

CHARLOTTE HIGH

curriculum guide

2021-2022



Charlotte High School

Tarpon Stadium



Important Notes

On behalf of the Tarpon family, it is truly my pleasure to extend a warm and heartfelt welcome to you as we begin the 2021-2022 school year. As the Principal of Charlotte High School, I am energized and deeply committed to making a positive difference in the lives of your children.

Charlotte High School has made a long-standing tradition to provide students with personalized learning and experiences to help students feel confident about their abilities and begin to plan for their future after high school. By addressing school culture, setting high standards for teacher performance, increased academic expectations for all students and engaging the community, it is our goal at Charlotte High School that all graduates are college and career ready.

I anticipate an exciting year with an exceptional group of students, families, and staff. I look forward to working with all of you to live the Charlotte High mission Be a Learner, Be a Leader, Be a Tarpon!

Sincerely,

Cathy Corsaletti



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.

Motivation for success

Ownership of our actions

Journeys through education

Optimism for the future

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ADMINISTRATIVE TEAM

Mrs. Cathy Corsaletti

Principal

Andy Tenney
Assistant Principal

Kate Pyle
Assistant Principal

Nicholas Brown
Assistant Principal

Jeff Damico
Assistant Principal

DEANS

Kathleen Moore
Grades 10/11

Tom Mut
Grades 9/12

GUIDANCE TEAM

Amy Perkey
Grade 9

Cindy Gering, Director of Guidance
Grade 10

Joe Haynes
Grade 11

Josalyn Leath
Grade 12

REGISTRATION PROCESS

PRE-REGISTRATION

Counselors meet with the students in small group environments to introduce the process of registration and show the students where to find the course information they need to make informed decisions. Additionally, students will receive a form showing their academic history with GPA and test scores. The counselors will help the students make the course selections that are appropriate for them and their goals.

REGISTRATION

Students will use their registration form to drive their conversations with the scheduling team. Students will meet one on one with a school counselor. The one on one will be to review the student's qualifications for the courses on their request sheet. The counselor will review credits earned, course grades and any requirements that are needed to get into special programs such as advanced placement or dual enrollment. This process will finalize the student's course requests, this does not finalize their course schedule. The schedule is not official until the first day of school.

GENERAL INFORMATION FOR ALL STUDENTS

CLASS ENROLLMENT REQUIREMENTS

Every student in grades 9 through 12 must be scheduled for a full day of classes in each semester. Exceptions might include home school, hospital/homebound, early admission under dual enrollment and alternative school programs. Other exceptions must be referred to the Executive Director of Learning.

In addition to the credits available during the school day, in the course of the school year students may earn the following credits:

- Two credits per year may be earned outside the regular school day for courses where the student has received a grade of "D" or "F." This is subject to grade level school counselor approval of the course.

INTERSCHOLASTIC/EXTRACURRICULAR ACTIVITY REQUIREMENTS

In order for a student to be eligible to participate in athletic activities, an athlete must meet all of the requirements established by the Florida High School Athletic Association and maintain satisfactory conduct, as defined by the district *Code of Student Conduct*.

Home school students who wish to participate in extracurricular activities may only do so at the high school in the district they reside. The only exception is if the student applies for an out-of-district reassignment.

In order for students to be eligible to participate in extracurricular activities, they must meet all of the requirements established by the governing regulations of the organization and maintain satisfactory conduct as defined by the district *Code of Student Conduct*.

SCHEDULE CHANGE POLICIES

Students must give careful consideration to their course selections. The courses which appear on their request sheet are the courses the students 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 a schedule when a student has a priority need such as:

- Lack of a prerequisite or graduation requirement
- Inappropriate level of instruction
- A scheduled course that was successfully completed through credit retrieval, 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, upon request the counselors will attempt to place the student with a different teacher.

Students must complete a “request for schedule change form” immediately, in the guidance office, if they have one of the priority situations listed above. School counselors will prioritize the requests based on the above criteria and will work to make the schedule change when it is academically appropriate for the student.

AP/AICE Changes

Students enrolled in AP or AICE courses may be removed if they fail to complete their summer work. If a student is not working at a successful performance level by the end of the first quarter or semester they may be removed from the course, but only after consultation with the teacher, parent, counselor and administrator. A student that begins semester two in an AP or AICE course is expected to complete the course and sit for the exam.

Dual Enrollment Changes

Students enrolled in a dual enrollment course face different drop periods to align with the college/university's drop period. The dual enrollment course will be replaced with a basic education course. Switching from one dual enrollment course into another dual enrollment course may not be possible.

Virtual Course Changes

Students may discontinue a year-long course they are enrolled in at a school, and then enroll in a virtual course at a natural break (Semester). The student is expected to complete the semester in which they are currently enrolled prior to moving to another course. Virtual course grades do not transfer back and forth with the school until the course has been completed and the grade finalized.

STUDENT ASSISTANTS

Only seniors are eligible to be student assistants. In lieu of credit, community service hours (90 hours per semester) 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.

SENIOR END OF COURSE EXAM WAIVER

- Only seniors can waive exams; however, no one can waive EOC exams.
- Exam waivers do not pertain to AP tests and dual credit exams required by colleges, nor do they pertain to official State of Florida EOC exams.
- The semester exam in a course that is yearlong, such as English or math, etc. can only be waived at the end of the entire course.
- A semester exam for a semester course can be waived at the end of first or second semester.
- Students must have:
 - an overall “A” or “B” average in the course
 - no more than 5 absences for the semester
 - no more than five tardies for the semester
 - no external suspensions for the entire semester

When an exam is waived, the two nine-week grades for that semester will be averaged to obtain a semester average for the course.

NOTE: OFFICIAL STATE OF FLORIDA END OF COURSE (EOC) EXAMS CANNOT BE WAIVED.

EARNING GRADES AND CREDITS

ATTENDANCE REQUIREMENT FOR COURSE CREDIT

Definition of High School Credit [F.S. 1003.436(2)]

One full credit is defined as a minimum of 135 hours of instruction in a designated course of study which contains student performance standards based on state standards.

- The school district maintains a one-half credit earned system; full year courses will reflect two .5 credit awards.
- A student enrolled in a full-year course shall receive one-half (.5) credit if the student successfully completes either the first half or the second half of a full-year course, but fails the other half of the course, and the averaging of the grades obtained in each half would not result in a passing grade.
- A student enrolled in a full-year course shall receive a full (1.0) credit if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course, but the averaging of the grades obtained in each half would result in a passing grade.
- Three (3) semester hours of college credit earned through dual enrollment and satisfying the requirements of the district's articulation agreement shall also equal one-half (.5) high school credit unless otherwise designated by the Articulation Coordinating Committee or the Florida Department of Education.
- A complete list of courses of study is available by accessing the Florida Course Code Directory

GRADING SCALE

Florida Uniform Grading Scale for grades 9-12 is as follows:

Grade	Percentage	Quality Point Value	Progress
A	90 – 100	4	Outstanding Progress
B	80 – 89	3	Above Average Progress
C	70 – 79	2	Adequate Progress
D	60 – 69	1	Lowest Acceptable Progress
F	0 – 59	0	Failure
No Grade	N/A	N/A	Incomplete

GRADING CRITERIA

Grading criteria must be based on a variety of assessments, which may include the following:

- Classroom work
- Projects/performance tasks
- Classroom assessments
- Observations
- Discussion-based assessments
- Portfolios
- Other relevant information

Teachers shall be responsible for ensuring student achievement of the student performance standards, which are incorporated into their course standards.

- Students must be advised of the grading criteria used in the school and in each class at the beginning of the course of study.
- Conduct and effort reflect students' work habits, not their academic achievement on benchmarks and should not be included in their academic grade.
- Promotion/retention will not be determined solely on the basis of a single assessment/method.

CALCULATING GRADE POINT AVERAGE

Grade point averages (GPA) shall be computed by grade weight averages. A student's overall (cumulative) grade point average shall be computed by adding together the grade point average for each course and dividing it by the total number of credits attempted. GPA must be computed to four decimal places (e.g., 1.9555 cannot be rounded up to 2.0). When the grade forgiveness policy is used, only the higher grade will be averaged into the GPA.

All semester grades are averaged to determine a student's cumulative grade point average (GPA) and class rank. Class rank will be calculated on both an unweighted and weighted basis.

Semester final grades are averaged per district policy as follows:

First nine weeks	35%
Second nine weeks	35%
Semester exam or End of Course Assessment (EOC)	30%

The same procedure will be followed for the third and fourth nine-week periods to complete the second semester.

CREDIT ACCELERATION PROGRAM (CAP)

All students, K-12, can participate in the CAP option. This allows students who are not enrolled in certain courses to receive high school credit for a course if they take and pass the course's End of Course (EOC) assessment. Middle and high school grading systems apply to all secondary level courses that may be taken by an elementary student.

CCPS GRADE MATRIX

Q u a r t e r	Q u a r t e r	E x a m	S e m e s t e r		Q u a r t e r	Q u a r t e r	E x a m	S e m e s t e r		Q u a r t e r	Q u a r t e r	E x a m	S e m e s t e r		Q u a r t e r	Q u a r t e r	E x a m	S e m e s t e r		Q u a r t e r	Q u a r t e r	E x a m	S e m e s t e r	
35%	35%	30%			35%	35%	30%			35%	35%	30%			35%	35%	30%			35%	35%	30%		
A	A	A	A		A	B	A	A		A	C	A	B		A	D	A	B		A	F	A	B	
A	A	B	A		A	B	B	B		A	C	B	B		A	D	B	B		A	F	B	C	
A	A	C	B		A	B	C	B		A	C	C	B		A	D	C	C		A	F	C	C	
A	A	D	B		A	B	D	B		A	C	D	C		A	D	D	C		A	F	D	C	
A	A	F	B		A	B	F	C		A	C	F	C		A	D	F	C		A	F	F	D	
B	A	A	A		B	B	A	B		B	C	A	B		B	D	A	B		B	F	A	C	
B	A	B	B		B	B	B	B		B	C	B	B		B	D	B	C		B	F	B	C	
B	A	C	B		B	B	C	B		B	C	C	C		B	D	C	C		B	F	C	C	
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F	A	A	B		F	B	A	C		F	C	A	C		F	D	A	C		F	F	A	D	
F	A	B	C		F	B	B	C		F	C	B	C		F	D	B	D		F	F	B	D	
F	A	C	C		F	B	C	C		F	C	C	D		F	D	C	D		F	F	C	D	
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F	A	F	D		F	B	F	D		F	C	F	D		F	D	F	F		F	F	F	F	

DIGITAL LEARNING BILL REQUIREMENT

The State of Florida requires all students to complete a course in an online setting in order to earn a standard 24 credit diploma. Charlotte High will provide our students with the opportunity to meet this requirement. Students have the opportunity to complete courses through Charlotte Virtual School, Florida Virtual School, Edgenuity, and FSW Dual Enrollment online courses (pending qualifying eligibility). Students must work with their school counselor during registration as well as throughout the year to determine which online courses would be beneficial to them to enhance their educational experiences.

MAKING UP REQUIRED CREDITS

GRADE FORGIVENESS FS 1003.4282(5)

In order to improve GPA and assist with graduation requirements, a student may retake a course in which a “D” or “F” was attained. In cases where a course is no longer offered or where scheduling does not permit, the closest equivalent may be substituted. When the grade forgiveness policy is used, only the higher grade will be averaged into the GPA.

- All grades, whether replaced or not, will appear on the student transcript.
- Courses must be taken in the proper sequence as much as possible.
- Honors courses can only be repeated during a regular school year or through Charlotte or Florida Virtual School. If a student chooses to take a general level class to replace a failed honors course, then the general course and grade obtained will replace the honors course. The original honors grade will not be used to compute the student’s GPA.
- For courses in which a “D” or “F” was earned, the “D” or “F” earned will be replaced with the grade earned subsequently in the same or comparable course.
- Any course grade not replaced shall be included in the calculation of the cumulative grade point average.

ADDITIONAL MAKE-UP CREDIT OPPORTUNITIES

Students in need of make-up credits may earn additional credits through programs such as Edgenuity, Charlotte Virtual School, Florida Virtual School, or correspondence courses from accredited and/or approved programs.

ACADEMIC AWARDS

ACADEMIC LETTER

Students may earn an academic letter in recognition of their academic achievement. In order to earn an academic letter, a weighted Grade Point Average of 3.8 or better must be maintained throughout the first three quarters of the current school year. Each quarter must meet the criteria individually as averages will not be considered.

AWARDS FOR STANDARD DIPLOMA STUDENTS

Summa Cum Laude

Student will receive Summa Cum Laude recognition if, by the end of the 8th semester, they have a 4.2 or higher weighted cumulative GPA and at least 12 weighted course credits with a “B” or higher (to include at least 4 Dual Credit, A.I.C.E., or Advanced Placement course credits). A “D” or “F” as a final grade in any course at any time, including 8th semester, disqualifies students. Grade forgiveness may not be applied to the GPA.

Magna Cum Laude

Students will receive Magna Cum Laude recognition if, by the end of the 8th semester, they have a 3.85 or higher weighted cumulative GPA, at least six weighted course credits with a “B” or higher (to include at least 3 Dual Credit, A.I.C.E., or Advanced Placement course credits), and do not meet the criteria for Summa Cum Laude. A “D” or “F” as a final grade in any course at any time, including 8th semester, disqualifies students. Grade forgiveness in the same subject area may be applied.

Cum Laude

Students will receive cum Laude recognition if, by the end of the 8th semester, they have 3.5 or higher weighted cumulative GPA and do not meet the criteria for Magna or Summa Cum Laude. A “D” or “F” as a final grade in any course at any time, including 8th semester, disqualifies students. Grade forgiveness in the same subject area may be applied.

ACCELERATED AND HONORS PROGRAMS

The Charlotte High School honors program offers a wide selection of dual enrollment, Advanced Placement (AP), Advanced International Certificate of Education (AICE), 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 lifelong 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 postsecondary institutions. The requirements or expectations for placement in dual enrollment, AP, AICE, and Honors level courses are outlined as follows:

HONORS PROGRAM ACADEMIC ELIGIBILITY

The Honors Program at Charlotte High offers learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings; working in the context of thematically categorized information; becoming proficient in note-taking; participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will have access to these opportunities through dual enrollment, AP, AICE, and Honors level courses. Placement into these programs is very competitive, with certain programs having specific criteria. Dual Enrollment eligibility is available on page 16 under the Dual Enrollment section. The remaining programs have recommendations for enrollment. These recommendations are based on a student's GPA, previous course history and standardized assessment performance. Level four or five on a standardized assessment and a minimum 3.0 GPA (core classes) is a good benchmark, but no single factor will eliminate a student from enrollment. The student's entire body of work will be considered before placement is finalized.

SPECIAL NOTES:

- Class size amendment may restrict the number of honors sections offered.

COMPARISON OF FLORIDA’S ARTICULATED ACCELERATION PROGRAMS AT CHS

	Honors	Dual Enrollment	Advanced Placement	Advanced International Certificate of Education
Eligibility Requirements	See Page 14	<ul style="list-style-type: none"> • 3.0 GPA Unweighted • Standardized test score as set by FSW 	See Page 14	See Page 14
Level of Instruction	<ul style="list-style-type: none"> • Advanced high school level 	<ul style="list-style-type: none"> • College Level • Grade earned is part of permanent college record 	<ul style="list-style-type: none"> • Advanced high school level • Eligible for college credit if student passes AP Exam 	<ul style="list-style-type: none"> • Advanced high school level • Eligible for college credit if student passes AICE Exam
Instructor Qualifications	<ul style="list-style-type: none"> • DOE education requirements 	<ul style="list-style-type: none"> • SACS criteria for college/university faculty – master’s with 18 graduate credit hours in subject field 	<ul style="list-style-type: none"> • DOE education requirements • College Board approved syllabi 	<ul style="list-style-type: none"> • DOE education requirements • Mandatory training by University of Cambridge International Examinations
Courses Available	<ul style="list-style-type: none"> • English II, II • Geometry* • Algebra II • Analysis of Functions • Biology* • Chemistry • Physics • Anatomy & Physiology • World History • U.S. History* • Government • Economics • Pre-Calculus • Calculus • Genetics 	<ul style="list-style-type: none"> • Composition I, II [ENC 1101/1102] • Biological Science I w/ Lab [BSC 1010(L)/BSC 1011(L)] • History of the United States 1865 to Present [AMH 2010/2020] 	<ul style="list-style-type: none"> • Language & Composition • Literature & Composition • Calculus AB • Statistics • Chemistry • Human Geography • World History • Government • Macroeconomics • European History • American History • Studio Art/2D & Drawing • Physics • Music Theory • Computer Science Principles • Spanish Language & Culture • Psychology 	<ul style="list-style-type: none"> • General Paper • Thinking Skills • Literature • Literature • English Language • Marine Science • Psychology • European History • US History
Exit Requirements for HS Credit	<ul style="list-style-type: none"> • Passing grade in course or pass EOC* 	<ul style="list-style-type: none"> • Passing grade in course 	<ul style="list-style-type: none"> • Passing grade in course or pass AP exam 	<ul style="list-style-type: none"> • Passing grade in course
Exit Requirement for Postsecondary Credit	<ul style="list-style-type: none"> • None Applicable 	<ul style="list-style-type: none"> • Passing grade in course • “C” or better 	<ul style="list-style-type: none"> • Pass standardized AP Exam 	<ul style="list-style-type: none"> • Pass standardized AICE Exam
Transferability of Postsecondary Credit	<ul style="list-style-type: none"> • None Applicable 	<ul style="list-style-type: none"> • All FL public postsecondary institutions required by Statewide Course Numbering System to accept credit if offering equivalent course 	<ul style="list-style-type: none"> • All FL public postsecondary institutions required to accept credit as specified in Credit-by-Exam equivalencies posted at Floridashines.org 	<ul style="list-style-type: none"> • All FL public postsecondary institutions required to accept credit as specified in Credit-by-Exam equivalencies posted at Floridashines.org
HS Quality Points Awarded	<ul style="list-style-type: none"> • .5 additional QP 	<ul style="list-style-type: none"> • 1 additional QP 	<ul style="list-style-type: none"> • 1 additional QP 	<ul style="list-style-type: none"> • 1 additional QP
Cost to Student	<ul style="list-style-type: none"> • Books provided 	<ul style="list-style-type: none"> • Public school student – tuition and books provided 	<ul style="list-style-type: none"> • Books provided • Public school student – exempt from paying AP Exam administration fee 	<ul style="list-style-type: none"> • Books provided • Public school student – exempt from paying AICE Exam administration fee

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 may enroll in approved postsecondary courses. These courses are taught as part of the high school curriculum and follow the curricular guidelines established by the high school, Charlotte Technical College (CTC), Florida Southwestern State College (FSW), State College of Florida (SCF), and Florida Gulf Coast University (FGCU). The number of credits a student may earn is determined by the college.

Students must meet enrollment criteria specific to each dual enrollment institution, and upon successful completion of each course will receive both high school credit and post-secondary credit in escrow. Students dually enrolled in the regular school year are exempt from tuition and textbook costs.

Criteria for Dual Enrollment include but are not limited to the following:

- The student is enrolled in Charlotte High School and meets grade level GPA requirements;
- The student applies all credits to high school graduation requirements;
- The student must demonstrate college readiness through ACT, SAT, Accuplacer, or PERT scores;
- Dual enrollment courses will be graded using the institutional standards for grading.

ELIGIBILITY FOR DUAL ENROLLMENT AT FLORIDA SOUTHWESTERN STATE COLLEGE

<i>Test Minimum Requirement</i>	<i>SAT</i>	<i>ACT</i>	<i>AccuPlacer</i>	<i>PERT</i>
Reading	24	19	245	106
English/Writing	25 W	17 E	245	103 W
Math	24	19	242	114

EARLY ADMISSION UNDER DUAL ENROLLMENT

Early admission, as a type of dual enrollment, is available to students who wish to spend their junior/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 Florida SouthWestern State College, State College of Florida Manatee, or Florida Gulf Coast University. 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.

DUAL ENROLLMENT THROUGH CHARLOTTE TECHNICAL COLLEGE (CTC)

CTC offers many career and technical education programs to high school students. Please visit charlottetechcollege.net for a list of programs offered, eligibility requirements, and application. Students are responsible for course related costs as well as any required background checks or health requirements for specific programs. Financial assistance may be available through CTC to those who qualify.

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

CTC courses count as elective credits and are applied towards the necessary credits for graduation. Students attend CTC as part of their normal school day. Please contact the CTC Career Specialist at 941-255-7500 for more details.

MULTI-TIERED SYSTEM OF SUPPORT (MTSS)

Each student who does not meet specific levels of performance in English Language Arts, Science, Social studies and/or Mathematics shall be provided with scientifically research-based interventions as indicated by additional diagnostic assessments used to determine the nature of the student's difficulty and areas of academic need. Supportive instruction shall continue until performance expectations are met as documented by demonstrating mastery, passing the state assessment(s) or graduating from high school. Progress monitoring plans (PMP) shall be developed in consultation with the parent or guardian for any student not meeting district or state achievement levels in English Language Arts, Science, Social Studies, or Math. The plan can be an IEP or a school-wide system of progress monitoring for all students through the Multi-tiered System of Supports (MTSS). The multi-tiered system of academic and behavioral supports relies on problem solving and data-based decision-making to improve educational outcomes and meet the academic and behavioral needs of all students. Multiple tiers of increasingly intense instruction or intervention services are implemented and monitored.

The school-wide Progress Monitoring Plan must include intensive remedial instruction in the areas of weakness. Intensive remediation means instruction designed to specifically concentrate time and effort on the diagnosed deficiencies of the individual student. If a student is being served in ESE, ELL, or Intensive Literacy programs, the plan developed for these programs can serve as the Progress Monitoring Plan if the Plan addresses the specific area(s) of need identified for English Language Arts, Science, Social studies, and/or Mathematics.

High School Early Warning System Indicators

House Bill 7069 states the following: A school that serves any students in kindergarten through grade 8 shall implement an Early Warning System to identify students in such grades who need additional support to improve academic

performance and stay engaged in school. Charlotte County Public Schools has developed an Early Warning System (EWS) at all grade levels in accordance with the requirements of Senate Bill 850, House Bill 7069, and after review of the research on the benefits of employing an EWS. Utilizing data systematically to identify at-risk students as early as possible will allow for the application of more effective prevention and early intervention services.

HIGH SCHOOL EARLY WARNING SYSTEM INDICATORS

On-Track Indicators	Course Performance	GPA	Credits	Attendance	Behavior
<p style="text-align: center;"><i>Per Quarter</i></p> <hr/> <p>On-Track</p> <p style="text-align: center;"><i>Per Year</i></p>	C or better in all classes	2.5 or higher	Meeting credits to move to the next grade level	<p style="text-align: center;">0 to 2 absences in a quarter</p> <hr/> <p style="text-align: center;">4% or less absences in a year</p>	<p style="text-align: center;">0 Office Discipline Referrals (ODRs) in a quarter</p> <hr/> <p style="text-align: center;">2 or fewer ODRs in a year</p>
<p style="text-align: center;"><i>Per Quarter</i></p> <hr/> <p>At-Risk for Off-Track</p> <p style="text-align: center;"><i>Per Year</i></p>	One (1) or more D in any class	2.0 to 2.49	1 credit behind	<p style="text-align: center;">3 to 4 absences in a quarter</p> <hr/> <p style="text-align: center;">5% - 9 % or less absences in a year</p>	<p style="text-align: center;">1 ODR in a quarter</p> <hr/> <p style="text-align: center;">3 ODRs in a year</p>
<p style="text-align: center;"><i>Per Quarter</i></p> <hr/> <p>Off-Track</p> <p style="text-align: center;"><i>Per Year</i></p>	Failing one (1) or more core classes (F)	Less than 2.0	2 credits behind	<p style="text-align: center;">5 absences in a quarter</p> <hr/> <p style="text-align: center;">10% or less absences in a year</p>	<p style="text-align: center;">2 or more ODRs in a quarter</p> <hr/> <p style="text-align: center;">4 ODRs per year or 2 ODRs in a semester</p>

Assessment Support Through Progress Monitoring [F.S.1008.25]

Each child must participate in statewide, standardized assessments and district-required local assessments unless exempt under criteria established by the Commissioner of Education. A school district may not schedule more than 5 percent of a student’s total school hours in a school year to administer these assessments. The 5 percent test administration limit may be exceeded as needed to provide test accommodations that are required by an Individual Education Plan, 504 Plan or English Language Learner Plan.

In order to meet the state mandated requirements for assessment and progress monitoring, state and district-required assessments are used at the secondary level to help determine student achievement. Other formative assessments may also be used to help determine student progress and achievement. Required state and district assessments will be

administered in accordance with the district-required assessment schedule. Each student who does not achieve a level 3 or above on the English Language Arts assessment or the Algebra 1 EOC assessment must be evaluated to determine the nature of the student's difficulty, the areas of academic need, and strategies for providing academic supports to improve the student's performance. School personnel shall use all available resources to achieve parent understanding of, and cooperation with, the progress monitoring requirements. A student who is not meeting the school district or state requirements for satisfactory performance in English Language Arts and mathematics must be covered by one of the following plans:

- a federally required student plan such as an individual education plan (IEP),
- a school-wide system of progress monitoring for all students except a student who scores level 4 or above on the English Language Arts and mathematics assessments may be exempted from participation by the principal; or
- individualized progress monitoring.

All progress monitoring shall be tailored to identify the individual assistance deemed necessary to remedy a student's diagnosed deficiencies. The progress monitoring must clearly identify:

- the specific diagnosed academic need(s) to be remediated,
- the success-based intervention strategies to be used,
- how, when, how often, by whom and how long intensive remedial instruction is to be provided, and
- the monitoring and reevaluation activities to be employed.

SECTION 504

Section 504 is a broad civil rights law which protects the rights of individuals with disabilities in any agency, school or institution receiving federal funds to provide persons with disabilities to the greatest extent possible, an opportunity to fully participate with their peers. These plans are not automatic. A plan requires the use of evaluation to ensure students are not misclassified, unnecessarily labeled as having a disability, or incorrectly placed, based on inappropriate selection, administration, or interpretation of evaluation materials. Medical diagnosis, illnesses or impairments are not sufficient on their own to warrant a 504 plan, but will be considered if they substantially limit a major life activity. Minor limitations may disqualify a student for eligibility under the 504. Section 504 defines a person with a disability as:

- Having a physical or mental impairment which limits one or more major life activity;
- Have a record of such an impairment; or
- Are regarded as having an impairment.

Section 504 identifies accommodations as "reasonable" and appropriately based on the nature of the student's disability. The accommodations are those deemed necessary to ensure the student with a disability has access to the general curriculum equal to that of a student without a disability. Accommodations should not alter the content, provide an unfair advantage or change the target skills.

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.

EXCEPTIONAL STUDENT EDUCATION CRITERIA FOR A STANDARD DIPLOMA

An exceptional education student must satisfy the requirements of a Standard Diploma as detailed in the Graduation Requirements section, and shall acquire credit requirements for a standard diploma through either of the following methods:

1. Attend exceptional education classes for instruction in basic courses with the same student performance standards as those required of non-exceptional students; or

2. Attend regular classes where the instruction accommodates the student's exceptionality. The determination of strategies to use shall be based on an assessment of the student's needs and this decision shall be reflected in the student's IEP. Accommodations may include an increase or decrease in instructional time, variations in instructional strategies and materials, special teacher certification requirement adjustments, teacher or student use of special communication systems, classroom and district test administration procedures and other evaluation procedures to accommodate the student's disability.

- When developing modifications for vocational courses, the particular outcomes and student performance standards – which a student must master to earn credit – must be specified on the student's IEP.
- Some students with disabilities may need modified program requirements. Generally, these are students working toward a Standard Diploma Via Access. For these students, expected outcomes and curriculum content can be modified.
- Students seeking a standard diploma may receive accommodations for delivery of content, but not modification of the course requirement or student performance standards.
- In some instances, the IEP committee may determine that the FSA or EOC (end of course) exam cannot accurately measure the student's abilities, thus the FSA and/or EOC exam results may be waived for the purpose of receiving a standard high school diploma if the student does the following:
 - Completes the minimum number of credits and other requirements;
 - Does not pass the grade 10 FSA with allowable accommodations after taking the test once in 10th grade. grade 10 and once in grade 11;
 - Demonstrates mastery of standards in the core content knowledge and skills necessary for grade-to-grade and high school graduation after being provided instruction; and
 - Takes but does not pass the EOC exam, and has demonstrated mastery of the course standards benchmarks.

Exceptional Student Education Criteria For Standard Via Access Diploma

The Standard Via Access Diploma Options are provided for students who have been properly identified as intellectually disabled (InD), Hearing impaired (HI), physically orthopedically impaired (OI), dual –sensory impaired (DSI), emotionally/behaviorally disordered disabled (EBD), on the autism spectrum (ASD), traumatic brain injured (TBI), other health impaired (OHI), or language impaired (LI). Language impaired is only for students whose ability to communicate orally or in writing is seriously impaired.

Option 1: The student will master access points of the Florida Standards, complete 24 credits as prescribed in this plan, and maintain a GPA of 2.0 or higher.

Option 2: The student can earn a Standard Via Access Work Option.

For students with disabilities seeking to earn a Special Diploma, entering grade nine in 2000-2001 and thereafter, mastery of the Florida Standards will be certified through completion of courses that address the relevant access points and essential understandings through use of alternative assessment procedures at the student's level of functioning.

Students with significant disabilities entering 9th grade during the 2014-2015 school year (and thereafter), may earn a standard diploma through mastery of access point standards. In addition, students working toward a special diploma may consider working toward a standard diploma, if the IEP team, which includes the parent and the student, determines that is the best option for the student and it is aligned with their post-secondary goals.

Students who work toward a standard diploma via access courses must have written parental approval of any changes to the high school graduation option and specified in the student's IEP. If the student does not demonstrate mastery of the performance standards for ESE students, but does meet all other graduation requirements, the student will receive a Special Certificate of Completion.

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 tested in aural/oral proficiency and/or reading/writing proficiency. Students are placed in one of four levels (English I, 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 program based on a combination of performance on an English Language proficiency test and grades, test scores, or teacher recommendations.

- 1002300 ESOL I (Satisfies grade 9 English)
- 1002319 ESOL II (Satisfies grade 10 English)
- 1002320 ESOL III (Satisfies grade 11 English)
- 1002520 ESOL IV (Satisfies grade 12 English)
- 1002380 Dev Lang Arts ESOL

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. ESOL reading & Writing courses are for 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 ESOL SERVICES, PLEASE GO TO
[HTTP://YOURCHARLOTTECHOOLS.NET/DEPARTMENTS/DOCUMENTS/DIVISIONOFLearning/ESOL/HANDBOOK.PDF](http://yourcharlotteschools.net/departments/documents/divisionoflearning/esol/handbook.pdf)

CHARLOTTE HIGH SCHOOL CAREER AND TECHNICAL EDUCATION

What is a Career Academy?

Career and Technical Education (CTE) courses are elective credits that can be taken in a sequence during your high school career. Some of the CTE courses are offered through Career Academies. These courses may lead students to college, a career, or the military. Advantages of taking courses within a career academy may include the following:

- Courses can be taken in a sequence over four years.
- Courses can lead to the Florida Bright Futures Gold Seal Scholarship.
- Industry certifications may be earned along with a high school diploma.
- The courses provide training in specific business and industry skills and are “hands-on” and college/career oriented.
- Real-world activities are embedded in each program.
- The integrated curriculum involves high level reading, math, and science skills.
- Some CTE programs offer organizations related to the course. Technical Student Organizations are a great way to learn to work as a team, learn entrepreneurship skills, and compete at local, regional, state, and national events.
- Students may culminate their experiences with paid on-the-job training.
- Students may enroll in related dual enrollment programs offered through the Charlotte Technical College (CTC).

NOTE: STUDENTS IN INDUSTRY CERTIFICATION COURSES WILL PARTICIPATE IN THE APPROPRIATE INDUSTRY CERTIFICATION ASSESSMENT.

CHARLOTTE TECHNICAL COLLEGE ADMISSIONS PROCESS INFORMATION FOR DUAL ENROLLMENT



What is Career Dual Enrollment?

Career dual enrollment is an option for high school students to enroll in postsecondary courses creditable toward both high school graduation and a career and technical program certificate. Students enrolled in career dual enrollment may earn industry certifications and articulated college credit toward AAS/AS degrees in state colleges and universities.

How many credits will be earned?

All courses taken at the College are clock hour courses; therefore, the High School Subject Area Equivalency List mandates the minimum subject area credit awarded for specific courses taken through career dual enrollment. Under this agreement, career dual enrolled courses will be weighted equally as Advanced Placement (AP) courses and will count toward high school graduation. The College will assign a letter grade to each student enrolled in a dual enrollment course and this letter grade is posted to the student's transcript upon completion of the entire course.

What are the expectations to maintain Career Dual Enrollment?

Students participating in career dual enrollment are participating in college level courses and the amount of work necessary to succeed may be much greater than in high school courses. Students will be responsible to meet the College rules for clock hour attendance and behavior as specified in the Charlotte County Public Schools Code of Conduct and referenced in the College student handbook. Students enrolled in career dual enrollment will be required to maintain a 70% average in the course and not miss more than 5% of the total clock hours of the course and/or program accumulative.

Programs Exceptions: Practical Nursing and EMT must maintain a 75% average.

NOTE: Students in dual-enrolled courses must satisfy the clock hour requirement for the course and the academic standards associated with all career certificate coursework. Failure to comply may result in dismissal from the program.

Enrollment Process

- Attend an evening information session and/or Shadow a class in which you may be interested.
- Complete the online application on the CTC website at www.yourcharlotteschools.com/ctc
- You will be notified by CTC if you have been accepted into the program.
- It is preferred that students have a college readiness exam score, if not, students will be administered the PERT test within the first six weeks of the program.
- Follow up with the CTC Career Counselor to ensure that you have been accepted and are enrolled in the correct program.
- Attend the mandatory program orientation with a parent.

- Enter class before 10-day Drop/Add period.

Students must meet these minimum requirements:

1. Complete an online application at <https://www.yourcharlotteschools.net/ctc>. Applications for career dual enrollment will be accepted by the College through the first day of class for the current school year; however, some programs require an interview; therefore, program application dead- lines will apply (Practical Nursing, Emergency Medical Technician, Cosmetology and HVAC).
2. For a Career Certificate, students must have at time of enrollment a 2.0 unweighted GPA and must maintain this GPA throughout enrollment in the program. Program exceptions include:
 - HVAC requires a 2.5 GPA
 - EMT requires a 3.0 GPA
 - Practical Nursing requires a 3.0 GPA
3. Be a student in grades 9 -12 who meet high school GPA and college readiness test requirements. The College will review the initial application to determine College requirements for admission.
4. All students enrolled in career dual enrollment will meet the Basic Skills Requirements. If college readiness scores are not available, students will be given a schedule to register for a basic skills examination to be taken at the College. The home high school and College will collaborate to determine final acceptance and monitor individual student performance to assure on-time graduation.
5. Students must complete the career certificate course before high school graduation.
6. Students may lose the opportunity to participate in the dual enrolment program if they are disruptive to the learning process.

What is the difference between career dual enrollment and co-enrollment?

Co-enrollment does not always allow for articulated college credit into AAS/AS degree programs at state universities. Students are able to earn college credit based on earned certifications through the program.

Because the Department of Education updates articulation agreements continuously, please visit the website below for a list of updated articulation agreements for industry certifications and career certificate programs:

<https://www.fldoe.org/academics/career-adult-edu/career-technical-edu-agreements/>

Is transportation provided?

Bus transportation is provided for students who attend CHS and LBHS for the AM and PM sessions. Students who plan to stay an entire day at CTC may ride the bus from their home school in the AM and will be transported home from CTC in the afternoon. Students from PCHS walk to and from CTC; all PM students are provided transportation home from CTC. Parking passes are available for a cost of \$10.00 per year if students choose to drive. **Students are responsible for their own transportation in any programs that require them to be off campus such as clinical, externships and internships.**

Are there any fees associated with my selected program?

There is no cost to CCPS public high school students for tuition, textbooks, or industry certification testing. Lab fees are

associated with some programs. Please visit our website at <https://www.yourcharlotteschools.net/ctc> for a program specific cost sheet.

How do I get more information?

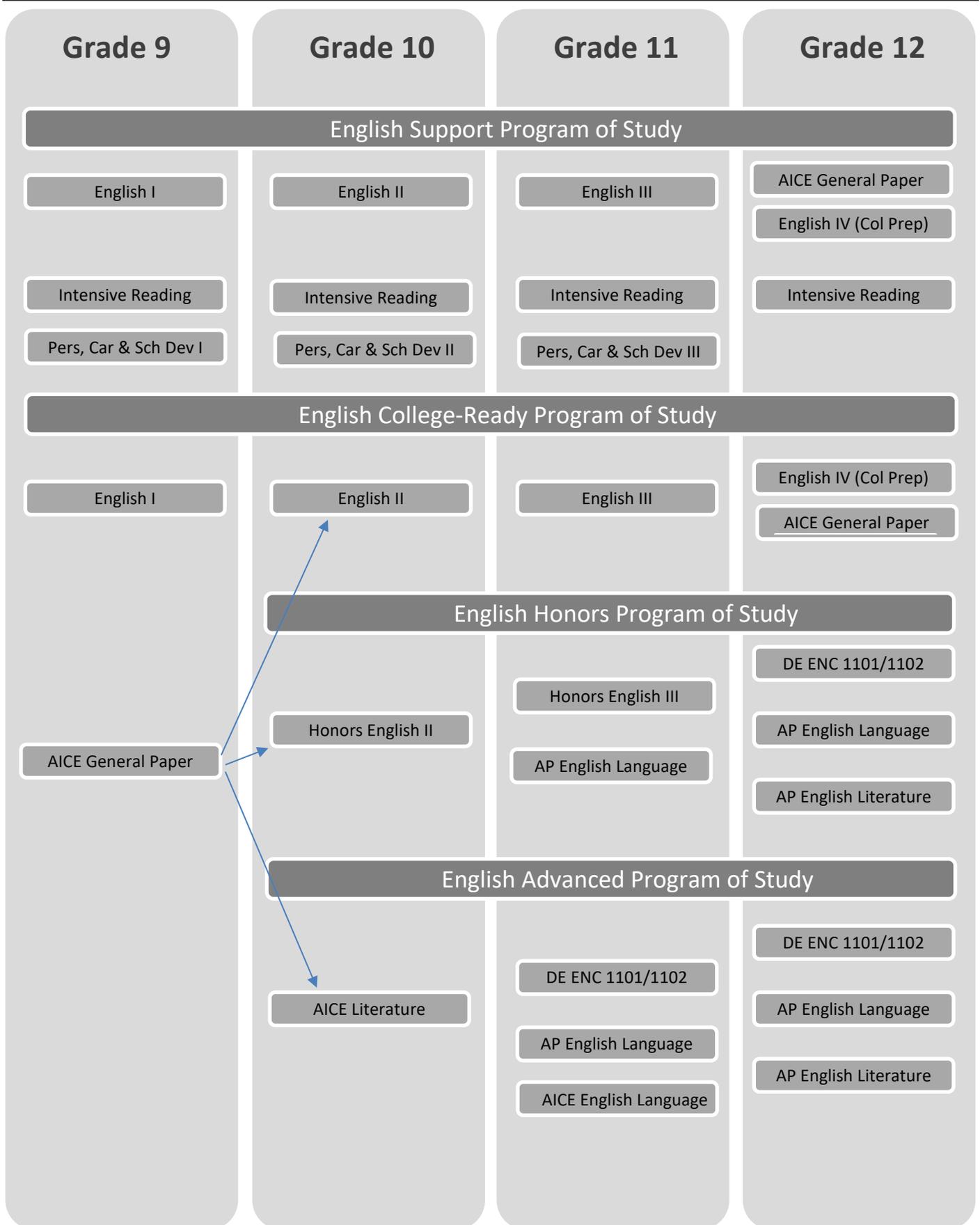
Please contact Barbara McCauley, Career Specialist, at 941-255-7500, ext. 179 or by email at Barbara.McCauley@yourcharlotteschools.net. Please visit our website at www.charlottetechcollege.net to browse program offerings and learn more about costs associated with all programs.

CTC Dual Enrollment Program Offerings for 2021-2022

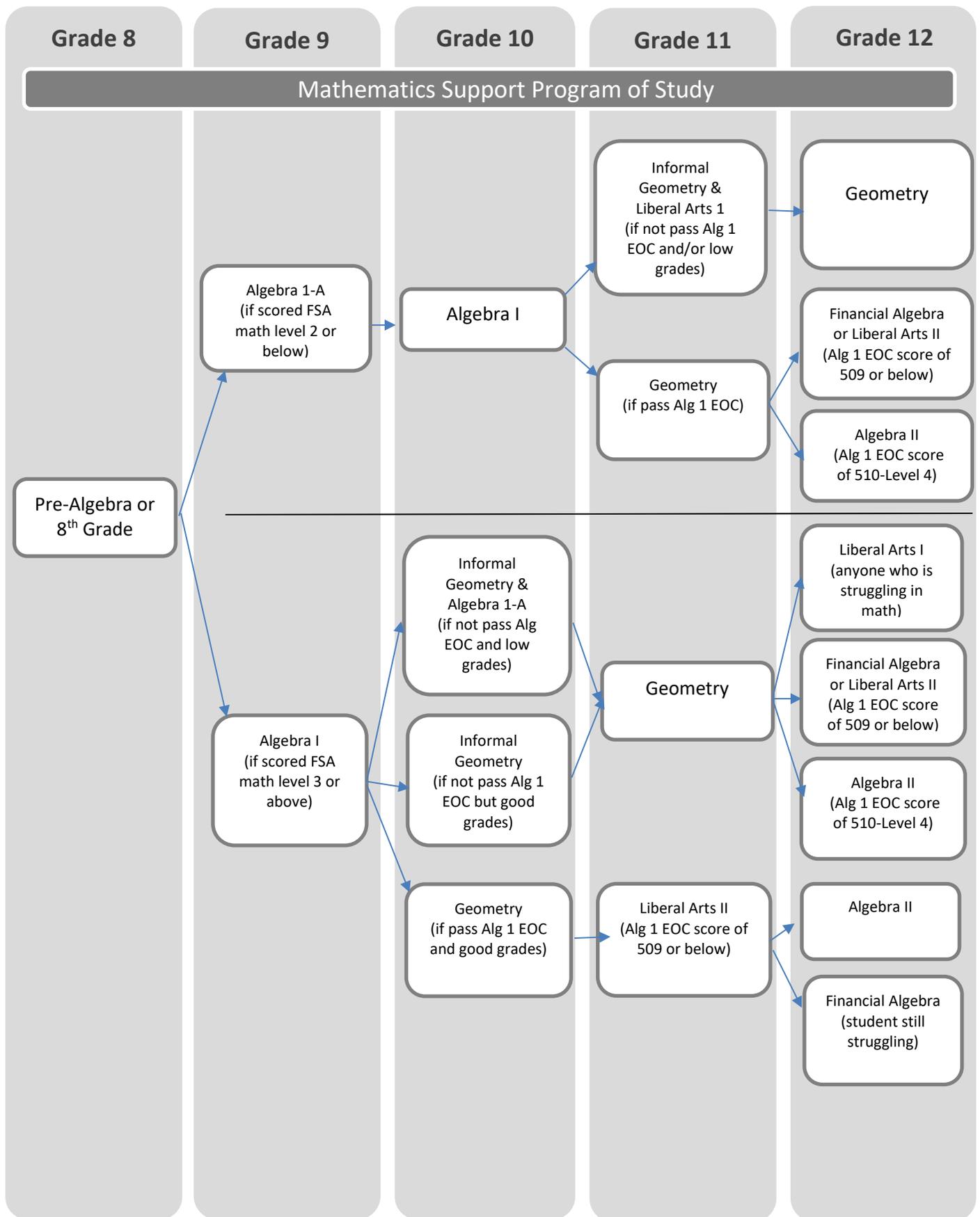
Career Dual Enrolled	Co-Enrolled
Aviation Maintenance Technology	Automotive Maintenance & Light Repair
Building Construction Technologies	Aviation Assembly & Fabrication
Applied Cyber Security	Cosmetology
Baking and Pastry Arts	Criminal Justice Operations
Computer Systems & Information Technology	Electricity (TBA)
Digital Design I & II	Game/Simulation/Animation & Visual Design
Early Childhood Education	Game/Simulation/Animation Programming
Emergency Medical Technician/Firefighter Combined	Certified Nursing Assistant
Fundamental Food Service Skills	Principles of Teaching
Heating Ventilation, Air Conditioning/Refrigeration	
Medical Assisting	
Network Support Services	
Practical Nursing	
Professional Culinary Arts & Hospitality	
Technology Support Services	

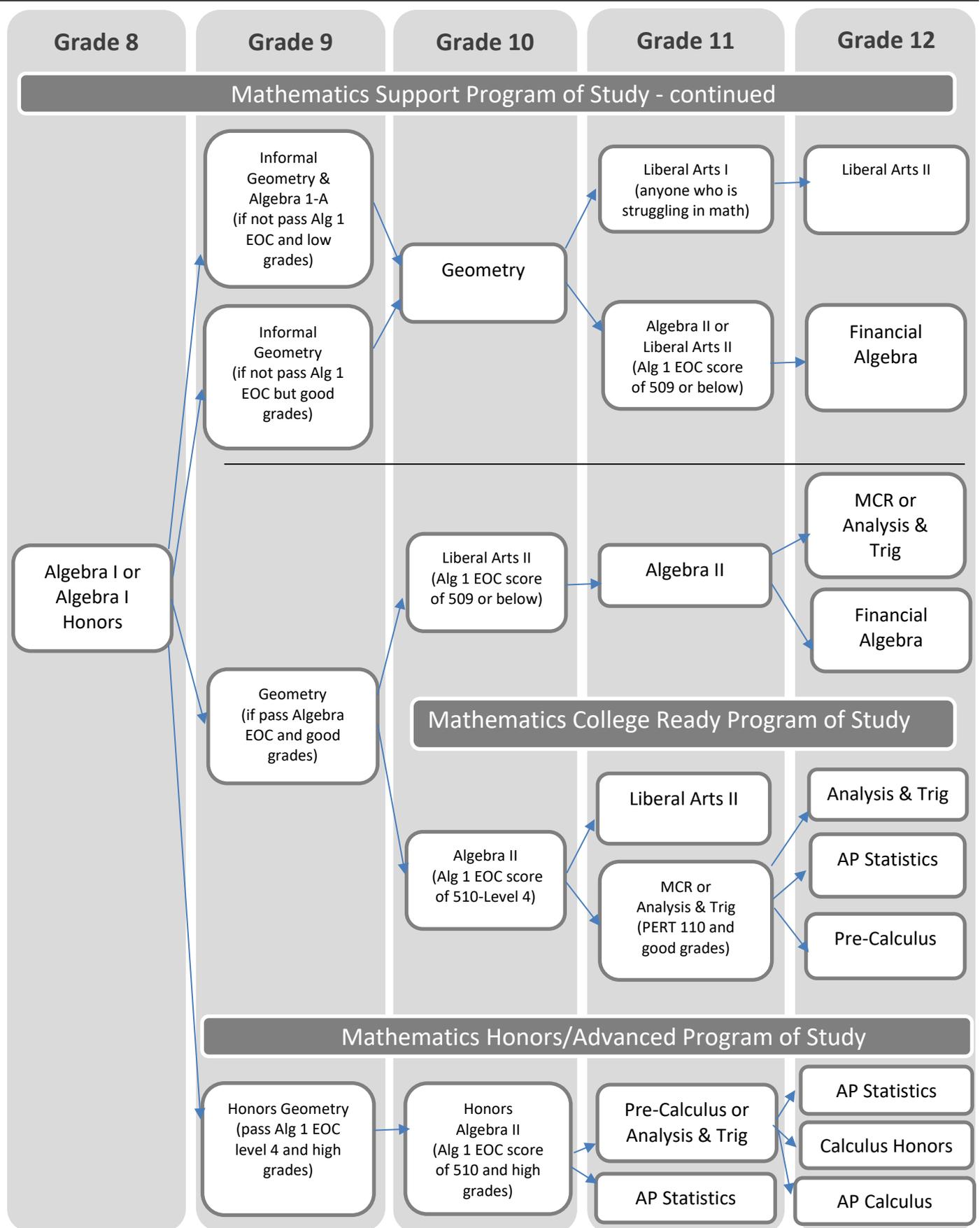
CORE CONTENT CURRICULAR SEQUENCES

ENGLISH CURRICULAR SEQUENCE

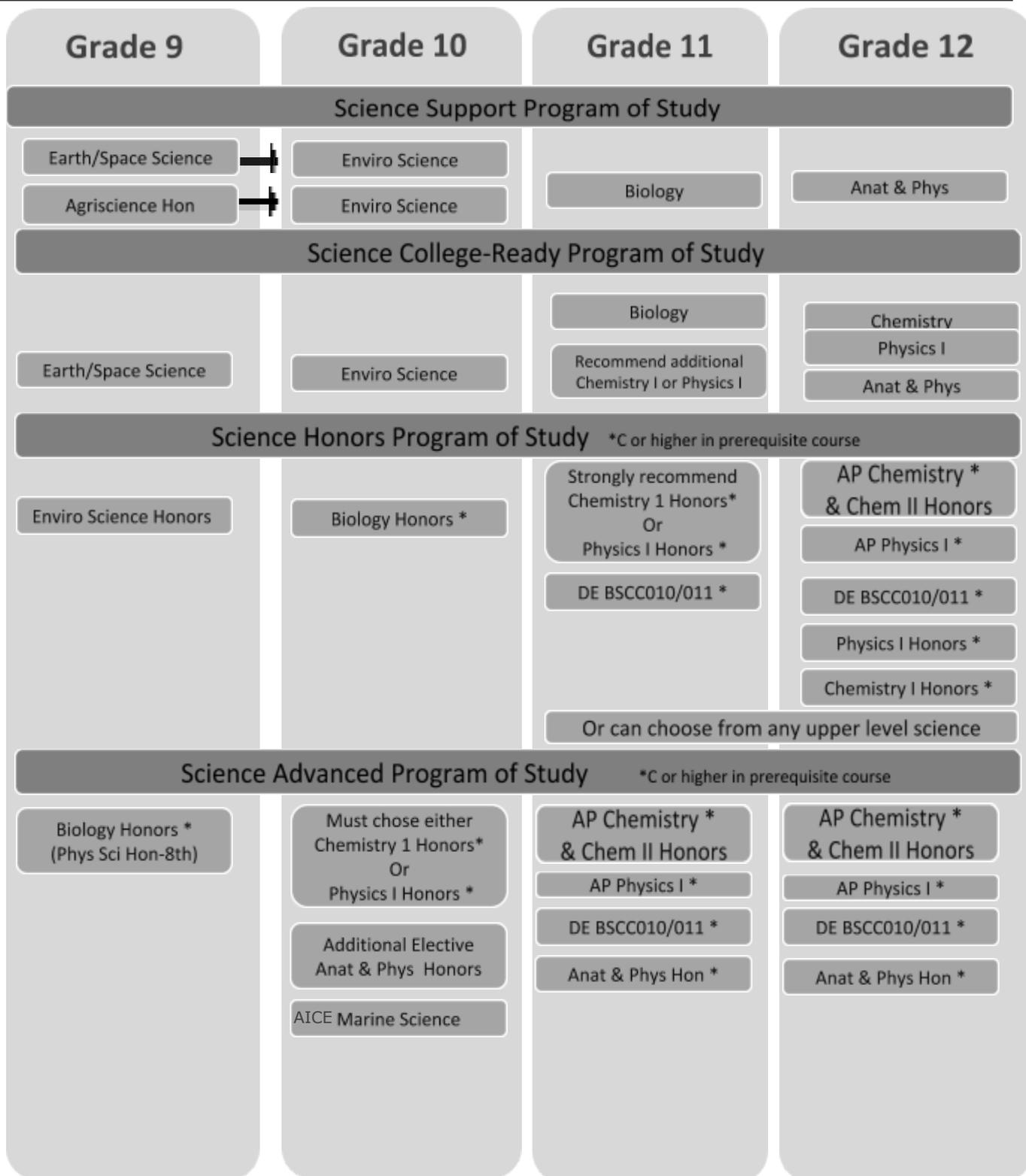


MATHEMATICS CURRICULAR SEQUENCE – PAGE 1





SCIENCE CURRICULAR SEQUENCE



SOCIAL SCIENCES CURRICULAR SEQUENCE

Grade 9	Grade 10	Grade 11	Grade 12
Social Sciences Support Program of Study			
	World History	US History	Government & Econ w/Fin Lit
Social Sciences College Ready Program of Study			
	World History	US History	Government & Econ w/Fin Lit
Social Sciences Honors Program of Study *C or higher in prerequisite course			
	World History Honors	US History Honors *	Gov Honors * & Econ Honors w/Fin Lit *
Social Sciences Advanced Program of Study			
AP Human Geography	AP World History AICE European History	AICE US History AP US History Dual Credit AMH2010/2020	Econ Hon w/Fin Lit * Econ Hon w/Fin Lit & AP Macroeconomics Government Honors & AP Government Government Honors *
Social Sciences Elective Programs			
Intro to Law Studies/Ethics	Comp Law Studies	AP Psychology AP European History AP Human Geography Legal Systems & Procedures Psychology & Sociology	AICE PPsychology AP European History AP Human Geography Legal Systems & Procedures Psychology & Sociology

DIPLOMA OPTIONS

24 – CREDIT STANDARD DIPLOMA OPTION [F.S. 1003.4282, 1003.4285]

This program takes the traditional four years to complete high school and requires students to take at least 24 credits in core content areas. Foreign language credit is not required for this program, although it is recommended for Florida college preparation and is required for admission to Florida’s state universities. This program is designed for a variety of students with differing academic abilities. The standard diploma prepares, and may qualify the student for a variety of post high school opportunities, including a military career, entry-level or apprentice jobs, admission to a vocational or technical school, admission to a state college, or admission to a four-year college or university.

18 – CREDIT ACCELERATED STANDARD DIPLOMA OPTION [F.S. 1003.4282, 1002.3105]

The requirements of this program are identical to the 24-credit standard diploma program option except:

- 1 credit in PE (HOPE) is not required
- 3 electives are required instead of 8
- Online course is not required
- 18 total credits (student may earn additional credits) This diploma program may be completed in three years, but students may take longer to complete it. All other graduation requirements for a 24-credit standard diploma must be met.

CERTIFICATE OF COMPLETION

Students who are unable to meet graduation requirements for a standard diploma will receive a Certificate of Completion. A Certificate of Completion is not a diploma.

Certificate of Completion, 24-Credit Option: Certificate awarded to students who have completed the 24-credit option per section 1003.4282, F.S. but failed to earn passing scores on the state approved graduation assessments required under F.S.1008.22 (the FSA ELA, grade 10 assessment and the Algebra I EOC assessment) or earn a concordant and/or comparative score, or do not achieve the required 2.0 cumulative unweighted GPA.

Certificate of Completion, 18-Credit ACCEL Option: Certificate awarded to students who have completed the 18-credits ACCEL option, section 1002.3105(3), F.S. but failed to earn passing scores on the state approved graduation test or concordant and/or comparative score, or do not achieve the required 2.0 cumulative unweighted GPA.

A student who is entitled to a Certificate of Completion may elect to remain in high school for up to one additional year and receive instruction to remedy the deficiencies. A student who has received a standard Certificate of Completion, who subsequently meets the requirements for a standard diploma, shall be awarded a standard diploma whenever the requirements are completed.

NOTE: FOR MORE INFORMATION ABOUT GRADUATION OPTIONS, PLEASE REFERENCE THE ONLINE STUDENT PROGRESSION PLAN OR CONTACT YOUR SCHOOL COUNSELOR

GRADUATION REQUIREMENTS FOR STUDENTS

The most current version of this can be found at

<http://www.fl DOE.org/academics/graduation-requirements/>

- English: 4 Credits, Must Pass 10th grade ELA Florida Standards Assessment
- Math: 4 Credits which includes Algebra I¹ (Must Pass EOC) and Geometry¹ (or Florida Standards Assessments, if applicable)- 2 may be substituted with allowable industry certification courses that lead to college credit
- Science: 3 Credits, which includes Biology¹, and 2 more courses equally rigorous as Biology– 2 of the 3 must have a lab component and 1 (excluding Biology) may be substituted with an allowable industry certification course that leads to college credit
- Social Studies: 1 credit World History, 1 credit US History¹, 0.5 Credit US Government, 0.5 Credit Economics
- World Language: No requirement for diploma, but 2 credits (same language) required for state university admission
- Fine Arts: 1 credit in Fine or Performing Arts or Practical Arts
- Physical Education: 1 credit to include integration of Health
- Digital Learning: 1 online course
- Electives: 8 credits
- GPA: Cumulative unweighted 2.0 on a 4.0 scale
- Total Credits: 24

Scholar Designation

In addition to Standard Diploma requirements...

English: Must Pass grade 10 ELA Florida Standards Assessment

Math: Earn 1 credit in Algebra II, 1 credit in Statistics (or an equally rigorous course)

Science: Must Pass Biology EOC, 1 credit in Chemistry or Physics, and 1 additional credit in a course equally rigorous to Chemistry & Physics

Social Studies: Must Pass US History EOC

Foreign Language: 2 credits in same foreign language

Electives/Other: Must earn one AP, IB, AICE, or Dual Enrollment course credit.

Merit Designation

In addition to Standard Diploma requirements...

students pursuing a merit designation must attain one or more industry certifications.

¹- END OF COURSE EXAM. THIS COURSE REQUIRES THE STUDENT TO TAKE AN END OF COURSE EXAM THAT IS DEVELOPED BY THE STATE AND WILL COUNT AS 30% OF THE STUDENT'S COURSE GRADE.

COURSE OFFERINGS

English

AICE English Language
AICE General Paper*
AICE Literature*
AP Language and Composition*
AP Literature and
Composition* Dual Enrollment
Composition* English I
English II
English II Honors
English III
English III Honors
English IV

Mathematics

Algebra I
Algebra IA (Support)
Algebra II
Algebra II Honors
Analysis of Functions
w/ Trigonometry Honors
AP Calculus AB*
AP Statistics*
Financial Algebra
Geometry
Geometry Honors
Informal Geometry
Liberal Arts I
Liberal Arts II
Math for College Readiness
Pre-Calculus

Science

Anatomy & Physiology
Anatomy & Physiology Honors
AP Chemistry*
AP Physics I*
AICE Marine
Biology
Biology Honors
Chemistry I
Chemistry I Honors
Dual Enrollment Biology*
Earth & Space Science
Environmental Science
Environmental Science Honors
Genetics Honors
Physics I

Physics I Honors

Social Studies

AP Government and Politics*
AP Human Geography*
AP Macroeconomics*
AP US History*
AP/AICE World History *
AP/AICE European History*
Dual Enrollment American History*
Economics (financial literacy)
Economics Honors (fin literacy)
AP/AICE Psychology*
Psychology & Sociology
US Government
US Government Honors
US History
US History Honors
World History
World History Honors

Fine & Performing Arts

2-D Studio Art I & II
2-D Studio Art III Honors
3-D Studio Art I & II
AP Art*
AP Music Theory
Band I, II, III & IV
Chorus Register Spec I, II, III Chorus
Register Spec IV Honors
Eurythmics I, II, III & IV
Instrumental Techniques I, II, III
Instrumental Techniques IV
Honors Jazz Ensemble I, II & III
Jazz Ensemble IV Honors
Music Theater
Pre-AP Portfolio Art
Theater I & II
Theater III & IV Honors
Tech Theater Production I, II & III
Vocal Ensemble I, II & III
Vocal Ensemble IV Honors

World Languages

French I & II
French III & IV Honors
Spanish I & II
Spanish III & IV Honors
AP Spanish Lang & Culture
Mandarin Chinese I & II
Mandarin Chinese III & IV Honors

Physical Education

Comprehensive Fitness
Care & Prevention of Athletic Injury
First Aid & Safety
HOPE-PE
Power Weights I
Personal Fitness
Team Sports I & II
w/ Individual/Dual Sports I, II & III
Weight Training I, II & III
w/ Individual/Dual Sports I, II & III

Career & Tech

Agriscience Foundations Honors
Animal Science and Service II & III
Applied Engineering I, II & III Honors
Comm Tech I, II & III Honors
Cooperative Diversified Ed OJT
Culinary I, II, & III
Digital Design
Digital Info Tech
Diversified Career Technology I
Foundations of Robotics Honors
Materials & Processes
Naval Science I, II, III & IV
Object Oriented Programming
Technical Design I, II, & III Honors
TV Production I & II
TV Production III, IV, V & VI Honors
Vet Assisting I, II, III & IV Honors

Electives

AP Seminar*
AP Research*
AP Computer Science Principles*
AICE Thinking Skills*
Comprehensive Law
Critical Thinking Skills
Engaged Citizenship Service I & II
Journalism I & II
Leadership Skill Development
Leadership Techniques
Law Studies & Ethics
Legal Systems & Court Procedures

*means Advanced Weight

NOTICE

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.

The most current version of this curriculum guide will be posted online at
<http://chs.yourcharlotteschools.net>

The most current version of FL DOE's graduation requirements are posted online at
<http://www.fldoe.org/academics/graduation-requirements/>

