

# Program of Study



# Lemon Bay High School

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## **Registration Timeline**

Students will attend large group meetings in the Lemon Bay Auditorium to review their current transcript and to hear a presentation about course offerings from guidance and teachers. Students will get a paper copy of their course requests sheet for 2023-2024 at this meeting. Students will have the weekend to discuss with parents/guardian/teachers and gain the necessary signatures prior to placing requests into focus. The dates for these meetings are:

- Wed. January 25<sup>th</sup> – CTC and elective course presentation in Aud.
  - Period 2- Grade 9
  - Period 3 Grade 10
  - Period 4 Grade 11
- Thurs. February 2<sup>nd</sup> – Rising 11<sup>th</sup> grade in Blackbox
- Fri. February 3<sup>rd</sup> – Rising 10<sup>th</sup> grade in Blackbox
- Mon. February 13<sup>th</sup> – Rising 12<sup>th</sup> grade in Blackbox
- Wed. March 1<sup>st</sup> – Rising 9<sup>th</sup> grade Parent night
- March 2<sup>nd</sup> – Guidance Counselors to L.A. Ainger for registration presentation
- March 3<sup>rd</sup> – Guidance counselors to Englewood Sky for registration presentation

Students meeting with guidance in a computer lab to enter their course requests into Focus will follow the above referenced meetings. Once these requests are entered, students and parents must email their guidance counselor to make changes. Changes can be made until the beginning of summer break. The dates for students entering requests into focus are:

- Feb 6-7<sup>th</sup> – Rising Juniors in 04-306
- Feb. 8-10<sup>th</sup> – Rising Sophomores in ELA Classroom
- Feb. 15-24<sup>th</sup> – Rising seniors will sit (1-1) with a guidance counselor to review requests and review graduation requirements.
- Mar. 8<sup>th</sup> – Online registration packets due from students entering from outside Charlotte County.
- Mar. 8<sup>th</sup> – Rising 9<sup>th</sup> grade registration night in the café

Please keep in mind that changes to course requests can be made until the end of the school year. After this, LBHS builds a master teacher schedule to fit student requests.

## Letter Sent to 8<sup>th</sup> Grade Parents

Dear Future Manta Ray Parents,

The registration of our incoming 9<sup>th</sup> grade is quickly approaching. The transition from middle to high school is a major event in your child's life. We want to assure you that we work very hard to make this a smooth transition and a positive experience for both students and parents/ guardians. We look forward to an amazing partnership over the next 4 years!

We will begin the registration process on the dates listed below. Please mark these events in your calendar.

Wednesday, March 1 <sup>st</sup>	Registration parent night in the LBHS auditorium starting at 6pm. This meeting includes information about accelerated coursework, elective choices, graduation requirements, and student involvement.
Thursday, March 2 <sup>nd</sup>	LBHS School Counselors will visit L.A. Ainger Middle School. Presentation to 8 <sup>th</sup> grade about LBHS classes and all things Manta Ray. Students will receive a copy of the registration/course selection sheet.
Friday, March 3 <sup>rd</sup>	LBHS School Counselors will visit Englewood Sky Academy. Presentation to 8 <sup>th</sup> grade about LBHS classes and all things Manta Ray. Students will receive a copy of the registration/course selection sheet. All Englewood Sky Academy parents/ guardians must complete an online Registration Packet for their student prior to March 8 <sup>th</sup> .
Wednesday, March 8 <sup>th</sup>	8 <sup>th</sup> Grade registration night in the LBHS cafeteria from 4pm – 7pm. Please call to set up an appointment time to sit with a LBHS staff member to choose your classes. To set up appointment, please call: Ms. Diaz-Rawlins 941-474-7702 and choose option 3. Please note, all Sky and out of county online registrations will need to be completed prior to sitting with an LBHS staff member.

We will be adding your course requests into our Focus database system starting Wednesday, March 8<sup>th</sup>.

We look forward to working with you and your student and welcoming the Class of 2027 to Lemon Bay High School. If you have any questions, please give us a call or email. Go Mantas!

Jennifer Ragazzone

Professional School Counselor

Lemon Bay High School



# Lemon Bay High School

**2201 Placida Road**

**Englewood, Florida 34224**

**(941) 474-7702**

Administration, Dean and Counseling Staff

Robert Bedford - Principal

Michael Henry - Assistant Principal – Facilities/Assessment

Robert Murphy – Assistant Principal – Curriculum

Steve Smith – Assistant Principal – Activities/Discipline

Stacy Dewolfe – Dean of Students

Dawn Bedford – Counselor, Grade 10 (A-G) and Grade 11

Rachelle Patterson – Counselor, Grade 10 (H-N) and Grade 12

Jennifer Ragazzone – Counselor, Grade 10 (O-Z) and Grade 9

Teresa Dailey – Career Resource Counselor

Vicki Robinson – Social Worker

Chelsea Grzechowiak – Social Worker

Andrea Warren– School Psychologist

Patti Hekking – ESE Liaison

Amy Webb – ESE Liaison

## Graduation requirements by Grade Level

GRADE	ENGLISH	MATH	SCIENCE	SOCIAL STUDIES	PHYSICAL	ARTS	ELECTIVES	CAREER CERT	TOTAL
9	1	Alg - 1	BIO -1	World -1	1(Hope)	1	1	1	8
10	1	Geo - 1	1	Fin (.5)/ECON (.5)			1		5
11	1	1	1	USH - 1			1		
12	1	1		Gov (.5)			1		
<b>TOTAL</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>3.5</b>	<b>1</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>21.5</b>

### Notes

All students must register for seven (7.0) credits in each year.

(A) Algebra I is required of all students, typically in grade nine/ten.

(G) Geometry is required of all students, typically in grade ten/eleven.

(B) Biology is required of all students, typically in grade nine/ten.

(W) World History is required of all students, typically in grade ten.

(U) United States History is required of all students, typically in grade eleven.

(G/E) Government and Economics, one semester of each, are required of all students, typically in grade twelve.

(H) HOPE: Health and Other Physical Education is required of all students, typically in grade nine.

\* One full credit of “arts” is required for graduation. Music, fine arts, certain tech-art classes qualify to meet these requirements. Please consult your counselor if you need more assistance or information. This one credit may be taken in any of the four years of high school.

(c & o): Either through a required or elective course, each student who seeks to qualify for diploma award must complete one certification class and one online course. The course may be a semester (.5) or full-year (1.0) credit.

\*\* To qualify for 10<sup>th</sup> grade status, the student must complete at least five (5.0) credits in the grade nine year, including 1.0 in English and 1.0 in Mathematics.

\*\*\* To qualify for 11<sup>th</sup> grade status, the student must complete at least eleven (11.0) credits by the end of the 10<sup>th</sup> grade year, including having completed 2.0 credits in English, 2.0 Credits in Mathematics, 1.0 credits in both Science and Social Studies.

\*\*\*\*To qualify for senior status, the student must complete at least sixteen (16.0) credits by the end of the grade 11 year, including 3.0 credits in English 3.0 Credits in Mathematics, 2.0 credits in Science and 2.0 Credits in Social Studies.

(GPA) To qualify for a diploma award, the student must have compiled a grade-point-average of 2.0 or higher, cumulative across all passed credits. For grade 9-11, students must have at least a 1.75 GPA to be promoted to the next grade, all others will be retained



## Standard Diploma Requirements

### Academic Advisement – What Students and Parents Need to Know

#### What are the diploma options?

Students must successfully complete one of the following diploma options:

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

#### What are the state assessment requirements?

Students must pass the following statewide assessments:

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

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

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

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

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

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

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

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

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

#### 24 Credit Standard Diploma

4 Credits ELA
<ul style="list-style-type: none"> <li>• ELA 1, 2, 3, 4</li> <li>• ELA honors, Advanced Placement (AP), AICE, IB and dual enrollment courses may satisfy this requirement</li> </ul>
4 Credits Mathematics*
<ul style="list-style-type: none"> <li>• One of which must be Algebra 1 and one of which must be Geometry</li> <li>• Industry Certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry)</li> <li>• An identified computer science** credit may substitute for up to one mathematics credit (except for Algebra 1 and Geometry)</li> </ul>
3 Credits Science
<ul style="list-style-type: none"> <li>• One of which must be Biology 1, two of which must be equally rigorous science courses</li> <li>• Two of the three required course credits must have a laboratory component</li> <li>• Industry Certifications that lead to college credit may substitute for up to one science credit (except for Biology 1)</li> <li>• An identified computer science** credit may substitute for up to one science credit (except for Biology 1)</li> </ul>
3 Credits Social Studies
<ul style="list-style-type: none"> <li>• 1 credit in World History</li> <li>• 1 credit in U.S. History</li> <li>• 0.5 credit in U.S. Government</li> <li>• 0.5 credit in Economics</li> </ul>
1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts*
1 Credit Physical Education*
<ul style="list-style-type: none"> <li>• To include the integration of health</li> </ul>
8 Elective Credits
1 Online Course
<p>Students must earn a 2.0 grade point average (GPA) on a 4.0 scale for all cohort years and pass statewide, standardized assessments unless a waiver of assessment results is granted by the IEP team for students with disabilities.</p>

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

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

### Scholar Diploma Designation

In addition to the requirements of section (s.) [1003.4282](#), Florida Statutes (F.S.), a student must satisfy the following requirements (per. s. [1003.4285](#), F.S.):

- Earn 1 credit in Algebra 2 or an equally rigorous course
- Pass the Geometry EOC
- Earn 1 credit in Statistics or an equally rigorous mathematics course
- Pass the Biology 1 EOC\*
- Earn 1 credit in Chemistry or Physics
- Earn 1 credit in a course equally rigorous to Chemistry or Physics
- Pass the U.S. History EOC\*
- Earn 2 credits in the same World Language
- Earn at least 1 credit in an AP, IB, AICE or a dual enrollment course

\*A student is exempt from the Biology 1 or U.S. History EOC assessment if the student is enrolled in an AP, IB or AICE Biology 1 or U.S. History course; takes the respective AP, IB or AICE assessment; and earns the minimum score to earn college credit.

### Merit Diploma Designation

- Meet the standard high school diploma requirements
- Attain one or more [industry certifications](#) from the list established (per s. 1003.492, F.S.)

### What are the additional graduation options for students with disabilities?

Two additional options are available only to students with disabilities. Both allow students to substitute a CTE course with related content for one credit in ELA 4, mathematics, science and social studies (excluding Algebra 1, Geometry, Biology 1 and U.S. History). The two options are as follows:

- Students with significant cognitive disabilities may earn credits via access courses and be assessed via an alternate assessment.
- Students who choose the academic and employment option must earn at least 0.5 credit via paid employment.

### What is the CAP?

The CAP allows a student to earn high school credit if the student passes an AP examination, a College Level Examination Program (CLEP) or a statewide course assessment without enrollment in the course. The courses include:

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

### State University System (SUS)

Admission into Florida's public universities is competitive. Prospective students should complete a rigorous course of study in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements (credit earned by industry certification does not count for SUS admission):

- High school graduation with a standard diploma, a minimum of a 2.5 GPA, and admission test scores meeting minimum college-ready test scores per Board of Governors (BOG) Regulation 6.008
- 16 credits of approved college preparatory academic courses per BOG Regulation 6.002
- 4 English (3 with substantial writing)
- 4 Mathematics (Algebra 1 level and above)
- 3 Natural Science (2 with substantial lab)
- 3 Social Science
- 2 World Language (sequential, in the same language or other equivalents)
- 2 approved electives

[State University System of Florida](#)

### The Florida College System

The 28 colleges of the Florida College System serve nearly 800,000 students. Colleges offer affordable and stackable workforce credentials including certificate programs, associate in science degrees and associate in arts degrees, which transfer to a bachelor's degree program. Many colleges also offer workforce bachelor's degree programs in areas of high demand. All Florida College System institutions have open-door admissions for students who earned a standard high school diploma or an equivalent diploma or successfully earned college credit.

[Florida College System](#)

### Career and Technical Colleges and Centers

Florida also offers students 49 accredited career and technical colleges or centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.

[Career and Technical Education Directors](#)

### Where is information on financial aid located?

The Florida Department of Education's Office of Student Financial Assistance administers a variety of postsecondary educational state-funded grants and scholarships.

[Office of Student Financial Assistance](#)





## **Student/Parent Interest Inventory**

How Do I Intend to Complete My High School Education and What Will I Do with What I Learn in High School after Graduation from Lemon Bay?

Instructions: Please take some time to consider and respond to the questions that follow. The intent of the Inventory is to cause your reflection on your learning in school, to date, and to consider how your quest to gain more knowledge to and master more skills in high school as you prepare for your life after high school.

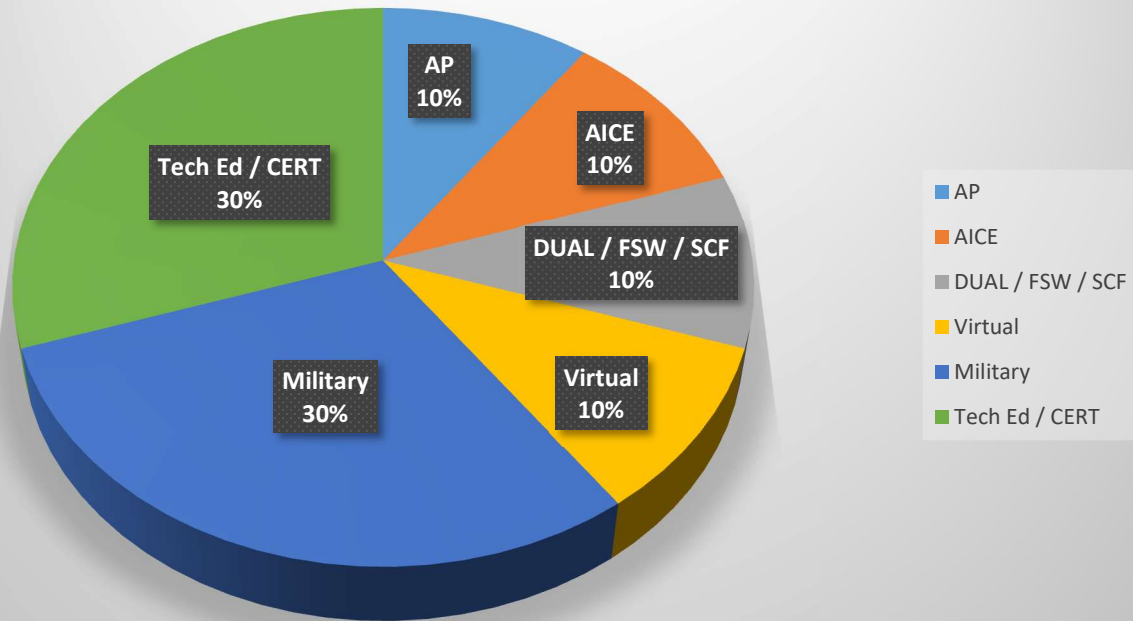
Once you have completed this Inventory, please consider reviewing you answers with your parent(s)/guardian. Your guidance counselor will also benefit from reviewing your responses to gain a better understanding about how she might help you shape your academic program as you move through your courses in high school.

1. Which of the following statements best capture your most recent pattern of achievement in high school? Mark as many as apply.
  - A. I consistently do well in some courses, but I struggle in others.
  - B. I am a steady performer. I earn mostly C's, but I sometimes get D's and sometimes get B's. (My grade point average hovers around 2.00).
  - C. I earn B's and A's in my classes, but I really don't put much effort into my schoolwork. School is easy for me.
  - D. I am a driven student, and I strive to earn A's. I consistently complete my assignments, student hard for my tests, and generally make the honor roll.
  - E. I really don't like school, and I look forward to life after high school.
  - F. Other: Write Here: \_\_\_\_\_
2. Which of the following statement(s) fit(s) my plans after high school? Mark as many as may apply.
  - A. I plan to enlist in a branch of the military.
  - B. I plan to attend a vocational school to learn skills for my future (chosen) field of employment.
  - C. I plan to attend a two-year (or community) college to pursue an associate's degree in a field of interest to me.
  - D. I plan to seek admission to a four-year college to earn a bachelor's degree in a professional field.
  - E. I plan to earn a bachelor's (four-year) degree, AND I plan to pursue an advanced degree thereafter: Master's Degree.
  - F. I plan to earn a bachelor's (four-year) degree, a Master's Degree, and a terminal degree thereafter: Doctorate: Philosophy (Ph.D.), Education (Ed.D.), Medical (M.D.), Law (J.D.), or some other degree: \_\_\_\_\_.
3. I do best in the following subject(s) in school. Please check all that apply.

- A. English/Language Arts
  - B. Science
  - C. Mathematics
  - D. Social Studies
  - E. World Languages
  - F. Computer/Technical
  - G. Business Courses
  - H. Art
  - I. Music
  - J. Theater Arts
  - K. Physical Education/Health
  - L. Other: \_\_\_\_\_
  - M. Other: \_\_\_\_\_
4. Historically, my most difficult subject in school has been:
- A. English/Language Arts
  - B. Science
  - C. Mathematics
  - D. Social Studies
  - E. World Languages
  - F. Computer/Technical
  - G. Business Courses
  - H. Art
  - I. Music
  - J. Theater Arts
  - K. Physical Education/Health
  - L. Other: \_\_\_\_\_
  - M. Other: \_\_\_\_\_
5. I am interested in the most challenging classes LBHS offers as I will seek competitive college admission or career certification(s) as I graduate from high school:
- A. AICES Curriculum Classes (that will qualify me for possible State of Florida tuition forgiveness if I attend one of Florida's State Colleges or Universities)
  - B. Advanced Placement Courses through the College Board: the courses are scored (High) 5 and (Low) 1, with course-test-scores of 3, 4, or 5, offering college placement influence and/or actual credit replacement for college course.
  - C. Completion of my Associate's Degree in concert with earning my high school diploma (enrollment in Collegiate High School at Florida Southwestern's Campus in Punta Gorda).
  - D. Completion of Select Dual Enrollment classes through and at a nearby undergraduate institution.
  - E. Completion of Technical Courses that lead to certification which will qualify me for work in a chosen field when I graduate from high school.
- This certification may depend on successful completion of one or more classes AND on passing a national or regional certification test.

- F. Other: \_\_\_\_\_
6. I understand that my future plans may require me to complete tests to qualify me for post-secondary opportunities:
- A. Preliminary Scholastic Aptitude Test (PSAT): Grade 9/10
  - B. Preliminary Scholastic Aptitude Test (PSAT: Grade 11  
(also used as qualifying test for National Merit Scholarships)
  - C. American College Test (ACT)
  - D. The PLAN
  - E. Scholastic Aptitude Test (SAT)
  - F. Armed Services Vocational Aptitude Test (ASVAB)
7. To pursue educational opportunities beyond high school, I will need one or more of the following categories of support:
- A. Local scholarships
  - B. Corporate scholarships
  - C. State tuition forgiveness
  - D. Military Enlistment: Support for Higher Education
  - E. Employer incentives to reimburse tuition costs
  - F. Institutional scholarships
  - G. Local loans: banks
  - H. Family support
  - I. Local loans: personal, to be paid by me
  - J. Federal loans: family and/or under my name/ to be paid back by me
  - K. A 529 savings plan
  - L. My own resources / Work while I attend school
  - M. Other Sources of Support: \_\_\_\_\_
8. While I am in high school, I expect to participate in one or more of the following co-curricular or extra-curricular activities:
- A. Band / Ensembles / Jazz
  - B. Cheerleading
  - C. Class Government (officer or representative)
  - D. Intramural athletics
  - E. Interscholastic athletics: (Sport(s): \_\_\_\_\_)
  - F. Manta Stand
  - G. National Honor Societies, if Invited for Induction
  - H. Prom Committee
  - I. Service Club (Interact, Key Club)
  - J. Student Council
  - K. Theater (Tech or Cast Performance)
  - L. Yearbook
  - M. Others: \_\_\_\_\_

## Program Options



## **Points to consider before selecting courses for next year**

I have enough credits to progress with my peers as a

- A. 9<sup>th</sup> Grade (no prior credits needed)
- B. 10<sup>th</sup> Grade (6 or more earned credits from freshman year)
- C. 11<sup>th</sup> Grade (12 or more earned credits by end of sophomore year)
- D. 12<sup>th</sup> Grade (18 or more earned credits by end of junior year)
- E. Is my GPA high enough to reach my goal?

## **Academic Direction**

1. I have taken one (or more) Advanced Placement course(s).
2. I have taken one (or more) AICE class(es).
3. I have taken one (or more) Dual Enrollment Classes.
4. I plan to attend a two-year college and earn an associate's degree.
5. I plan to attend a four-year college and earn a bachelor's degree.
6. I hope to complete an Advanced Placement CAPSTONE programs before graduation from high school.



7. I hope to complete a Cambridge AICE program before graduating from high school.
8. I have a strong sense of my anticipated college major or future field of interest for employment after college.
9. I plan to seek admission to a highly competitive college or university (e.g. Florida State, Florida, Duke, Harvard, Stanford, North Carolina, Northwestern, Pennsylvania).
10. I am an avid reader.
11. I have a history of earning mostly A's (and some B's) in my school work.
12. I am prepared to complete required meeting during summer months when school is not in session.
13. I am consistently named to the honor roll at school.
14. I have taken the PSAT, SAT, and/or ACT and earned about 50 (500) or above 24 on one or more of these tests.
15. I am accustomed to completing two or more hours of homework per night.
16. I am in the National Honor Society or hope to be invited into the NHS before I graduate.
17. I am saving for college by working, part-time.
18. I know about Bright Futures qualifications and tuition forgiveness.
19. I understand that my success in rigorous coursework is good preparation for the achievement I will need to be successful in college.
20. I have spoken with my parents and my school counselor about my (post HS graduation) plans.

Points to Consider before Selecting Courses for Next Year

### **Career Tech/Certification**

**Aquaculture Technician, Culinary, Drafting, Emergency Medical Responder, Final Cut (TV Production), Microsoft Bundle, In-Design/Photoshop**

1. I already know what I want to do when I graduate from high school.
2. I understand that I may need further (tech center / community college) education after high school to be prepared for my chosen career.
3. My area of interest requires demonstrated skills and knowledge to be successful in my chosen career.
4. I have researched the salary/wage that I can expect, once I qualify for and enter my chosen field.
5. My chosen field requires a certificate to qualify me for hire.
6. I understand that I must complete a progression of classes to attain the skills I need to advance to the next Career Tech class and/or to earn a certificate.
7. I have high interest in technology, science, and math.
8. I have explored the requirements for working in my chosen field.
9. I have my MS certifications (Word, Excel, Access, and PowerPoint)
10. In the past in my school courses, I have earned A's and B's.
11. I work, part-time, in a job that relates to the field of my interest.
12. I hope to earn my needed certificate/certification before I leave high school.

13. I have spoken with my parents and my school counselor about my (post HS graduation) plans.

Points to Consider before Selecting Courses for Next Year

### **Military Enlistment/Military Career**

1. I hope to enter a branch of the United States Armed Forces after I graduate from high school.
2. I have spoken to someone who has made a career of serving in the military and/or who enlisted in a branch of the armed services, immediately after high school.
3. I am enrolled in or plan to enroll in LBHS's Naval Reserve Officer Training Corps (NROTC).
4. I have taken or plan to take the ASVAB (Armed Services Vocational Aptitude Battery), a test to learn my strongest areas of potential as I enlist.
5. I have spoken with my parents and my school counselor about my (post HS graduation) plans.
6. I have researched the branch of the military I hope to pursue through enlistment.
7. I know now in which branch of the military I hope to enlist.
8. I know which specific job classification/training I hope to complete, once I have enlisted.
9. I will join the military, in part, to gain access to an associate's or bachelor's degree, during or after service time.
10. I have spoken with my parents and my school counselor about my (post HS graduation) plans.

Points to Consider before Selecting Courses for Next Year

### **Virtual High School Enrollment**

(Florida Virtual School, Charlotte Virtual School)

1. I am a strong and successful independent learner.
2. I am self-disciplined about getting my work done, completely and punctually.
3. I like online learning.
4. I am skilled in the use of a computer (keyboarding, software applications).
5. I like completing coursework and credits on my time and at an accelerated rate.
6. I communicate well with others when I need help in my learning.
7. I have spoken with my parents and my school counselor about my (post HS graduation) plans.
8. On the Fast assessment, I earned scores of three, four or five. I understand that I will still take FAST (required State of Florida) tests even though I am enrolled in FVS or CVS.
9. My parents and counselor support me in my quest to complete my high school education online (virtually).
10. I have earned all of my credits on time and at a grade of C or better, historically.

## **Academic Preparation for Post-Secondary College Entry**

Lemon Bay High School offers three distinct avenues for assembly high school and college credits, purposefully, to prepare for application and admission to two- and four-year colleges and university. The key concept for students who choose this avenue is to accept the rigor and expectations of higher-order, more challenging acquisition of concepts and skills to maximize one's potential for success at the undergraduate level. Approximately 30 percent (or 400 to 500) of Lemon Bay's students will pursue college admissions by concentrating their high school studies in one of these avenues.

These three avenues are:

\*Advanced Placement

\*Cambridge AICE

\*Dual Enrollment / FSW / SCF

- **ADVANCED PLACEMENT (AP)** Courses are a registered trademark of the College Board. Lemon Bay High School offers approximately ten such courses across its departments, dependent upon student registrations and qualifications of instructional staff. Each course contains a specific and demanding curriculum, culminating in an AP test, paid for by Charlotte County Public Schools if the student appears and takes the test. Tests are scored from a low (1) to a high (5). Generally, credit transfer into college will accrue to students who earn at least a 3 on each test, although each college determines final credit award and qualifying scores on AP tests.

For students who take at least four AP tests and *who complete AP Seminar and AP Research* and earn a score of three or better on these may qualify for an **AP Capstone Diploma**.

- **Cambridge AICE: The Cambridge Advanced International Certificate of Education (AICE)** *Diploma is an international curriculum and examination system that emphasizes the value of broad and balanced study. Alongside in-depth understanding of a variety of subjects, students also need to*

*master a broader range of skills critical for success in university study and employment* (preceding from the Cambridge website). Lemon Bay High School is in its fourth year of offering this curriculum which requires the completion of seven (7) courses to earn the AICE diploma. Parents and students should be very conscientious about arranging the completion of these courses *in a three-year period*, either in grades nine through eleven or in grades ten through twelve. Each of these courses requires that the course and a final test (no cost to the student) be passed to qualify for the AICE diploma. Of significance for students and parents is that the completion of this curriculum may allow *students to qualify for a State of Florida tuition-free Florida Bright Futures scholarship*, useable at any publicly funded, state-sponsored college or university.

**Dual Enrollment / Florida Southwestern College / State College of Florida:** Lemon Bay High School sponsors, in partnership with Florida Southwestern two avenues to the completion of college credit while students are in high school.

The first option occurs as students leave grade eight, but before entry into high school. Grade eight students may opt to apply into a lottery (application due in January of the preceding school year) through which 100 Charlotte County grade-nine students may be invited to join a cohort of students who (then) will attend FSW for the next four years (instead of attending LBHS). Such students will, in the four years (normally dedicated to earning a high school diploma), earn an FSW high school diploma AND an associate of arts degree from FSW. (Note: A student who resides in the area served by LBHS may attend FSW and opt to participate interscholastic athletics and co-curricular activities (if not offered at FSW). A key requirement for those who continue to attend FSW is the maintenance of a GPA (grade point average) of 3.00 or higher.

Option two at LBHS is that students may elect dual enrollment (college) coursework through FSW/SCF. Among offered classes, historically, are English ENC 1101/1102, Psychology, Statistics, College Algebra, AMH 2010 (United States History). A final grade on the college-sponsored exam must be a C for credit to accrue for transfer to a post-secondary college.

The final options is restricted to two or four courses (online or traditionally on campus) which may be taken at State College of Florida. As long as no prerequisite is a condition of a course registration, students have numerous course possibilities under this option. LBHS juniors



and seniors must possess a 3.00 GPA to enroll in these dual enrollment courses. If a sophomore student seeks entry into one of these courses, he or she must possess a LBHS GPA of 3.50 or higher. Students must also earn qualifying PERT test scores to enroll.

## **Program – Cambridge AICE Diploma**

The Cambridge Advanced International Certificate of Education (AICE) Diploma is an international curriculum and examination system that emphasizes the value of broad and balanced study. Alongside in-depth understanding of a variety of subjects, students also need to master a broader range of skills critical for success in university study and employment.

The Cambridge AICE Diploma was first awarded in 1997 and has since become popular with a range of schools in different parts of the world. It encompasses the ‘gold standard’ Cambridge International AS and A Level qualification, and offers students the opportunity to tailor their studies to their individual interests, abilities and future plans within an international curriculum framework.

### **Cambridge AICE Curriculum**

The Cambridge AICE Diploma is made up of individual Cambridge International AS & A Levels, which have widespread international standing as educational qualifications.

By demanding knowledge from three different subject groups, plus the core compulsory subject, Cambridge International AS Level Global Perspectives & Research, the Cambridge AICE Diploma provides a broad curriculum with a balance of math and science, languages, arts and humanities, and interdisciplinary subjects. It maintains flexibility and choice by allowing students to choose subjects at different levels.

#### **Core**

To achieve the Diploma, all learners will need to study and pass the revised Cambridge International AS Level Global Perspectives & Research. This skills-based course challenges learners to think critically, analyze evidence and compare perspectives. The learning is assessed through a team project and presentation as well as a written examination

#### **Subjects**

There are over 50 Cambridge International AS and A Level courses to choose from across four subject groups:

Group 1: Mathematics and Sciences

Group 2: Languages

Group 3: Arts and Humanities

Group 4: Interdisciplinary subjects (optional)

Learners must achieve at least one credit from each of Groups 1, 2 and 3. A maximum of two credits can count from Group 4, which is optional.

### **Possible Cambridge AICE Course offerings at LBHS**

#### **➤ AICE English General Paper – Grade 9 Advanced, Grade 10 General**

<https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-international-as-and-a-level-general-paper-as-level-only-8021/>

The Cambridge International AS Level English General Paper encourages learners to engage with a variety of topics, including knowledge and understanding gained from study of other subjects. They learn to become confident in analyzing knowledge and opinion from a variety of sources, to build arguments and to communicate through written English.

The Cambridge International AS Level English General Paper enables learners to develop these skills which are of great use for further study and employment. This syllabus replaces Cambridge AS Level General Paper (8001) and Cambridge AS Level General Paper (8004) from 2019 onwards. The last series for Cambridge AS Level General Paper (8001) and Cambridge AS Level General Paper (8004) will be November 2018.

#### **➤ AICE English Language – Grade 10-11**

<https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-international-as-and-a-level-english-language-9093/>

Cambridge International AS and A Level English Language provides learners with the opportunity to study English language and its use in communication. Learners will be encouraged to respond critically to a wide variety of texts in a range of forms, styles and contexts, and to promote skills of communication, reading, research and analysis.

Through their study, learners will develop an ability to read and analyze material, gaining further knowledge and understanding of English language features and issues. Learners will also develop the skills of writing clearly, accurately, creatively and effectively for different purposes and audiences.

➤ **AICE English Literature – Grade 11-12**

<https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-international-as-and-a-level-english-literature-9695/>

Learners following the Cambridge International AS and A Level English syllabus will study a range of texts in the three main forms: prose, poetry and drama. Set texts are offered from a wide range of different periods and cultures.

Learners will develop skills of reading and analysis of texts, and are encouraged to undertake wider reading to aid understanding of the texts studied. They will learn skills of effective and appropriate communication including the ability to discuss the critical context of texts.

➤ **AICE Marine Science – Grade 10-12**

<https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-international-as-and-a-level-marine-science-9693/>

Cambridge International AS and A Level Marine Science provides a coherent and stimulating introduction to the science of the marine environment. We recommend that learners starting this course should have completed a course in Cambridge O Level or Cambridge IGCSE in Biology or Marine Science or the equivalent.

The emphasis throughout is on the understanding of concepts and the application of ideas to new contexts. It is expected that practical activities will underpin the teaching of the whole course. Science is a practical subject and research suggests that success in future scientific study, or a scientific career, requires good practical skills.

➤ **AICE Mathematics – Grade 10-12**

<https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-international-as-and-a-level-mathematics-9709/>

Cambridge International A Level Mathematics develops a set of transferable skills. These include the skill of working with mathematical information, as well as the ability

to think logically and independently, consider accuracy, model situations mathematically, analyses results and reflect on findings.

Learners can apply these skills across a wide range of subjects and these skills equip them well for progression to higher education or directly into employment.

At AS level, teachers can choose from three different routes to Cambridge International AS Level Mathematics: Pure Mathematics only, Pure Mathematics and Mechanics, or Pure Mathematics and Probability & Statistics.

➤ **AICE Global Perspectives and Research – Grade 10-12**

<https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-international-as-and-a-level-global-perspectives-and-research-9239/>

Cambridge International AS & A Level Global Perspectives and Research prepares learners for positive engagement with our rapidly changing world.

Learners broaden their outlook through the critical analysis of - and reflection on - issues of global significance. The Cambridge International AS & A Level Global Perspectives and Research syllabus is based on skills rather than on specific content. Learners develop research, thinking, reasoning and communication skills by following an approach to analyzing and evaluating arguments and perspectives called the Critical Path. Collaborative skills are enhanced through participation in a team project. The skills gained through study of Cambridge International AS & A Level Global Perspectives and Research enable students to meet the demands of twenty-first century learning and to make a successful transition to study in higher education.

As part of the course, learners write a research report on a research question of their own choice.

➤ **AICE Physical Education – Grades 11-12**

<https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-international-as-and-a-level-physical-education-9396/>

The Physical Education syllabus is both practical and theoretical, covering anatomy and physiology, movement skills and contemporary studies in sport. Learners are encouraged to try out a range of physical activities, including team and individual sports, games, and outdoor activities, and then use the theoretical knowledge they have gained to



analyses the different factors influencing performance. The course also encourages learners to understand and explain global trends in Physical Education and Sport.

➤ **AICE Psychology– Grades 10-12**

<https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-international-as-and-a-level-psychology-9990/>

Cambridge International AS and A Level Psychology learner develop their appreciation of the subject by exploring the ways in which psychology is conducted. As part of their studies, learners also review important research; this provides an insight into the ways in which psychology has been applied, thereby leading to a better understanding of key approaches, research methods and issues and debates. The syllabus reflects four core areas of psychology, namely biological, cognitive, learning and social; it also relates psychology to abnormality, consumer behavior, health and organizations.

➤ **AICE Environmental Management– Grades 9-12**

<https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-international-as-and-a-level-environmental-management-8291/>

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

➤ **AICE Thinking Skills**

<https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-international-as-and-a-level-thinking-skills-9694/>

➤ **AICE Travel and Tourism**

<https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-international-as-and-a-level-travel-and-tourism-9395/>

- **AICE Business**  
<https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-international-as-and-a-level-business-9609/>
- **AICE Drama**  
<https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-international-as-and-a-level-drama-9482/>
- **AICE Spanish Language**  
<https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-international-as-level-spanish-language-8022/>
- **AICE Digital Media**  
<https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-international-as-and-a-level-digital-media-design-9481/>

## **Program – AP Capstone Diploma**

**Students can earn the AP Capstone Diploma™ or the AP Seminar and Research Certificate™.**

Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing receive the AP Capstone Diploma™.

Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP Exams receive the AP Seminar and Research Certificate™.

**Advanced Placement Course offerings at LBHS with descriptions:**

**AP Capstone Seminar – Grades 9-11**

<https://apstudents.collegeboard.org/courses/ap-seminar>

Develop and practice the skills in research, collaboration, and communication that you'll need in any academic discipline. You'll investigate topics in a variety of subject areas, write research-based essays, and design and give presentations both individually and as part of a team.

**AP Capstone Research – Grades 10-12**

<https://apcentral.collegeboard.org/courses/ap-research?course=ap-research>

Build on what you learned in AP Seminar to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, you will design, plan, and conduct a year-long research based investigation to address a research question.

**AP Human Geography – Grade 9**

<https://apstudents.collegeboard.org/courses/ap-human-geography>

Explore how humans have understood, used, and changed the surface of Earth. You'll use the tools and thinking processes of geographers to examine patterns of human population, migration, and land use.

**AP World History: Modern – Grade 10**

<https://apcentral.collegeboard.org/courses/ap-world-history?course=ap-world-history-modern>

AP World History: Modern is an introductory college-level modern world history course. Students cultivate their understanding of world history from c. 1200 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

**AP Environmental Science – Grade 10-12**

<https://apcentral.collegeboard.org/courses/ap-environmental-science?course=ap-environmental-science>

Students cultivate their understanding of the interrelationships of the natural world through inquiry-based lab investigations and field work as they explore concepts like the four Big Ideas; energy transfer, interactions between earth systems, interactions between different species and the environment, and sustainability.

### **AP English Literature – Grade 11-12**

<https://apcentral.collegeboard.org/courses/ap-english-literature-and-composition?course=ap-english-literature-and-composition>

AP English Literature and Composition is an introductory college-level literary analysis course. Students cultivate their understanding of literature through reading and analyzing texts as they explore concepts like character, setting, structure, perspective, figurative language, and literary analysis in the context of literary works.

### **AP United States History – Grade 11**

<https://apstudents.collegeboard.org/courses/ap-united-states-history>

AP U.S. History is an introductory college-level U.S. history course. Students cultivate their understanding of U.S. history from c. 1491 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.

### **AP Chemistry – Grades 11-12**

<https://apcentral.collegeboard.org/courses/ap-chemistry?course=ap-chemistry>

AP Chemistry is an introductory college-level chemistry course. Students cultivate their understanding of chemistry through inquiry-based lab investigations as they explore the four Big Ideas: scale, proportion, and quantity; structure and properties of substances; transformations; and energy.

### **AP Biology – Grades 11-12**

<https://apcentral.collegeboard.org/courses/ap-biology?course=ap-biology>

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore topics like evolution, energetics, information storage and transfer, and system interactions.

### **AP US Government – Grade 12**



<https://apcentral.collegeboard.org/courses/ap-united-states-government-and-politics?course=ap-united-states-government-and-politics>

AP U.S. Government and Politics is an introductory college-level course in U.S. government and politics. Students cultivate their understanding of U.S. government and politics through analysis of data and text-based sources as they explore topics like constitutionalism, liberty and order, civic participation in a representative democracy, competing policy-making interests, and methods of political analysis.

### **AP English Language – Grade 12**

<https://apcentral.collegeboard.org/courses/ap-english-language-and-composition?course=ap-english-language-and-composition>

AP English Language and Composition is an introductory college-level composition course. Students cultivate their understanding of writing and rhetorical arguments through reading, analyzing, and writing texts as they explore topics like rhetorical situation, claims and evidence, reasoning and organization, and style.

### **AP Calculus – Grade 11-12**

<https://apcentral.collegeboard.org/courses/ap-calculus-ab?course=ap-calculus-ab>

AP Calculus AB is an introductory college-level calculus course. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions.

### **AP Art and Design – Grades 11-12**

The AP Art and Design program consists of three different courses and AP Portfolio Exams—AP 2-D Art and Design, AP 3-D Art and Design, and AP Drawing—corresponding to college and university foundations courses. Students may choose to submit any or all of the AP Portfolio Exams. LBHS Currently offers only AP 2D and AP 3D art.

<https://apcentral.collegeboard.org/courses/ap-3-d-art-and-design?course=ap-3-d-art-and-design>

AP 3-D Art and Design is an introductory college-level three-dimensional design course. Students refine and apply skills and ideas they develop throughout the course to produce three-dimensional art and design.

<https://apcentral.collegeboard.org/courses/ap-2-d-art-and-design?course=ap-art-and-design-program>

Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions. Students may choose to submit any or all of the AP Portfolio Exams.

## **Career Pathways/Industry Certifications**

Lemon Bay High offers to students who, before they graduate, must earn at least one certification; career certifications are Aquaculture Technician, AutoDesk/Drafting, ServSafe, Photoshop/Premier Pro, Photoshop/InDesign, and PhotoShop/Illustrator. Typically, certifications are offered in the first or second year of each program listed. In many of these

programs, there are advanced levels beyond two years; students must pass the certification exam to be eligible for any advanced coursework.

### **ServSafe Certification**

#### **Course: Culinary Arts I, II**

Among its certification programs, Lemon Bay High School offers a ServSafe certification through its Culinary Arts (I/II) program. Care in the handling, preparing and serving of food is a critically important factor in the food service industry. This course considers the parameters, definitions, federal, state and local requirements related to procedures for protecting both preparers and customers in the preparation and consumption of food. Up-to-date science, laboratory research, and the Food and Drug Administration Food Code provide the foundations for course content and layout. LBHS instructor(s) are skilled in the delivery, details, and assessment of the curriculum, preparing students for the culminating (online) certification test – ServSafe Manager Exam. Students who do not pass the ServSafe exam will not be permitted to request advanced Culinary beyond level I,II.

Lemon Bay High School underwrites the costs associated with students who take the certification test.

### **Photoshop/Premier Pro Certification**

#### **TV Production Tech I, II**

Lemon Bay offers preparation for passing Adobe Photoshop and Premier Pro, a software-specific certification that allows students to provide to future employers that students have mastered the critical skills and content for working in the digital imaging field. In the TV Production (I/II), students get hands-on preparation in the application of skills needed to understand the concepts and specifics that support their application. Students who do not pass the Adobe Certification will not be permitted to request Advanced Television beyond level I/II.

For those students who complete the preparation and who wish to acquire the certification, Lemon Bay underwrites costs associated with taking the test.

### **Photoshop/Indesign (or Illustrator) Certification**

#### **Course: Digital Art Imaging I**

For students who seek certification in the world of visual graphics, Lemon Bay High School offers preparation for a test that affirms a student's skill and knowledge in the application of Adobe Photoshop and Adobe Illustrator, an Adobe-based product. Student who elect Digital Art Imaging (I/II) will get the needed skills and experiences to prepare for this Pearson-corporation certification test. The cost of the test is underwritten by Lemon Bay High School.

The company's website (<https://certiport.pearsonvue.com>) notes the following about the Photoshop/Illustrator certification:

### **Entrepreneurship & Small Business (INTUT 002)**

## **Course: Digital Info Tech**

Lemon Bay High School offers INTUT002 certification to all students.

These Certiport tests are predicated on real-world application and the curriculum that delivers skills and knowledge to succeed on the tests follow a project-production format so that students are well-rehearsed in the applications of Small Business.

The preparation for passing this test occurs in grade 9-12 Digital Information Technology. As with all certification tests, Lemon Bay underwrites the costs of the Adobe tests each time they are taken.

## **Autodesk / Computer-Assisted Drafting (CAD)**

### **Technical Design Program (I, II, III)**

Lemon Bay High School (LBHS) students who wish to prepare for a career in design should consider the Technical Design Program. All grade nine students must opt for one of the (College and Career) offerings, and Technical Design I meets this requirement. Students should note the completers of the Technical Design I course will take, through Certiport, the test that makes a passing student an AutoDesk-certified user. Lemon Bay High School underwrites the cost of taking this certification exam.

Drawing upon the curricular inclusions of Autodesk curriculum, Lemon Bay's Technical Design Program focuses on (see Autodesk website for the following) *drawing and organizing objects, drawing with accuracy, advanced editing functions, layouts, printing, outputs, annotation techniques, and reusable content and drawing management. The curriculum includes generation of object-drawings, layer-management, object snap-application, and application of the User Coordinate System. Editing features include rotation and scale, array techniques, grip, offsets, fillet and chamfer, trim and extend.*

From the website: *AutoCAD for Design and Drafting exam is the recognized standard for measuring your skills and knowledge in AutoCAD. Certification at this level demonstrates a comprehensive skill set that provides an opportunity for individuals to stand out in a competitive professional environment. This type of experience typically comes from having worked with the software on a regular basis for at least 2 years, equivalent to approximately 400 hours (minimum) - 1200 hours (recommended), of real-world Autodesk software experience.*

## **Marine Science-Aquaculture Technician Certification**

Lemon Bay's Marine Science program qualifies successful students for future employment as an Aquaculture Technician in the State of Florida. (For more specific information, interested parents/students should visit the [flaa.org/certification-information](http://flaa.org/certification-information) site. Much of the information contained in this section comes from this site.)

Students who want to sit for and pass the Aquaculture Technician Certification examination during their high school years need to enroll in Marine Science I and in Marine Science II. Ninth-grade students may register for Marine Science I Honors, but those students must also be (concurrently) registered for Honors Biology. Biology is a requirement for enrollment in Marine Science Courses. Students are also expected to complete, successfully, Marine Science I

to be eligible to enroll in Marine Science II. For those students who seek greater depth to their academic preparation in the aquamarine field, they can *elect AICE Marine Science*.

Upon the completion of Biology, Marine Science I and Marine Science II, students may register for the Florida Aquaculture Industry certification. The first test registration costs \$95; should a student need to need more than one (online format) opportunity to pass the test, subsequent registrations are \$50 each retake up to a maximum of three. LBHS's Marine Science teacher works diligently with students in the Marine Science II class to equip them with the knowledge, skills, and confidence to succeed on the certification test. LBHS underwrites costs for test-registration (and retakes) for students are in the Marine Science II course.

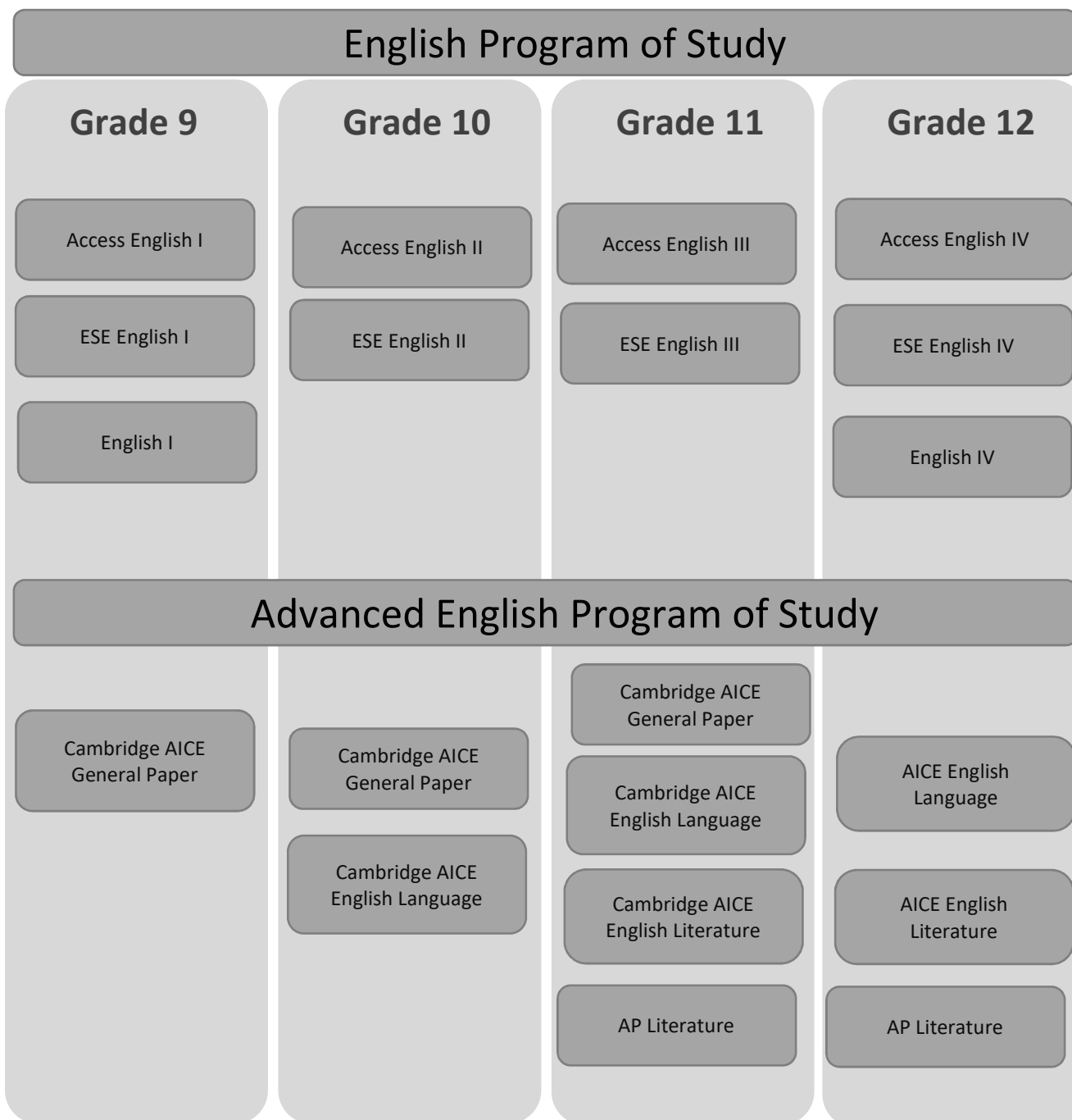
Those who seek employment as aquaculture techs will also need to complete 300 hours of industry related work, some of which can be earned at school beyond class time, working in the aquaculture lab.

Students who enroll in the Marine Science program at Lemon Bay can anticipate an immersion in marine plant and animal classifications, water chemistry, food chain dynamics, fishery functions and organization, targeted breeding and suitable environments, sea grass cultivation, shoreline wading specimen collection, and environmental beach clean-ups, to name a few.

## **CORE CONTENT CURRICULAR SEQUENCES**

### **ENGLISH CURRICULAR SEQUENCE**

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## MATHEMATICS CURRICULAR SEQUENCE

Grade 9	Grade 10	Grade 11	Grade 12
<b>Mathematics Program of Study – Access/ESE</b>			
Access Algebra 1A	Access Algebra 1	Access Geometry	Access Liberal Arts Math 1
ESE Algebra 1A	ESE Algebra IB/ESE Algebra 1	ESE Geometry	Math for Data and Financial Literacy
<b>Mathematics Career Ready Program of Study</b>			
Algebra 1A	Algebra 1B/Algebra 1	Geometry	Math for Data and Financial Literacy
<b>Mathematics Career Ready Program of Study - College</b>			
Algebra I	Geometry	Math for Data and Financial Literacy	Algebra 2
Honors Algebra I	Honors Geometry	Math for Data and Financial Literacy Hon	Algebra 2 Hon
Geometry/Hon	Math for Data and Financial Literacy	Algebra 2/Hon	Precalculus Honors
<b>Mathematics College Ready Program of Study</b>			
Honors Algebra I	Honors Geometry	Math for Data and Financial Literacy Hon	Honors Algebra II
Honors Geometry	Honors Algebra II	Precalculus Honors	Cambridge AICE Mathematics
Honors Algebra II	Precalculus Honors	Cambridge AICE Mathematics	AP Calculus



## SCIENCE CURRICULAR SEQUENCE

Grade 9	Grade 10	Grade 11	Grade 12
Science Program of Study			
Access Biology	Access Earth/Space Science	Access Integrated Science	Marine Science 1
ESE Earth/Space Science	ESE Environmental Science	ESE Biology	Any Science elective
Integrated Science	Environmental Science	Biology	Any Science elective
Biology	Any Science elective	Any Science elective	Any Science elective
Advanced Science Program of Study			
Biology Honors	Chemistry Honors	Chemistry Honors	Genetics Honors
Marine Science Honors *must take BIO Hon simultaneously	AP Environmental Science	AP Environmental Science	Physics I Honors
AICE Environmental Management *must take BIO Hon simultaneously	AICE Environmental Management	AICE Environmental Management	AP Chemistry
	Anatomy & Physiology Honors	Anatomy & Physiology Honors	AP Biology
	Cambridge AICE Marine Science *Completed Marine Science 1	Genetics Honors	Cambridge AICE Marine Science
	Anatomy & Physiology Honors	Physics I Honors	AICE Environmental Management
	Marine Science 1	Cambridge AICE Marine Science	AP Environmental Science
		AP Biology	Anatomy & Physiology Honors
		Marine Science 2	

## SOCIAL SCIENCES CURRICULAR SEQUENCE

Grade 9	Grade 10	Grade 11	Grade 12
<b>Social Sciences Program of Study</b>			
World History	Personal Finance/Econ	US History	Government/elec
<b>Social Sciences Honors Program of Study</b>			
AICE Eur. History	Personal Finance/Econ		Gov/Elec
AP World History		AICE US History	AP Government/elec
		AP US History	
<b>Social Sciences Elective Program of Study</b>			
AP Human Geography			Holocaust History Honors
		Psychology & Sociology	Legal Systems & Court Procedures
		AICE Psychology	Psychology & Sociology
			AICE Psychology

# LBHS Course Offerings 2022-2023

## Access Courses

**Access Courses:** Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

### **English Language Development (ELD) Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

## ELA

- [Access English 1](#) (7910120)
- [Access English 2](#) (7910125)
- [Access English 3](#) (7910130)
- [Access English 4](#) (7910135)

## Mathematics

- [Access Algebra 1A](#) (7912080)
- [Access Algebra 1](#) (7912075)
- [Access Geometry](#) (7912065)
- [Access Liberal Arts Mathematics](#) (7912070)

## Science

- [Access Biology](#) (7920015)
- [Access Earth/Space Science](#) (7920020)
- [Access Integrated Science](#) (79120025)

## Social Studies

- [Access World History](#) (7921027)
- [Access Economics](#) (7921022)

- [Access United States History](#) (7921025)
- [Access United States Government](#) (7921015)

### **General and Advanced ELA Courses**

- [English 1](#) (1001310) - The purpose of this course is to provide English 1 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.
- [English 2](#) (1001340) - The purpose of this course is to provide grade 10 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.
- [English 3](#) (1001370) - The purpose of this course is to provide grade 11 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.
- [English 4](#) (1001400) - This course incorporates reading and writing study through writing a variety of informative texts 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 Postsecondary Readiness Competencies necessary for entry-level college courses.
- [AICE General Paper](#) (1009360) - The purpose of this course is to encourage students to make cross-curricular links; to develop a maturity of thought appropriate to students at this level; and to achieve an understanding and usage of the English language which enables them to express arguments, ideas and opinions in a reflective and academic manner. An awareness of the wider implications of particular issues will enhance the quality of the student's response to the questions; the General Paper is not a test of general knowledge. The key objective is for the student to convey information or opinion in a way that is thoughtful, perceptive and immediately intelligible to the reader.
- [AICE English Language AS](#) (1001550) - Cambridge International AS and A Level English Language provides learners with the opportunity to study English language and its use in communication. Learners will be encouraged to respond critically to a wide variety of texts in a range of forms, styles and contexts, and to promote skills of communication, reading, research and analysis. Through their study, learners will develop an ability to read and analyse material, gaining further knowledge and understanding of English language features and issues. Learners will also develop the skills of writing clearly, accurately, creatively and effectively for different purposes and audiences.
- [AICE English Literature AS](#) (1005370) - Learners following the Cambridge International AS and A Level English syllabus will study a range of texts in the three main forms: prose, poetry and drama. Set texts are offered from a wide range of different periods and cultures. Learners will develop skills of reading and analysis of texts, and are encouraged to undertake wider reading to aid understanding of the texts studied. They will learn skills of effective and appropriate communication including the ability to discuss the critical context of texts.
- [AP Literature](#) (1001430) - The purpose of this course is to study and practice writing and to study literature. Students will learn to use the modes of discourse and recognize the

assumptions underlying various rhetorical strategies. Students will also acquire an understanding of the resources of the language and of the writer's craft. They will develop critical standards for the appreciation of any literary work and increase their sensitivity to literature as shared experience.

- [AP Language](#) (1001420) - AP English Language and Composition is an introductory college-level composition course. Students cultivate their understanding of writing and rhetorical arguments through reading, analyzing, and writing texts as they explore topics like rhetorical situation, claims and evidence, reasoning and organization, and style.

## **Mathematics**

- [Algebra 1A](#) (1200370) Pre Algebra 1 combined with the first semester of Algebra 1.
- [Algebra 1](#) (2000310) – This Course has an End of Course Exam (EOC) - The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Standards for Mathematical Practice apply throughout each course, and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.
- [Algebra 1 Honors](#) (1200320)
- [Geometry](#) (1206310) - This Course has an End of Course Exam (EOC) - The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. For example, transformations are emphasized early in this course. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school standards. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The critical areas, organized into five units are as follows.
- [Geometry Honors](#) (1206320)
- [Algebra 2](#) (1200330) - Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.
- [Algebra 2 Honors](#) (1200340)

- [Math for Data and Financial Literacy](#) (1200387) - This course is targeted for students who need additional instruction in content to prepare them for success in upper-level mathematics. This course incorporates the Florida Standards for Mathematical Practices as well as the following Florida Standards for Mathematical Content: Algebra, Geometry, Number and Quantity, and Statistics, and the Florida Standards for High School Modeling. The course also includes Financial Literacy Standards found in Social Studies.
- [Math for Data and Financial Literacy Honors](#)(1200388) - In Mathematics for Data and Financial Literacy Honors, instructional time will emphasize five areas: (1) extending knowledge of ratios, proportions and functions to data and financial contexts; (2) developing understanding of basic economic and accounting principles; (3) determining advantages and disadvantages of credit accounts and short- and long-term loans; (4) developing understanding of planning for the future through investments, insurance and retirement plans and (5) extending knowledge of data analysis to create and evaluate reports and to make predictions.
- [Math for College Algebra](#) (1200700) - This course is targeted for students who are not yet "college ready" in mathematics or simply need some additional instruction in content to prepare them for success in college level mathematics. This course incorporates the Florida Standards for Mathematical Practices as well as the following Florida Standards for Mathematical Content: Expressions and Equations, The Number System, Functions, Algebra, Geometry, Number and Quantity, Statistics and Probability, and the Florida Standards for High School Modeling. The standards align with the Mathematics Postsecondary Readiness Competencies deemed necessary for entry-level college courses.
- [AICE Mathematics Prob and Stat](#) (1202362) –
- [AICE Mathematics Prob and Stat 2](#) (1202364) –
- [AP Calculus AB](#) (1202310) - AP Calculus AB is an introductory college-level calculus course. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions.

## **Science**

- [Earth/Space Science](#) (2001310)
- [Integrated Science](#) (2002400)
- [Environmental Science](#) (2001340)
- [Biology](#) (2000310) - This Course has an End of Course Exam (EOC) - Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course.
- [Biology Honors](#) (2000320) - This Course has an End of Course Exam (EOC) - While the content focus of this course is consistent with the Biology I course, students will explore these concepts in greater depth. In general, the academic pace and rigor will be greatly increased for honors level course work. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and

technologies, experimental procedures, and safety procedures are an integral part of this course.

- [Marine Science 1 Honors](#) (2002510) – Science elective offered to 9<sup>th</sup> grade students looking to take the AICE Marine science course in the 10<sup>th</sup> grade, must be taken simultaneously with Bio H.
- [Marine Science 1](#) (2002500)
- [Marine Science 2](#) (2002520)
- [AICE Marine Science AS](#) (2002515) - Cambridge International AS and A Level Marine Science can form part of an ideal subject combination for learners who want to study Marine Biology or Environmental Science at university or to follow a career in shipping, fisheries, tourism or aquaculture.
- [Anatomy and Physiology](#) (2000350)
- [Anatomy and Physiology Honors](#) (2000360)
- [Chemistry](#) (2003340)
- [Chemistry Honors](#) (2003350)
- [Physics 1 Honors](#) (2003390)
- [AICE Environmental Management](#) (2001381)
- [AP Environmental Science](#) (2001380) - Students cultivate their understanding of the interrelationships of the natural world through inquiry-based lab investigations and field work as they explore concepts like the four Big Ideas; energy transfer, interactions between earth systems, interactions between different species and the environment, and sustainability.
- [AP Chemistry](#) (2003370) - AP Chemistry is an introductory college-level chemistry course. Students cultivate their understanding of chemistry through inquiry-based lab investigations as they explore the four Big Ideas: scale, proportion, and quantity; structure and properties of substances; transformations; and energy.
- [AP Biology](#) (2000340) - AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore topics like evolution, energetics, information storage and transfer, and system interactions.

### **Social Studies**

- [AP Human Geography](#) (2103400) - AP Human Geography is an introductory college-level human geography course. Students cultivate their understanding of human geography through data and geographic analyses as they explore topics like patterns and spatial organization, human impacts and interactions with their environment, and spatial processes and societal changes.
- [World History](#) (2109310) - The grade 9-12 World History course consists of the following content area strands: World History, Geography and Humanities. This course is a continued in-depth study of the history of civilizations and societies from the middle school course, and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events from ancient and classical civilizations.



- [AICE European History 1 AS](#) (2109371) - The emphasis is again on both historical knowledge and on the skills required for historical research. Learners develop an understanding of cause and effect, continuity and change, similarity and difference, and use historical evidence as part of their studies. Both at AS and A Level learners can select from topics on European, American or International history
- [AP World History: Modern](#) (2109420) - AP World History: Modern is an introductory college-level modern world history course. Students cultivate their understanding of world history from c. 1200 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.
- [United States History](#) (2100310) - This Course has an End of Course Exam (EOC) - The primary content emphasis for this course pertains to the study of United States history from Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic and sociological events which influenced the development of the United States and the resulting impact on world history.
- [AICE USH 1 AS](#) (2100500) - This Course has an End of Course Exam (EOC)
- [AP United States History](#) (2100330) - This Course has an End of Course Exam (EOC) - AP U.S. History is an introductory college-level U.S. history course. Students cultivate their understanding of U.S. history from c. 1491 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.
- [US Government](#) (2106310) - The grade 9-12 United States Government course consists of the following content area strands: Geography, Civics and Government. The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society.
- [Economics with Financial Literacy](#) (2102335) - The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems.
- [AP Government](#) (2106430) - AP U.S. Government and Politics is an introductory college-level course in U.S. government and politics. Students cultivate their understanding of U.S. government and politics through analysis of data and text-based sources as they explore topics like constitutionalism, liberty and order, civic participation in a representative democracy, competing policy-making interests, and methods of political analysis.



# **Advanced Diploma - AP**

**AP Capstone Diploma** - AP Capstone™ is a diploma program from the College Board. It's based on two yearlong AP courses: AP Seminar and AP Research. Rather than teaching subject-specific content, these courses develop students' skills in research, analysis, evidence-based arguments, collaboration, writing, and presenting. Students who complete the two-year program can earn one of two different AP Capstone awards, which are valued by colleges across the United States and around the world. Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing receive the AP Capstone Diploma™. Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP Exams receive the AP Seminar and Research Certificate™.

- [AP Capstone Seminar](#) (1700500) - AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Students learn to investigate a problem or issue, analyze arguments, compare different perspectives, synthesize information from multiple sources, and work alone and in a group to communicate their ideas.
- [AP Capstone Research](#) (1700510) - AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

Additional AP Courses to fulfill the 4 additional courses to earn the diploma can be found on the [Capstone Diploma Planning Guide](#)



Lemon Bay High School Advanced Placement Course Planning Guide

6 total assessments must be passed to earn the AP Capstone Diploma, including Seminar, Research and @ least 4 additional assessment from below:

4 Additional Courses								Mandatory Coursework	
Math/Science		Languages/Electives		Social Studies		Capstone Classes			
Test Grade Earned	Course	Test Grade Earned	Course	Test Grade Earned	Course	Test Grade Earned	Course		
	AP Calculus		AP Literature		AP Human Geography		AP Seminar		
	AP Env Science		AP Language		AP World History		AP Research		
	AP Biology		AP 2D Art		AP US History				
	AP Chemistry		AP 3D Art		AP Government				

Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP Exams receive the AP Seminar and Research Certificate™.





Name: \_\_\_\_\_



## Lemon Bay High School Cambridge AICE Course Planning Guide

The AICE Diploma must be earned in 3 years, either grades 9-11 or 10-12.

\*AICE Global Perspectives is a mandatory course to earn the AICE diploma.

7 total assessments must be passed to earn the AICE Diploma, including Global Perspectives and @ least 1 from each of the first 3 major categories below.

Major Categories							
Math/Science		Languages		Humanities		Interdisciplinary Subject	
Test Grade Earned	Course	Test Grade Earned	Course	Test Grade Earned	Course	Test Grade Earned	Course
	Computer Science AS		English Language AS		Business AS		English General Paper AS
	Environmental Management* AS		Spanish Language AS		English Literature AS		Thinking Skills AS
	Marine Science AS				Environmental Management* AS		Global Perspectives
	Mathematics AS				History AS (European)		
	Physical Education* AS				History AS (USH)		
	Psychology* AS				Music AS		
					Physical Education* AS		
					Psychology* AS		
					Digital Media and Design AS		
					Travel and Tourism		

May be used to meet the requirements for Math/Science or Humanities.

\* May be used to meet the requirements for Math/Science or Humanities.

AICE Diploma Levels:

Learners who meet the requirements of the group award will receive a Cambridge AICE Diploma at one of three levels: Pass, Merit or Distinction. The level awarded is based on the overall Cambridge AICE Diploma score.

**Cambridge AICE Diploma with Distinction:** awarded to students with a score of 360 points or above. The maximum Diploma score is 420 points.

**Cambridge AICE Diploma with Merit:** awarded to students with between 250 and 359 points.

**Cambridge AICE Diploma at Pass level:** awarded to students with between 140 and 249 points.

One credits study (AS Levels)	
Grade	Points
-	-
A	60
B	50
C	40
D	30
E	20

# **Advanced Diploma – Cambridge AICE**

**Cambridge AICE Diploma** - The Cambridge Advanced International Certificate of Education (AICE) Diploma is an international curriculum and examination system that emphasizes the value of broad and balanced study. Alongside in-depth understanding of a variety of subjects, students also need to master a broader range of skills critical for success in university study and employment. The Cambridge AICE Diploma was first awarded in 1997 and has since become popular with a range of schools in different parts of the world. It encompasses the ‘gold standard’ Cambridge International AS and A Level qualifications, and offers students the opportunity to tailor their studies to their individual interests, abilities and future plans within an international curriculum framework. To achieve the Cambridge AICE Diploma, learners must achieve a minimum of seven credits (including Cambridge International AS Level Global Perspectives & Research) from subject groups 1, 2, and 3 (and optionally Group 4) to be awarded the Diploma. Learners must achieve at least one credit from each of Groups 1, 2 and 3. In the state of Florida, earning an AICE Diploma automatically qualifies you for the Florida Bright Futures Scholarship.

- [AICE Global Perspectives](#) (1700365) - Cambridge International AS & A Level Global Perspectives and Research prepares learners for positive engagement with our rapidly changing world. Learners broaden their outlook through the critical analysis of - and reflection on - issues of global significance. The Cambridge International AS & A Level Global Perspectives and Research syllabus is based on skills rather than on specific content. Learners develop research, thinking, reasoning and communication skills by following an approach to analysing and evaluating arguments and perspectives called the Critical Path. Collaborative skills are enhanced through participation in a team project. The skills gained through study of Cambridge International AS & A Level Global Perspectives and Research enable students to meet the demands of twenty-first century learning and to make a successful transition to study in higher education.

Additional AICE Courses to fulfill the 6 additional courses to earn the diploma can be found on the [AICE Diploma Planning Guide](#)

## Electives – NJROTC

- [NJROTC 1/Naval Science 1](#) (1802300) - The purpose of this course is to introduce students to the precepts of citizenship, the elements of leadership, and the value of scholarship in attaining life goals. This course will also enable students to develop appreciation for the heritage and traditions of America, to recognize the importance of the role of sea power in America's future, and to develop a sense of pride in his/her organization, associates, and self. These elements are pursued at a fundamental level.
- [NJROTC 2/Naval Science 2](#) (1802310) - The purpose of this course is to engender a sound appreciation of the heritage and traditions of America, with recognition that the historically significant role of sea power will be important in America's future. This course will also enable students to develop a sense of pride in his/her organization, associates, and self. This course will further enable students to develop understanding of maritime geography as it relates to our natural resources, land forms, climate, soil, bodies of water, people, governments, the military, and geopolitics.
- [NJROTC 3/Naval Science 3](#) (1802320) - The purpose of this course is to enable students to further develop understanding the importance of sea power and national security, naval operations and support functions, military law, international law, and the sea. This course will also enable students to develop understanding of the technical area of naval science study.
- [NJROTC 4/Naval Science 4](#) (1802330) - The purpose of this course is to enable students to develop leadership skills including knowledge of individual needs and group dynamics, leadership principles and responsibilities, and effective communication strategies.
- [NJROTC Leadership Edu and Training](#) (1801300) - The purpose of this course is to enable students to develop knowledge of the history, customs, traditions, and purpose of the Army Junior Reserve Officer Training Corps (JROTC). The course includes the development of basic leadership skills including leadership principles, values, and attributes. Students should master appreciation for diversity. Active learning strategies are integrated throughout the course with an emphasis on writing skills and oral communication techniques. Financial planning as well as physical fitness, diet, nutrition, healthy lifestyles, awareness of substance abuse and prevention, and basic first aid measures are included. An overview of the globe and geography and basic map reading skills are incorporated. A study of the United States Constitution, Bill of Rights, responsibilities of United States citizens, and the federal justice system is also provided.
- [NJROTC Leadership EDU and Training 2](#) (1801310) - The purpose of this course is to enable students to expand on skills taught in Leadership Education and Training 1. This course introduces the concepts of equal opportunity, fair treatment of minorities, and prevention of sexual harassment. It provides instruction on leadership skills, leadership theories, as well as the basic principles of managements. It provides self assessments that help students determine their skill sets and opportunities to teach using accepted principles and methods of instruction. It emphasizes community projects to assist in drug prevention efforts. It also includes dietary guidelines, fitness, and map reading and orienteering skills. It discusses the significant events that helped shape and develop the

Constitution and government and teachers the role of political parties in the election process.

- MC Lead Ed 1-4 will serve as a drill period for NJROTC students to be able to take a second period and be involved in drill teams.

### **Electives – With Certifications**

- **Digital Art Imaging 1 (0108370) – Adobe Photoshop/Illustrator Certification** - Students explore the fundamental concepts, terminology, techniques, and applications of digital imaging to create original work. Students produce digital still images through the single or combined use of computers, digital cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials.
- **Digital Information Technology (8207310) – Adobe Photoshop/InDesign Certification** - This course is designed to provide a basic overview of current business and information systems and trends, and to introduce students to fundamental skills required for today's business and academic environments. Emphasis is placed on developing fundamental computer skills. The intention of this course is to prepare students to be successful both personally and professionally in an information based society.
- **Culinary 1 (8800510) – ServSafe Certification** - This course covers the history of the food service industry and careers in that industry. Also covered are safety in the workplace; employability skills; leadership/teamwork skills; care and use of commercial culinary equipment; basic food science; basic nutrition; and following recipes in food preparation labs.
- **Technical Design 1/Drafting (8401010) – AutoCad Certification** This course provides students with instruction in the characteristics and evolution of technology, underlying principles of design, and fundamental knowledge and skills in the use of illustration and drafting software. Included in the content is the use of essential application software. The ultimate output of this course is a design portfolio created by the student. Each item or product included in the portfolio should include a narrative description and an explanation of the technical approach or techniques used to create the item. Consideration should be given to having students present the portfolio using presentation software.
- **TV Production Tech 1 (8201510) – Adobe Final Cut Pro/Photoshop Certification** - This course covers competencies in safety, lighting tasks, the use of basic television production equipment, scriptwriting, collaboration, research, and audio and video recording and editing.
- **Marine Science 2 (2002520) – Aquaculture Technician Certification** - Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course.



## **Performing Arts Electives**

All students wishing to participate in Band at LBHS (a co-curricular activity) must enroll in one of Mr. Eyrich's large ensemble classes (preferably Band 1-4, Band 5-6 Honors, Eurythmics, or Instrumental Techniques as appropriate). In the event of schedule conflicts, students may enroll in an alternate class taught by Mr. Eyrich.

### **Band**

- **Band 1 (1302300)** - This year-long, entry-level class, designed for students having little or no previous band experience with woodwind, brass, and/or percussion instruments, promotes the enjoyment and appreciation of music through performance of high-quality, beginning wind and percussion literature from different times and places. Rehearsals focus on the development of critical listening/aural skills; rudimentary instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances.
- **Band 2 (1302310)** - This year-long, beginning-level class, designed for students with at least one year of woodwind, brass, and/or percussion ensemble experience, promotes the enjoyment and appreciation of music through performance of high-quality wind and percussion literature. Rehearsals focus on the development of critical listening skills, instrumental and ensemble technique and skills, expanded music literacy, and aesthetic awareness culminating in periodic public performances.
- **Band 3 (1302320)** - This year-long, formative class, designed for students ready to build on skills and knowledge previously acquired in a middle or high school instrumental ensemble, promotes the enjoyment and appreciation of music through performance of high-quality, intermediate-level wind and percussion literature. Rehearsals focus on development of critical listening/aural skills, individual musicianship, instrumental technique, refinement of ensemble skills, and aesthetic engagement culminating in periodic public performances.
- **Band 4 (1302330)** - This year-long, intermediate-level course, designed for students who demonstrate proficiency in woodwind, brass and/or percussion techniques, music literacy, critical listening/aural skills, and ensemble performance skills, promotes greater engagement with and appreciation for music through performance and other experiences with a broad spectrum of music, as well as creativity through composition and/or arranging.. Study includes cultivation of well-developed instrumental ensemble techniques and skills, music literacy and theory, and deeper aesthetic engagement with a wide variety of high-quality repertoire.
- **AICE Music AS (1300395)** - Cambridge International AS and A Level Music encourages learners to develop their musical skills in a variety of music styles and traditions and build on their musical interests. Learners are encouraged to listen, compose and perform with understanding, analysis and confident communication. They learn to become independent and critical thinkers.

**Eurythmics** - Student dancers develop basic skills in performing and evaluating choreographed performances as an independent ensemble and in cooperation with a music ensemble. Emphasis is placed on dance, equipment manipulation, precision, and the relationship between music and dance. Public performances may serve as a culmination of specific instructional goals. Students

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

- [Eurhythmics 1 \(1305300\)](#)
- [Eurhythmics 2 \(1305310\)](#)
- [Eurhythmics 3 \(1305320\)](#)
- [Eurhythmics 4 \(1305330\)](#)

**Instrumental Techniques (Percussion)** - Students in this course of study focus on the development of musical and technical skills on a specific instrument through etudes, scales, and selected music literature. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills to be more disciplined performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

- [Instrumental Techniques 1 \(1302420\)](#)
- [Instrumental Techniques 2 \(1302430\)](#)
- [Instrumental Techniques 3 \(1302440\)](#)
- [Instrumental Techniques 4 Honors \(1302450\)](#)

**Jazz Ensemble** - Students with experience on an instrument suited for jazz ensemble explore the fundamentals of performance practices, improvisation, and music theory through a diverse repertoire of high-quality jazz literature. Students learn the basics of foundational jazz styles, use chord symbols, develop knowledge of musical structure, and study the history of jazz and its iconic musicians. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

- [Jazz Ensemble 1 \(1302500\)](#)
- [Jazz Ensemble 2 \(1302510\)](#)
- [Jazz Ensemble 3 \(1302520\)](#)
- [Jazz Ensemble 4 Honors \(1302530\)](#)

**Keyboarding** - Students build fundamental piano techniques while learning to read music, acquire and apply knowledge of basic music theory, and explore the role of keyboard music in history and culture. Beginning pianists develop skills in analytical listening and explore musical creativity in the form of basic improvisation and basic composition.

- [Keyboard 1 \(1301360\)](#)
- [Keyboard 2 \(1301370\)](#)

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

- [Theatre 1 \(0400310\)](#)
- [Theatre 2 \(0400320\)](#)
- [Theatre 3 Honors \(0400330\)](#)



- **Theatre 4 Honors (0400340)**

**Tech Theatre** - Students focus on developing the basic tools and procedures for creating elements of technical theatre, including costumes, lighting, makeup, properties (props), publicity, scenery, and sound. Technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials are central to success in this course. Students explore and learn to analyze dramatic scripts, seeking production solutions through historical, cultural, and geographic research. Students also learn the basics of standard conventions of design presentation and documentation; the organizational structure of theatre production and creative work in a collaborative environment; and the resulting artistic improvement. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

- **Technical Theatre 1 (0400410)**
- **Technical Theatre 2 (0400420)**
- **Technical Theatre 3 (0400430)**
- **Technical Theatre 4 Honors (0400440)**

**Chorus** - This year-long class, designed for students with little or no choral experience, promotes the enjoyment and appreciation of music through performance of beginning choral repertoire from a variety of times and places. Rehearsals focus on the development of critical listening skills; foundational instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances.

- **Chorus 1 (1303300)**
- **Chorus 2(1303310)**

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

- **2D Studio Art (0101300)**

**3D Studio Art** - Students explore how space, mass, balance, and form combine to create aesthetic forms or utilitarian products and structures. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. Media may include, but are not limited to, clay, wood, plaster, and paper maché with consideration of the workability, durability, cost, and toxicity of the media used. Student artists consider the relationship of scale (i.e., hand-held, human, monumental) through the use of positive and negative space or voids, volume, visual weight, and gravity to create low/high relief or freestanding structures for personal intentions or public places. They explore sharp and diminishing detail, size, position, overlapping, visual pattern, texture, implied line, space, and plasticity, reflecting craftsmanship and quality in the surface and structural qualities of the completed art forms. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and

measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

- [3D Studio Art 1 \(0101330\)](#)
- [3D Studio Art 2 \(0101340\)](#)
- [3D Studio Art 3 Honors \(0101350\)](#)
- [Portfolio Development - 3D Art Honors \(0109330\)](#)

**Television Production Technology** - The purpose of this program is to prepare students for initial employment as television production operators, television broadcast technicians, camera operators, other professional/para-professional technicians, video recording engineers, and audio recording engineers. This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Arts, A/V Technology and Communication career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Arts, A/V Technology and Communication career cluster. The content includes, but is not limited to, communication skills, leadership skills, human relations and employability skills, safe and efficient work practices, and preparation to assume responsibility for the television production studio activities (e.g., scriptwriting, lighting, shooting and directing, electronic news gathering, and field production).

- [TV Production Tech 1-6 \(8201510 - 560\)](#)

**Technical Design** - This course provides students with instruction in the characteristics and evolution of technology, underlying principles of design, and fundamental knowledge and skills in the use of illustration and drafting software. Included in the content is the use of essential application software. The ultimate output of this course is a design portfolio created by the student. Each item or product included in the portfolio should include a narrative description and an explanation of the technical approach or techniques used to create the item. Consideration should be given to having students present the portfolio using presentation software.

- [Technical Design 1-4 \(8401010 - 040\)](#)

**Culinary Arts** - This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Hospitality & Tourism career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Hospitality & Tourism career cluster. The content includes but is not limited to all aspects of preparation, presentation, and serving of food; leadership, communication skills, employability skills, and safe/efficient work practices are also covered. This coursework prepares students for employment in the food service/hospitality industry.

- [Culinary Arts 1-4 \(8800510 - 540\)](#)

**Digital Design** - This course is designed to develop basic entry-level skills required for careers in the digital publishing industry. The content includes computer skills; digital publishing concepts and operations; layout, design, measurement activities; and digital imaging as well as communication, collaboration and decision-making activities; critical thinking; and problem

solving. Digital Design 1 is often used as a second year of Digital Info Tech, so that students can continue to work towards the Microsoft Office Bundle. Digital Design 2 and 3 are often used to help in building and writing the yearbook.

- [Digital Design 1-3 \(8209510 - 530\)](#)

## Foreign Language

- [Spanish 1 \(0708340\)](#) - Spanish 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.
- [Spanish 2 \(0708350\)](#) - Spanish 2 reinforces the fundamental skills acquired by the students in Spanish 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Spanish 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.
- [Spanish 3 Honors \(0708360\)](#) - Spanish 3 provides mastery and expansion of skills acquired by the students in Spanish 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.
- [Spanish 4 Honors \(0708370\)](#) - Spanish 4 expands the skills acquired by the students in Spanish 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works.
- [AICE Spanish \(0708538\)](#)

## Physical Education

- [Hope \(1506320\)](#) - The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness. Students will combine the learning of principles and background information in a classroom setting with physical application of the knowledge. A majority of class time should be spent in physical activity.
- [Team Sports / Individual and Dual Sports](#) - The purpose of these courses is to develop the physical skills necessary to be competent in many forms of movement, knowledge of team sports concepts such as offensive and defensive strategies and tactics, and

appropriate social behaviors within a sport. The integration of fitness concepts throughout the content is critical to the success of this course.

- **Weight Training** - the purpose of this course is to develop the physical skills necessary to be competent in many forms of movement as it relates to weight training. The integration of fitness concepts throughout the content is critical to the success of this course.
- **Comp Fitness** – The purpose of this course is to provide varsity and JV athletes the skills and strength necessary to be successful in their sport.

## Law

- **Law Studies (2106350)** - The grade 9-12 Law Studies course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content for the course pertains to the study of the American legal system as the foundation of American society by examining those laws which have an impact on citizens' lives and an introduction to fundamental civil and criminal justice procedures.
- **Legal Systems and Concepts (2106380) (Semester Class)** - The grade 9-12 Legal Systems and Concepts course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, Civics and Government. The primary content for the course pertains to the examination of the American legal system and the nature of specific rights granted under the United States Constitution.
- **Court Procedures (2106390) (Semester Class)** - The grade 9-12 Court Procedures course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content for the course pertains to the study of the structure, processes and procedures of the judicial systems of the United States and Florida.

## Psychology and Sociology

- **Psychology (2107300) (Semester class)** - Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction and the progressive development of individuals. The content examined in this first introductory course includes major theories and orientations of psychology, psychological methodology, memory and cognition, human growth and development, personality, abnormal behavior, psychological therapies, stress/coping strategies, and mental health.
- **Sociology (2108300) (Semester Class)** - Through the study of sociology, students acquire an understanding of group interaction and its impact on individuals in order that they may have a greater awareness of the beliefs, values and behavior patterns of others. In an increasingly interdependent world, students need to recognize how group behavior affects both the individual and society.
- **AICE Psychology (2017360)**

## A Glossary of Select Terms - LBHS Program of Studies

1. ACT: American College Test: Generally taken in grade 11, this college-admissions test
2. AICE: *Cambridge Advanced International Certificate of Education*, a rigorous set of pre-college courses, offered during the high school years.
3. Bright Futures Scholarship Program: A State of Florida scholarship program, awarded to qualifying students who complete certain ACT/SAT tests, earn certain scores, complete high school diploma requirements, complete 100 or more hours of community service, and file an application for the scholarship NO LATER than AUGUST 31 via the Florida Financial Aid Application (FFAA). Details of the 2019-2020 Bright Futures Scholarship can be found online. (Note: the completion of AP and AICE programs can assist in qualifying for Bright Futures scholarships.)
4. Collegiate High School: An optional four-year, lottery-based program for Charlotte County high school students. The program provides for the potential completion of a high school diploma AND an associate's (AS/AA) degree without cost to the student.
5. Community Service Recognition: qualifying students document 100 hours of community service and qualify for a special-service-honor stole, to be worn with cap and gown at commencement.
6. Credit: a unit of accumulation for work completed toward graduation. Typically, credits are awarded for half-year (semester of 90 days) or for full-year (two semesters over 180 days of work in the same course). A credit typically
7. Cum Laude: Latin, *with Honor*, a minimum 3.25 overall GPA.
8. Dual Enrollment: the term applied to the simultaneous registration for a course or courses which allow credit toward high school graduation and toward a college degree.
9. Elective Course: one of any number of high school courses which a student may access, by interest, and which, generally, does not contain a specific credit-requirement for graduation.
10. End-of-Course Exam: a culminating, often comprehensive test or assessment through which a student demonstrates (skill, concept) mastery of content at the end of a course: 90 days for a semester exam; 180 days for a full-year exam.
11. FAFSA: Free Application for Federal Student Aid. Parents and students complete this application to demonstrate need and to qualify for federal loan programs for financing training and higher education (degree) programs after high school.
12. FFAA: Acronym for the Florida Financial Aid Application, a mandatory document for those seeking State of Florida-Bright Futures-Scholarship consideration.
13. FSW: Florida Southwestern College, sponsoring institute of Collegiate High School, located in Punta Gorda, FL.
14. Full-Year Course: typically, a course that meets for all 180 days in a school year, once per day, usually for 45-60 minutes, five days per week for 36 weeks. A full-year course, when completed successfully, results in an (earned) 1.0 credit toward graduation.
15. Graduation: a ceremony which celebrates the completion of required credits at an academic institution, including the issuance to credit-completing students of a diploma or

- a degree. Participation in graduation is an honor for students in good standing in the school community; participation in graduation is a privilege, not a right.
16. Magna Cum Laude: Latin, *with Great Honor*: a minimum 3.5 overall GPA.
  17. NMSQT: National Merit Scholarship Qualifying Test is synonymous with the PSAT. The scores from this test may allow high-performing students to be recognized at commended, semi-finalist, and finalist categories in their states and in the United States. Finalists may earn corporate or institutional (university/college) tuition
  18. PLAN: The PLAN exam, taken in grade 10, consists of four multiple-choice tests; it follows a format very similar to that of the ACT, but is shorter in duration. The four subjects tested in PLAN are English, Math, Reading, and Science. The total exam time is just under two hours. The PLAN exam is very similar to the ACT.
  19. Pre-ACT 8/9: *The PreACT 8/9® is for schools and districts who want to support their 8th and 9th graders with an early practice experience for the ACT test. It also provides an early indicator of college and career readiness that helps educators, students, and parents identify areas of academic strength and opportunity.* (from the ACT website)
  20. PSAT: Preliminary Scholastic Aptitude Test. This practice version of the SAT, generally is offered and taken in fall of grade 11, but many students will take a version of the PSAT in grades eight, nine, and/or ten. The scores on the grade 11 test serve to identify categories of performance (mathematics and evidence-based reading and writing) for the National Merit Scholarship Qualifying Test (NMSQT) where finalists may earn corporate or institutional
  21. Required Course: one of any number of high school courses for which a student MUST register in a given year. One-half (or more) mandatory credit(s) in a specific subject-area or department must be completed and passed for a diploma to be awarded.
  22. ROTC (Junior): Junior Reserve Officer Training Corps. A high school-affiliated branch of one of the military services in the United States. LBHS offers Naval JROTC.
  23. SAT: The Scholastic Aptitude Test, an oft-required college admissions test in certain regions/states of the United States. The test is often offered on high school sites, generally on a day when school is not in session. Parents /students pay a fee for a student's access to completing the SAT, the scores for which are sent from the Educational Testing Services, publisher of the test, about six weeks after tests are submitted.
  24. Semester Course: typically, a course that meets for 90 of the 180 days in a school year, once per day, usually for 45 minutes to 60 minutes five days per week for 18 weeks. A semester course, when completed successfully, results in an (earned) .5 credit toward graduation.
  25. Semester Exam: a culminating, often comprehensive test or assessment through which a student demonstrates (skill, concept) mastery of content at the end of a 90-day course.
  26. Summa Cum Laude: Latin, *with Highest Honor*: a minimum 3.75 GPA or higher.

## STATEMENT OF NON-DISCRIMINATION

- The School Board of Charlotte County does not discriminate (including anti-Semitism [as defined in Bylaw 0100]) on the basis of race, ethnicity, color, national origin, sex (including sexual orientation, gender status, or gender identity), recognized disability, pregnancy, marital status, age (except as authorized by law), religion, military status, ancestry, or genetic information which are classes protected by State and/or Federal law (collectively, “protected classes”) in its programs and activities, including employment. The School Board also ensures equal access for Boy Scouts of America and other identified patriotic youth groups, as required by 34 C.F.R. §108 (Boy Scouts Act). (School Board Policy [1122](#), [3122](#), [4122](#), [2260](#))

The District Title IX Coordinators and Equity Compliance Officers for the District are Adrienne McElroy (Director of Human Resources), available at (941) 255-0808, Patrick Keegan (Assistant Superintendent for Human Resources and Employee Relations), available at (941) 255-0808, and Michael Desjardins (Assistant Superintendent for School Support), available at (941) 255-0808. The District Section 504 Compliance Officer and ADA Coordinator is Rebecca Marazon (Coordinator of Psychological Services), available at (941) 255-0808 (School Board Policy [2260](#))

### TITLE IX COMPLIANCE

The School Board does not discriminate on the basis of sex (including sexual orientation or gender identity), in its education programs or activities, and is required by Title IX of the Education Amendments Act of 1972, and its implementing regulations, not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The Board is committed to maintaining an education and work environment that is free from discrimination based on sex, including sexual harassment (School Board Policy [2266](#)).

In accordance with School Board Policy [2266](#) and other applicable statutes, the following training materials are publicly available below.

- [ICS Title IX Coordinator Training Materials](#)
- [ATIXA Title IX Coordinator Training Materials](#)

### TITLE IX COORDINATORS

Reports of Harassment, whether informal or formal, may be made directly to the School Principal, Assistant Principal or any employee of Charlotte County Public Schools. Reports of Harassment may also be directly referred to one of the School District's Compliance Officers.



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