



**Coral Shores
2017-18
Curriculum Guide**

**MISSION STATEMENTS
OF
THE MONROE COUNTY SCHOOL DISTRICT
AND
CORAL SHORES HIGH SCHOOL**

Monroe County School District Mission Statement

Mission: Constant Improvement

Vision: Graduates of Monroe County Schools are responsible and well-informed global citizens who are college and/or career ready.

Coral Shores High School

Students Today, Leaders Tomorrow

Core Values

- Caring
- Citizenship
- Courage
- Fairness
- Honesty
- Integrity
- Loyalty
- Perseverance
- Respect
- Responsibility
- Tolerance
- Trustworthiness

Coral Shores High School Mission Statement

As a Coral Shores community, it is our objective to provide appropriate educational opportunities that facilitate life-long learning and assist students in reaching their optimum potential as responsible global citizens.

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This document is published by the Coral Shores High School Student Services Department.
If you have any questions or concerns, please call the Main Office (305) 853-3222.
Please visit our website, <http://csh.keysschools.com/> to access the curriculum guide online.

OVERVIEW

Coral Shores High School offers students in grades 9-12 a variety of unique experiences and opportunities due to its geographical location and small size. Bordered by the blue waters of the Atlantic Ocean and in a county where environmental concerns are a routine topic of discussion, students not only hear about relevant issues but experience them as well. Through the efforts of a dedicated faculty and staff, students are exposed to the process of career identification from the very beginning of the freshman year. Coral Shores High School, a fully accredited member of the Southern Association of Colleges and Schools/AdvancED, is proud of its legacy and is determined to stay on the leading edge in this rapidly changing world.

MONROE COUNTY STUDENT PROGRESSION PLAN

The following are the credit requirements for grade placement in the Monroe County School System and at Coral Shores. The credits are full Carnegie units. Half credits are issued at the semester (for non EOC courses).

REQUIRED CREDITS	FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
For grade classification	0 – 4.5	5- 10.5	11-16.5	17+

DUAL ENROLLMENT CREDIT

Various courses in the curriculum may be offered for dual enrollment credit through Florida Keys Community College (FKCC). Participation is open to students with a **3.0 unweighted GPA** (or greater) enrolled in grades 9-12 who have expressed the desire to pursue postsecondary education. Students must meet with the College and Career Counselor AND have parental and school principal permission. **Minimum college entrance test scores are required for placement in any dual enrollment class.** Students and parents wishing more information are urged to contact Florida Keys Community College at (305)852-8007.

Full-time Early Admissions students must be registered prior to the last day of the current school year in order to participate in the next semester.

****Students who wish to take any DE course in the Fall or Spring of the following school year must be registered at FKCC by June 30th.**

Also, all DE students must attend a new student orientation at FKCC before they are permitted to start classes. If a student withdraws from a class, they are responsible for reimbursement of tuition and books for that class.

ADVANCED PLACEMENT CREDIT

Advanced Placement (AP) is a program of college-level courses and exams that give students the opportunity to experience a college level curriculum and potentially earn college credit. Advanced Placement courses are listed within the various curriculum areas in the guide.

NMSI (National Math and Science Initiative) AP courses require attendance at Saturday sessions throughout the year. This includes all AP Math, Science, and English courses. Students in these courses are also eligible for monetary incentives if they receive passing scores on their AP tests.

As per district guidelines, students who select AP courses will be required to stay in their assigned courses. Requests for changes will be explored only after the first quarter, provided that the student has attended recommended assistance sessions.

EQUITY STATEMENT

The District School Board of Monroe County, Florida will not discriminate on the basis of race, color, age, sex, religion, physical handicap, creed, or national origin in recruiting, hiring, assigning, promoting, paying, or dismissing any employee nor exclude from participation or in any way discriminate against any student for the above reasons in any educational program or activity provided by the Board.

DIPLOMA REQUIREMENTS

MONROE COUNTY STANDARD DIPLOMA CREDIT REQUIREMENTS:

Subject	CREDITS REQUIRED FOR STANDARD DIPLOMA	
English	4	
Mathematics	4 (One of which must be Algebra 1 or its equivalent and one of which must be Geometry or its equivalent)	
Science	4 (One of which must be Biology 1 or an equivalent course. Two of which must have a laboratory component)	
Social Studies	Geography	1
	World History	1
	American History	1
	American Government	½
	Economics w/Financial Literacy	½
	Total	4
HOPE	1	
Select Practical AND/OR Fine Arts	1	
World Languages	Not required for high school diploma. Often a requirement for college/university acceptance. Required for Bright Futures eligibility.	
Vocational Sequence	Not required for high school diploma. Required for Gold Seal scholarship eligibility. See page 12	
Online Course	1	
Core Requirements	18	
Electives	8	
Total Credits	26	
Testing Required for Graduation	Passing or Concordant scores on Grade 10 Reading FCAT/ELA, Algebra 1 EOC	

All students must have a minimum 2.0 unweighted GPA to graduate

Other testing requirements

Students must participate in EOC assessments and the results constitute 30 percent of the final course grade. These assessments are in the following subjects:

- Algebra I
- U.S. History
- Biology I
- Algebra II (if enrolled)
- Geometry

The number of elective credits required for graduation will be determined by the type of schedule Coral Shores is able to run in the 2017-2018 school year.

18-Credit Academically Challenging Curriculum to Enhance Learning (ACCEL)

- Physical education is not required
- 3 elective credits
- Online course is not required
- Principal determined eligibility requirements
- School district determined eligibility and procedural requirements

All other graduation requirements for a 24-credit standard diploma must be met (per section 1003.4282(3)(a)-(e), Florida Statute [F.S.]).

*For other requirements of the ACCEL (18 credit) option please contact the Guidance department or refer to Section 1002.3105, F.S.

DIPLOMA DESIGNATIONS

Scholar Diploma Designation

In addition to meeting the 24-credit standard high school diploma requirements a student must:

- Earn 1 credit in Algebra 2 (must pass EOC)
- 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 Advanced Placement (AP), IB, AICE or a dual enrollment course.

A student is exempt from the Biology 1 or US History EOC assessment if the student is enrolled in an (AP), IB, AICE Biology 1 or US History course and the student:

- Takes the respective (AP), IB, AICE assessment; and
- Earns the minimum score to earn college credit.

Merit Diploma Designation

In addition to meeting the standard high school diploma requirements a student must:

- Meet the standard high school diploma requirements
- Attain one or more industry certifications from the list established (per s. 1003.492, F.S.). See Career and Technical Education section for more information on industry certification.

FOR MORE INFORMATION ON STATE GRADUATION REQUIREMENTS VISIT: www.fldoe.org

EXCEPTIONAL STUDENT PROGRAM

NOTE: In compliance with the Individuals with Disabilities Act (IDEA), the Exceptional Student Education Programs offered at Coral Shores High School are listed below. To be enrolled in any of these programs, a student must be evaluated and meet standards as outlined by federal, state, and local guidelines. Exceptional students are scheduled on an individual basis by the ESE team in consultation with the student and his or her parent or guardian.

For additional clarification please contact the school based Staffing Specialist or the district ESE department (305) 293-1400 x 53378

SPECIAL DIPLOMA COURSES FOR ACCESS STUDENTS WHO TAKE FLORIDA ALTERNATIVE ASSESSMENT

ENGLISH (4 Credits)	MATH (4 Credits)	SCIENCE (4 Credits)	SOCIAL STUDIES (3 Credits)	OTHER REQUIREMENTS
ACCESS ENGLISH I	ACCESS ALGEBRA IA	ACCESS INTEGRATED SCIENCE	ACCESS U.S. GOVERNMENT	LMS/ HEALTH OR ACCESS HOPE
ACCESS ENGLISH 2	ACCESS ALGEBRA IB	ACCESS EARTH/SPACE SCIENCE	ACCESS ECONOMICS W/FINANCIAL LITERACY	PHYSICAL EDUCATION
ACCESS ENGLISH 3	ACCESS INFORMAL GEOMETRY	ACCESS BIOLOGY	ACCESS U.S. HISTORY	6 ELECTIVE CREDITS
ACCESS ENGLISH 4	ACCESS LIBERAL ARTS MATH	ACCESS CHEMISTRY	ACCESS WORLD HISTORY	

STATE UNIVERSITY SYSTEM ADMISSIONS POLICIES

Competitive Admissions

Admission into Florida's state universities is limited by available space. Competition for space depends on the number and qualifications of those who apply for admission. To increase the chance of admission, high school students should try to exceed the minimum requirements.

Substitutions of Requirements for Students with Disabilities

An individual with a documented disability may wish to be considered for admission on the basis of a reasonable substitution for an admissions requirement as long as the substitution does not alter the fundamental nature of the requirement. Information is available from the university's office of admissions (see 1007.264, F.S. and 1007.265, F.S.).

Admissions Criteria

The minimum state level admissions policies have been established for first-time-in-college students and for undergraduate students transferring without having an AA degree from a Florida public community college. In the admission of students, the universities shall take into consideration the applicant's academic ability, and may also consider creativity, talent, and character. If determined not to be in the best interest of the university to deny admission to an applicant because of past misconduct, the university may do so. Admissions decisions are based on 1) high school graduation, 2) grade point average in academic core courses, 3) admissions test scores, 4) overall grade point average, and 5) course distribution requirements. The minimum requirements apply to all universities. However, universities are permitted to have higher admissions standards. Each university's admission information pages list requirements that differ from the state minimum requirements. For more information visit <https://www.floridashines.org/>.

With the implementation of the revised admissions rule, there are three methods to qualify for admission into the universities: the traditional admissions criteria based on the sliding scale, the Talented Twenty program, or the student profile assessment. These methods are explained in detail.

Determining Eligibility by Meeting Traditional Requirements

The minimum admissions criteria that most applicants will need are listed below. Universities are permitted to hold standards that are higher than the minimum.

1. HIGH SCHOOL GRADUATION

Graduation from an accredited high school or the equivalent (e.g., GED) is required. An applicant from a non-traditional program, such as home schooling, must present credentials.

2. GRADE POINT AVERAGE IN HIGH SCHOOL ACADEMIC CORE COURSES

A weighted high school GPA will be calculated by the university using a 4.0 scale from grades earned in high school academic core courses in designated subject areas, as well as specified AP and DE Fine Arts courses. Additional weights may be assigned to certain grades in Honors, AP, DE, and other advanced courses. Weighting policies are under current review by the universities and state.

3. HIGH SCHOOL COURSE DISTRIBUTION REQUIREMENTS

Students must complete at least 15 units of high school work in the five core areas listed below, plus 4 additional electives as will be explained in the list of approved college prep courses.

SUBJECT AREA	REQUIRED CREDITS
ENGLISH	4
MATHEMATICS	4
NATURAL SCIENCE	3
SOCIAL SCIENCE	3
FOREIGN LANGUAGES	2
ELECTIVES *	2
TOTAL	18

*Must be in a core area or world language

Other ways to gain admission to a state university

Talented Twenty

Graduates from Florida public high schools who rank in the top 20% of their class, who have completed the required 18 units of core courses (listed above) and submitted an SAT or ACT test score shall be admitted into one of the state universities, although not necessarily the university of the applicant's choice. After three notifications of denial, other universities will provide complimentary reviews of the transcripts of the Talented Twenty applicants at the request of the high school counselor. Once any university accepts the student, the guarantee for admissions has been considered met, even if the student does not wish to attend that particular university.

Student Profile Assessment

The majority of students are admitted on the basis of their past academic achievement and admissions test scores in relation to the minimum requirements. A few applicants, who do not meet the minimum admissions requirements, are granted admission to state universities through a "student profile assessment" process, which takes into account a student's exceptional attributes or special talents, such as accomplishments in music, art or sports.

Start at a Community College

Requirements to attend Community College include earning a high school diploma or GED. Enroll at a community college, earn an AA degree, and transfer to state university to complete a Bachelor's Degree in upper division coursework. You are guaranteed admission to a state university, although not necessarily the university of choice. This approach to earning a 4-year degree is commonly referred to as the 2 + 2 system.

FLORIDA VIRTUAL SCHOOL

Florida offers a challenging "e-solution" to all Florida students at no cost. Florida Virtual School consists of an online learning environment backed by certified teachers where students can access courses for high school credit. For more information on FLVS, including applications, course listings, and demonstrations, go to <http://www.flvs.net/>. Coral Shores students interested in taking course work through FLVS must meet with their guidance counselor to review procedures and ensure proper scheduling.

FLORIDA BRIGHT FUTURES SCHOLARSHIP PROGRAM

<http://www.floridastudentfinancialaid.org/>

The Florida Bright Futures Scholarship Program establishes three lottery-funded scholarships for Florida high school graduates who demonstrate high academic achievement and enroll in eligible Florida public or private postsecondary institutions. There are three award levels for which high school seniors may qualify. The scholarship may be used for either full-time or part-time enrollment and is renewable. All initial applicants must meet the general requirements for participation in this program, and specific requirements for the individual award.

General Requirements for All Award Types

To be eligible for an initial award from any of the three types of scholarships, a student must:

- Apply by completing the Florida Financial Aid Application during your last year in high school. You must apply on-line at <http://www.floridastudentfinancialaid.org/>. You must apply during your last year in high school or you will forfeit all future eligibility for a Bright Futures Scholarship.
- Be a Florida resident and a U.S. citizen or eligible non-citizen – the postsecondary institution you attend is responsible for verifying your Florida residency status;
- Earn a Florida standard high school diploma or its equivalent. (For information on Early Admission, GED, Home Education, or dependents of military or public service personnel outside of Florida, see the Bright Futures web site at <http://www.floridastudentfinancialaid.org/ssfad/bf/>)
- Be accepted by and enrolled in an eligible Florida public or independent postsecondary education institution. (All community colleges and state universities are eligible, as are many private colleges. For a list of eligible private institutions, see the Bright Futures web site at <http://www.floridastudentfinancialaid.org/ssfad/bf/>)
- Part-time students must be enrolled for at least six semester hours (or the equivalent).
- Full-time students must earn 24 semester hours (or the equivalent) per academic year.
- Students must refund to their institution the cost of any dropped or withdrawn course that was funded through Bright Futures.
- Not have been found guilty of, or pled no contest to, a felony charge
- Begin using the award within two years of high school graduation. (Call the Bright Futures Office for application deadlines.)

Eligibility requirements for each of the three types of award for year 2018 high school graduates can be found on the following pages. A student may receive funding for only one award. The highest award earned by the student will be selected. *Bright Futures has the right to change qualifying credentials at any time.***

For more Bright Futures specific award information, contact Bright Futures toll free at 1-888-827-2004.

BRIGHT FUTURES: Florida Academic Scholars Award
Initial Eligibility Requirements for 2017 High School Graduates

Requirements	Florida Academic Scholars Award
<p>Award Level</p> <p>*Amounts will differ at quarter or clock hour institutions</p>	<p>All students will receive the specified award amounts established by the Florida Legislature in the General Appropriations Act. For current award amounts visit: http://www.floridastudentfinancialaid.org/ssfad/PDF/BFEligibilityAwardChart.pdf</p>
<p>Grade Point Average (GPA)</p> <p>Note: GPAs are not rounded</p>	<ul style="list-style-type: none"> ● 3.5 weighted GPA using the credits listed below, combined with the test scores and community service hours listed below ● Weighting for more challenging higher level courses is prescribed by law as .25 per course per semester or .50 per course per year ● Note: GPA's are not rounded
<p>Required Credits</p> <p>See the Comprehensive Course Table on the Bright Futures website to identify courses that count toward each award level</p>	<p>Courses must include 16 credits of college preparatory academic courses</p> <ul style="list-style-type: none"> ● 4 English (3 with substantial writing) ● 4 Mathematics (Algebra 1 and above)* ● 3 Natural Science (2 with substantial lab) ● 3 Social Science ● 2 Foreign Language (in the same language) <p align="center">16 credits total</p> <p>May use up to 2 additional credits from courses in the academic areas listed above and/or AP or DE fine arts courses to raise the GPA *Liberal Arts Math does NOT meet Bright Futures criteria as a math credit</p>
<p>Community Service</p>	<ul style="list-style-type: none"> ● 100 hours, as approved by the district or private school
<p>Test Scores</p>	<ul style="list-style-type: none"> ● Best composite score of 1290 SAT Reasoning Test (based on the combined Critical Reading and Math sections only) or 29 ACT (excluding the writing section). <p>For spring eligibility evaluations, test dates through the end of January will be admissible. For summer eligibility evaluations, test dates through the end of June will be admissible.</p>
<p>Other Ways to Qualify</p> <p>Initial eligibility criteria used in "Other Ways to Qualify" must be met by High School Graduation.</p> <p>Contact the Bright Futures office for further details.</p>	<p>The other ways to qualify listed below must also meet the community service hour requirement.</p> <ul style="list-style-type: none"> ● National Merit or Achievement Scholars and Finalists ● National Hispanic Scholars ● Students who have attended a home education program according to s.1002.41, F.S., registered with the district during grades 11 and 12, with best composite score of 1290 SAT or 29 ACT ● GED with best composite score of 1290 SAT or 29 ACT and a 3.5 weighted GPA in the above 16 required credits ● Early Admissions with best composite score of 1290 SAT or 29 ACT and a 3.5 weighted GPA in curriculum courses completed. ● 3-year standard college preparatory program with best composite score of 1290 SAT or 29 ACT and a 3.5 weighted GPA in the above 16 required credits.

BRIGHT FUTURES: Florida Medallion Scholars Award
Initial Eligibility Requirements for 2017 High School Graduates

<i>Requirements</i>	Florida Medallion Scholars Award
Award Level *Award amounts will differ at quarter or clock hour institutions	All students will receive the specified award amounts established by the Florida Legislature in the General Appropriations Act. For current award amounts visit: http://www.floridastudentfinancialaid.org/ssfad/PDF/BFEligibilityAwardChart.pdf
Grade Point Average (GPA) Note: GPAs are not rounded	<ul style="list-style-type: none"> ● 3.0 weighted GPA using the credits and test scores listed below, combined with the test score listed below ● Weighting for more challenging higher level courses is prescribed by law as .25 per course per semester or .50 per course per year ● Note: GPA's are not rounded
Required Credits See the Comprehensive Course Table on the Bright Futures web site to identify courses that count toward each award level	<p>Courses must include 16 credits of college preparatory academic courses</p> <ul style="list-style-type: none"> ● 4 English (3 with substantial writing) ● 4 Mathematics (Algebra 1 and above)* ● 3 Natural Science (2 with substantial lab) ● 3 Social Science ● 2 Foreign Language (in the same language) <p style="text-align: center;">16 credits total</p> <p>May use up to 2 additional credits from courses in the academic areas listed above and/or AP or DE fine arts courses to raise the GPA *Liberal Arts Math does NOT meet Bright Futures criteria as a math credit</p>
Community Service	<ul style="list-style-type: none"> ● 75 Hours, as approved by the district or private school
Test Scores	<ul style="list-style-type: none"> ● Best composite score of 1170 SAT Reasoning Test (based on the combined Critical Reading and Math sections only) or 26 ACT composite score (excluding the writing section). <p>For spring eligibility evaluations, test dates through the end of January will be admissible. For summer eligibility evaluations, test dates through the end of June will be admissible.</p>
Other Ways to Qualify Initial eligibility criteria used in "Other Ways to Qualify" must be met by High School Graduation. Contact the Bright Futures office for further details.	<ul style="list-style-type: none"> ● National Merit or Achievement Scholars and Finalists and National Hispanic Scholars who have not completed 75 hours of community service ● Students who have attended a home education program according to s.1002.41, F.S., registered with the district during grades 11 and 12, with best composite score of 1170 SAT or 26 ACT ● GED with best composite score of 1170 SAT or 26 ACT and a 3.0 weighted GPA in the above 16 required credits ● 3-year standard college preparatory program with best composite score of 1170 SAT or 26 ACT and a 3.0 weighted GPA in the above 16 required credits.

BRIGHT FUTURES: Florida Gold Seal Vocational Scholars Award (GSV)
Initial Eligibility Requirements for 2017 High School Graduates

Requirements	Florida Vocational Gold Seal Scholars Award
<p align="center">Award Level</p> <p>*Amounts will differ at quarter or clock hour institutions</p>	<p>All students will receive the specified award amounts established by the Florida Legislature in the General Appropriations Act. http://www.floridastudentfinancialaid.org/ssfad/PDF/BFEligibilityAwardChart.pdf</p>
<p align="center">Grade Point Average (GPA)</p>	<ul style="list-style-type: none"> ● 3.0 weighted GPA using the 16.5 credits listed below for a 4-year diploma, and a 3.5 unweighted GPA in a minimum of 3 vocational credits in one vocational program, and test scores listed below ● Weighting for more challenging higher level courses is prescribed by law as .25 per course per semester or .50 per course per year ● Note: GPA's are not rounded
<p align="center">Required Credits</p> <p>See the Comprehensive Course Table on the Bright Futures web site to identify courses that count toward each award level</p>	<p>Courses must include 16 credits of college preparatory academic courses</p> <ul style="list-style-type: none"> ● 4 English ● 4 Mathematics ● 3 Natural Science ● 3 Social Science (Am. History, World History, American Government, and Economics) ● 1 Practical Arts OR 1 Performing Arts OR ½ credit in each ● 1 Health Opportunities through Physical Education (H.O.P.E) <hr/> <p align="center">16 credits total</p> <p>Plus a minimum of 3 Vocational Job-Preparatory or Technology Education Program credits in one vocational program.</p>
<p align="center">Community Service</p>	<ul style="list-style-type: none"> ● 30 Hours, as approved by the district or private school
<p align="center">Test Scores</p>	<p>Students must earn the minimum score on each subsection of the CPT, SAT, or ACT. Sections of different test types may not be combined.</p> <p>CPT: Reading 83; Sentence Skills 83; Algebra 72</p> <p align="center">OR</p> <p>SAT: Critical Reading 440; Math 440</p> <p align="center">OR</p> <p>ACT: English 17; Reading 18; Math 19</p> <p align="center">OR</p> <p>PERT: Reading 104; Writing 99; Math 113</p> <p>For spring eligibility evaluations, test dates through the end of January will be admissible.</p> <p>For summer eligibility evaluations, test dates through the end of June will be admissible.</p>
<p align="center">Other Ways to Qualify</p> <p>Initial eligibility criteria used in "Other Ways to Qualify" must be met by High School Graduation.</p> <p>Contact the Bright Futures office for further details.</p>	<p>Other ways to qualify, listed below, must also include a 3.5 unweighted GPA in a minimum of three career and technical credits in one career and technical program, 30 community service hours, and minimum test scores listed above.</p> <ul style="list-style-type: none"> ● GED with 3.0 weighted GPA using the core credits required for your selected high school graduation option. ● Three year standard college or career preparatory program with a 3.0 weighted GPA using the core credits required for your selected high school graduation option.

CORAL SHORES GOLD SEAL QUALIFYING VOCATIONAL PROGRAMS:

Coral Shores High School currently offers the vocational programs listed below all of which qualify for the [Gold Seal Scholarship](#) Program. Programs shown below require the student to complete three sequential courses in the program to qualify for the Gold Seal Scholarship; they must also meet all the requirements stated in the table above in addition to this requirement.

Building Construction Technology (8720310)

Three Courses

Commercial Fishing (8751210)

Three Courses

Automotive Service Technology (8709400)

Three Courses

Culinary Operations (8800500)

Three Courses

Marine Service Technology (8751000)

Three Courses

Digital Video Production (8772410)

Three Courses

For further details on the [Bright Futures Scholarship Program](#), or contact the CCAPS Counselor Chris Harris (305-853-3222, Extension 56344).

CURRICULUM

The goal of Coral Shores High School is to offer programs that best prepare each individual student for post-secondary success.

In order to maximize the potential of all students, our approach is to encourage students to pursue the most rigorous course of study available to them. Test scores, achievement data, and teacher recommendations will be utilized for planning each student's course of study. With the appropriate school environment and the support and efforts of teachers, parents, and students, we can make high achievement happen.

Coral Shores High School does not discriminate in educational programs and activities or employment on the basis of race, color, religion, sex, national origin, age, marital status, or handicap. All references to the word "recommendation" throughout this document are for the purpose of conveying to parents/guardians the professional judgment of the Coral Shores faculty. Faculty members have well-defined standards and expectations for successful students in all classes. The individual attention given to a student is based on the assumption that the student enters the class at the expected ability level. Students not at that entry level may have to seek additional help from a source other than the scheduled teacher.

In all instances, the final decision with respect to course selection rests with the student and his or her parent or guardian.

Should it be the decision of the student and parent to register for a course against recommendation, it will be necessary to complete a Non-Recommended Course Authorization Form with a school counselor.

SCHEDULING INFORMATION & DEFINITIONS

Coral Shores currently offers a traditional 7 period academic day. Each semester consists of two nine week grading periods culminating in a semester exam. Semester grades are determined by combining the first nine weeks grade (40%), the second nine weeks grade (40%), and the semester exam (20%). Courses with End of Course Exams are weighted the following: each nine week grade (15%), mid-term grade (10%), End of Course Exam (30%).

In this guide, the length of time necessary to complete a course is indicated by number of **semesters**. Courses which have a duration of one semester are worth 1/2 credit upon successful completion while courses which are two semesters long are worth one (1) credit.

Finally, students and parents are advised to put a great deal of thought into the entire course selection process. Once the course registration process is completed and the master schedule is built, schedule changes (with a few exceptions for academic misplacement) cannot be accommodated, since personnel as well as instructional materials and supplies have been committed to provide the best possible educational experience. The selection of elective courses, including backup electives, represents a commitment to take the course for the entire school year. Schedule changes will not be made unless students are missing a course or scheduled for a course in which they have already earned credit. Parents and students will be required to attend an informational session and sign a contract to commit to Advanced Placement and NMSI courses.

RESOURCES FOR PARENTS AND STUDENTS

CollegeBoard

- To register for SAT Tests students should go to: www.collegeboard.org
- Good website to explore college choices, college match, and career assessment inventories, etc.
- Used for college entrance and Bright Futures qualifications

ACT

- To register for ACT Tests students should go to: www.act.org
- Used for college entrance and Bright Futures qualifications

FAFSA (Free Application for Federal Student Aid)

- Financial Aid, Pell Grants and Student Loans:
- www.fafsa.ed.gov

Local Community Scholarships

- Scholarship applications become available on the Coral Shores website from February through April of student's senior year.
- Community Scholarships are awarded on Class Night, the night before Graduation
- Go to www.csh.keysschools.com
- On left in green box see "Students", then click "Senior Scholarships"

OTHER USEFUL WEBSITES

High School Graduation Requirements
www.fldoe.org

Bright Futures Scholarship Program
www.floridastudentfinancialaid.org/ssfad/bf/
 (1-888-827-2004)

CLASS RANKING AND GRADING

Class rank is determined by calculating the ***weighted*** grade point average of each student counting all classes taken during grades 9 through 12. Academic honors will be recognized according to the following scale.

Academic Honor	Weighted GPA
Summa Cum Laude	Greater than or equal to 4.50
Magna Cum Laude	Greater than or equal to 4.25
Cum Laude	Greater than or equal to 4.0

For valedictorian and salutatorian criteria, please visit the CAPPs Counselor, Chris Harris, Extension 56344.

GPA's are calculated using the "quality points" earned from receiving a semester grade in a course. Honors, Advanced Placement (AP), Dual Enrollment (DE), and Level 3 courses (indicated in this curriculum guide as **weighted**) receive weighted quality points as follows. Since course credit is awarded using HALF credits*, the number of quality points earned is one-half the traditional amount awarded (A = 4, B = 3, C = 2, D = 1, F = 0). *Courses with an EOC exam are awarded 1 full credit at the end of the school year.

Letter Grade Earned (semester course)	Credit issued	Level 1 and Level 2 course Quality Points earned	Honors and Level 3 Quality Points earned	AP and DE Quality Points earned
A	0.5	2	2.25	2.5
B	0.5	1.5	1.75	2
C	0.5	1	1.25	1.5
D	0.5	0.5	0.75	1
F	0.0	0	0	0

The total quality points earned divided by the number of credits attempted yields the Grade Point Average. The total weighted quality points earned divided by the number of credits attempted yields the weighted grade point average.

Sample Student Schedule	Grade	Credit Attempted	Quality Points Earned	Weighted Quality Points Earned
English II	B	0.5	1.5	1.5
AP World History	A	0.5	2	2.5
Algebra II Honors	C	0.5	1	1.25
AP Biology	C	0.5	1	1.50
HOPE	A	0.5	2	2
Digital Video II	B	0.5	1.5	1.5
Team Sports I	A	0.5	2	2
Totals:		3.5	11	12.25
			$11 \div 3.5 = 3.14$	$12.25 \div 3.5 = 3.5$
		Semester GPA = 3.14	Semester Weighted GPA = 3.50	

It is important to understand that GPA accumulates over time. As time goes on it is more difficult to change the GPA with a single marking period's performance. Since things like graduation, off campus privileges, athletic eligibility, scholarship opportunities, etc. all depend upon the student's GPA **it is important to build the GPA with good grades early in high school.**

HONORS AND ADVANCED PLACEMENT COURSES

Honors classes at Coral Shores High School involve a strong commitment for high academic achievement on the part of the student. Placement in honors level classes involves prior teacher recommendation, a review of standardized test scores, and the performance of the student in core curricular classes.

At a minimum, a student placed in honors level classes should be proficient in reading and/or mathematics as determined by Florida Standards Assessments, End of Course Exams, or Preliminary Scholastic Aptitude Test (PSAT) scores at or above the 50th percentile and should have earned an "A" or a "B" in the prior year's class.

Placement in Advanced Placement classes involves a review of all of the above and an additional review of student performance as measured against national norms on the Preliminary Scholastic Aptitude Test (PSAT). In order to be successful in these rigorous courses students should be above national norms in reading and/or mathematics as well as organized and committed to a challenging course of study.

Students and parents need to be aware of the above before the student commits to an Honors or Advanced Placement class. These challenging classes involve a year-long course of study. The requirements will vary based on the specific subject matter. ***Regardless of the subject, the expectations will be higher and the work more demanding in an Honors or Advanced Placement class. The selection of elective courses, including backup electives, represents a commitment to take the course for the entire school year.***

IMPORTANT NOTE ON COURSE OFFERINGS

Elective courses listed in this guide are not guaranteed to be offered. All elective courses depend on both sufficient numbers of students requesting the course and the availability of certified personnel to teach the courses.

ENGLISH/LANGUAGE ARTS

GRADE	COURSE SEQUENCE 1	COURSE SEQUENCE 2
9 TH GRADE	ENGLISH 1	ENGLISH 1 HONORS
10 TH GRADE	ENGLISH 2	ENGLISH 2 HONORS
11 TH GRADE	ENGLISH 3	AP LANGUAGE AND COMPOSITION
12 TH GRADE	ENGLISH 4	AP LITERATURE AND COMPOSITION
ELECTIVES AVAILABLE	JOURNALISM (MULTI-LEVEL)	
	SPEECH AND DEBATE	

The table above represents common sequences of courses for many students. The sequence an actual student takes depends on many factors including teacher recommendations, standardized test data, and classroom performance. These factors can allow students to move from one potential sequence to another.

English 1 2 semesters 1001310 Grade 9

The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and literature.

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

- *using reading strategies to construct meaning from informative, technical, and literary texts*
- *acquiring an extensive vocabulary through reading, discussion, listening, and systematic word study*
- *using process writing strategies, student inquiry, and self-monitoring techniques*
- *using speaking, listening, and viewing strategies in formal presentations and informal discussions*
- *understanding and responding to a variety of literary forms*
- *understanding and using language successfully to impact readers, writers, listeners, speakers, and viewers*

English Honors 1 2 semesters 1001320 (Weighted) Grade 9

It is strongly recommended for enrollment in this ACCELERATED course that the student achieve at the 85th percentile or above on all standardized tests including a 4.0 or higher on the FSA ELA Writing test, a minimum cumulative G.P.A. of 3.0 and the current English teacher's recommendation.

Success is dependent upon completing summer reading, strong study skills, a genuine enjoyment of reading and writing, and a desire to explore ideas in depth, self-motivation, and excellent attendance.

The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and literature. The content should include, but not be limited to, the following:

- *using reading strategies to construct meaning from informative, technical, and literary texts*
- *acquiring an extensive vocabulary through reading, discussion, listening, and systematic word study*
- *using process writing strategies, student inquiry, and self-monitoring techniques*
- *using speaking, listening, and viewing strategies in formal presentations and informal discussions*
- *understanding and responding to a variety of literary forms*
- *understanding and using language successfully to impact readers, writers, listeners, speakers, and viewers*

Enrollment in this course is subject to students receiving a score of 3 or higher on the State Reading test. If a student receives a score lower than a 3, he/she may be placed into a regular English class.

English 2 2 semesters 1001340 Grade 10

The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and world literature.

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

- *using reading strategies to construct meaning from informative, technical, and literary texts*
- *acquiring an extensive vocabulary through reading, discussion, listening, and systematic word study*
- *using process writing strategies, student inquiry, and self-monitoring techniques*
- *using speaking, listening, and viewing strategies in formal presentations and informal discussions*
- *understanding and responding to a variety of literary forms*
- *understanding and using language successfully to impact readers, writers, listeners, speakers, and viewers.*

English Honors 2
1001350 (Weighted)

2 semesters
Grade 10

It is strongly recommended for enrollment in this ACCELERATED course that the student achieve at the 85th percentile or above on all standardized tests including a 4.0 or higher on the FSA ELA Writing test, a minimum cumulative G.P.A. of 3.0 and the current English teacher's recommendation.

Success is dependent upon completing summer reading, strong study skills, a genuine enjoyment of reading and writing, and a desire to explore ideas in depth, self-motivation, and excellent attendance.

The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and world literature. The content should include, but not be limited to, the following:

- using reading strategies to construct meaning from informative, technical, and literary texts
- acquiring an extensive vocabulary through reading, discussion, listening, and systematic word study
- using process writing strategies, student inquiry, and self-monitoring techniques
- using speaking, listening, and viewing strategies in formal presentations and informal discussions
- understanding and responding to a variety of literary forms
- understanding and using language successfully to impact readers, writers, listeners, speakers, and viewers

Enrollment in this course is subject to students receiving a score of 3 or higher on the State Reading test. If a student receives a score lower than a 3, he/she may be placed into a regular English class.

English 3
1001370

2 semesters
Grade 11

The purpose of this course is to study both classic and contemporary American literature in order to enhance the student's appreciation for literature. The student will be able to identify the prevalent themes and characterizations present in American literature, which are reflective of the history and culture. The student will be able to write clear and accurate personal, professional and informational correspondence and reports for research and other applications. Grammar development will continue through the application of rules for sentence formation, usage, spelling and mechanics. The student will develop informative and persuasive compositions by locating, evaluating synthesizing and citing applicable information with careful attention to organization and accuracy. The student will also be able to create and analyze informative and persuasive

oral presentations, with attention to accuracy of evidence and effectiveness of delivery.

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

- using the reading process to construct meaning from informative, technical, and literary texts
- using the research process and individual inquiry to locate, analyze and evaluate information
- using writing processes for various purposes with attention to style and format
- using effective speaking, listening, and viewing strategies in formal and informal situations
- understanding, analyzing and responding to literary texts
- understanding and using language successfully to impact readers, writers, listeners, speakers, and viewers

Advanced Placement English
Language & Composition
1001420 (Weighted)

2 semesters
Grade 11

It is strongly recommended for enrollment in these ACCELERATED courses that the student achieve at the 85th percentile or above on all standardized tests including a 4.0 or higher on the FSA ELA Writing, a minimum cumulative G.P.A. of 3.0 and the current English teacher's recommendation.

Success is dependent upon completing summer reading, strong study skills, a genuine enjoyment of reading and writing, and a desire to explore ideas in depth, self-motivation, and excellent attendance.

This course promotes excellence through enriched experiences in reading, writing, speaking, and listening. Instruction includes practice in writing various types of multi-paragraph essays, including documented papers and written and oral analysis of American literature. Reference skills and methods of summarizing are taught in the production of documented papers. A research project is required.

In the AP Language course the student develops an understanding of the semantic, structural, and rhetorical resources of the English language as they relate to the principles of effective writing. The course is also designed to provide students with a variety of writing opportunities calling for the use of different styles and tones.

- Successful completion of this course and earning a minimum score on the AP exam may yield college credit (determined by admitting university)
- This class will satisfy the English III or English IV requirement.

English 4 2 semesters
1001400 Grade 12

The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and British literature.

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

- *using the reading process to construct meaning using technical, informative, and imaginative texts*
- *using writing processes for various purposes with attention to style and format*
- *using the research process and individual inquiry to locate, analyze, and evaluate information*
- *using effective listening, speaking, and viewing strategies in informal and formal situations*
- *understanding the power of language as it impacts readers, writers, listeners, viewers, and speakers*
- *understanding and analyzing literary texts*
- *responding critically and aesthetically to literature*

Advanced Placement English
Literature and Composition 2 semesters
1001430 (Weighted) Grade 12

It is strongly recommended for enrollment in these ACCELERATED courses that the student achieve at the 85th percentile or above on all standardized tests including a 4.0 or higher on the FSA ELA Writing test, a minimum cumulative G.P.A. of 3.0 and the current English teacher's recommendation.

Success is dependent upon completing summer reading, strong study skills, a genuine enjoyment of reading and writing, and a desire to explore ideas in depth, self-motivation, and excellent attendance.

In these courses 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 the writer's craft. They will develop critical standards for the appreciation of any literary work and increase their sensitivity to literature as shared experiences.

- *Successful completion of this course and making the minimum score on the AP exam may yield college credit (determined by admitting university).*
- *This class will satisfy English IV requirement.*

English 1 through ESOL 2 semesters
1002300 Grade 9

English 2 through ESOL 2 semesters
1002310 Grade 10

The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and literature. The content should include, but not be limited to, the following:

- *using reading strategies to construct meaning from informative, technical, and literary texts*
- *acquiring an extensive vocabulary through reading, discussion, listening, and systematic word study*
- *using process writing strategies, student inquiry, and self-monitoring techniques*
- *using speaking, listening, and viewing strategies in formal presentations and informal discussions*
- *understanding and responding to a variety of literary forms*
- *understanding and using language successfully to impact readers, writers, listeners, speakers, and viewers*

English 3 through ESOL 2 semesters
1002320 Grade 11

English 4 through ESOL 2 semesters
1002520 Grade 12

The purpose of these courses is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and literature. The content should include, but not be limited to, the following:

- *using the reading process to construct meaning using technical, informative, and imaginative texts*
- *using writing processes for various purposes with attention to style and format*
- *using the research process and individual inquiry to locate, analyze, and evaluate information*
- *using effective listening, speaking, and viewing strategies in informal and formal situations*
- *understanding the power of language as it impacts readers, writers, listeners, viewers, and speakers*
- *understanding and analyzing literary texts*
- *responding critically and aesthetically to literature*



Whitman

MATHEMATICS

GRADE	COURSE SEQUENCE 1	COURSE SEQUENCE 2
8 TH GRADE	GRADE 8 MATH	ALGEBRA 1 HONORS
9 TH GRADE	ALGEBRA 1	GEOMETRY/GEOMETRY HONORS
10 TH GRADE	LIBERAL ARTS MATH 1	ALGEBRA 2/ALGEBRA 2 HONORS
11 TH GRADE	GEOMETRY	AP STATISTICS /MATH FOR COLLEGE READINESS/PRE-CALCULUS
12 TH GRADE	LIBERAL ARTS MATH 2/ALGEBRA 2	AP STATISTICS/AP CALCULUS
	FOUNDATION FOR VOCATIONAL/TECHNICAL COLLEGE, COMMUNITY COLLEGE, OR THE MILITARY	FOUNDATION FOR 4 YEAR COLLEGE OR UNIVERSITY

The table above represents common sequences of courses for many students. The sequence an actual student takes depends on many factors including teacher recommendations, standardized test data, and classroom performance. These factors can allow students to move from one potential sequence to another.

Algebra 1 Yearlong
1200310 Grade 9
 The purpose of this course is to develop the algebraic concepts and processes that can be used to solve a variety of real world and mathematical problems. This course of study will include order of operations with real numbers, solving equations and inequalities, graphing and solving linear systems of equations, polynomials, factoring, quadratics and problem solving techniques.

Geometry Yearlong
1206310 Grades 9-12
 Geometry emphasizes the traditional inductive approach with concentration on geometric relations and logical use of geometry. The study of formal proofs is incorporated. Adequate mastery of algebra skills is needed.

Geometry Honors Yearlong
1206320 (Weighted) Grades 9-12
 Geometry Honors is designed for the serious academic student with above average algebra skills. This course is intended for the student who plans on taking higher math courses. Geometry Honors emphasizes the traditional Euclidean approach with concentration on proofs and logical structure. This honors course will emphasize and develop higher level thinking skills.

Liberal Arts Math 1 2 semesters
1207300 Grades 11-12
 Liberal Arts Mathematics is designed to strengthen and integrate the mathematics skills required in algebra and geometry for more advanced mathematics.
*Note: This course **does not satisfy** the four math credits required for admission to Florida universities, but does satisfy one of the four math credits for high school graduation in Florida.*

Liberal Arts Mathematics 2 2 semesters
1207310 Grades 11-12
 In this course, students will calculate loan payments on various types of mortgages, finances charges on credit card bills, and analyze credit scores and reports. Students will also use algebra and geometry concepts to solve real-world problems.

Algebra 2 Yearlong
1200330 Grades 10-12
 Algebra II continues the study of the structure of algebra and provides the foundation for applying these skills to other mathematical and scientific fields.

Algebra 2 Honors Yearlong
1200340 (Weighted) Grades 10-12
 Algebra II Honors is designed for the serious academic student with above average geometry and algebra skills. This course is for students who plan on taking higher math courses.

Handwritten mathematical work showing various methods for calculating 72×26 :

- Standard vertical multiplication: $72 \times 26 = 1872$
- Distributive property: $72 \times 26 = 70 \times 20 + 70 \times 6 + 2 \times 20 + 2 \times 6 = 1400 + 420 + 40 + 12 = 1872$
- Partial products: $72 \times 100 = 7200$, $72 \times 25 = 1800$, $7200 + 1800 = 9000$, $9000 - 2 \times 72 = 9000 - 144 = 8856$ (Note: This method in the image seems to be for a different problem, possibly 72×122).
- Grid method: A grid with dimensions 72 by 26, divided into four quadrants: 70×20 , 70×6 , 2×20 , and 2×6 .

Mathematics for College Readiness 2 semesters
1200700 Grades 11-12

This course is intended to prepare students for College Algebra, which is a course that satisfies a mathematics general education requirement at every public postsecondary institution in Florida
It is strongly recommended that to enroll in Mathematics for College Readiness an incoming student has achieved a grade of C or higher in Algebra 2.

•Blocked Course •

Analysis of Functions Honors 1 semester
1201315 (Weighted) Grades 11-12

Trigonometry Honors 1 semester
1211300 (Weighted) Grades 11-12

Analysis of Functions Honors

Analyze and graph various polynomial functions, as well as rational, exponential, logarithmic, square root and cube root functions, including real-world applications. Use and apply the Remainder Theorem, Fundamental Theorem of Algebra and the properties of inverse functions to further analyze various functions.

Trigonometry Honors

Use the unit circle to evaluate various trigonometric functions in both radian and degree measure. Use special triangles, Pythagorean Theorem, trigonometric ratios and inverse trigonometric functions to solve various problems. Solve for oblique triangles using the Law of Sines and Cosines.

Add, subtract, multiply and divide complex numbers in rectangular and polar form. Solve problems involving vectors.

AP Statistics 2 semesters
1210320 (Weighted) Grades 10-12

The AP Statistics course is an introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding. *Prerequisite: Algebra 2*
Note: Successful completion of this course and making the minimum score on the AP exam may yield college credit (determined by admitting university)

Pre-Calculus 2 semesters
1202340 (Weighted) Grades 11-12

The purpose of this course is to emphasize the study of functions and skills necessary for the study of calculus. Topics shall include trigonometric functions, theory of limits, conic sections, and an in-depth study of polynomial and rational functions.

Advanced Placement Calculus AB 2 semesters
1202310 (Weighted) Grades 11-12

This course provides study of elementary functions and the general theory and techniques of calculus. The content includes material determined by Advanced Placement Calculus AB. AP Calculus AB is roughly equivalent to first semester college calculus devoted to topics in differential and integral calculus.

Note: It is required that the students take the advanced placement examination in Calculus AB.

Successful completion of this course and making the minimum score on the AP exam may yield college credit (determined by admitting university)

Advanced Placement Calculus BC 2 semesters
1202320 (Weighted) Grade 12

This course is an extension of Calculus AB, including topics commonly covered in second semester college calculus such as parametric and vector-valued functions, polar equations, improper integrals, integration by parts, and sequences and series.

Note: It is required that the students take the advanced placement examination in Calculus BC.

Successful completion of this course and making the minimum score on the AP exam may yield college credit (determined by admitting university)

SCIENCES

GRADE	COURSE SEQUENCE 1	COURSE SEQUENCE 2	COURSE SEQUENCE 3
9 TH GRADE	EARTH/SPACE SCIENCE	EARTH/SPACE SCIENCE HONORS	BIOLOGY HONORS
10 TH GRADE	BIOLOGY	BIOLOGY HONORS	CHEMISTRY HONORS
11 TH GRADE	CHEMISTRY	CHEMISTRY HONORS	AP BIOLOGY, AP CHEMISTRY, AP PHYSICS
12 TH GRADE	ANY ADDITIONAL SCIENCE OFFERING	ANY ADDITIONAL SCIENCE OFFERING	ANY ADDITIONAL SCIENCE OFFERING
ADDITIONAL SCIENCE OFFERINGS: AP BIOLOGY, INTEGRATED SCIENCE, MARINE SCIENCE, MARINE SCIENCE HONORS, MARINE SCIENCE 2 HONORS, AP CHEMISTRY, AP ENVIRONMENTAL SCIENCE, AP PHYSICS			

The table above represents courses available to Coral Shores students depending upon student interest and the availability of a qualified instructor. The sequence an actual student takes depends on many factors including teacher recommendations, standardized test data, and classroom performance.

Students can take more than one science course each year. Additional science courses will take the place of electives in students' schedules.

Earth/Space Science 2 semesters
2001310 Grade 9
 This course includes a study of earth, water, the atmosphere and the processes that have affected their formation and change over time. Also included is the study of the sun, moon, earth, our solar system, the galaxies and universe.

Earth/Space Science Honors 2 semesters
2001320 (Weighted) Grade 9
 This course includes a study of earth, water, the atmosphere and the processes that have affected their formation and change over time. Also included is the study of the sun, moon, earth, our solar system, the galaxies and universe.

Biology 1 Yearlong
2000310 Grade 10
 The purpose of this course is to provide students with general exploration experiences and activities in the concepts of biology. The content will include, but not be limited to, scientific method, scientific measurement, laboratory safety and use of apparatus, biochemistry, cell biology, basic principles of genetics, biological changes through time, survey of the organisms in the five kingdoms, microbiology, structure and function of the human body, global and local ecology, and the interaction of biology with technology and society.

- *Students will be expected to complete laboratory investigations which include research, data collection and analysis, and making conclusions drawn from their investigations,*
- *Students will be expected to maintain a well-organized notebook.*

Biology 1 Honors Yearlong
2000320 (Weighted) Grades 9-10
 The purpose of this rigorous, academic course is to provide students with advanced exploration experiences and activities in the concepts of life. The content will include, but not be limited to, scientific method, scientific measurement, laboratory safety and use of apparatus, cell biology, biochemistry, respiration, and photosynthesis, cell reproduction, basic principles of genetics, biological changes through time, classification and taxonomy, microbiology, structure and function of the human body, ecological relationships, and experimental research and design.

- *Students will be expected to complete laboratory investigations which include research, data collection and analysis, and making conclusions drawn from their investigations*
- *Students will design and carry out an independent research project.*
- *Students will be expected to maintain a well-organized notebook.*

Chemistry 1 2 semesters
2003340 Grades 10-12
 The purpose of this course is to provide students with a quantitative investigative study of the introductory concepts of chemistry. Laboratory activities in cooperative groups will be used to study the properties of matter and energy and their interactions and relevance to everyday surroundings and events.

- *A strong mathematical background which includes the successful completion of Algebra I and Geometry, and enrollment in Algebra II, is strongly recommended.*
- *Students are expected to maintain a notebook.*

Chemistry 1 Honors 2 semesters
2003350 (Weighted) Grades 10-12
The purpose of this laboratory course is to provide students with rigorous study of the composition, properties, and changes associated with matter. The content will include, but not be limited to, changes of matter, atomic structure, periodic table, bonding, formulas and equations, mole concept, gas laws, reaction rates and equilibrium, solutions, acids, bases, salts, electrochemistry, thermodynamics, and organic chemistry. All areas of study will involve laboratory investigations where lab techniques and writing lab reports will be emphasized.

- A strong mathematical background, which includes successful completion of algebra I is required.
- Students are expected to maintain a notebook.

Physics 1 2 semesters
2003380 Grade 10-12
An introduction to high school physics to include force, energy, sound, light, magnetism, electricity. All areas will involve some problem solving, laboratory investigations and projects.

- A strong mathematical background, which includes successful completion of geometry, is strongly recommended.

Integrated Science 1 2 semesters
2002400 Grades 11-12
Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The course is an overview of various science fields to include but Biology, Chemistry, Physical Science, Environmental Science, and Ecology.

Advanced Placement Physics 2 semesters
2003421 (Weighted) Grades 11-12
AP Physics 1 is an algebra-based, introductory college-level physics course that explores such topics as Newtonian mechanics (including rotation and motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills.
Note: Successful completion of this course and making the minimum score on the AP exam may yield college credit (determined by admitting university).

Advanced Placement Biology 2 semesters
2000340 (Weighted) Grades 11-12
The purpose of this course is to help students develop a conceptual framework for modern biology and to help students gain an appreciation of science as a process. The primary emphasis of this course will be on developing an

understanding of concepts rather than on memorizing terms and technical details. Essential to this conceptual understanding are the following: personal experience in scientific inquiry; recognition of unifying themes that integrate the major topics in biology; and an application of biological knowledge and critical thinking to environmental and social concerns. Content will include, but not be limited to:

- Molecules and cells
- Biochemistry
- Cellular energetics
- Molecular genetics
- Diversity of organisms
- Ecology

Note: Successful completion of this course and making the minimum score on the AP exam may yield college credit (determined by admitting university).

Marine Science 1 2 semesters
2002500 Grades 11-12

The purpose of this course is to provide a survey of the marine environment. The content will include, but not be limited to, physical, chemical, geological, and biological oceanography; marine ecology; and human impact on the sea. Field and laboratory activities will be stressed.

- Students are expected to maintain a notebook and a marine aquarium
- Students are encouraged to attend field trips.
- Students may be asked to complete a marine-related and/or science fair project.

Marine Science 1 Honors 2 semesters
2002510 (Weighted) Grades 11-12

The purpose of this course is to provide the student with a survey of the marine biome. The content will include, but not be limited to, the origin of the oceans; the nature of the marine habitat including chemical, physical, and geological aspects; ecology of the sea zonation; marine communities; classification, taxonomy and characteristics of major marine phyla/divisions; and man's interrelationship with the ocean. Comprehension and application of complex concepts of marine ecology are practiced. Field and laboratory activities will be stressed. Students are expected to maintain a notebook and a marine aquarium.

- Students are expected to complete a marine-related project or research paper.
- Students may be asked to complete a marine-related and/or science fair project.
- Successful completion of Biology is STRONGLY recommended.

Marine Science 2 Honors
2002530 (Weighted)

2 semesters
Grades 11-12

After successful completion of Marine Science I (regular or honors) students are eligible to apply for Marine Science 2 Honors. The class is designed to integrate marine science with other disciplines through research projects, training and internships. Laboratory investigations which 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.

Notes:

- *To be eligible, students must complete the application process. Students selected for the program will be required to submit a signed and notarized liability release.*
- *All participants are expected to attend a training workshop during the week prior to the start of school in August that will take at least three half days.*
- *SCUBA diving activities are an important part of the program. All students must have completed their diving certification prior to the August training.*
- *This course will require a year-long research project and participation in the school science fair.*
- *This course will require students to participate in activities after school and on weekends.*
- *Successful completion of Biology is STRONGLY recommended.*



**Advanced Placement
Environmental Science**
2001380 (Weighted)

2 semesters
Grades 10-12

This is a lab course investigating scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

- *Students should have a strong interest and aptitude in science.*
- *Students will be expected to complete laboratory investigations which include research, data collection and analysis, and making conclusions drawn from their investigations*
- *Students will be expected to maintain a well-organized notebook*
- *Note: Successful completion of this course and making the minimum score on the AP exam may yield college credit determined by admitting university).*



Advanced Placement Chemistry
2001380 (Weighted)

2 semesters
Grades 11-12

The AP Chemistry course is designed to be the equivalent of a general Chemistry I course usually taken during the first year in college. Students must have successfully completed a first course in Chemistry Honors with an A or B final letter grade. In addition, students must also have successfully completed Algebra 2. Extensive chemical calculations shall be covered in this course. Students will be required to maintain a laboratory portfolio. Laboratory work equivalent to that of a typical college course is expected.

Note: Successful completion of this course and making the minimum score on the AP exam may yield college credit (determined by admitting university).

SOCIAL STUDIES

GRADE	COURSE SEQUENCE 1	COURSE SEQUENCE 2
9 TH GRADE	GEOGRAPHY	AP HUMAN GEOGRAPHY
10 TH GRADE	WORLD HISTORY	AP WORLD HISTORY
11 TH GRADE	UNITED STATES HISTORY	AP AMERICAN HISTORY
12 TH GRADE	AMERICAN GOVERNMENT / ECONOMICS	AP AMERICAN GOVERNMENT AND POLITICS / AP MACROECONOMICS
ELECTIVES AVAILABLE		
AP PSYCHOLOGY, AP EUROPEAN HISTORY, AP HUMAN GEOGRAPHY, COMPREHENSIVE LAW STUDIES		

The table above represents common sequences of courses for many students. The sequence an actual student takes depends on many factors including teacher recommendations, standardized test data, and classroom performance. These factors can allow students to move from one potential sequence to another.

World Cultural Geography 2 semesters
2103300 Grade 9
 The World Cultural Geography course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of world cultural regions in terms of location, physical characteristics, demographics, historical changes, land use, and economic activity. Content should include, but is not limited to, the use of geographic tools and skills to gather and interpret data and to draw conclusions about physical and human patterns, the relationships between physical geography and the economic, political, social, cultural and historical aspects of human activity, patterns of population growth and settlement in different cultures and environments, the interaction between culture and technology in the use, alteration and conservation of the physical environment, and the interrelationships and interdependence of world cultures.
(Required only for students entering 9th grade in 2012-2013 and beyond)

AP Human Geography 2 semesters
2103400 (Weighted) Grades 9-12
 This course will provide a survey of world patterns of culture, such as population, language, religion, urban and rural settlement, and their relationships. The course will emphasize the global diversity of world cultures, contrasting worldviews and the issues raised.
Note: Successful completion of this course and making the minimum score on the AP exam may yield college credit (determined by admitting university).



World History 2 semesters
2109310 Grade 10
 This course will explore ancient civilizations and various cultures of the world. Historical world events will be examined to reveal how history throughout the ages has affected humanity in the past and our own lives today. Societal aspects of politics, economics, religion, science and the culture of civilizations worldwide will be investigated.

Advanced Placement World History 2 semesters
2109420 (Weighted) Grades 10-12
 Advanced Placement World History: The purpose of this rigorous academic course is to provide students with an understanding of the development of several world regions within the context of history by examining connections to the past in order to prepare for the future as participating members of a global community. Students use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings.

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

- the content specified by the Advanced Placement Program
- an exposure to the foundations of World History prior to 1000 A.D.
- an emphasis on the time period between 1000 and present
- Asia, Europe, Saharan, and sub-Saharan Africa
- China, Mesoamerica, Islam, Mongol dominance, new political units in Africa and Europe

Students participating in this course should expect extensive reading and writing at an advanced academic level. Requirements for this course include completion of an entrance essay and summer reading.
Note: It is required that the students take the advanced placement examination in World History.
Successful completion of this course and making the minimum score on the AP exam will yield college credit (determined by admitting university).

**United States History
2100310**

Yearlong
Grade 11

In this course students will explore America's story from the time of the Civil War through the recent developments of the twentieth century. Themes of the frontier, big business, conflict, immigration, civil rights, politics, American culture and global interaction, and others to 1945 will be followed to see how they have affected our lives today. This is a continuation of American History I offered in 8th grade. American History I material (the discovery period through colonial times and the development of our nation) will be reviewed.

(Beginning with the students entering 9th grade in 2012-2013 this moves from a 9th grade requirement to an 11th grade requirement.)

**Advanced Placement U.S. History
2100330 (Weighted)**

2 semesters
Grade 11-12

The AP U.S. History course is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full year introductory college courses. Students will learn to assess historical materials---their relevance to a given interpretive problem, reliability, and importance---and to weigh the evidence and interpretations presented in historical scholarship. Students successful in this course will develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in an essay format.

(Beginning with the students entering 9th grade in 2012-2013 this moves from a 9th grade requirement to an 11th grade requirement.)

Successful completion of this course and making the minimum score on the AP exam may yield college credit (determined by admitting university).



•Blocked Course •

American Government 2106310	1 semester Grade 12
Economics w/Financial Literacy 2102335	1 semester Grade 12

American Government: American Government students will learn about the foundations of our American government and how it functions in our culture. Our living Constitution, which has established procedures, rights, and responsibilities for our people and structure for our government in a changing world, will be covered in depth. State and local government programs will also be studied. Students will become part of the political process by becoming involved with important current issues.

Economics w/Financial Literacy: The subject of money, its power and how it works to drive our society will be developed. Business, banking, taxes, trade, our mixed market economy and other economic systems will all be covered. Students will learn about supply and demand, and how vital resource management is to the global economy. The practical side of economics and the direct impact of economics on the students' lives will be emphasized.

•Blocked Course •

AP United States Government 2106420 (Weighted)	1 semester Grade 12
AP Macroeconomics 2102370 (Weighted)	1 semester Grade 12

Advanced Placement United States Government: The purpose of this class is to give students a critical perspective on politics and government in the United States. This course involves the study of the general concepts used to interpret American politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that make up the American political reality.

Advanced Placement Macroeconomics: The purpose of an AP course in macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. Such a course places particular emphasis on the study of national income and price-level determination and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth and international economics.

Note: Successful completion of this course and making the minimum score on the AP exam will yield college credit (determined by admitting university).

ACADEMIC ELECTIVES

LANGUAGE ARTS

Journalism 2 semesters
1006300* Grades 9-12

This course provides instruction in basic aspects of journalism. Students will learn in a business-like atmosphere to create and advertise the school newspaper and yearbook. The content includes instruction in recognizing and writing news for journalistic media; developing editorials and feature stories; and the history and traditions of journalism. Students will have the opportunity to interview students, teachers, and community members as well as write and photograph current student events. Students should have a passion for writing and an interest in developing their writer's voice by representing the world around them. Committed journalism students will have the opportunity to gain leadership roles and experiences.

***Course code depends upon level of experience – Level 5 Journalism courses and above are weighted credits.**

Note: Journalism I meets the one credit Practical/Fine Arts graduation requirement



Reading 2 semesters
1008300 Grades 9-12

The purpose of this course is to provide instruction that enables students to develop and strengthen reading skills and develop independent reading endurance.

Notes:

- This course is a requirement for all students scoring Level 1 on the State Reading Assessment.
- This course may be required for students based on other reading measures assessed in grades 8 through 12 (e.g. STAR, etc.)
- This course may be repeated by a student as needed
- Credit earned counts toward the elective requirements for graduation

SCIENCE

Students can take more than one science course each year. Additional science courses will take the place of electives in students' schedules.

Additional Science offerings are listed in the section starting on Page 25.



SOCIAL STUDIES

Students can take more than one social studies course each year. Additional social studies courses will take the place of electives in students' schedules.

Additional social studies offerings are listed in the section starting on Page 28.

Advanced Placement Psychology 2 semesters
2107350 (Weighted) Grades 10-12

This course is designed to provide students an understanding of the study of psychology. Students will acquire an understanding of and an appreciation for human behavior, behavioral interaction, and the progressive development of individuals. This will better prepare them to understand their own behavior and the behavior of others.

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

- research methodology
- biological bases of behavior
- sensation and perception
- states of consciousness
- learning
- cognition
- motivation and emotion
- developmental psychology
- personality
- theory psychological testing
- abnormal psychology
- treatment of psychological disorders
- social psychology

Note: Successful completion of this course and making the minimum score on the AP exam may yield college credit (determined by admitting university).

Comprehensive Law Studies
2106370

2 semesters
Grades 9-12

The grade 9-12 Comprehensive 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 components and processes associated with the American legal system and the comprehensive examination of the civil and criminal justice systems. Content should include, but is not limited to, the historical antecedents for law, reason for laws, civil and criminal law, social values and their impact on the establishment and interpretation of laws, causes and consequences of crime, comparison of adult and juvenile justice systems, significance of the Bill of Rights to the American legal system, family and consumer law, rights and responsibilities under the law, and importance of the adversarial relationship in American jurisprudence.

•Blocked Course•

Sociology 2108300	1 Semester Grades 9-12
Anthropology 2101300	1 Semester Grades 9-12

Sociology:

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.

Anthropology: The primary content emphasis for this course pertains to the study of the differences and similarities, both biological and cultural, in human populations. Students recognize the characteristics that define their culture and gain an appreciation for the culture of others. Content will include, but is not limited to, human biological and cultural origins, adaptation to the physical environment, the diversity of human behavior, the evolution of social and cultural institutions, patterns of language development, family and kinship relationships, and the effect of change on cultural institutions.

PHYSICAL EDUCATION

Note: Dressing out in black shorts, white T-shirt and gym shoes is required for all Physical Education courses.

H.O.P.E. 2 semesters
1506320 Grades 9-12

Health Opportunities through Physical Education. 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. In addition to the physical education content, specific health education topics within this course should include, but are not limited to:

- Mental/Social Health
- Physical Activity
- Components of Physical Fitness
- Nutrition and Wellness Planning
- Diseases and Disorders
- Health Advocacy

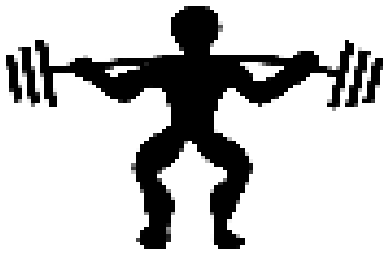
Team Sports I 1 semester
1503350 Grades 9-12

Team Sports II 1 semester
1503360 Grades 9-12

This is a survey course whose purpose it is to: (a) acquire knowledge of team sports play, (b) develop skills in selected team sports, and (c) maintain and/or improve health-related fitness.

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

- *safety practices*
- *rules, terminology, and etiquette*
- *history*
- *biomechanical and physiological principles*
- *techniques and strategies*
- *sportsmanship*
- *fitness activities*
- *fitness assessment*
- *consumer issues*
- *benefits of participation*



Weight Training 1	1 semester
1501340	Grades 9-12
Weight Training 2	1 semester
1501350	Grades 9-12

Weight Training 1: The purpose of this course is to: (a) acquire basic knowledge and skills in weight training, (b) improve muscular strength and endurance, and (c) begin to enhance body image.

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

- *safety practices*
- *assessment of health-related fitness*
- *the importance of muscular strength and endurance*
- *health problems associated with inadequate levels of muscular strength and endurance*
- *musculoskeletal system*
- *biomechanical and physiological principles to improve and maintain muscular strength and endurance*
- *assessment of basic skills*
- *nutrition*
- *consumer issues*
- *fitness activities*

Weight Training 2: The purpose of this course is to: (a) extend the knowledge and development of skills in weight training, (b) further improve muscular strength and endurance, and (c) further enhance body image.

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

- *safety practices*
- *assessment of health-related fitness*
- *reinforcement of basic weight-training concepts*
- *expansion of weight-training programs*
- *weight-training theories*
- *the design, implementation, and evaluation of a personal weight-training program*
- *assessment of basic skills*
- *consumer issues*
- *fitness activities*

Weight Training 3	1 semester
1501360	Grades 10-12
Comprehensive Fitness	1 semester
1501390	Grades 10-12

Advanced Weight Training: The purpose of this course is to: (a) further extend the knowledge and development of skills in weight training, (b) continue to improve muscular strength and endurance, and (c) continue to enhance body image.

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

- *safety practices*
- *assessment of health-related fitness*
- *reinforcement of weight-training concepts*
- *design, implementation, and evaluation of a personal weight-training program to meet specific needs and goals*
- *organization and administration of weight-lifting activities*
- *assessment of basic skills*
- *consumer issues*
- *fitness activities*

Comprehensive Fitness:

The purpose of this course is to: (a) extend the knowledge of health related fitness concepts; (b) achieve and maintain a health enhancing level of personal fitness by designing, implementing, self-assessing, and modifying a personal wellness program; and (c) demonstrate use of the mechanical principles as they apply to course activities.

Individual & Dual Sports 1	1 semester
1502410	Grades 9-12
Individual & Dual Sports 2	1 semester
1502420	Grades 9-12

The purpose of these courses is to enable students to develop knowledge and skills in specified individual and dual sports and to maintain or improve health-related fitness.

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

- *Safety practices*
- *Rules, terminology, and etiquette*
- *History*
- *Biomechanical and physiological principles*
- *Techniques and strategies*
- *Sportsmanship*
- *Fitness activities*
- *Fitness assessment*
- *Consumer issues*
- *Benefits of participation*

FITNESS LIFESTYLE AND ISSUES

Fitness Lifestyle Design 1501310	1 semester Grades 10-12
Fitness Issues for Adolescence 1501320	1 semester Grades 10-12

The purpose of these courses is to provide students who are two or more season athletes an opportunity to develop and enhance their performance and knowledge in training techniques for muscular fitness and cardiovascular fitness and how to train for their specific course of expertise.

Some of the areas to be covered will be:

- *safety practices*
- *assessment of health-related fitness*
- *reinforcement of cardiovascular fitness concepts*
- *design, implementation and evaluation of a personal weight-training program to meet specific needs and goals*
- *nutrition for athletes*
- *performance enhancers*
- *assessment of basic skills and advanced motor patterns*
- *consumer issues*
- *fitness activities*

Note: In order to register for this course students must have participated in multiple sports their freshmen year (or beyond). Consideration will be given to single-sport athletes with a high degree of commitment toward their sport. A minimum cumulative 2.0 GPA is required.

Course registrations will be reviewed by the athletic director of Coral Shores High School to ensure compliance with course objectives.

WORLD LANGUAGES

Note: Foreign language is not a requirement for high school graduation nor is it necessary for admission to a community college. However, four year universities require 2 consecutive years of the same foreign language for admission.

Spanish I 0708340	2 semesters Grades 9-12
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The purpose of this course is to enable students to begin to acquire proficiency in Spanish through a linguistic, communicative, and cultural approach to language learning. Emphasis is placed on the development of listening, speaking, reading, and writing skills and on acquisition of the fundamentals of applied grammar. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course.

Spanish II 0708350	2 semesters Grades 10-12
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The purpose of this course is to enable students to enhance proficiency in Spanish through a linguistic, communicative, and cultural approach to language learning. There is continued emphasis on the development of listening, speaking, reading, and writing skills and on acquisition of the fundamentals of applied grammar. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course.

Spanish III Honors 0708360 (Weighted)	2 semesters Grades 9-12
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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.

Advanced Placement Spanish 0708400 (Weighted)	2 semesters Grades 9-12
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The purpose of this course is to develop oral and written fluency in Spanish. The course content includes, but is not limited to the content specified by the College Board.

Note: Successful completion of this course and making the minimum score on the AP exam may yield college credit (determined by admitting university).

MUSIC AND DRAMA

Note: All music offerings count toward the fulfillment of the fine arts graduation requirement.

Band 1302300*	4 semesters Grades 9-12
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Band class provides individual, small ensemble, and large group instruction and performance experiences in wind and percussion instruments. The major emphasis of study will focus on skill development, conceptual understanding, and aesthetic appreciation needed to perform selected band literature. Students are given the chance to compete on district, county, university and state levels as individuals and also with the entire group. This group takes advantage of festivals provided by the Florida Bandmasters Association.

- *This course will require extra rehearsals and performances beyond the school day.*
- *Activities for these classes will include concert band, festivals, evaluations, honor bands, etc.*

- *Marching band is an after school activity but counts as extra credit towards the class grade. Participation in Marching Band is highly recommended but not required.*
- *Students enrolled in Band each of their high school years could have the opportunity to reach an advanced level of proficiency in music theory through the study of modules that will prepare them to take the Advanced Placement Music Theory test at the end of their junior or senior year. Making the minimum score on the AP exam (as determined by the admitting university) will yield college credit.*

*** Course code depends upon level of experience – some courses above Band IV are weighted**

AP Music Theory 2 semesters
1300330 Grades 10-12

The ultimate goal of an AP Music Theory course is to develop a student’s ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. The achievement of this goal may be best promoted by integrated approaches to the student’s development of: aural skills, sight-singing skills, written skills, compositional skills and analytical skills.

Note: Successful completion of this course and making the minimum score on the AP exam may yield college credit (determined by admitting university).

Keyboard/Piano 1 Grades 9-12
1301360

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. 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.

Theater 1 2 semesters
0400310 Grades 9-12

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

Special Note: *This course may require students to participate in extra rehearsals and performances beyond the school day.*

Theater 2 2 semesters
0400320 Grades 9-12

This course is designed for students with a year of experience or more, and promotes enjoyment and appreciation for all aspects of theatre through opportunities to build significantly on existing skills. Classwork focuses on characterization, playwriting, and playwrights’ contributions to theatre; while improvisation, creative dramatics, and scene work are used to help students challenge and strengthen their acting skills and explore the technical aspect of scene work.

Special Note: *This course may require students to participate in extra rehearsals and performances beyond the school day.*

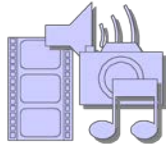
Theater 3 Honors 2 semester
0400330 (Weighted) Grades 11-12

This course is designed for students with significant experience in theatre, and promotes depth of engagement and lifelong appreciation for theatre through a broad spectrum of teacher-assigned and self-directed study and performance. Students regularly reflect on aesthetics and issues related to and addressed through theatre, and create within various aspects of theatre in ways that are progressively more innovative. In keeping with the rigor expected in an accelerated setting, students assemble a portfolio that showcases a significant body of work representing personal vision and artistic growth over time; mastery of theatre skills and techniques in one or more areas; and evidence of significant oral and written analytical and problem-solving skills based on their structural, historical, and cultural knowledge.

Musical Theatre 1-3 2 semesters
0400700 & 0400710 Grades 9-12

Students’ course work focuses on, but is not limited to, acting, vocal performance, dance, non-dance movement, and staging, which transfer readily to performances in musicals and other venues. Students survey the evolution of music in theatre from ancient Greece to modern Broadway through a humanities approach and representative literature. Music theatre students explore the unique staging and technical demands of musicals in contrast to non-musical plays. 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.

This course will require extra rehearsals and performances beyond



ARTS

Note: All art courses count toward the fulfillment of the Fine Arts graduation requirement.

Drawing I 2 semesters **0104340** Grades 9-12

This art course introduces the student to a variety of drawing techniques and self-expression utilizing a variety of media and subject matter to produce specific visual statements. Prominent visual artists, their styles, and accomplishments will also be studied. Students practice, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. The content of this course will include assignments based on reading, writing, research, and basic drawing skills.

- *Purchase of some materials will be necessary and a lab fee may be assessed*

Painting I 2 semesters **0104370** Grades 10-12

This art course introduces the student to a variety of painting techniques and self-expression utilizing a variety of media and subject matter to produce specific visual statements. Prominent visual artists, their styles, and accomplishments will also be studied. Students practice, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination.

The content of this course will include assignments based on reading, writing, research, and basic drawing/painting skills.

- *Drawing 1 is a Prerequisite*
- *Purchase of some materials will be necessary and a lab fee may be assessed*

Drawing 2-3 2 semesters **0104350** Grades 10-12

Students continue to practice, improve, and manipulate the structural principles and elements of art through a variety of drawing techniques and self-expression utilizing a variety of media and subject matter to produce quality work.

Students will create a portfolio throughout this course that demonstrates their skills using the principle and elements of

design. The content of this course will include assignments based on reading, writing, research, and basic drawing skills

- *Prerequisites Drawing 1, Drawing and Painting 1*
- *Purchase of some materials will be necessary and a lab fee may be assessed*

Painting 2-3 2 semesters **0104380** Grades 10-12

Students continue to practice, improve, and manipulate the structural elements of art through a variety of painting techniques and self-expression utilizing a variety of media and subject matter to produce quality work. Students will continue to perfect their skills through the principle and elements of design in a composition from observation, research, and/or imagination. The content of this course will include assignments based on reading, writing, research, and basic drawing skills

- *Prerequisites- Drawing and Painting 1, Drawing 1, Painting 1*
- *Purchase of some materials will be necessary and a lab fee may be assessed*

Ceramics/Pottery 1, 2 & 3 2 semesters **0102300** Grades 9-12

Ceramics/Pottery I introduces basic hand building techniques. Students will concentrate on developing skills, awareness of materials and methods, as well as terminology. Various artistic styles and cultures will be explored. Assignments are based on meeting objectives and demonstrating learner outcomes. Group activities, reading, and some research assignments will be given. *Purchase of some materials will be necessary and a lab fee may be assessed*

AP Art 2 semesters **0109350 (Weighted)** Grades 10-12

Varies – may include any AP Art courses based on communication with the instructor and prior approval.

MISCELLANEOUS

Leadership Skills Development 2400300	2 semesters Grades 9-12
Leadership Techniques 2400310	2 semesters Grades 10-12
Peer Counseling 1 & 2 1400300 & 1400310	2 semesters Grades 11-12

**Students MUST complete an application process for placement into this course.*

The main purpose of this class will be working with current student leaders in groups such as Student Council, Student Government and other club officers. Students will learn leadership skills, parliamentary procedure, problem solving, decision making, communication skills, group dynamics, time and stress management, public speaking, human relations, public relations, team building, and other group processes.

Students and their parents must sign a participation agreement identifying other expectations (such as time spent outside of the regular school day) of the leadership class

- *Students are expected to maintain a detailed portfolio*
- *This program requires students to be visible on campus and in the community.*
- *Students who do not abide by school and class rules or project an unfavorable image of Coral Shores High School will be removed from the program*

•Blocked Course • ACT/SAT Preparation

Critical Thinking & Study Skills 1700370	1 semester Grades 10-12
Career Research and Decision Making 1700380	1 semester Grades 10-12

The purpose of these courses is to provide students with practice in ACT English, Mathematics, Reading and Science sub-tests and in SAT verbal and mathematical skills. The course will focus on critical reading, word relationships, sentence relationships, standard written English, and arithmetic, algebraic, and geometric problem solving. In addition, students will become familiar with test directions, test question construction, and test taking strategies. Successful completion of Geometry is required.

AVID 2 semesters
8209020 Grades 9-11

AVID (Advancement Via Individual Determination) is a systemic instructional College Readiness system focused on leadership and self-determination. The elective course (which students must apply for) prepares students for entrance into four-year colleges through an emphasis on academic and social skills that will help students to develop the habits and behaviors needed to succeed in higher education and beyond. There is an emphasis on analytical writing, preparation for college entrance and placement exams, study skills and test taking, note taking, and research. The AVID teachers will visit schools in the springtime to introduce the program and interviews will be held afterward.

COMMERCIAL FISHING

Commercial Fishing 1-3 2 semesters
8751210 Grades 9-12

The purpose of the program is to prepare students for employment as an officer or fishing vessel captain. The program will prepare students for crew duties on seagoing boats, barges, and ships. Included are boat operation, fishing operations, cleaning and preservation, loading and unloading and emergency procedures.



CAREER AND TECHNICAL EDUCATION

Courses within the Career and Technical Department represent a sequence of courses designed to provide a student with an in-depth experience in a field that should lead directly to employability within that particular field. Students should select a "path" carefully as each represents a **THREE-COURSE** sequence and students are not permitted to take multiple paths. At the completion of a three-course sequence, students can continue their education in each area with the On the Job training courses that are available for each course.

Industry Certification Requirements: All course sequences are moving toward offering one or more opportunities to earn industry certification after mastering the competencies embedded in CTE coursework. Current industry certification areas are noted in the individual course "paths". Industry certification is required for the Merit Diploma designation.

BUSINESS EDUCATION

Digital Information Technology 2 semesters
8207310 Grades 9-12

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. Digital Information Technology includes the exploration and use of: databases, the internet, spreadsheets, presentation applications, management of personal information and email, word processing and document manipulation, HTML, web page design, and the integration of these programs using software that meets industry standards.

All students taking the course will work towards obtaining their Microsoft Office Specialist Certification, which is acknowledged nationwide as an industry standard. The Florida Department of Education requires that students pass all three Microsoft Office Specialist industry certifications in order to be acknowledged as a Merit Scholar on their high school diploma, to use the certifications as a high school Science Credit, and to receive three hours of college credit from Florida colleges.

Industry Certification: All students are eligible to earn Microsoft Office Specialist certification in Microsoft Word, PowerPoint, and Excel.

- *This course meets the one credit Practical/Fine Arts graduation requirement*
- *This course meets the one credit Online High School graduation requirement*
- *Upon passing all 3 MOS Industry Certifications, this course meets the requirement to receive 3 college credits from some Florida Colleges and Universities.*
- *Upon passing all 3 MOS Industry Certifications, this course meets the requirement to substitute for up to one science credit (except for Biology I).*

Custom Promotional Layout Design 2 semesters
8217110 Grades 9-12
Pre-Requisite: Computing for College and Careers OR
Digital Information Technology OR
Introduction to Informational Technology

This course is designed to develop basic entry-level skills required for careers in the custom imprinted merchandise industry. The content includes computer skills, layout, design, measurement activities, decision making activities, digital imaging, sublimation activities, digital embroidery activities, digital precision cutting activities, direct to garment printing activities, and sign making activities. After successful completion of Custom Promotional Layout Design students will be able to perform basic design and layout in predictable situations.

The Adobe Certified Associate (ACA) certification in Photoshop validates entry-level skills needed to plan, design, build, and maintain effective communications by using different forms of digital media. Photoshop enables users to animate video frames, paint and clone over multiple frames, and import and export files in a wide range of formats, engaging user experiences that create more accurate composites.

Industry Certification: All students are eligible to earn Adobe Certified Associate in Adobe Photoshop.
This course meets the one credit Practical/Fine Arts graduation requirement

Promotional Design Management 2 semesters
8217120 Grades 10-12
Pre-Requisite: Custom Promotional Layout Design

This course is designed to develop organizational skills needed for the imprinted merchandise industry. The content includes entrepreneur concepts, basic supervision and management activities, portfolio development activities, and workforce development skills evaluation activities. After successful completion of Promotional Design Management the student will be able to manage small production runs of imprinted merchandise in unpredictable situations.

The Adobe Certified Associate (ACA) certification in InDesign, is aimed at those who plan careers as professional designers, printers, advertisers, or publishers. Adobe InDesign certification sets the industry standard in desktop publishing for print and digital page layout. Offering pixel-perfect control over design and typography, designers can create professional page layouts for print or digital media. With so many powerful features, Adobe certified staff tend to be more skilled in their use of InDesign than their noncertified peers.

Industry Certification: All students are eligible to earn Adobe Certified Associate in Adobe InDesign

This course meets the one credit Practical/Fine Arts graduation requirement

AP Computer Science A 2 Semesters
0200335 (Weighted) Grades 10-12

AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles will give students the opportunity to use technology to address real-world problems and build relevant solutions. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science.

Note: Successful completion of this course and making the minimum score on the AP exam may yield college credit (determined by admitting university).

AUTOMOTIVE

Automotive Maint. & Light Repair 1 2 semesters
9504110 (Weighted) Grades 9-11

The purpose of this course is to develop the competencies essential to the diesel technology industry. These competencies include demonstrating shop organization, management, and safety procedures; using tools and equipment; demonstrating workplace communication skills; applying math and science to diesel technology operations; and identifying basic employability and entrepreneurial skills. Demonstrate proficiency in safety, first aid, EPA and OSHA Rules in relationship to the automotive system.

Automotive Maint. & Light Repair 2 2 semesters
9504120 (Weighted) Grades 10-12

The purpose of this course is to develop the competencies essential to the diesel technology industry. These competencies include demonstrating shop organization, management, and safety procedures; using tools and equipment; demonstrating workplace communication skills; applying math and science to diesel technology operations; and identifying basic employability and entrepreneurial skills.

Automotive Maint. & Light Repair 3 2 semesters
9504130 (Weighted) Grades 11-12

These classes are intended to be a module known as **Automotive Electrical Systems**. Students may take one or both classes in a single school year. Students will be expected to do the following:

- Demonstrate proficiency in Safety, First Aid, EPA and OSHA Rules in relationship to automotive electrical/electronics.
- Demonstrate proficiency in diagnosis/troubleshooting electrical components relating to the power train.
- Demonstrate proficiency in servicing the battery, diagnosis of the starting and charging system and diagnosis of the lighting system.
- Demonstrate proficiency with the Multi-Meter, diagnosis of gauges, warning devices, horn, wiper/washer and accessories.

Successful completion of Introduction to Automotive Maintenance & Light Repair 1 is required in order to enroll in this course.

Industry Certification: Coral Shores is in the process of developing the automotive sequence to comply with federal requirements of industry certification.

MARINE SERVICE

Outboard Marine 1 9504210 (Weighted)	2 semesters Grades 9-11
Outboard Marine 2 9504220 (Weighted)	2 semesters Grades 10-12
Outboard Marine 3 9504230 (Weighted)	2 semesters Grades 11-12
Outboard Marine 4 9504240 (Weighted)	2 semesters Grade 12

The purpose of the program is to prepare students for employment as entry level marine mechanics and possible enrollment in a technical school. The course content will include the theory and construction of inboard and outboard engines as well as all related systems used in the propulsion of boats. Training in communication, leadership, human relations, employability skills, and safe, efficient work practices will also be included. Shop or activities will be an integral part of the program.

This program begins with the fundamentals of marine propulsion, fuel systems, electrical systems, and drive systems. The student will be working with tools, gauges, and special equipment in order to progress through the levels of knowledge of inboard and outboard technology needed in the trade field. The program is technical and hands-on in a safe environment.

- *To continue in this program, a student must display responsibility in the working shop area.*

Industry Certification: Coral Shores is in the process of developing a pathway toward industry certification in Marine Service. At this time the State of Florida does not recognize industry certification in this area.

DIGITAL VIDEO PRODUCTION

Digital Video Production 1 8772410 (Weighted)	2 semesters Grades 9-12
Digital Video Production 2 8772420 (Weighted)	2 semesters Grades 10-12
Digital Video Production 3 8772430 (Weighted)	2 semesters Grades 11-12
Digital Video Production 4 8772440 (Weighted)	2 semesters Grade 12

The purpose of this program is to prepare students for initial employment as production assistants, audio/video equipment technician, video/TV camera operators, video editors, multimedia artists/animators and broadcast technicians.

Note: *This course meets the one credit Practical/Fine Arts graduation requirement*

Industry Certification: Students will be eligible to earn industry certification in **Final Cut Pro X** (video editing certification) following the completion of course sequence.

CULINARY OPERATIONS

Culinary Arts 1 8800510	2 semesters Grades 9-11
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This course was developed as part of a three-credit core. Students will develop competence in career and job opportunities; basic food skills; personal productivity; safe, secure and sanitary work procedures; operational systems; recipes; commercial tools and equipment; principles of nutrition; front-of-the-house duties; back-of-the house duties; food and beverage preparation.

Culinary Operations 2 8800520	2 semesters Grades 10-12
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This course was developed as part of a three-credit core. Students will develop competence in career and job opportunities; basic skills; work procedures; operational systems; recipes; principles of nutrition; front-of-the house and back-of-the house duties and food preparation. *This is a sequential course requiring successful completion of Food Production and Services 1 (8800510) and instructor recommendation as to suitability and functional performance.*

Note: *This course meets the one credit Practical/Fine Arts graduation requirement*

Culinary Operations 3 8800530	2 semesters Grades 11-12
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This course was developed as part of a three-credit core. Students will develop competence in career and job opportunities; basic skills; personal productivity; work procedures; operational systems; recipes; front-of-the house and back-of-the house duties and food preparation. *This is a sequential course requiring successful completion of Culinary Arts 1 and 2 (8800510 and 8800520) and instructor recommendation as to suitability and functional performance.*

Note: *This course meets the one credit Practical/Fine Arts graduation requirement*

Culinary Arts 4 2 semesters
8800540 (Weighted) Grades 10-12

Industry Certification: Students will be eligible to earn industry certification in **Serve Safe and Pro-start** following the completion of different courses in the sequence.

BUILDING CONSTRUCTION

Building Construction Technology 1 2 semesters
8720310 Grades 9-11

This course provides a basic introduction to construction related work and the technical aspects of the construction industry. Topics will include Safety, First Aid and OSHA rules and regulations as pertaining to this field.

Carpentry including selection and use of hand tools, power tools, equipment, lumber, material and fasteners will be covered as well as introduction to masonry skills. Basic work skills, mathematics and principles of technology are reinforced.

Electrical Section of this course will include basic theory and installation practices, wire sizing and various raceways applied in an electrical system.

Plumbing will be included with pipe identification and methods of installation as well as soldering, and pipefitting. Drainage, Vents and Waste piping will be covered. Fixture installation practices will be covered.

Air Conditioning and Refrigeration Systems will be identified; refrigeration theory, components and basic controls will be covered. Residential installation, including air distribution is part of this program.

Drafting and Blueprint Reading, including measurements, scales and isometric drawings will be covered.

Building Construction Technology 2 2 semesters
8720320 Grades 10-12

This is a sequential course requiring successful completion of Building Construction Technology 1 and instructor recommendation. Basic knowledge of Mathematics and Science will be necessary for this course.

Continued development of skills gained in BCT-1 will be emphasized. Topics will include Safety, First Aid and OSHA rules in relation to the construction industry. An expanded view of the construction practices will be practiced including: footings, foundations, roofing wall sheathing, and insulation. The Electrical, Plumbing, Air Conditioning and Drafting areas will also be expanded to include layout, design, material take offs, controls and piping configuration.

Building Construction Technology 3 2 semesters
8720330 (Weighted) Grades 11-12

This is a sequential course requiring successful completion of Building Construction Technology 1 & 2 and instructor recommendation. Basic knowledge of Mathematics and Science will be necessary for this course.

Continued development of skills gained in BCT-1 will be emphasized. Topics will include Safety, First Aid and OSHA rules in relation to the construction industry. An expanded view of the construction practices will be practiced including: footings, foundations, roofing wall sheathing, and insulation. The Electrical, Plumbing, Air Conditioning and Drafting areas will also be expanded to include layout, design, material take offs, controls and piping configuration.

Building Construction Technology 4 2 semesters
8720340 (Weighted) Grade 12

This is a sequential course requiring successful completion of Building Construction Technology 1 & 2 and instructor recommendation. Basic knowledge of Mathematics and Science will be necessary for this course.

Continued development of skills gained in BCT-1 will be emphasized. Topics will include Safety, First Aid and OSHA rules in relation to the construction industry. An expanded view of the construction practices will be practiced including: footings, foundations, roofing wall sheathing, and insulation. The Electrical, Plumbing, Air Conditioning and Drafting areas will also be expanded to include layout, design, material take offs, controls and piping configuration.

CORAL SHORES HIGH SCHOOL
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FACTS AND FIGURES

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Kay MacKenzie (students with last names beginning M-Z)
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Chris Harris (College/Career Counseling)
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Grade Levels: Nine through Twelve

Enrollment: Approximately 750

CORAL SHORES HIGH SCHOOL COURSE SELECTION SHEET

This generic course selection sheet will help you prepare for your real course selection sheet:

- Core area recommendations are completed by your current year core area teacher. These will be provided to you.
- Select **ALL EIGHT** elective requests even though you will need only three or four electives. The “back up” choices are important in the event you are unable to get your top choices due to scheduling conflicts or lack of sufficient interest to offer the class.
- Prioritize your electives – elective 1 should be your first choice!
- Remember you CAN take academic courses as electives!

Student Name: _____
 Student Number: _____
 Grade : _____

Core Area Recommendations

Language Arts _____
 Mathematics _____
 Science _____
 Social Studies _____

Elective Requests

	<u>Course Code</u>	<u>Course Name</u>
Elective 1		
Elective 2		
Elective 3		
Elective 4		
Elective 5		
Elective 6		
Elective 7		
Elective 8		