to the skills needed for construction technology. The program is designed to provide the student with the basics of woodworking, metalworking, and plastic. Materials and processes are used to solve design and engineering problems. Activities will include the study of shop safety, entrepreneurship, and leadership skills. Students will design and build related projects.

For continuing courses within the Construction pathway, see the Charlotte Technical Center (CTC) brochure.

8601310  **POWER & ENERGY TECHNOLOGY 1** **Grade 9-10** **1 credit**

8601320  **POWER & ENERGY TECHNOLOGY 2** **Grade 10-11** **1 credit**

Prerequisite: Successful completion of Power & Energy Technology 1

8601330  **POWER & ENERGY TECHNOLOGY 3** **Grade 11-12** **1 credit**

Prerequisite: Successful completion of Power & Energy Technology 2 with Instructor approval.

The purpose of this program is to provide students with a foundation of knowledge and technically oriented experiences in the study of transportation technology. This program focuses on transferable skills and stresses understanding and demonstration of the technological tools, machines, instruments, materials, processes, and systems in business and industry. The content includes, but is not limited to, a study of power systems and the kinds and sources of energy. The content and activities will also include the study of entrepreneurship, safety, and leadership skills.

For continuing courses within the automotive pathway, see the Charlotte Technical Center (CTC) brochure.



8601010		COMMUNICATION TECHNOLOGY 1	PA	Grade 9-12	1 credit
8601020		COMMUNICATION TECHNOLOGY 2	PA	Grade 10-12	1 credit
<i>Prerequisite: Successful completion of Communication Technology 1</i>					
8601030		COMMUNICATION TECHNOLOGY 3	PA	Grade 11-12	1 credit
<i>Prerequisite: Successful completion of Communication Technology 2</i>					

The purpose of this program is to provide students with a foundation of knowledge and technically oriented experiences in the study of communications technology. This program focuses on transferable skills and stresses understanding and demonstration of the technological tools, machines, instruments, materials, processes and systems in business and industry. Communications Technology represents the current and expanding digital technology.

The content includes, but is not limited to a study of the processes, uses, and technical skills found in visual technologies (both conventional and digital procedures), multimedia production, computer animation and graphics, web page design, electronic media and other new and emerging technologies.


NOTE: Where indicated, PA (Practical Art) indicates those VO courses that can be used to meet the graduation requirement for Fine Art.

WORK STUDY PROGRAM

Completed applications are required prior to enrollment in any of these courses.

	8303010	DIVERSIFIED CAREER TECHNOLOGY I	Grades 10-12	1 credit
	8300410	ON-THE-JOB TRAINING (OJT)	Grades 11-12	1-2 credits
<i>Requirement: Successful completion of Diversified Career Technology 1 or simultaneous enrollment in DCT 1.</i>				

Diversified Career Technology (DCT) is a program designed for 11th and 12th grade students who desire on-the-job training through cooperative method. Enrollment in or successful completion of DCT 1 is required to assist students with employability skills and job-related instruction. The DCT program prepares the student for employment and job advancement. Diversified Career Technology is a year long academic course required to participate in OJT. A Leadership Club is an integral part of the curriculum. OJT gives the student the opportunity to learn a useful skill on the job under actual working conditions. Students must secure a minimum wage paying job (taxes taken out etc.) that cannot be for a parent or relative. One to three high school credits per junior and/or senior year can be earned for on-the-job-training. The State of Florida determines the minimum hours a student must work for academic credit. Students selected for this program must apply in advance. They must demonstrate good school attendance (no more than 10 absences the previous year), a 2.0 GPA and the coordinator must approve the training station. **Click below for Application:**
<http://chs.yourcharlotteschools.net/files/registration/ApplicationDCTCOOPOJT.pdf>

	8300420	COOPERATIVE DIVERSIFIED EDUCATION OJT	Grades 11-12	1-2 credits
<i>Pre-requisite: Successful completion of a CTE related course as described below.</i>				

On-the-job training course is based upon the student's job preparatory program and the development and evaluation of occupational competencies. Job-related classroom instruction must have been provided for a minimum of one semester prior to enrollment or the student must be presently enrolled in a job preparatory program. The job preparatory courses that might use this cooperative OJT class include: Agriscience, Information Technology, Television Production, Vet Assisting, Culinary Arts, Nursing Assistant, Drafting, Materials & Processes, and Health Science. **Click for Application:** <http://chs.yourcharlotteschools.net/files/registration/ApplicationDCTCOOPOJT.pdf>

 **0500300 EXECUTIVE INTERNSHIP I**

Grade 12

1 credit

 **0500310 EXECUTIVE INTERNSHIP II**

Grade 12

1 credit

Prerequisite: Successful completion of Executive Internship I

The internship experience helps students see how school courses are relevant to their career choice and should serve as a practical application of skills and knowledge learned throughout sequential pathway programs. Students must provide their own transportation to and from the mentor site and attend on a daily basis. The internship program is offered to seniors who have a good attendance record, submit an application and then participate in an interview. Limited intern positions are provided by local businesses and/or professionals. The internship is scheduled into a 2 period block of time. It is strongly suggested that the student change intern sites each semester. Students are not permitted to mentor with parents or relatives. *Click below for Application:*

<http://chs.yourcharlotteschools.net/files/registration/ApplicationDCTCOOPOJT.pdf>



FINE AND PERFORMING ARTS

The Fine Arts department of Charlotte High School consists of the following programs: Art, Drama, and Music. The nature of the Fine Arts department allows for performance-oriented programs and public relations work. Students who desire to perform in their area of expertise or who want their work displayed are provided the opportunity through live concerts, theater productions, and art shows, both on and off campus.

ART

The art program at Charlotte High is structured to allow a student to begin with the basic 2-D Art course, progress through Drawing I, then experience a variety of visual art classes or specialize in one specific area. For the serious art senior planning on a major in the visual arts, Pre-Advanced Placement Art is offered the junior year and Advanced Placement Studio Art (Drawing) is offered senior year.

0101300 **TWO-DIMENSIONAL STUDIO ART I** **Grades 9-10** **1 credit**
(2-D Art comprehensive I)

No Prerequisite

This introductory class will serve as a prerequisite to all other studio art classes. The content of the course will include but not be limited to (1) the study of the principles and elements of art, (2) basic technical skill development of 2-D media, (3) art appreciation and art history and (4) art-related careers. **A \$10 lab fee is required for consumable supplies.**

0101310 **TWO-DIMENSIONAL STUDIO ART II** **Grades 10-12** **1 credit**
(Drawing & Painting I /II– 0104320 & 0104330)

Prerequisite: 2-D Studio Art I

A beginning class in drawing and painting utilizing a variety of media including pencil, colored pencil, chalk, pen, ink, tempera, acrylics, watercolor, and oil pastel. The class will concentrate on basic perspective, skill development of the media, as well as composition. Additionally, the course will include advanced perspective techniques and begin directing the student towards creating original compositions. **A \$20 lab fee is required for consumable supplies.**

0101320 **TWO-DIMENSIONAL STUDIO ART III** **Grades 11-12** **1 credit**
(Drawing & Painting III – 0104400)

Prerequisite: 2-D Studio Art I & II

The course is designed to help the student continue developing individual drawing and painting skills using a variety of media. This course is designed for the student to continue using multi-media and further develop individual drawing and painting skills. Students will continue working with the Elements of Art and Principle Designs. Students will have the opportunity to exhibit their art work in the Spring Art Show. **A \$20 lab fee is required for consumable supplies.**

0101330 **THREE-DIMENSIONAL STUDIO ART I** **Grades 11-12** **1 credit**
(Ceramics/Pottery I 0102300)

Prerequisite: 2-D Art I

This course is to enable students to recognize the properties, possibilities, and limitations of clay by creating functional and nonfunctional works of ceramics and pottery using basic hand-building techniques. A \$30 lab fee is required for consumable supplies each semester.

0101340 **THREE-DIMENSIONAL STUDIO ART II** **Grade 12** **1 credit**

Prerequisite: Three-dimensional studio art I

A \$30 lab fee is required for consumable supplies each semester.

0109310 **PORTFOLIO I/PRE-AP ART** **Grade 11** **1 credit**

Prerequisite: 2-D Art & Teacher Recommendation

This course will prepare students who have excellent drawing skills for AP Art their senior year. Students will create two-dimensional art forms using mixed media techniques. Students will learn the AP rubric and participate in class critiques as well as the AP Art Show.

0104300 **ADVANCED PLACEMENT ART** **Grade 12** **1 credit**

Prerequisite: 2-D Art and Teacher Recommendation. See Honors criteria, page 11.

This course will prepare the student's portfolio for Advanced Placement evaluation. Successful completion and a score of three or higher, earns the student college credit. Two-dimensional art forms are created using mixed media techniques. The year culminates with the students producing their own AP Art Show. More information about the AP program can be found at www.collegeboard.com/ap. **All students who enroll in this course are required to take the AP exam in May.**



DRAMA

The goal of the dramatic art courses offered for students in grades 9-12 is to help students become knowledgeable of and proficient at acting and technical theatrical fundamentals. Opportunities are provided for students to study acting and production techniques as well as the historical and literacy elements, which evolved into present practices.

0400310 THEATER I (Drama I) Grades 9-12 1 credit

This is an introductory course into the study and practice of theater arts. The content includes an overview of the history and literature of theater. Students are introduced to the fundamentals of theater production, which include scenery, lighting, costumes, make-up, and acting.

0400320 THEATER II (Drama II) Grades 10-12 1 credit

Prerequisite: Drama I

This course provides for intermediate development of the skills useful to the study and practice of theater arts. The content includes instruction in reading and interpretation of dramatic literature, techniques, and mechanics of acting, and other features of stagecraft such as set, costumes, and lighting design.

0400330 THEATER III (Drama III) Grades 11-12 1 credit

Prerequisite: Recommendation of Drama teacher and successful completion of previous Drama level

0400340 THEATER IV (Drama IV) Grades 11-12 1 credit

Prerequisite: Recommendation of Drama teacher and successful completion of previous Drama level

In order to meet all criteria for successful academic credit, students are expected to participate in at least four hours of extracurricular theatre activities, either as audience, cast or crew.

The purpose of these courses is to enable students to develop advanced skills in the multiple elements of theatre as a collaborative art. The contents will include, but are not limited to the following: an exploration and practice of various method acting techniques in order to expand acting skills, the role of the director, auditioning techniques and the creation of a performance resume and portfolio.

0400410 TECHNICAL THEATER: DESIGN & PRODUCTION I
Grades 9 – 12 1 credit (Stagecraft I)

0400420 TECHNICAL THEATER: DESIGN & PRODUCTION II
Grades 10 - 12 1 credit (Stagecraft II)

0400430 TECHNICAL THEATER: DESIGN & PRODUCTION III
Grade 11 - 12 1 credit (Stagecraft III)

The purpose of these courses is to enable students to develop fundamental skills in stagecraft and apply them through practical experiences. Each course is divided into the following areas of emphasis: makeup/costume design and construction/scenic painting and set construction/lighting design/sound design/stage technology. Students may choose to focus their study on one or both of these areas. Students enrolled in these courses are responsible for the design, construction, performance, and maintenance of the events held by the Performing Arts Department, as well as the Children's Theater and community events. These courses often require students to participate in rehearsals and performances outside the school day.

BAND

In addition to aesthetic development, music activities combine the need for physical dexterity, self-discipline and intellectual understanding with social awareness and ensemble responsibility.

1302300	BAND I	Grades 9-12	1 credit
<i>Students who have an interest in learning to play an instrument are encouraged to sign up for this class.</i>			
1302310	BAND II	Grades 10-12	1 credit
<i>Prerequisite: Band I</i>			
1302320	BAND III	Grades 11-12	1 credit
<i>Prerequisite: Band II</i>			
1302330	BAND IV	Grade 12	1 credit
<i>Prerequisite: Band III</i>			

In order to meet all criteria for successful academic credit, students are required to attend all scheduled after-school rehearsals and performances. A financial obligation is included for participation in this program.

Band I-IV provides large group instruction and performance experiences in wind, brass, and percussion instruments. Major emphasis of study is a focus on continuing skill development, conceptual understanding, and the aesthetic appreciation needed to perform selected band literature. Activities include, but are not limited to, marching, concerts, festivals, and contests.

1305500	MUSIC TECHNIQUES I (Instrumental Techniques – 1302420)	Grades 9-12	1 credit
<i>Course requirement: All 1st year techniques students are required to be members of the marching band.</i>			
1305510	MUSIC TECHNIQUES II (Instrumental Techniques II – 1302430)	Grades 10-12	1 credit
1305520	MUSIC TECHNIQUES III (Instrumental Techniques III – 1302440)	Grades 11-12	1 credit
1305530	MUSIC TECHNIQUES IV (Instrumental Techniques IV – 1302450)	Grade 12	1 credit

In order to meet all criteria for successful academic credit, students are required to attend all scheduled after-school rehearsals and performances. A financial obligation is included for participation in this program.

Music (Instrumental) Techniques I-IV provides large group instruction and performance experiences in wind, brass, and percussion instruments. Major emphasis of study is a focus on continuing skill development, conceptual understanding, and the aesthetic appreciation needed to perform selected band literature.

NOTE: Entrance into this program requires instructor’s approval.

1300340	MUSIC OF THE WORLD (Music Appreciation – 1301310)	Grades 9 – 12	1 credit
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NOTE: Will meet graduation requirement for Performing Fine Arts

The purpose of this course is to enable students to develop the knowledge and skills necessary to understand and appreciate how music is used in one’s personal life as well as in varied cultures, societies, and historical periods. Course content can include The History of Western Music, From Rag to Rap (History of American Popular Music), Musical Theatre, and World Music. Materials and activities which best complement the interests and abilities of the class will be used, including possible group projects and extensive use of the computer lab.

1302500	JAZZ ENSEMBLE I	Grades 9-12	1 credit
1302510	JAZZ ENSEMBLE II	Grades 10-12	1 credit
<i>Prerequisite: Jazz Ensemble I</i>			
1302520	JAZZ ENSEMBLE III	Grades 11-12	1 credit
<i>Prerequisite: Jazz Ensemble II</i>			
1302530	JAZZ ENSEMBLE IV	Grade 12	1 credit
<i>Prerequisite: Jazz Ensemble III & Audition. A financial obligation is included for participation in this program.</i>			

This class is designed to develop and extend understanding of styles and performance techniques of contemporary, popular and jazz literature. Learning experiences include, but are not limited to, rehearsal and performances, basic improvisation, tone production, and individual and ensemble performance techniques. Activities include, but are not limited to, community, school, festival, and contest performances.

NOTE: Entrance into this program requires instructor’s approval.

1305300	EURHYTHMICS I	Grades 9-12	1 credit
1305310	EURHYTHMICS II	Grades 10-12	1 credit
<i>Prerequisite: Eurhythmics I</i>			
1305320	EURHYTHMICS III	Grades 11-12	1 credit
<i>Prerequisite: Eurhythmics II</i>			
1305330	EURHYTHMICS IV	Grade 12	1 credit
<i>Prerequisite: Eurhythmics III</i>			
<i>Prerequisite: Audition.</i>			

In order to meet all criteria for successful academic credit, students are required to attend all scheduled after-school rehearsals and performances. A financial obligation is included for participation in this class.

This class is designed to provide an opportunity for students to receive instruction in the development of skills in performing movement in rhythm using musical accompaniment. Class content includes, but is not limited to, dance/flag techniques, listening skill development, and choreography technique. Activities include, but are not limited to, marching band, winter guard, school, community, and competition performances.



CHORUS

1303360	CHORUS HIGH/LOW RANGE I (Chorus: Register- Specific 1)	Grades 9-12	1 credit
1303370	CHORUS HIGH/LOW RANGE II (Chorus: Register-Specific 2)	Grades 10-12	1 credit
1303380	CHORUS HIGH/LOW RANGE III (Chorus: Register-Specific 3)	Grades 11-12	1 credit
1303390	CHORUS HIGH/LOW RANGE IV (Chorus: Register-Specific 4)	Grades 12	1 credit

Note: This course requires students to participate in a limited number of extra rehearsals and performances beyond the school day.

The purpose of this course is to enable students to develop basic individual and ensemble skills in choral performance through preparation of varied high/low range high school literature, chosen with attention to the interests and abilities of the group. Emphasis will be placed on healthy and expressive singing, accurate interpretation of notation, and development of critical and aesthetic response to music. Personal responsibility and performance technique are stressed as goals of this chorus with the possibility of performing at school functions and concerts as opportunities arise. Performance is an important component of this co-curricular class and attendance at specified concerts, as well as some rehearsals after school as designated by the Director, is mandatory.

1303300	CHORUS I	Grades 9-12	1 credit
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Note: This course requires students to participate in a limited number of extra rehearsals and performances beyond the school day

1303310	CHORUS II	Grades 10-12	1 credit
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Prerequisite: Chorus I

Note: This course requires students to participate in a limited number of extra rehearsals and performances beyond the school day

1303320	CHORUS III	Grades 10-12	1 credit
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Prerequisite: Chorus II

Note: This course requires students to participate in a limited number of extra rehearsals and performances beyond the school day.

1303330	CHORUS IV	Grades 10-12	1 credit
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Prerequisite: Chorus II or III, or permission of the Director

Note: This course requires students to participate in extra rehearsals and performances beyond the school day. Director must sign off on application. See back of course catalogue.

 1305430	MUSIC ENSEMBLE IV HONORS (Vocal ensemble IV Honors – 1303470)	Grade 12	1 credit
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Prerequisite: enrollment in CHORUS IV, approval of Vocal Music Director which may include an audition and interview, contract signed by student, parent(s) and Director.

NOTE: See Director. Click below for Application:

<http://chs.yourcharlotteschools.net/files/registration/Music%20Program%20Application.pdf>

The purpose of this course is to enable serious students of vocal music to develop advanced performance techniques while meeting stringent requirements and incorporate the creative and thinking abilities of the motivated student. Content includes academic acceleration, in depth analysis as evidenced by interpretation and appropriate creativity, and evidence of leadership. In addition, students will be required to participate in self-evaluation and critique as well as apply those skills to other performances, and demonstrate decision-making skills. The honors level curriculum satisfies four content requirements, features the completion of five structured components, and is designed to encourage a level of excellence.

NOTE: Students enrolled in chorus I, II, III, or IV will be classified as either JV or Varsity. To be classified as Varsity, students must audition and/or be interviewed by the director. A program application form must also be submitted to the director. See **Mrs. Cushman** for more information.

JUNIOR VARSITY

Junior Varsity "JV" (Mixed) Choir enables students to develop level individual and ensemble skills in choral performance through preparation of varied high school literature, continuing work in vocal production, personal responsibility, presence, and performance development. Emphasis will be placed on healthy and expressive singing, accurate interpretation of notation, development of critical and aesthetic response to music, with ear training and sight-reading continuing to be stressed. Literature and materials used are those which best complement the interests and abilities of the group. Performance is an important component of this co-curricular class and attendance at specified concerts, as well as some rehearsals after school as designated by the Director, is mandatory.

VARSIITY

Varsity Choir members must have demonstrated advanced performance ability and have shown an interest and a willingness to be dependable. The purpose of this course is to enable students to develop increasingly proficient individual and ensemble skills at a more advanced level, with ear training and sight-singing important components. Course emphasis is on the development of choral balance and blend through the singing of a wide range of choral literature. Students will participate in stage movement and choreography when appropriate. There are possible presentations of stage productions (formal concerts, musical comedies, variety shows) or major choral works. As a co-curricular course, student attendance at concerts, as well as other rehearsals and possible performances including participation at the Florida Vocal Association Music Performance Assessment (District Festival) is mandatory. Course requirements include: advanced performance ability, music reading skills, and personal responsibility, **with membership exclusively by audition or recommendation of the Vocal Music Director. A program application form must be completed and submitted to the director.**



PHYSICAL EDUCATION

1502410/1502420 INDIVIDUAL DUAL SPORTS I / INDIVIDUAL DUAL SPORTS II
Grades 9-12 1 credit

Physical education courses are designed to provide knowledge and skills needed to engage in a physically active, healthy lifestyle. The focus of the department is to provide students with opportunities to choose sports and activities that will address health related fitness concepts, lifetime physical activities, and health and wellness concepts and skills. Courses in physical education will enable students to select units of interest to them. Such offerings will include a variety of individual and dual sports, various team sports, and lifestyle fitness designs. Attendance and participation are important aspects for successful completion and are necessary for enhancement of physical fitness throughout life.

1506320 HEALTH OPPORTUNITIES THROUGH P.E. (HOPE) Grades 9-12 1 credit
Required for graduation for class of 2011 and beyond

The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness. The content will include, but not be limited to, fitness and health concepts, risk and benefits of varying fitness levels, biomechanical and physiological principles, development of an individual wellness plan, responsible decision making, development of an individual nutrition plan, completion of a behavior change project, safety and injury prevention, safety education practices, analyzing consumer information and community resources, mental and emotional health, stress management, disease prevention and control, tobacco, alcohol, and other drug use and abuse, teen pregnancy prevention, and advocating for health and fitness promotion.

1501310 FITNESS LIFESTYLE DESIGN Grades 10-12 ½ credit

The purpose of this course is to enable students to extend their knowledge of fitness concepts; design, implement and evaluate a personal fitness program; and develop an individualized level of health-related fitness.

1501390 COMPREHENSIVE FITNESS Grades 10-12 ½ credit

This course provides students with opportunities to acquire knowledge and skills necessary for developing healthy life styles. The content of the course includes knowledge of the importance of physical-fitness, assessment of the health related components of physical fitness, and applications of principles to improve and maintain good health.

1501390 /0800320 COMP FITNESS/ FIRST AID & SAFETY Grades 10-12 1 credit

The main objective of First Aid & Safety is to become both CPR and First Aid Certified through the American Red Cross. The content also includes, but is not limited to, providing first aid for obstructed airways and practicing behaviors of safe living to prevent situations where first aid might be needed.

Comprehensive Fitness provides students with opportunities to acquire knowledge and skills necessary for developing healthy life styles. The content of the course includes knowledge of the importance of physical-fitness, assessment of the health related components of physical fitness, and applications of principles to improve and maintain good health.

1503350/1503360 TEAM SPORTS I / TEAM SPORTS II Grades 9-12 1 credit
Will meet Florida Academic Scholars requirements for Physical Education.

The content of these courses contains knowledge and application of skills, techniques, strategies, rules, and safety practices, including basketball, soccer, swimming, tennis, lacrosse, floor hockey, archery, handball, track and field, kickball, gator ball, etc. Strategies of team sports require maintenance and improvement of personal fitness.

1501410	POWER WEIGHT TRAINING I	Grades 10-12	½ credit
1501340	WEIGHT TRAINING I	Grades 9	½ credit
1501350	WEIGHT TRAINING II	Grades 10-12	½ credit
1501360	WEIGHT TRAINING III	Grade 11 - 12	½ credit

These courses are designed to introduce the advanced weightlifter to the sport and training aspects surrounding Power Lifting. Emphasis will be placed on exercise technique, individual workout design, nutrition, and conditioning. This is for serious athletes only.

STUDENT TRAINER SPORTS MEDICINE PROGRAM

The “Sports Medicine” program consists of courses 0800320 First Aid and Safety and 1502490 Care and Prevention. It is a one year lecture/laboratory elective that is designed for tenth graders who are interested in athletic training, exercise science, and assisting athletics after school throughout the school year. Students will learn basic first aid/CPR and techniques in prevention, recognition, management and rehabilitation of athletic injuries.

 **0800320 FIRST AID & SAFETY** Grade 10 ½ credit
Prerequisite: Life Management Skills and/or Hope Course
Paired with Care & Prevention of Athletic Injuries (1502490)

The main objective of this course is to become both CPR and First Aid Certified through the American Red Cross. The content also includes, but is not limited to, providing first aid for obstructed airways and practicing behaviors of safe living to prevent situations where first aid might be needed. Recommended in conjunction with Care and Prevention of Athletic Injuries.

 **1502490 CARE AND PREVENTION OF ATHLETIC INJURIES** Grade 10 ½ credit
Prerequisites: First Aid and Safety and/or Hope Course
Paired with First Aid & Safety (0800320)

This course provides students with opportunities to acquire knowledge and skills as to the nature, prevention, care, and rehabilitation of athletic injuries acquired now and later in life. Recommended in conjunction with First Aid and Safety. *See Mr. Hoke – Click below for Application:*

<http://chs.yourcharlotteschools.net/files/registration/CHS%20Sportsmedicine%20application.pdf>

Notes



Vision Statement:

*Promote a culture where Tarpons
do their best,
do what is right, and treat others
the way they wish to be treated.*