

EVANS HIGH SCHOOL

Course Description Guide



4949 Silver Star Road
Orlando, FL 32808
407-521-3400

2024-2025

Letter from Principal



Trojans,

Welcome to Evans High School! We are excited to welcome new and returning Trojans to EHS. Thank you for your commitment to making Evans High School, “A Place of High Achievement.” Our focus is on Literacy, Rigor, and Relationships and our founding principles of success are based on “Pride, Determination, and Perseverance.”

Evans High School is a place with high expectations for all students, faculty, and staff. At Evans, teachers and students work together to build a strong academic foundation based on state and national standards. We strive to provide a rigorous and relevant high school experience with the character, climate, culture, and curricula that is competitive with any public or private institution.

We believe that each of our students has the courage to overcome any obstacles, the energy to excel beyond expectations, and the determination to do and be their best. At Evans, we seek to make our student’s learning experiences both challenging and memorable. I encourage all of our students and their families to look through this course description guide and identify the courses and opportunities of interest to each student that will set them up for future success.

I look forward to another amazing year at Evans High School!

Kenya Nelson-Warren
Principal

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Evans High School



VISION

To ensure every student has a promising and successful future.



MISSION

With the support of families and the community, we create enriching and diverse pathways that lead our students to success.



EVANS COMMUNITY SCHOOL

Evans High School, A Community Partnership School, was established in 2010 and is a vital part of every student's overall well-being. Thanks to a strong partnership with University of Central Florida, the Children's Home Society of Florida, Orange Blossom Family Health, and OCPS, we are able to offer on-site medical services, social services, and tutoring opportunities for our students and community.

School Contacts

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(stephanie.brown@ocps.net)

School Calendar

2024-2025 School Calendar

Day(s) of Week	Date(s)	Event
Friday-Friday	August 2-9	Pre-Planning August 7-Professional Development Day
Monday	August 12	First Day of School
Monday	September 2	Labor Day Holiday
Friday	October 11	End of First Marking Period
Monday	October 14	Teacher Workday/Student Holiday
Tuesday	October 15	Begin Second Marking Period
Friday	October 25	Teacher Professional Day Student Holiday/Teacher Non-Workday
Monday-Friday	November 25-29	Thanksgiving Break
Friday	December 20	End of Second Marking Period
Monday-Friday Two Weeks	December 23-January 3	Winter Break
Monday	January 6	Teacher Workday/Student Holiday
Tuesday	January 7	Begin Third Marking Period Begin Second Semester
Monday	January 20	Martin Luther King, Jr. Holiday Schools and District Offices Closed
Monday	February 17	Presidents' Day/Teacher Non-Work Day Schools Closed/District Offices Open
Thursday	March 13	End of Third Marking Period
Friday	March 14	Teacher Workday/Student Holiday
Monday-Friday	March 17-21	Spring Break Schools Closed/District Offices Open
Monday	March 24	Begin Fourth Marking Period
Monday	May 26	Memorial Day Holiday Schools and District Offices Closed
Wednesday	May 28	End of Fourth Marking Period Last Day of School
Thursday-Friday	May 29-30	Post Planning

2024-2025 Prioritized Severe Weather Make-Up Days

Priority	Date	Current Use
1	October 25, 2024	Professional Day/Student Holiday
2	November 25, 2024	Monday of Thanksgiving Break
3	November 26, 2024	Tuesday of Thanksgiving Break
4	November 27, 2024	Wednesday of Thanksgiving Break
5	February 17, 2025	Presidents' Day
6	March 21, 2025	Friday of Spring Break
7	March 20, 2025	Thursday of Spring Break
8	March 19, 2025	Wednesday of Spring Break
9	March 18, 2025	Tuesday of Spring Break
10	March 17, 2025	Monday of Spring Break

Standard Diploma Requirements

Students Entering Grade 9 in 2020-2021, 2021-2022, or 2022-2023

What are the diploma options?

Students must successfully complete one of the following diploma options:

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

What are the state assessment requirements?

Students must pass the following statewide assessments:

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

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

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

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

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

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

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

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

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

24 Credit Standard Diploma

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

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

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

Standard Diploma Requirements

Students Entering Grade 9 in 2023-2024 and Thereafter

What Students and Parents Need to Know

What options lead to a standard diploma?

Successful completion of one of the following options:

- 24 credits
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) curriculum
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL)
- Career and Technical Education (CTE) Pathway (See section [s.] [1003.4282](#), Florida Statutes [F.S.]

What are the state assessment requirements?

Students must pass the following statewide assessments:

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

A waiver of assessment results is granted by the Individual Educational Plan (IEP) team for students with disabilities. Additionally, students who have been enrolled in an English for Speakers of Other Languages (ESOL) program for less than two years may meet the requirement for grade 10 ELA by satisfactorily demonstrating grade level expectations of formative assessments.

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

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

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

*Special note: Thirty percent not applicable if not enrolled in the course but passed the EOC (Credit Acceleration Program [CAP]). (See s. [1008.22](#), F.S.)

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

- 2.5 elective credits instead of 7.5
- Physical Education is not required

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

- At least 18 credits are required
- 3.5 elective credits instead of 7.5
 - 2 credits in CTE courses, must result in a program completion and industry certification
 - 1.5 credits in work-based learning programs; Physical Education is not required
- Fine and Performing Arts, Speech and Debate, CTE or Practical Arts is not required

24-Credit Standard Diploma Requirements

Available To All Students, Including Students With Disabilities

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

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

**[Industry certifications](#) for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute for mathematics and science credit.

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

****This requirement was added for students entering grade nine 2023-2024 and thereafter.

Diplomas

Standard Diploma

- Awarded to students who have successfully completed the minimum 24 credits in required subject areas, achieved at least a 2.0 G.P.A., passed the FAST/FSA Reading and FAST/FSA Algebra 1 EOC exams, and successfully completed one high school online course.

Standard Diploma with Access Points

- Awarded to students who have successfully completed the minimum 24 credits through access courses and assessed via an alternate assessment.

Certificate of Completion

- Awarded to students who have completed the minimum number of credits and all other requirements as prescribed by the Orange County School Board but have failed to pass the FSA Reading or Algebra 1 EOC or attain the required unweighted 2.0 grade point average.

Scholar Diploma

- In addition to meeting the requirements for a Standard Diploma, students must successfully complete Algebra 2 or an equally rigorous math course, earn 1 credit in Statistics or an equally rigorous math course, Chemistry or Physics, a course equally rigorous to Chemistry or Physics, earn two credits in the same world language, earn one credit for Advanced Placement, Dual Enrollment, IB, or AICE course, and pass the Geometry, Biology, and US History EOC Exams.

Merit Diploma

- In addition to meeting the requirements for a Standard Diploma, students must attain one or more industry certifications.

Biliteracy Seal

- The Seal of Biliteracy is an award given by the state in recognition of students who have studied and attained proficiency in one or more languages foreign languages in addition to English by high school graduation.

GOLD BILINGUAL SEAL:

- Earned four credits in the same foreign language (target language)
- Maintain a 3.0 GPA in the target language
- Score a level 4 or higher on the AP, IB, SAT Subject Test, or AICE Exam
- Score a level 4 or higher on the 10th Grade ELA FSA/FAST

SILVER BILINGUAL SEAL:

- Earned four credits in the same foreign language (target language)
- Maintain a 3.0 GPA in the target language
- Score a level 3 or higher on the AP, IB, SAT Subject Test, or AICE Exam
- Score a level 3 or higher on the 10th Grade ELA FSA/FAST

Graduation Requirements

OVERVIEW

According to section (s.) 1003.4282, Florida Statutes (F.S.), students must meet certain academic requirements to earn a standard high school diploma from a public school, including passing required courses, earning a minimum number of credits, earning a minimum grade point average, and passing certain required statewide assessments. Students who meet these requirements but do not pass the required assessments will receive a certificate of completion, which is not equivalent to a standard high school diploma. Passing scores for the statewide assessments are determined by the State Board of Education (SBE) and defined in Rule 6A-1.09422, Florida Administrative Code (F.A.C.).

Assessment Graduation Requirements On October 18, 2023, the SBE adopted new score scales and passing scores for the statewide, standardized assessments aligned to the Benchmarks for Excellent Student Thinking (B.E.S.T.), which include the Florida Assessment of Student Thinking (FAST) and B.E.S.T. end-of-course (EOC) assessments. The FAST assessments and B.E.S.T. EOC assessments were administered for the first time during the 2022–23 school year, and the passing scores adopted by the SBE are effective beginning with the second administration (PM2) of FAST during the 2023–24 school year and the Winter 2023 B.E.S.T. EOC administration. The passing standard for a student is determined based on when they took or will take the required assessment, as outlined in the sections and tables below. Students who took these tests for the first time and passed prior to the rule adoption have met the assessment graduation requirement.

Grade 10 English Language Arts: The ELA assessment students must pass to graduate with a standard high school diploma is determined by the student's year of enrollment in grade 9. The FAST Grade 10 ELA Assessment is the required assessment for graduation purposes for students who entered grade 9 in 2021–22 and after. The FAST assessments, aligned to the B.E.S.T. Standards, were administered for the first time during the 2022–23 school year. Students must earn a passing Grade 10 FAST ELA Reading score in the third progress monitoring window (PM3) to meet this graduation requirement (see Table 1). In accordance with s. 1008.22, F.S., all students enrolled in grade 10 are required to participate in the grade 10 ELA assessment regardless of whether they have a passing concordant score on file. For more information on the Grade 10 FAST ELA Reading Assessment, please see the FAST Assessments webpage.

1. E.S.T. Algebra 1 EOC Assessment: The Algebra 1 EOC assessment students must pass to graduate with a standard high school diploma is determined by when students completed Algebra 1 or an equivalent course. Students who complete an applicable course in the 2022–23 school year and beyond are required to pass the B.E.S.T. Algebra 1 EOC Assessment (see Table 1). In accordance with s. 1008.22, F.S., students enrolled in Algebra 1 or an equivalent course are required to participate in the Algebra 1 EOC assessment, regardless of whether they have a passing comparative score on file. For more information on the B.E.S.T. Algebra 1 EOC Assessment, please see the B.E.S.T. Assessments webpage.

Florida Standards Assessment (FSA) Graduation Requirements: Students whose graduation requirement is the Grade 10 FSA ELA may take the FSA ELA Retake (Reading and Writing) or they may satisfy their grade 10 ELA assessment requirement by earning a passing score on the Grade 10 FAST ELA Reading PM3 Assessment (Spring 2023 only) or the FAST ELA Reading Retake (2023–24 and beyond).

Students whose graduation requirement is the FSA Algebra 1 EOC Assessment may take the FSA Algebra 1 EOC Retake, or they may satisfy their Algebra 1 assessment graduation requirement by earning a passing score on the B.E.S.T. Algebra 1 EOC Assessment. Students with the FSA ELA Reading or FSA Algebra 1 EOC graduation assessment requirement may satisfy that requirement by using the applicable alternate passing score on the B.E.S.T. scale (see Table 2).

Table 1 lists passing scores required for graduation for the grade 10 ELA and Algebra 1 assessments.

Table 1: Graduation Assessment Requirements and Passing Score by School Year

Grade 10 ELA				
School Year When Students Entered Grade 9	Assessment	Passing Score	Score Scale	Score Scale Range
2022–23 and beyond	FAST ELA Reading	247	B.E.S.T.	179-308
2021–22 ²	FAST ELA Reading	246 ¹	B.E.S.T.	179-308
		350	Provisional ³	284-412
2014–15 to 2020–21 ⁴	FSA ELA	350	FSA	284-412
2013–14	FSA ELA	349 ⁵	FSA	284-412
Algebra 1				
First Participation in Algebra 1 EOC	Assessment	Passing Score	Score Scale	Score Scale Range
Winter 2023 and beyond	B.E.S.T. Algebra 1 EOC	400	B.E.S.T.	325-475
Winter 2022–Fall 2023	B.E.S.T. Algebra 1 EOC	398 ¹	B.E.S.T.	325-475
		497	Provisional ³	425-575
Spring 2016–Fall 2022 ⁴	FSA Algebra 1 EOC	497	FSA	425-575
Spring, Summer, Fall or Winter 2015	FSA Algebra 1 EOC	489 ⁵	FSA	425-575

¹ The Alternate Passing Scores (APS) on the B.E.S.T. scale are 246 for FAST Grade 10 ELA Reading and 398 for B.E.S.T. Algebra 1.

² Students who entered grade 9 prior to the 2021–22 school year are also eligible for the APS (see Tables 2 and 8).

³ For the 2022–23 school year, scores for FAST and B.E.S.T. assessments were linked to and reported on the 2021–22 FSA score scale, as required by s. 1008.34(7)(d), F.S. Students who took the FAST Grade 10 ELA Reading Assessment or B.E.S.T. Algebra 1 EOC prior to the adoption of the new passing scores by the State Board of Education are able to use these scores to meet their graduation requirement.

⁴ Please see the “2020–21 School Year” and “2019–20 School Year” sections of this document for additional information on requirements for students scheduled to graduate in these school years.

⁵ In addition to the 2013–14 cohort for FSA ELA and the 2015 cohort for Algebra 1 EOC, any student who took the FSA assessment prior to the adoption of the passing score on the FSA scale adopted by the SBE (January 7, 2016) is eligible to use the alternate passing score for graduation, which is linked to the passing score for the previous assessment requirement.

Alternate Passing Scores

Table 2 lists alternate passing scores for FAST and B.E.S.T. assessments. Students whose graduation requirements were for previous assessments or students who participated in an administration of a FAST or B.E.S.T. assessment prior to the adoption of cut scores for that assessment are eligible to use an alternate passing score linked to the passing score on the previous assessment for the purpose of meeting an assessment graduation requirement. Alternate Passing Score information for FCAT/FCAT 2.0 assessments is located in Table 8.

Table 2: FAST/B.E.S.T. Alternate Passing Scores

Assessment	Graduation/Assessment Requirement	Alternate Passing Score	Score Scale
FAST Grade 10 ELA Reading	FSA	246	B.E.S.T.
B.E.S.T. Algebra 1	FSA	398	B.E.S.T.
B.E.S.T. Geometry ¹	FSA	401	B.E.S.T.

¹ Earning a passing score on the Geometry EOC is not required for graduation but may be used to earn a Scholar diploma designation or as a comparative score for the Algebra 1 EOC graduation requirement.

Statewide Assessment Retake Opportunities

Students can participate in the grade 10 ELA Retake or the Algebra 1 EOC assessment each time the test is administered until they achieve a passing score, and students can continue their high school education beyond the twelfth-grade year should they need additional instruction. Please see the [Statewide Assessment Schedule](#) page for more information on the administration windows for these assessments.

Concordant and Comparative Scores

A student can also meet assessment graduation requirements by earning a concordant or comparative score as specified in [Rule 6A-1.09422](#), F.A.C. Tables 3 and 4 show the concordant and comparative scores students may use to satisfy assessment graduation requirements.

Table 3: Grade 10 ELA Concordant Scores¹

Available for students who entered grade 9 in 2020–21 and beyond:	
SAT EBRW/RW ²	480
ACT English and Reading subtests (averaged) ³	18
CLT Verbal Reasoning and Grammar/Writing sections sum ⁴	36
Available for students who entered grade 9 between the 2010–11 and 2019–20 school years ⁵ :	
SAT EBRW/RW ²	430
SAT Reading Subtest ⁵	24
ACT Reading	19
ACT English and Reading subtests (averaged) ³	18

¹ Students whose graduation requirement is the Grade 10 FAST ELA Reading Assessment may use concordant scores aligned to the FSA Grade 10 ELA Assessment (those listed for all students who entered grade 9 in 2020–21 and beyond) until the State Board of Education adopts concordant scores aligned to the Grade 10 FAST ELA Reading Assessment.

² The combined score for the EBRW must come from the same administration of the Reading and Writing subtests. EBRW was updated to RW with the transition to digital SAT.

³ If the average of the two subject test scores results in a decimal of 0.5 or higher, the score shall be rounded up to the next whole number. The scores for the English and Reading subject tests are not required to come from the same test administration.

⁴ The scores from the Verbal Reasoning and Grammar/Writing subject tests that are used to calculate the sum are not required to come from the same test administration.

⁵ Any student who graduated in the 2022–23 school year, regardless of when they entered grade 9, was eligible to use these scores for graduation. Please see Rule 6A-1.09422(8)(a)2., F.A.C.

⁶ Administered in March 2016 or beyond.

Table 4: Algebra 1 EOC Comparative Scores¹

Available for students who entered grade 9 in 2020–21 and beyond:	
PSAT/NMSQT Math	430
SAT Math	420
ACT Math	16
CLT Quantitative Reasoning section	11
Geometry EOC	Level 3
Available for students who entered grade 9 between the 2011–12 and 2019–20 school years ² :	
PERT Mathematics	114
PSAT/NMSQT Math	430
SAT Math	420
ACT Math	16
Geometry EOC ³	Level 3
Available for students who entered grade 9 between the 2011–12 and 2018–19 school years:	
PERT Mathematics	97

¹ Students whose graduation requirement is the B.E.S.T. Algebra 1 EOC Assessment may use comparative scores aligned to the FSA Algebra 1 Assessment (those listed for all students who entered grade 9 between 2011–12 and 2018–19 and between 2011–12 and 2019–20) until the State Board of Education adopts concordant scores aligned to the B.E.S.T. Algebra 1 EOC Assessment.

² Any student who graduated in the 2022–23 school year, regardless of when they entered grade 9, was eligible to use these scores for graduation. Please see Rule 6A-1.09422(8)(b)2., F.A.C.

³ Students eligible for the alternate passing score of 401 on B.E.S.T. Geometry may use it as a comparative score for graduation. Students eligible for either the FSA Algebra 1 EOC alternate passing score of 489 or the FSA Geometry EOC passing score of 492, as defined by Rule 6A-1.09422(7), F.A.C., were eligible to use the alternate passing score of 492 on the FSA Geometry EOC as an Algebra 1 EOC comparative score. See the “Scholar Diploma Designation” section below for eligibility criteria.



Revised December 2023

Other Graduation Options

Scholar Diploma Designation

In accordance with s. [1003.4285\(1\)\(a\)](#), F.S., to qualify for a Scholar diploma designation on a standard high school diploma, a student must earn a passing score on each of the statewide EOC assessments shown in Table 6.

Table 6: Passing Scores Required for a Scholar Diploma Designation

Student Entered Ninth Grade	EOC Assessment		
	Geometry	Biology 1 ¹	U.S. History ¹
2010–11 through 2013–14		X	X
2014–15 and beyond	X	X	X

¹ A student meets this requirement without passing the Biology 1 or U.S. History EOC assessment if the student is enrolled in an Advanced Placement (AP), International Baccalaureate (IB), or Advanced International Certificate of Education (AICE) Biology 1 or U.S. History course and the student takes the respective AP, IB, or AICE assessment, and earns the minimum score to earn college credit.

The passing score for each EOC assessment is the minimum score in Achievement Level 3.

- The passing score for the B.E.S.T. Geometry EOC Assessment was adopted in SBE rule in October 2023. For students who took the B.E.S.T. Geometry EOC Assessment prior to the adoption of the new passing scores, the alternate passing score is 401.
- The passing score for the FSA Geometry EOC Assessment was adopted in SBE rule in January 2016. For students who took the FSA Geometry EOC Assessment in the 2014–15 school year or in 2016 prior to the adoption of the new passing scores, the alternate passing score is 492.
- Students who participated in the B.E.S.T. Geometry EOC prior to the adoption of the B.E.S.T. passing scores may use the provisional score (499) or alternate passing score on the new scale (401).
- Students who are eligible for these alternate passing scores may also use them as a comparative score for the Algebra 1 EOC graduation requirement.

Waivers of Results for Students with Disabilities

Students with disabilities working toward a standard high school diploma are expected to participate in statewide, standardized assessments. State law, however, provides for a waiver of statewide, standardized assessment results for graduation purposes for students with disabilities whose abilities cannot be accurately measured by the assessments. Pursuant to s. [1008.22\(3\)\(d\)2](#), F.S., "A student with a disability, as defined in s. 1007.02(2), for whom the individual education plan (IEP) team determines that the statewide, standardized assessments under this section cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have assessment results waived for the purpose of receiving a course grade and a standard high school diploma. Such waiver shall be designated on the student's transcript." For additional information, visit the [Bureau of Exceptional Education and Student Services webpage](#).

Alternate Pathways for ESOL Students

During the 2021 Legislative Session, s. [1003.433\(3\)\(b\)](#), F.S., was amended to require that, beginning with the 2022–23 school year, students who have been enrolled in an English Speakers of Other Languages (ESOL) program for less than two school years and have met all requirements for the standard high school diploma except for passage of the grade 10 ELA assessment requirement, may meet the grade 10 ELA assessment graduation requirement by "satisfactorily demonstrating grade-level expectations on formative assessments, in accordance with state board rule." Details are provided in [Rule 6A-1.09422, F.A.C.](#)

For more information on alternate pathways for ESOL students, please contact the Bureau of Student Achievement through Language Acquisition at SALA@fldoe.org.

High School Equivalency Diploma Program (2014 GED® Test)

The high school equivalency diploma program is designed to provide an opportunity for adults who have not



Testing

ACT - American College Test

- The ACT Program measures scholastic aptitude in English, mathematics, reading, and natural sciences. Optimum test dates are in the winter or spring of the junior year and again in the fall of the senior year if necessary. Results are provided to the high school and colleges and universities designated by the student. (Most universities and colleges will accept either SAT or ACT test scores, but the student should verify each college's policy.) Register at www.act.org.

SAT - Scholastic Assessment Test

- The SAT is an objective test designed to measure how well students have developed their verbal, writing, and math skills. It is administered on various dates during the year, and fees are assessed. Optimum test dates are in the winter or spring of the junior year and again in the fall of the senior year if necessary. Results are provided to the student's home, high school, and specified colleges and universities. (Most universities and colleges will accept either SAT or ACT test scores, but the student should verify each college's policy.) Register at www.collegeboard.com.

PSAT / NMSQT – Preliminary Scholastic Assessment Test / National Merit Qualifying Test

- The PSAT is a multiple-choice test that measures verbal and mathematical reasoning abilities. National Merit Finalists, National Achievement Scholars and National Hispanic Scholars are identified by taking the PSAT in their junior year.

AP - Advanced Placement

- This test is required at the completion of an advanced placement course. The exam is administered in May and the results are mailed to the home, high schools, and specified colleges. Most colleges accept AP credit, but the student should verify each college's policy. For additional information about Advanced Placement, visit the College Board website at apstudent.collegeboard.org.

ASVAB - Armed Services Vocational Aptitude Battery

- The ASVAB is an excellent career assessment test, measuring mechanical, clerical, verbal, and mathematical skills with a variety of short, timed, multiple-choice test items. It is administered to 10th - 12th graders in the fall. The test can help identify occupations and skills for which students are best suited. There is no commitment to military service for students taking this test.

PERT - Postsecondary Education Readiness Test

- The Postsecondary Education Readiness Test (PERT) was developed by the Florida College System to provide information about the student's level of skill accomplishment in reading, writing, and mathematics. It is the entrance level exam used by all Florida community colleges to measure readiness for college level courses (ACT and SAT scores may be accepted in lieu of the PERT). In collaboration with Valencia College, we administer this test in the spring of each school year to all juniors who are interested in attending college to measure college readiness. This test is required for Valencia dual enrolment. See your counselor for more information.

EOC - End of Course Exams

- Algebra 1 – MUST pass AND 30% of Final Course Grade
- Biology, Geometry, US History – 30% of Course Grade
- State Mandated Locally Constructed Exams – ALL other courses whose EOC is not dictated by a state or national exam - 20% of final course grade.

Course Exam Grading Summary

The examination policies below apply to secondary (Grades 6-12) courses, as well as CTE courses.

OVERVIEW

Calculations of student final grades for all courses in Orange County Public Schools fall into one of three categories with different grading rules. Below is a description of these categories of courses and the grading policies that are applied to each.

Group 1: Courses Associated with Statewide EOC Assessments

These courses are associated with statewide EOC assessments in Algebra I, Geometry, Biology, and US History. No additional teacher, school or district semester or final examination may be administered in these courses, and the district calculates a student's EOC grade from the scale score on the statewide EOC. The grade calculation is as follows:

$35\% \text{ Semester 1 Grade} + 35\% \text{ Semester 2 Grade} + 30\% \text{ Statewide EOC Grade} = \text{Student Final Course Grade}$

Group 2: Courses Associated with National and Other Statewide Assessments or Blended Courses

These courses are associated with national assessments (such as AP and IB assessments) and other statewide assessments (such as FSA grade level assessments and PERT assessments) or blended courses. No additional teacher, school or district semester or final examination may be administered for the course. The grade calculation is as follows:

$50\% \text{ Semester 1 Grade} + 50\% \text{ Semester 2 Grade} = \text{Student Final Course Grade}$

Group 3: Courses Associated with Common Final Exams

These courses are associated with the assessments we refer to as Common Final Exams (CFEs). The CFEs are linked to all courses offered on the OCPS Course Code Directory that do not fall into the other two categories. No additional teacher, school or district semester or final examination may be administered for these courses. There are two grade calculation methods depending on whether or not the course is a full year or semester course.

FULL YEAR COURSES

- $40\% \text{ Semester 1 Grade} + 40\% \text{ Semester 2 Grade} + 20\% \text{ CFE} = \text{Student Final Course Grade}$

SEMESTER COURSES

- $40\% \text{ Quarter 1 Grade} + 40\% \text{ Quarter 2 Grade} + 20\% \text{ CFE} = \text{Student Final Course Grade}$

Evans Academic Resources

Academic Integrity: Plagiarism and Cheating

In A National Risk, there is a special note to students that reads, "You forfeit your chance for life at its fullest when you withhold your best effort in learning. When you give only the minimum to learning, you receive only the minimum in return. Even with your parents' best example and your teachers' best effort, in the end, it is your work that determines how much and how well you learn." This also applies when students plagiarise the work of others, submit another's work as their own, or take answers from other students. Downloading term papers or essays from the Internet and submitting them as your own work is illegal and dishonest. Students who are caught cheating and/or plagiarising will receive no credit for the work submitted and will be subject to disciplinary action. This may make the student ineligible for membership in student honour societies and clubs. Students who are already members of these organisations may be removed as members.

A	90 – 100
B	80 – 89
C	70 – 79
D	60 – 69
F	0 – 59

Grading Scale

Reduced Schedules

All freshmen, sophomores, and juniors are scheduled into 7 courses. It is not recommended for seniors to take less than 7 courses; however, some seniors who are on track for all graduation requirements, including having a passing FAST/FSA ELA score (or passing concordant score), Algebra 1 EOC score (or concordant score), credit requirements, have a minimum 3.0 unweighted GPA, and successfully completed an accelerated career and college readiness opportunity within 9th through 11th grade, may wish to opt for a reduced schedule. This request must be made no later than September 1, 2023 by means of the electronic Reduced Schedule Application form.

Grade Forgiveness

Under the Florida Department of Education policy, students who receive a final grade of D or F in a class may retake the class to improve their grade with a grade of C or higher earned subsequently in the same or comparable course. The new, higher grade (C or better) will replace the D or F in the GPA. However, the D or F will remain on the student's transcript. Students have the option to retake such a class through an online course or for some specific classes through an online credit recovery program. The forgiveness policy for elective courses is limited to replacing a grade of D or F with a grade of C or higher earned subsequently in another course. The only exception to the forgiveness policy stated above applies to middle school students who take any high school course. In this case, forgiveness can be applied to courses with a final grade of C, D, or F.

Parent / Teacher Communications

If a student is experiencing a problem in a course, the best solution comes from direct communication between the parent, student and teacher. Please call or e-mail the teacher with your concerns and allow at least 48 hours for a response. E-mail addresses can be found on the school website, under the Faculty & Staff tab. If after speaking with the teacher your child continues to struggle in the course, please request a parent / teacher conference directly with the teacher. If you need to arrange a conference with multiple teachers, please reach out to your child's school counselor and they will assist in coordinating a conference with multiple teachers.

Accelerated Career & College Readiness

Students in grades 9-12 will be scheduled into at least one accelerated career and college readiness opportunity each year. Courses leading to Career and College Readiness provide students with the opportunity to participate in advanced high school coursework which will prepare them for success in college, university, and beyond; courses leading to industry certification directly prepare students for post-secondary career opportunities in various industries. The following are Accelerated Career and College Readiness courses/programs available to Evans High School students: Agriscience/Horticulture Science program, Computer Sciences program, Digital Videography program, Engineering program, Modeling & Simulation program, Entertainment Production Management (EPM) Magnet Program, Robotics program, Digital Arts program, Advance Placement (AP) courses, International Baccalaureate (IB) courses, and Dual Enrollment (DE) programs.

Add / Drop Policy

During the first week of school, an add/drop period in which students can request classes to be added or removed from their schedule is opened. After the add/drop period closes, requests for schedule changes and to remove courses from their schedules will not be accepted. If your child is struggling in a class, please contact their teacher or call 407-522-3400 to schedule a parent-teacher conference. Tutoring opportunities vary each year. Exceptions will be considered for students requesting to be removed from an advanced level course to a lower level, for example, from an AP level to Honors or from Honors level to Regular. However, this request must be made by October 1st and the replacement course must be an on-campus course. Students requesting to drop a rigorous course will be required to have demonstrated efforts to be successful, including each of the following:

1. No missing assignments in the course requesting to drop
2. Attended at least 5 tutoring sessions
3. A Parent-Teacher Conference including the Parent, Teacher, and Student

Students will not be removed from on-campus courses for an OCVS or FLVS course once the add/drop period ends.

Academic Dual Enrollment (DE)

Dual enrollment is an articulated acceleration mechanism authorized under Florida Statute. It is intended to shorten the time required for you to complete the requirements that lead to a degree, broaden the scope of curricular options, and increase the depth of study available for a particular subject. Courses taken through dual enrollment count towards both high school and college completion at the same time. To enroll in dual enrollment academic courses, students must demonstrate a readiness to successfully complete college level course work and have attained a qualifying grade point average.

Is it right for everyone? A Dual Enrollment program is an opportunity to take courses at the college level, so the amount of work necessary to succeed is usually much greater than in high school courses. Because dual enrollment courses become part of a permanent college transcript, you must commit to doing the work required or risk jeopardizing future college plans.

Admission:

You must meet both GPA and testing requirements to be admitted to Dual Enrollment (DE):

Dual Enrollment application(s) are available at the following participating Colleges and Universities:

- Valencia College - <http://valenciacollege.edu/dual>
- University of Florida- <http://dualenrollment.dce.ufl.edu/>
- University of Central Florida - <https://admissions.ucf.edu/dual-enrollment-and-early-admission/>
- Orange Technical College Application- please contact our CTE Specialist, Ms. Stewart Jocelyn.Stewart@ocps.net
The application and qualifying assessment scores must be received by the deadline set by the institution.

Advanced Placement (AP)

Advanced Placement (AP) is an acceleration opportunity administered by the College Board providing college level instruction in high school. Postsecondary credit for an AP course may be awarded to students who earn a minimum of a 3 on a 5-point scale on the corresponding AP exam. OCPS is dedicated to ensuring equitable access by giving all willing and academically prepared students the opportunity to participate in AP courses. Only through a commitment to equitable preparation and access can true equity and excellence be achieved. Advanced Placement courses available at Evans High School are: AP Art History, AP Biology, AP Calculus AB, AP Calculus BC, AP 2D Art and Design, AP 3D Art and Design, AP Chemistry, AP Computer Science A, AP English Language, AP English Literature, AP Environmental Science, AP French Language and Culture, AP Human Geography, AP Macroeconomics, AP Physics 1, AP Precalculus, AP Spanish Language, AP Spanish Literature, AP Statistics, AP United States Government and Politics, AP United States History, AP World History. For more information, visit apstudent.collegeboard.org.

Career & Technical Education (CTE)

Students completing specific Career and Technical Education (CTE) programs can earn postsecondary credit to enable them to continue postsecondary education. The following options explain how students may maximize their high school CTE coursework. For additional information, students should contact our CTE Specialist, Ms. Stewart, at Jocelyn.Stewart@ocps.net or visit orangetechcollege.net.

Career Dual Enrollment at Orange Technical College

Career Dual Enrollment allows the student to take courses through Orange Technical College while still enrolled in high school. Dual enrollment programs prepare students for the workforce and continuing postsecondary education, focusing on technical skills and the attainment of relevant industry certifications. For GPA purposes, dual enrollment grades are weighted the same as Advanced Placement, International Baccalaureate, and Advanced International Certification of Education courses.

Career & Technical Education (CTE)

Articulation Agreements

Students completing designated CTE courses in high school may earn credits toward completion of CTE programs at Orange Technical College in particular state college programs. Students completing CTE programs at Orange Technical College may earn credits toward an Associate of Science degree. Specifically negotiated agreements between OCPS and Orange Technical College allow students to earn college credit for CTE programs successfully completed in high school.

International Baccalaureate (IB)

The International Baccalaureate Program is a rigorous course of study designed to meet the needs of highly motivated secondary students and to promote international understanding. The effectiveness of the IB program is due not only to the depth of the individual courses, but also to the comprehensive nature of the program. Unlike other honors programs, the IB Program requires each student to take advanced courses in six areas (English, History, Science, Math, World Language, and an IB Elective).

For general information regarding the IB Program at Evans, consult our website. For general information on the world-wide International Baccalaureate Program, visit the IBO website: <http://www.ibo.org>.

For specific program questions, contact our IB Coordinator, John Harrell at john.harrell@ocps.net. To be awarded an IB Diploma, a candidate must fulfill three core requirements, in addition to passing his or her 6 subject examinations:

- Extended essay (EE). Candidates must write an independent research essay of up to 4,000 words in a subject from the list of approved EE subjects. The candidate may choose to investigate a topic within a subject they are currently studying, although this is not required. The EE may not be written on an interdisciplinary topic.
- Theory of knowledge (TOK). This course introduces students to theories about the nature and limitations of knowledge (basic epistemology) and provides practice in determining the meaning and validity of knowledge (critical thinking). It is claimed to be a “flagship element” of the Diploma Program, and is the one course that all diploma candidates are required to take. TOK requires 100 hours of instruction, the completion of an externally assessed essay of 1,200–1,600 words (from a choice of ten titles prescribed by the IB), and an internally assessed presentation on the candidate’s chosen topic.
- Creativity, action, service (CAS). CAS aims to provide students with opportunities for personal growth, self-reflection, intellectual, physical and creative challenges, and awareness of themselves as responsible members of their communities through participation in social or community work (service), athletics or other physical activities (action), and creative activities (creativity). The guideline for the minimum amount of CAS activity over the two-year Diploma program is approximately 3–4 hours per week, though “hour counting” is not encouraged.

Subject Groups: Students who pursue the IB Diploma must take six subjects, one from each of subject groups 1–5, and either one from group 6 or a permitted substitute from one of the other groups, as described below. Either three or four subjects must be taken at Higher level (HL) and the rest at Standard level (SL). The IB recommends a minimum of 240 hours of instructional time for HL courses and 150 hours for SL courses. The six IBDP subject groups and course offerings are summarized below:

- Group 1: Studies in language and literature
- Group 2: Language acquisition
- Group 3: Individuals and societies
- Group 4: Experimental sciences
- Group 5: Mathematics
- Group 6: The Arts - or a second science, or an IB elective

College & Career Center

College and career planning begins as soon as you start taking high school classes. You should start exploring options for careers, colleges and programs as early as possible. Students should take a rigorous college preparatory curriculum and work to maintain the best GPA possible. Involvement in extracurricular, enrichment and leadership activities, community service and maintaining a record of good character helps students be more competitive in securing post-secondary options.

The College and Career Center is located in Student Services. The CCC is a valuable scholarship and college resource available to all students. Visit the Evans HS website College and Careerpage for more information regarding AP & DE opportunities, SAT/ACT, upcoming collegevisits, applying to college, careerexploration, etc.

The primary tool for communication from the College & Career Resource Center is through CANVAS, the Community Brief (monthly school newsletter). Please pay close attention to announcements and information there. The College & Career Resource Center will share information about college visits, scholarships, and extra-curricular & enrichment opportunities for students via CANVAS announcements under Student Body. Additionally, the College & Career Page of Canvas has a listing of all scholarships that have been advertised by due date

College & Career Specialist

Donna Benefiel

Donna.Benefiel@ocps.net



Career Planning College Entrance

In completing their postsecondary education plans, students may find it advisable to complete one or more of the standardized tests listed below which are used for college admissions, career planning, placement in college courses, and/ or eligibility for scholarships. Recommended grade levels during which tests should be taken are shown in parenthesis ().

- ACT: American College Testing Program (11, 12) www.act.org
- ASVAB: Armed Services Vocational Aptitude Battery (11, 12)
- PSAT: Preliminary SAT (10, 11)
- SAT: Reasoning Test – formerly the Scholastic Assessment Test (11, 12) www.collegeboard.com
- PERT: Postsecondary Education Readiness Test (11)

Students should see their school counselor or college and career specialists for further information about the tests that would be most appropriate for meeting their needs.

Some tests require the completion of an online registration form several weeks in advance of the test date.



NCAA Eligibility Center for Student Athletes

NCAA Division I Initial Eligibility Requirements

- Graduate from high school; (Please meet with your counselor to be sure you have met all your graduation requirements)
- Complete a minimum of 16* core courses
 - Present a 2.3 minimum grade-point average (GPA) in those 16* core courses
 - The NCAA core-course grade-point average is calculated using only NCAA-approved core courses in the required 16 core units
 - *Very important: If a core course you took is not on the NCAA approved list, it will not be used in your eligibility determination. Courses that appear on your transcript must exactly match what is on the NCAA approved list.
- Present a qualifying test score on either the ACT or SAT. (Division I schools use a sliding scale)
- Register through the NCAA eligibility center prior to beginning your junior year.
 - Fee waiver available to students that qualify
- Evans' NCAA liaison is Ms. Barbara Verity, barbara.verity@ocps.net. Visit the NCAA Eligibility Center website for additional information, <https://web3.ncaa.org/ecwr3/>

How to plan your high school courses to meet the 16 core-course requirement: $4 \times 4 = 16$

9 th GRADE	10 th GRADE	11 th GRADE	12 th GRADE
(1) English (1) Math (1) Science (1) Social Science and/or other	(1) English (1) Math (1) Science (1) Social Science and/or other	(1) English (1) Math (1) Science (1) Social Science and/or other	(1) English (1) Math (1) Science (1) Social Science and/or other
4 CORE COURSES	4 CORE COURSES	4 CORE COURSES	4 CORE COURSES

Admission to the State University System of Florida

Admission into Florida's public universities is competitive. Prospective students should complete a rigorous curriculum in high school and apply to more than one university to increase their chances for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements:

- o Graduate High School with a standard diploma
- o Admission test scores
- o 16 credits of college preparatory academic courses
- o 4 English (3 with substantial writing)
- o 4 Mathematics (Algebra 1 level and above)
- o 3 Natural Science (2 with substantial lab)
- o 3 Social Science
- o 2 World Language- sequential, in the same language
- o 2 approved electives

Additional information is available at www.flbog.edu

In addition to the State University System, the Florida College System includes 28 state colleges. These institutions offer career-related certificates and two-year associate degrees that prepare students to transfer to a bachelor's degree program or to enter jobs requiring specific skills. Many also offer baccalaureate degrees in high-demand fields. Florida College System institutions have an open-door policy. This means that students, who have earned a standard high school diploma, have earned a high school equivalency diploma or have demonstrated success in postsecondary coursework will be admitted to an associate degree program. Additional information is available at fldoe.org/fcs

Talented Twenty

The Talented Twenty Program is part of the Governor's Equity in Education Plan. Students eligible for the Talented Twenty Program are guaranteed admission to one of the twelve state universities and are given priority for award of funds from the Florida Student Assistance Grant (FSAG). The FSAG program is a needs-based grant; therefore, Talented Twenty students must meet FSAG eligibility requirements in order to qualify for priority funding. Please note that while eligible students are guaranteed admission at one of the state universities, they may not be admitted to the campus of choice.

In order to qualify for the Talented Twenty Program, a student must:

- Be enrolled in a Florida public high school and graduate with a standard diploma.
- Be ranked in the top 20% of the class after the posting of seventh semester grades.
- Take the ACT or SAT.
- Complete the eighteen college preparatory courses as specified in State Board of Education.

For complete/additional requirements, see Board Rule 6C-6.002(2)(c), F.A.C. (PDF) at https://www.flbog.edu/wp-content/uploads/6.002FTICAdmissionsTechnicalchange2018_08_17-1.pdf

Financial Aid Information

Investigating scholarship opportunities should begin long before students reach their senior year of high school. Each year thousands of dollars are made available through local, state and national scholarship funds.

Scholarship Opportunities

- Many local or regional scholarships will be advertised and promoted through CANVAS. There will be announcements sent AND a permanent listing on the College & Career Page under Student Body. Students should pay close attention to scholarship requirements and deadlines. Students are also encouraged to research other scholarship opportunities using one of the many free search engines. A sample of national scholarship search engines are listed below. Remember, these scholarships are open to everyone, so it is important to spend your time only applying to the ones for which you feel you are uniquely qualified.
- Resources: [OCPS Scholarship Bulletin](#), [www.brokescholar.com](#), [www.hsf.net](#), [www.fastweb.com](#), [www.raise.me](#), [www.scholarships.com](#), [www.scholarships360.org](#), [www.myscholly.com](#), [www.uncf.org](#)

FAFSA

- The Free Application for Federal Student Aid (FAFSA) is an application that is prepared annually by current and prospective college students in the United States to determine their eligibility for financial aid. Although you may feel that you do not qualify for financial aid, many grants, scholarships, and most colleges/universities require the FAFSA to be completed. ALL seniors need to apply for this! <https://studentaid.gov/h/apply-for-aid/fafsa>

Florida Bright Futures Scholarship Program

The State of Florida offers three merit-based scholarships for students attending postsecondary educational programs in Florida. You must apply for a Bright Futures Scholarship by submitting an Initial Student Florida Financial Aid Application (FFAA) at <https://www.floridastudentfinancialaid.org/SAPHome/SAPHome?url=homestarting> October 1st of your senior year in high school.

Three Scholarship Options:

ACADEMIC SCHOLARSHIP

- 3.5 Bright Futures weighted GPA in 16 college prep classes
- Class of 2022-24 and beyond: 1340 SAT or 29 ACT
- 100 hours of Community Service OR Paid Work

MEDALLION SCHOLARSHIP

- 3.0 Bright Futures weighted GPA in 16 college prep classes
- Class of 2021 and beyond: 1210 SAT or 25 ACT
- 75 hours of Community Service or Paid Work

GOLD SEAL SCHOLARSHIP

- 3.0 Bright Futures weighted GPA in the 16 core classes
- 3.5 unweighted GPA in an approved Vocational Program (3 credits)
- 30 Hours of Community Service or 100 Paid Works
- Required test scores on any one:
 - SAT: 24 Math | 24 Reading | 25 Reading & Writing
 - ACT: 19 Math | 19 Reading | 17 English
 - PERT: 106 Reading | 103 Writing | 114 Math

Community Service

HB 461 Florida Bright Futures Scholarship Requirements Form

Beginning with a high school student graduating in the 2022-2023 academic year and thereafter, Florida Gov. Ron DeSantis signed House Bill 461, expanding Bright Futures scholarship eligibility for working high school students. Such volunteer service or paid work may include, but is not limited to, a business or governmental internship, work for a nonprofit community service organization, or activities on behalf of a candidate for public office. The hours of volunteer service or paid work must be documented in writing, and the document must be signed by the student, the student's parent or guardian, and a representative of the organization for which the student performed the volunteer service or paid work.

Although community service hours are not a requirement to graduate, community service hours are required for the Bright Futures Scholarship and are a positive addition to college applications. Updated state & district guidelines and criteria for students to complete community service hours are posted below. Students are required to complete the community service forms and submit them to their school counselor for pre-approval before implementation. If the activity is determined ineligible for Bright Futures, the student may still add the service to their resume and note it for college admissions, scholarships, or professional skill building.

- Please note: Teachers/Club Sponsors/Coaches do not accept nor submit community service forms on behalf of students: the student is required to submit all completed community service hours, forms, and required signatures to the student services office or school counselor. All proposals must be approved before starting community service hours.

Guidelines

Steps for Students to Complete Prior to Volunteering

- Determine an area/topic in the community where you would like to make an impact.
- Research the types of volunteer activities available in your community.
- Contact the organization with whom you are interested in volunteering and determine
 - the steps to become a volunteer,
 - if they have volunteer openings for the dates/activities you are interested in,
 - who the contact will be to verify your hours and participation in the activity. Note: Supervisors must be non-family members with the organization who directly supervise the student during the activity outside of the home.
- If you have a question regarding whether the service activity is acceptable, reach out to your school counselor or school community service hours designee.

Steps for Students to Complete During Volunteering

- Keep track of hours, dates, and activities completed during service to verify with your community service supervisor.

Steps for Students to Complete After Volunteering/Paid Work

- Have the supervisor of your service provide a signed letter on the organization's letterhead describing the type of service performed, who in the community the service benefited, and a description of the service event.
- For paid work, students will need to submit a copy of their pay stub to their counselor or designee.
- Make a copy of all completed forms for your records.
- Students provide letterhead and reflection log (attached) to the school counselor or designee with all required signatures included.

EVANS HIGH SCHOOL

X: @EvansHS_OCPS
 IG: @evanshighschool_ocps

Examples of Approved Community Service Sites:

1. Second Harvest Food Bank
2. Orlando Science Museum
3. Pet Alliance of Greater Orlando
4. The Ronald McDonald House
5. 1DoSomething.org
6. Florida State Parks
7. Meals on Wheels
8. Habitat for Humanity
9. City of Orlando
10. VolunteerFlorida.org

The table below does not include all possible activities. The school designee has the final determination of activity approval or denial if the service activity cannot be agreed upon.

Activities That Count	Activities That Do Not Count
Volunteering at a food pantry	Donating non-perishable foods
Activities on behalf of a candidate for public office supervised by a non-relative with the campaign	Walking around in a neighborhood posting political signs with a family member
Teaching English skills to a foreign exchange student under the supervision of a non-relative, non-profit staff member	Hosting a foreign exchange student
Volunteering at an animal shelter under the supervision of a non-relative staff member	Fostering an animal at home
Helping at a church carnival open to the public and free of charge, supervised by church staff	Helping at an event that is not fully open to the community, where people must pay to participate
Required training prior to a service activity (ex: Training on building a well prior to a mission trip where that will be done.)	Claiming hours for an activity that is required for academic credit or licensure (ex: First Aid/CPR, school course, school drama production where course credit is earned)

Post High School Career Transition for Students with Disabilities

The ESE Transition School is a post-high school program for students with disabilities who are interested in learning employment skills in preparation for work. Students are eligible if they have fulfilled their graduation requirements and have either 1) earned Florida Special Diploma or 2) have deferred the receipt of their diploma to continue as a student in grade 12.

Students engage in a coordinated set of activities that:

- Are designed to be a result-oriented process that is focused on improving the academic and functional achievement of the student with disabilities to facilitate the student's movement from school to post school activities, including post high school education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation; and...
- Are based on the individual student's needs, taking into account the student's strengths, preferences and interests; and...
- Include instruction, related services, community experiences, employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills.

University of Central Florida Inclusive Education Services (IES)

Inclusive Education Services (IES) at the University of Central Florida offers students with intellectual disabilities an inclusive, comprehensive non-degree seeking academic experience with a vocational focus. Inclusive Education Services is designed to be three years in length with some flexibility based on student goals and accomplishments, but not to exceed four years.

Students who have graduated from and/or completed the K-12 education system are eligible for participation. Students who participate in IES have the opportunity for the true UCF Knight experience – both academically and socially. Students have opportunities to live on campus, enroll in courses and seek on-campus employment.

Funding Opportunities for Student Enrollment in UCF IES

The Gardiner Scholarship Program is designed to provide the option for a parent to better meet the individual educational needs of his or her eligible child. The Gardiner Scholarship provides eligible students a scholarship that can be used to purchase approved services or products. The list of approved services includes enrollment in a Postsecondary Comprehensive Transition Program such as the UCF Inclusive Education Services program.

For more information, visit <http://fldoe.org/schools/school-choice/k-12-scholarship-programs/gardiner/gardiner-fags.stml>

Career Technical Pathways

BUSINESS MANAGEMENT & ANALYSIS

1. BUSINESS & ENTREPRENEURIAL PRINCIPLES (8215120)
2. ACCOUNTING APPLICATIONS (8203310)
3. LEGAL ASPECTS OF BUSINESS (8215130)

COMPUTER SCIENCE

1. ADVANCED INFORMATION TECHNOLOGY (9007610)
2. FOUNDATIONS OF PROGRAMMING (9007210)

CULINARY ARTS

1. CULINARY ARTS 1 (8800510)
2. CULINARY ARTS 2 (8800520)
3. CULINARY ARTS 3 (8800530)
4. CULINARY ARTS 4 (8800540)

DIGITAL MEDIA/MULTIMEDIA

1. DIGITAL MEDIA/MM 1 (8201210)
2. DIGITAL MEDIA/MM 2 (8201220)
3. DIGITAL MEDIA/MM 3 (8201230)
4. DIGITAL MEDIA/MM 4 (8201240)

DIGITAL VIDEO TECHNOLOGY

1. DIGITAL VIDEO TECHNOLOGY 1 (8201410)
2. DIGITAL VIDEO TECHNOLOGY 2 (8201420)
3. DIGITAL VIDEO TECHNOLOGY 3 (8201430)
4. DIGITAL VIDEO TECH 4 (8201440)

ENGINEERING/PLTW

1. INTRO TO ENGINEERING DESIGN (8600550)
2. PRINCIPLES OF ENGINEERING (8600520)
3. DIGITAL ELECTRONICS (8600530)

HORTICULTURE SCIENCE & SERVICES

1. AGRISCIENCE FOUNDATIONS (8106810)
2. INTRO TO HORTICULTURE 2 (8121510)
3. HORTICULTURE SCIENCE 3 (8121520)
4. HORT. SCIENCE & SERVICES 4 (8121610)

SPORT, RECREATION & ENTERTAINMENT

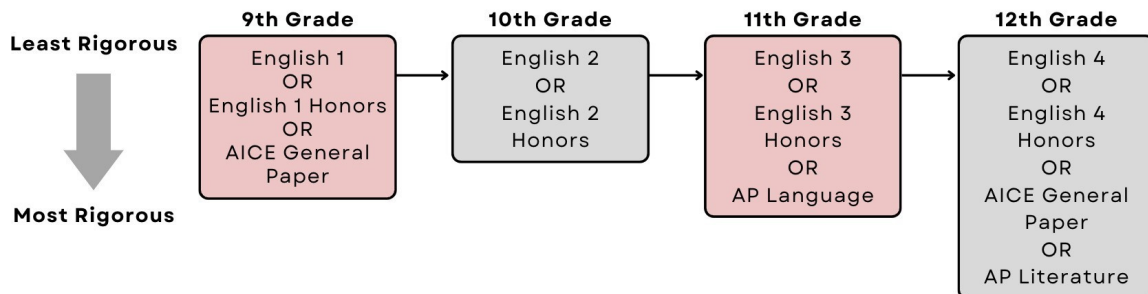
1. MARKETING ESSENTIALS (8827110)
2. MARKETING APPLICATIONS (8827120)
3. SR&E MGMT (8827430)
4. SR&E INTERNSHIP (8827440)



updated 02/23/2024

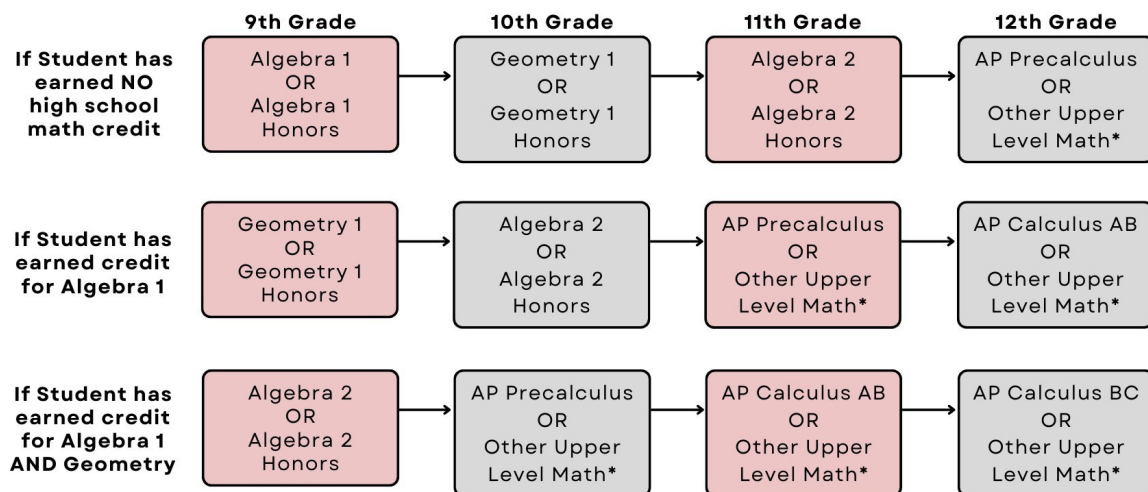
Core Course Progression

English Progression



**Student Placement dependent upon Standardized Test Scores

Math Progression Paths

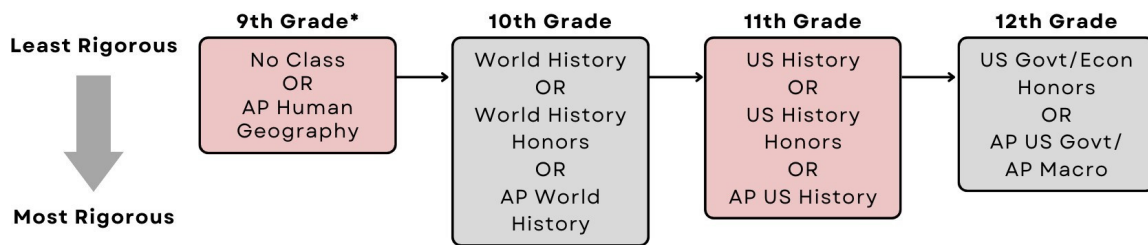


*Upper Level Maths include Precalculus Honors, AP Precalculus, Advanced Topics in Math, College Algebra, Probability and Statistics Honors, Math for Financial and Data Literacy Honors, AP Statistics, AP Calc AB, & AP Calc BC. The most rigorous option available is shown in the progression.

**Student Placement dependent upon Standardized Test Scores

Core Course Progression

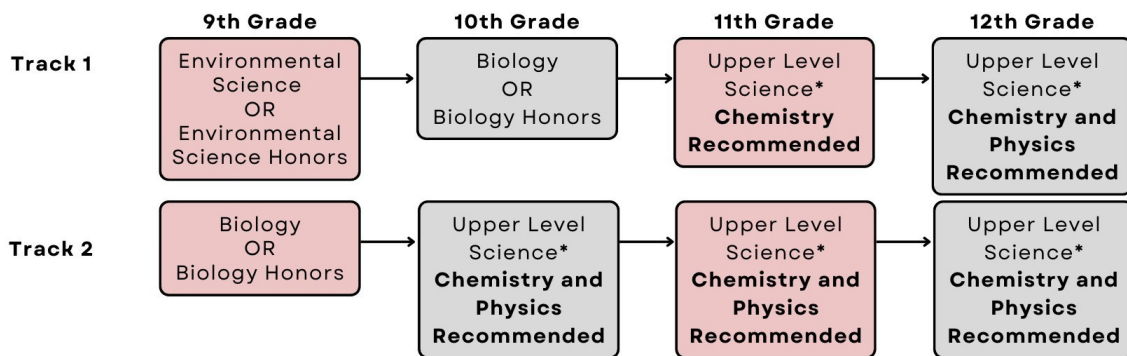
Social Studies Progression



*Only 3 years of Social Studies is required for graduation, so there is no required Social Studies class for 9th grade.

**Student Placement dependent upon Standardized Test Scores

Science Progression



*Upper-Level Sciences include Chemistry, Chemistry Honors, Anatomy and Physiology Honors, Physics 1, Physics 1 Honors, AP Biology, AP Chemistry, AP Environmental Science, AP Physics 1, AP Physics C

**Student Placement dependent upon Standardized Test Scores

Course Offerings

English Language Arts - ELA

ENGLISH 1 (1001310) (9th)

English 1 uses texts of high complexity to provide grade 9 students integrated instruction in reading, writing, speaking, listening, and language for college and career preparation. This course focuses on literature which includes novels, short stories, informational texts, poetry, and classic drama. Additionally, it emphasizes skills tested on the FAST such as grammar, composition, vocabulary, and evidence-based writing.

ENGLISH 1 HONORS (1001320) (9th)

English 1 uses texts of high complexity to provide grade 9 students integrated instruction in reading, writing, speaking, listening, and language for college and career preparation. This course focuses on literature which includes novels, short stories, informational texts, poetry, and classic drama. Additionally, it emphasizes skills tested on the FAST such as grammar, composition, vocabulary, and evidence-based writing.

ENGLISH 2 (1001340) (10th)

English 2 uses texts of high complexity to provide grade 10 students integrated instruction in reading, writing, speaking, listening, and language for college and career preparation. This course focuses on literature which includes novels, short stories, informational texts, poetry, and classic drama. Additionally, it emphasizes skills tested on the FAST such as grammar, composition, vocabulary, and evidence-based writing.

ENGLISH 2 HONORS (1001350) (10th)

English 2 uses texts of high complexity to provide grade 10 students integrated instruction in reading, writing, speaking, listening, and language for college and career preparation. This course focuses on literature which includes novels, short stories, informational texts, poetry, and classic drama. Additionally, it emphasizes skills tested on the FAST such as grammar, composition, vocabulary, and evidence-based writing.

ENGLISH 3 (1001370) (11th)

The purpose of this course is to provide grade 11 students, using texts of high complexity, an integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. English III is a chronological study of non-fiction and fiction. Students will analyze and evaluate informational and literary works in conjunction with American historical events beginning with exploration and settlement and continuing into the contemporary period. Through reading and viewing multiple mediums, students will explore major questions surrounding the American identity, literature as a reflection/shaper of society, and the relationship between literature and setting. In tandem with literary study, students will also sharpen their writing skills through the method of presenting arguments and providing appropriate evidence to support those arguments. Furthermore, students will be taught strategies to help them adequately prepare for college-entrance exams.

ENGLISH 3 HONORS (1001380) (11th)

The purpose of this course is to provide grade 11 students, using texts of high complexity, an advanced integrated language arts study in reading, writing, speaking, listening, and language in preparation for college and career readiness aligned with English 3, and at a greater depth. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

ENGLISH 4 (1001400)(12th)

Aims for academic excellence in language arts through a program emphasizing British literature and proficiency in composition, ACT/SAT vocabulary, and ACT/SAT reading comprehension skills. Classic works provide a chronological study of British literature and reflection of the historical development of the English language. Writing activities and two documented papers will be required. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

ENGLISH 4 HONORS (1001410) (12th)

Aims for academic excellence in language arts through a program emphasizing British literature and proficiency in composition, ACT/SAT vocabulary, and ACT/SAT reading comprehension skills. Classic works provide a chronological study of British literature and reflection of the historical development of the English language. Writing activities and two documented papers will be required. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning. This course is a deeper extension of English 4 with emphasis on literature, proficiency in composition, ACT/SAT vocabulary & reading comprehension skills.

JOURNALISM 1 (1006300A)

Provides foundations for effective journalism study and application. Explores careers in journalism with heavy emphasis on writing style and article development, as well as the latest technologies in desktop publishing.

Taught in an IBM lab, students learn up-to-date skills, including interviewing, news and feature writing, layout, design, production, word processing, and advertising sales and design. Provides some opportunity for students to assist yearbook and newspaper staffs.

YEARBOOK (JOURNALISM 2) (1006310A)

Recommended: Journalism 1

Provides skills for effective journalism study and application. Explores careers in journalism with heavy emphasis on writing style and article development, as well as the latest technologies in desktop publishing. Taught in an IBM lab, students learn up-to-date skills, including interviewing, news and feature writing, layout, design, production, word processing, and advertising sales and design. Provides some opportunity for students to assist yearbook and newspaper staffs.

YEARBOOK (JOURNALISM 5 HONORS) (1006331A)

Prerequisite: Journalism 2

Provides skills for effective journalism study and application. Explores careers in journalism with heavy emphasis on writing style and article development, as well as the latest technologies in desktop publishing. Taught in an IBM lab, students learn up-to-date skills, including interviewing, news and feature writing, layout, design, production, word processing, and advertising sales and design.

YEARBOOK (JOURNALISM 6 HONORS) (1006332A)

Prerequisite: Journalism 5 Honors

Provides skills for effective journalism study and application. Explores careers in journalism with heavy emphasis on writing style and article development, as well as the latest technologies in desktop publishing. Taught in an IBM lab, students learn up-to-date skills, including interviewing, news and feature writing, layout, design, production, word processing, and advertising sales and design. Provides some opportunity for students to assist yearbook and newspaper staffs.

YEARBOOK (JOURNALISM 7 HONORS) (1006333A)

Prerequisite: Journalism 6 Honors

Co-Requisite: Must be taken with Journalism 8 Honors

Provides skills for effective journalism study and application. Explores careers in journalism with heavy emphasis on writing style and article development, as well as the latest technologies in desktop publishing. Taught in an IBM lab, students learn up-to-date skills, including interviewing, news and feature writing, layout, design, production, word processing, and advertising sales and design. Provides some opportunity for students to assist yearbook and newspaper staffs.

ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION (1001420) (11th)

Recommended: A or B in English 2 Honors

Learn about the elements of argument and composition as you develop your critical-reading and writing skills. Students will read and analyze nonfiction works from various periods and write essays with different aims: for example, to explain an idea, argue a point, or persuade your reader of something. Skills learned: close reading, analyzing, and interpreting a piece of writing, evaluating a source of information, gathering and consolidating information from different sources, writing an evidence-based argument, and drafting and revising a piece of writing. Taking the College Board AP exam is a requirement.

ADVANCED PLACEMENT ENGLISH LITERATURE/COMPOSITION (1001430)(12th)

Recommended: Completion of AP Lang or A/B in English 3 Honors

The course content will follow the outline by the College Board for Advanced Placement English Literature/Composition. This course involves the study and practice of writing about literature. Students learn to use modes of discourse, rhetorical strategies, and critical standards for literary works. Relates literature to contemporary experience and/or history. Taking the College Board AP exam is a requirement.

INTERNATIONAL BACCALAUREATE PRE-IB ENGLISH 1 (1001800)

INTERNATIONAL BACCALAUREATE PRE-IB ENGLISH 2 (1001810)

The purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, a holistic view of knowledge, intercultural awareness, embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

INTERNATIONAL BACCALAUREATE ENGLISH LANGUAGE 3 (1001820)

INTERNATIONAL BACCALAUREATE ENGLISH LANGUAGE 4 (1001830)

This course will provide academic rigor and relevance through a comprehensive curriculum based on the appropriate Florida Standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness, embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

Mathematics

ALGEBRA 1 (1200310) (9th)

Topics include properties of the real number system, rational and irrational numbers, exponents, square roots, radicals, absolute value, scientific notation, patterns, relations, functions, variables, algebraic expressions, polynomials, coordinate geometry, graphing of equations and inequalities, introductory statistics, probability, quadratic equations, and systems of equations. Students must pass the End of Course Exam (EOC). Algebra 1 and Algebra 1 Honors prepare students for the same state EOC.

ALGEBRA 1 HONORS(1200320) (9th)

Topics include properties of the real number system, rational and irrational numbers, exponents, square roots, radicals, absolute value, scientific notation, patterns, relations, functions, variables, algebraic expressions, polynomials, coordinate geometry, graphing of equations and inequalities, introductory statistics, probability, quadratic equations, and systems of equations. Students must pass the End of Course Exam (EOC). Algebra 1 and Algebra 1 Honors prepare students for the same state EOC.

GEOMETRY (1206310)

Prerequisite: Algebra 1/Algebra 1 Honors

This course expands on the geometric themes taught in middle school. It includes logical reasoning and problem-solving using transformations and the relationships of Euclidean Geometry. There is a state mandated End of Course Exam which is factored as 30% of the student's final grade.

GEOMETRY HONORS (1206320)

Prerequisite: Algebra 1/Algebra 1 Honors

This is the advanced version of the course required for a standard high school diploma in the state of Florida. This course is designed for students who excel in math and have a deep understanding of Algebra I. It includes reasoning and problem solving through formal proof and constructions. The relationships of Euclidean Geometry are used to increase the student's ability to reason abstractly. There is a state mandated End of Course Exam which is factored as 30% of the student's final grade.

ALGEBRA 2 (1200330)

Prerequisite: Geometry/Geometry Honors

Topics covered include the review and extension of the structure and properties of the real number system; relations, functions, and graphs; polynomials and rational expressions; quadratic equations and inequalities; system of quadratic equations and inequalities; polynomial functions; rational and irrational exponents; logarithms and their use; operations with complex numbers; and problem solving.

ALGEBRA 2 HONORS (1200340)

Prerequisite: Geometry/Geometry Honors

Honors Algebra 2 is a fast-paced, rigorous course. This course is a pathway to higher level mathematics. It is a prerequisite for Honors Pre-Calculus, with focus on preparation for the SAT. Foundational Algebra skills (ex. factoring, graphing, simplifying & solving equations with fractions) and academic responsibility are crucial for your success in this class. You will be building on your work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms.

PRE-CALCULUS HONORS(1202340)

Prerequisite: Algebra 2/Algebra 2 Honors

Topics include extension of polynomial functions, exponential functions, and logarithmic function. This course extends hyperbolic function and limits into calculus. It is a strong preparation for calculus.

MATH FOR COLLEGE ALGEBRA (1200710) (11th & 12th)

Recommended: 12th graders who have not met their math testing requirements.

Strengthens the skill level of students preparing for College Algebra at the college level. Instruction will focus on developing fluency with exponents and algebraic expressions; solving operations with rational and polynomial expressions; solving one-variable equations in real-world contexts; solving systems of linear equations and inequalities, and knowledge of functions.

MATH DATA AND FINANCIAL LITERACY HONORS (1200388) (12th)

Recommended: Algebra 2/Algebra 2 Honors.

Instruction will emphasize knowledge of ratios, proportions, and functions to data and financial contexts; developing an understanding of basic economic and accounting principles; determining advantages and disadvantages of credit accounts and short-and long-term loans; developing an understanding of planning for the future through investments, insurance and retirement plans and extending knowledge of data analysis to create and evaluate reports and to make predictions.

MATH FOR COLLEGE STATISTICS (1210305) (12th)

Recommended: Algebra 2/Algebra 2 Honors.

Instruction time will emphasize four areas: (1) analyzing and applying linear and exponential functions within the context of statistics; (2) extending understanding of probability using data and various representations, including two-way tables and Venn Diagrams; (3) representing and interpreting univariate and bivariate categorical and numerical data and (4) determining the appropriateness of different types of statistical studies.

PROBABILITY & STATISTICS WITH APPLICATIONS HONORS (1210300) (11th & 12th)

Prerequisite: Algebra 2/Algebra 2 Honors.

Probability and Statistics introduces students to how data is collected, organized, and analyzed. Students will use data to make and draw conclusions. Students will do some basic statistical applications using Microsoft Excel, and/or a TI-84 calculator to test hypothesis and understand confidence intervals. A minimum of a scientific calculator is strongly recommended. This course will help to prepare students for Statistics at the post-secondary level, where it is often a General Education class.

ADVANCED PLACEMENT PRECALCULUS (N/A)

Prerequisite: Algebra 2/Algebra 2 Honors.

Recommended: A or B in Algebra 2/Algebra 2 Honors and/or Teacher Recommendation.

The course content will follow the outline by the College Board for Advanced Placement Precalculus. Topics include polynomial and rational functions, exponential and logarithmic functions, trigonometric and polar functions, and functions involving parameters, vectors, and matrices. Taking the College Board AP exam is a requirement.

ADVANCED PLACEMENT CALCULUS AB (1202310) (11th or 12th)

Prerequisite: AP Precalculus/Precalculus Honors.

Recommended: A or B in AP Precalculus/Precalculus Honors and/or Teacher Recommendation.

The course content will follow the outline by the College Board for Advanced Placement Calculus. Topics include derivatives of functions and inverse functions, differentiability and continuity, increasing and decreasing functions, concavity, points of inflections, antiderivatives, integration and applications of integration to find area and volume, and use of a graphing calculator. Taking the College Board AP exam is a requirement.

ADVANCED PLACEMENT CALCULUS BC (1202320) (11th or 12th)

Prerequisite: AP Calculus AB.

Recommended: A or B in AP Calculus AB and/or Teacher Recommendation.

The college-level course will follow the outline by the College Board for Advanced Placement Calculus. Topics include parametric, polar and vector functions; slope fields; Euler's method; improper integrals; series; and all topics included in the Advanced Placement Calculus AB course. Taking the College Board AP exam is a requirement.

Science

BIOLOGY (2000310) (9TH & 10TH)

Topics include scientific methods, measurement, lab safety, biochemistry, cellular biology and reproduction, changes through time, classification/taxonomy, microorganisms and disease, botany, zoology, human anatomy, and physiology and ecological relationships.

BIOLOGY HONORS (2000320) (9TH & 10TH)

Note: 9th Graders taking this class must have an FSA/FAST Score of 3, 4, or 5

Topics include scientific methods, measurement, lab safety, biochemistry, cellular biology and reproduction, changes through time, classification/taxonomy, microorganisms and disease, botany, zoology, human anatomy, and physiology and ecological relationships.

ADVANCED PLACEMENT BIOLOGY (2000340)

Recommended: A or B in Biology or Teacher Recommendation

The course content will follow the outline by the College Board for Advanced Placement Biology. Detailed study of molecules and cells, genetics and evolution, and organisms and populations. Taking Biology Honors is recommended. Taking the College Board AP exam is a requirement.

ANATOMY & PHYSIOLOGY HONORS (2000360) (11TH & 12TH)

Prerequisite: Biology/Biology Honors

Topics include human anatomical terminology; cells, tissues, and organs; and thorough study of integumentary, skeletal, muscular, nervous/sensory, endocrine, circulatory, respiratory, and digestive systems. Labs will include in-depth tissue study; skeletal, muscle, brain, and heart; and full cat dissections.

CHEMISTRY (2003340)

Prerequisite: Biology/Biology Honors

This course provides students with the study of the composition, properties, and changes associated with matter. Content includes classification and structure of matter, atomic theory, periodic table, bonding, chemical formulas, chemical and balanced equations. Course includes lab component.

CHEMISTRY HONORS (2003350)

Prerequisite: Biology/Biology Honors

A college preparatory chemistry course with a strong mathematical interpretation. Intended for students who plan to attend college majoring in math, science, medicine, engineering, or other science related professional fields. Topics for this course include chemical reactions, models of the atom, four naming systems, gases, thermochemistry, bonding, kinetics, equilibrium, and electrochemistry.

ADVANCED PLACEMENT CHEMISTRY (2003370)

Prerequisite: Algebra 2 Honors; Recommended: Chemistry Honors

The course content will follow the outline by the College Board for Advanced Placement Chemistry. This math intensive, college level chemistry course is designed to develop a greater depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The course will contribute to the development of the student's abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. Taking Chemistry Honors prior to AP Chemistry is required. Taking the College Board AP exam is a requirement.

ENVIRONMENTAL SCIENCE (2001340) (9th)

Provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world, to identify and analyse environmental problems both natural and manmade, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing the problems. Environmental science is a multidisciplinary science, combining aspects of biology, chemistry, and ecology.

ENVIRONMENTAL SCIENCE HONORS (2001341) (9th)

Provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world, to identify and analyse environmental problems both natural and manmade, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing the problems. Environmental science is a multidisciplinary science, combining aspects of biology, chemistry, and ecology.

ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE (2001380) (11th-12th)

AP environmental science is a rigorous interdisciplinary course that covers earth science, chemistry, biology, and math while increasing problem-solving skills. The goal of APES is to help students cultivate their understanding of the interrelationships of the natural world through inquiry-based lab investigations as they explore the concepts of energy transfer, interactions between earth systems, interactions between different species and the environment, and sustainability. Students will analyse natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Taking the College Board AP exam is a requirement.

PHYSICS 1 (2003380)

Prerequisites: Algebra 2/Algebra 2 Honors

Provides students with an introductory study of the theories and laws of physics and mathematics involved in the following topics: energy, kinematics, dynamics, waves, optics, electricity, and magnetism. The course includes a lab component.

PHYSICS 1 HONORS(2003390)

Prerequisites: Algebra 2/Algebra 2 Honors

A course similar to Physics 1. The concepts covered in Physics 1 will be covered in more depth and at a greater pace. Additionally, the rigour of the class will be greatly increased.

PRE-IB CHEMISTRY (2003800)

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

INTERNATIONAL BACCALAUREATE PHYSICS 1 (2003840)

International Baccalaureate Physics 1 Course introduces students to the laws of physics, the experimental skills required in physics, and the social and historical aspects of physics as an evolving body of human knowledge about nature. Topics covered include: Mechanics, Thermodynamics, Waves, Electricity & Magnetism, and Atomic and Nuclear Physics. Length: FY Credits: 1.0 Area: EQ 2003845

INTERNATIONAL BACCALAUREATE PHYSICS 2 (2003845)

International Baccalaureate Physics 2 Course introduces students to the laws of physics, the experimental skills required in physics, and the social and historical aspects of physics as an evolving body of human knowledge about nature. Topics covered include: Mechanics, Thermodynamics, Waves, Electricity & Magnetism, and Atomic and Nuclear Physics.

FORENSIC SCIENCE 1 (2002480)

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

MARINE SCIENCE 1(2002500)

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

MARINE SCIENCE 1 HONORS (2002510)

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

Social Studies

ADVANCED PLACEMENT HUMAN GEOGRAPHY (2103400) (9TH)

Prerequisite: FAST score 3 or higher and Freshman only

AP Human Geography introduces high school students to college-level introductory human geography where students will see geography as a discipline relevant to the world in which they live. The content is presented thematically around the discipline's main subfields: economic geography, cultural geography, political geography, and urban geography. Historical information serves to enrich analysis of the impacts of phenomena such as globalization, colonialism, and human-environment relationships on places, regions, cultural landscapes, and patterns of interaction. Specific topics with which students engage include the following: problems of economic development and cultural change, consequences of population growth, changing fertility rates, and international migration, impacts of technological innovation on transportation, communication, industrialization, and other aspects of human life, struggles over political power and control of territory, conflicts over the demands of ethnic minorities, the role of women in society, and the inequalities between developed and developing economies, explanations of why location matters to agricultural land use, industrial development, and urban problems, the role of climate change and environmental abuses in shaping the human landscapes on Earth. Taking the College Board AP exam is a requirement.

WORLD HISTORY (2109310) (10TH)

This course consists of the following content area strands: world history, geography, and the humanities. The study begins with the rise of the Byzantine Empire and concludes with contemporary world affairs. Topics covered include: geography, time-space relationships, religions, political and economic systems, revolutions around the world, the global phenomenon of nationalism, international relations, the influence of major historical figures, short-term and long-term effects of major events, the importance of scientific discoveries to societies, and the contributions and achievements of civilizations and nations.

WORLD HISTORY HONORS (2109320) (10TH GRADE)

This course consists of the following content area strands: world history, geography and humanities. This course is a continuous in-depth study of the history of civilizations and societies from the middle school course and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st century. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events from ancient and classical civilizations.

ADVANCED PLACEMENT WORLD HISTORY (2109420)(10TH GRADE)

The purpose of the AP World History course is to develop a greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The course emphasizes relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. Periodization, explicitly discussed, forms an organizing principle for dealing with change and continuity throughout the course. Specific themes provide further organization to the course, along with the consistent attention to contacts among societies that form the core of world history as a field of study.

UNITED STATES HISTORY (2100310) (11TH)

This course is a chronological study of the development of the United States from the Civil War to the present with emphasis on the twentieth century. It examines the political, economic, social, religious, cultural, military, Constitutional, and international events affecting the growth of the nation. This course has a state End-of-Course exam and is required for graduation.

EVANS HIGH SCHOOL

X: @EvansHS_OCPS
IG: @evanshighschool_ocps

UNITED STATES HISTORY HONORS (2100320) (11TH)

This course is a comprehensive study of the development of the United States from the Civil War to the present with emphasis on the twentieth century. It examines the political, economic, social, religious, cultural, military, Constitutional, and international events affecting the growth of the nation. Historical analysis and interpretation are emphasized, and strong reading and writing skills are a necessity.

ADVANCED PLACEMENT UNITED STATES HISTORY (2100330) (11TH)

Recommended: A or B in AP World History or World History Honors

AP United States History is designed to be the equivalent of a two-semester introductory college or university U.S. history course. In AP U.S. History, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills, practices, and methods employed by historians: analysing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places. These themes include: American and national identity; politics and power; work, exchange, and technology; American and regional culture; migration and settlement; geography and the environment; America in the world; and social structures. Strong reading and writing skills are a necessity. Taking the College Board AP exam is a requirement.

UNITED STATES GOVERNMENT (2106310) (12TH)

Provides an in-depth study of political documents, analyses of 3 branches of government, changing nature of political parties and interest groups, and evaluations of citizen rights and responsibilities in a democratic state stressing critical thinking and decision-making skills.

UNITED STATES GOVERNMENT HONORS (2106320) (12TH)

Provides an in-depth study of political documents, analyses of 3 branches of government, changing nature of political parties and interest groups, and evaluations of citizen rights and responsibilities in a democratic state stressing critical thinking and decision-making skills.

ADVANCED PLACEMENT UNITED STATES GOVERNMENT AND POLITICS (2106420)(12TH)

Recommended: A or B in AP US History or US History Honors

The course content will follow the outline by the College Board for Advanced Placement U.S. Government and Politics. Content provides an analytical perspective on government and politics in the United States as well as a familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. politics. This course satisfies the American Government requirement for graduation. Taking the College Board AP exam is a requirement.

ECONOMICS WITH FINANCIAL LITERACY (2102335) (12TH)

Consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

ECONOMICS WITH FINANCIAL LITERACY HONORS (2102345)(12TH)

Consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

AFRICAN AMERICAN HISTORY HONORS (2100336)

The primary content emphasis for this course pertains to the study of the chronological development of African Americans by examining the political, economic, social, religious, military and cultural events that affected the cultural group. Content will include, but is not limited to, West African heritage, the Middle Passage and Triangular Trade, the African Diaspora, significant turning points and trends in the development of African American culture and institutions, enslavement and emancipation, the Abolition, Black Nationalist, and Civil Rights movements, major historical figures and events in African-American history, and contemporary African-American affairs.

ADVANCED PLACEMENT MACROECONOMICS (2102370) (12TH)

Recommended: A or B in AP US History or US History Honors

The course content will follow the outline by the College Board for Advanced Placement Macroeconomics. Content includes a thorough understanding of the principles of economics that apply to an economic system as a whole. It emphasizes the study of national income and price determination, the financial sector, and inflation, unemployment, and stabilization policies. It develops familiarity with economic performance measures, productivity, economic growth, and national economics. Taking the College Board AP exam is a requirement.

ADVANCE PLACEMENT ART HISTORY (0100300) (10th –12th)

Recommended: A or B in AP World History or World History Honors

The AP Art History course is equivalent to a two-semester introductory college course that explores topics such as the nature of art, art making, and responses to art. By investigating a specific image set of 250 works of art characterized by diverse artistic traditions from prehistory to the present, the course fosters in-depth, holistic understanding of the history of art from a global perspective. Students become active participants in the global art world, engaging with its forms and content, as they experience, research, discuss, read, and write about art, artists, art making, and responses to and interpretations of art.

PSYCHOLOGY 1 and 2 (2107300; 2107310)

Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction and the progressive development of individuals. The content examined in this first introductory course includes major theories and orientations of psychology, psychological methodology, memory and cognition, human growth and development, personality, abnormal behavior, psychological therapies, stress/coping strategies, and mental health.

INTERNATIONAL BACCALAUREATE PSYCHOLOGY 2 (2107810)

Students will study at least one of the following options to be determined by the instructor: Abnormal psychology, Developmental psychology, Health psychology, Psychology of Human Relationships, and Sports psychology. Note: An internal assessment will be conducted in the fall/winter and will require the student to write a report over a simple psychological experiment they will design, conduct and analyze. This course will place heavy emphasis on writing as a way of thinking through the use of the internal assessment. International Baccalaureate courses are open to any Granite Bay High School student. ALL students enrolled in IB courses are required to complete the entire course and sit for the external exams in May.

ADVANCED PLACEMENT PSYCHOLOGY (2107350)

The course content will follow the outline by the College Board for Advanced Placement Psychology. The content introduces the students to the study of the human mind and behavior by the completion of the course, the students will have a better understanding of the workings of the human mind, mental processes, personality, development and mental disorders. Taking the College Board AP exam is a requirement.

Navy JROTC

The Navy Junior Reserve Officer Training Corps (NJROTC) is a four-year citizenship program. It is a co-curricular class that requires mandatory attendance (as part of the grade received in the class) during after school hours and weekends for activities, special events, community service, military formations, competitions, etc.

There is no commitment or obligation to serve in the armed forces as a result of participation in Navy JROTC.

NAVAL SCIENCE 1(1802300)

Introductory course focusing on the elements of leadership and the value of scholarship. Topics include sea power, history of maritime events, introduction to ships, navigation and maritime geography. Basic individual, squad and company close-order drill are also part of the curriculum. Participants must meet grooming standards and wear uniform as required.

NAVAL SCIENCE 2 (1802310)

Builds on the student's knowledge of leadership, management and naval orientation. Oceanography, navigation, ship construction, naval weapons, small boat seamanship and survival training are addressed. Basic individual, squad and company close-order drill are also part of the curriculum. Participants must meet grooming standards and wear uniform as required.

NAVAL SCIENCE 3 (1802320)

Introduction to military justice, international law and the law of the sea. Studies in leadership management, navigation, meteorology, naval ships, aircraft and weapons systems continue to progress. Naval history covers WWII to present. Performance in leadership is required, and there is continued training in drills, commands and ceremonies.

NAVAL SCIENCE 4 (1802330)

Revolves around leadership and management of the NJROTC unit throughout the various activities. Cadets will be directly involved in planning and conducting military ceremonies, community and school service events, and unit orientation trips, public performances and competition.

Agriscience - CTE

AGRISCIENCE FOUNDATIONS HONORS (8106810)

Laboratory investigations that include scientific inquiry, research, measurement, problem-solving, emerging technologies, tools and equipment, as well as, experimental quality, and safety procedures will be an integral part of this course. Students will interact with materials and primary sources of data or with secondary sources of data to observe and understand the natural world. Students will develop an understanding of measurement error, and develop the skills to aggregate, interpret, and present the data and resulting conclusions. Equipment and supplies will be provided to enhance these hands-on experiences for students. A minimum of 20% of classroom time will be dedicated to laboratory experiences.

INTRODUCTION TO HORTICULTURE 2 HONORS (8121510)

This course is designed to provide students with skills and knowledge related to technologies used to grow intensively produced plants for human food and non-food uses and for personal or social needs. Each successive course increases in depth and application of knowledge and skill.

HORTICULTURE SCIENCE 3 HONORS (8121520)

This course is designed to provide students with skills and knowledge related to technologies used to grow intensively produced plants for human food and non-food uses and for personal or social needs. Each successive course increases in depth and application of knowledge and skill.

HORTICULTURE SCIENCE & SERVICES 4 HONORS (8121610)

This course is designed to provide students with skills and knowledge related to technologies used to grow intensively produced plants for human food and non-food uses and for personal or social needs. Each successive course increases in depth and application of knowledge and skill.

Computer Science - CTE

ADVANCED INFORMATION TECHNOLOGY (9007610)

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. Advanced 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.

FOUNDATIONS OF PROGRAMMING (9007210)

This course introduces concepts, techniques, and processes associated with computer programming and software development. After successful completion of Programming Foundations and Procedural Programming, students will have met Occupational Completion Point B, Computer Programmer Assistant, SOC Code 15-1131.

PROCEDURAL PROGRAMMING (9007220)

Prerequisite: Foundations of Programming

This course continues to deepen knowledge on concepts, techniques, and processes associated with computer programming and software development. After successful completion of Programming Foundations and Procedural Programming, students will have met Occupational Completion Point B, Computer Programmer Assistant, SOC Code 15-1131.

Culinary Arts - CTE

CULINARY ARTS 1 (8800510)

This course covers the history of the food service industry and careers in that industry. Also covered are state mandated guidelines for food service and how to attain food handler training certification; safety in the workplace; employability skills; leadership/teamwork skills; care and use of commercial culinary equipment; basic food science; basic nutrition; and following recipes in food preparation labs.

CULINARY ARTS 2 (8800520)

In this course students will learn and perform front-of-the-house and back-of-the-house duties. Students will prepare quality food products and present them creatively; demonstrate safe, sanitary work procedures; understand food science principles related to cooking and baking; and utilize nutrition concepts when planning meals/menus.

CULINARY ARTS 3 (8800530)

In this course the student will research career opportunities in professional cooking/baking; follow guidelines on food selection, purchasing, and storage; and use communication skills. Students will prepare and present a variety of advanced food products; create centerpieces; and research laws specific to the hospitality industry (including handling of alcohol). Also covered are management skills; how to develop a business plan; and utilization of technology in the workplace. Students will be knowledgeable about food safety manager training/certification training programs that are acceptable in Florida.

CULINARY ARTS 4 (8800540)

In this course students will prepare various meals and food products including those for individuals with various nutritional needs and/or dietary restrictions. The relationship between nutrition and wellness will be examined. Cost control techniques and profitability will be covered as well as analysis of food establishment menus. Students will also demonstrate basic financial literacy skills.

Engineering - CTE

INTRODUCTION TO ENGINEERING DESIGN HONORS (8600550)

Prerequisite: Freshman and Sophomores Only

Co-Requisites: Must be paired with an Honors level Math

Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software and use an engineering notebook to document their work. Learning opportunities include: CAD (Computer Automated Design) and Drafting Experience, design process experience, computational and analytical skills, professional skills (including team collaboration, technical writing and presentation), tools and software (Autodesk Inventor, dial calipers).

PRINCIPLES OF ENGINEERING HONORS(8600520)

Prerequisite: Introduction to Engineering Design

Co-Requisites: Must be paired with an Honors level Math

Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation. Learning opportunities include: Exploration of careers in engineering, circuit and electrical principles, kinematics, renewable energy resources, material properties, coding (RobotC), thermo dynamics, robot build and test, fluid power and control systems.

Engineering - CTE

ENGINEERING DESIGN & DEVELOPMENT HONORS (8600650)

Pre-requisite: Introduction to Engineering Design and Principles of Engineering

Co-Requisites: Must be paired with an Honors level Math

The knowledge and skills students acquire throughout PLTW Engineering come together in Engineering Design and Development as they identify an issue and then research, design, and test a solution, ultimately presenting their solution to a panel of engineers. Students apply the professional skills they have developed to document a design process to standards, completing Engineering Design and Development ready to take on any post-secondary program or career.

Sport, Recreation, & Entertainment - CTE

MARKETING ESSENTIALS (8827110)

Marketing Essentials blends theory and practice to facilitate immediate implementation and impact. Students will learn to develop strategic marketing with sales and customer plans. A review of the marketing environment is used to help develop the segmentation, targeting and market positioning strategy for implementation along with the marketing mix (product, price, place and promotion). The goal is the identification and delivery of organizational competitive advantage and customer satisfaction – key to long-term revenue growth, profitability and success.

MARKETING APPLICATIONS (8827120)

This course is designed to provide students with an in-depth study of marketing in a free enterprise society and includes advertising, promotion, product development and branding, selling and marketing research. This course also includes the uses of technology and the Internet in marketing, purchasing, retail positioning strategies, and e-Commerce marketing.

SPORTS, RECREATION, AND ENTERTAINMENT MARKETING (8827400)

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the sport, recreation and entertainment marketing and sales industry; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, occupation-specific skills, and knowledge of all aspects of sport, recreation and entertainment marketing occupations.

BUSINESS OWNERSHIP (8812000)

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Marketing, Sales and Service career cluster; provides technical skill proficiency and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills and occupation-specific skills, and knowledge of all aspects of the Marketing, Sales and Service career cluster.

World Languages

FRENCH 1 (0701320)

French 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.

FRENCH 2 (0701330)

Prerequisite: French 1 or teacher recommendation

French 2 reinforces the fundamental skills acquired by the students in French 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in French 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

ADVANCED PLACEMENT FRENCH LANGUAGE (0701380)

Prerequisite: French 3 Honors or teacher recommendation

Prepares students to demonstrate a level of French proficiency through interpersonal, interpretive, and presentational modes. Topics include families in different societies, the influence of language and culture on identity, influences of beauty and art, how science and technology affect our lives, factors that impact the quality of life, and environmental, political, and societal challenges. Taking the College Board AP exam is a requirement.

SPANISH 1 (0708340)

Enables students to acquire proficiency in Spanish through a linguistic, communicative, and cultural approach to language learning. Emphasises developing listening, speaking, reading, and writing skills and the acquisition of applied grammar.

SPANISH 2 (0708350)

Prerequisite: Spanish 1 or teacher recommendation

A continuation of skills and knowledge learned in Spanish 1. Students will acquire a deeper proficiency in Spanish through a linguistic, communicative, and cultural approach to language learning. Additional emphasis on deeper development of listening, speaking, reading, and writing skills and the acquisition of applied grammar.

ADVANCED PLACEMENT SPANISH LANGUAGE (0708400)

Prerequisite: Spanish 3, Spanish for Spanish Speakers 2, or teacher recommendation

The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish. The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). Taking the College Board AP exam is a requirement.

Performing Arts: Music & Vocals

BAND 1 (1302300)

This year-long, entry-level class, designed for students having little or no previous band experience with woodwind, brass, and/or percussion instruments, promotes the enjoyment and appreciation of music through performance of high quality, beginning wind and percussion literature from different times and places.

Rehearsals focus on the development of critical listening/aural skills; rudimentary instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances.

BAND 2 (1302310)

This year-long, beginning/formative/intermediate-level class, designed for students with at least one year of woodwind, brass, and/ or percussion ensemble experience, promotes the enjoyment and appreciation of music through performance of high-quality wind and percussion literature. Rehearsals focus on the development of critical listening skills, instrumental and ensemble technique and skills, expanded music literacy, and aesthetic awareness culminating in periodic public performances.

BAND 3 (1302320)

This year-long, beginning/formative/intermediate-level class, designed for students with at least one year of woodwind, brass, and/ or percussion ensemble experience, promotes the enjoyment and appreciation of music through performance of high-quality wind and percussion literature. Rehearsals focus on the development of critical listening skills, instrumental and ensemble technique and skills, expanded music literacy, and aesthetic awareness culminating in periodic public performances.

BAND 4 (1302330)

This year-long, beginning/formative/intermediate-level class, designed for students with at least one year of woodwind, brass, and/ or percussion ensemble experience, promotes the enjoyment and appreciation of music through performance of high-quality wind and percussion literature. Rehearsals focus on the development of critical listening skills, instrumental and ensemble technique and skills, expanded music literacy, and aesthetic awareness culminating in periodic public performances.

BAND 5 HONORS (1302340)

This year-long, advanced course, designed for wind and percussion students with extensive experience in solo performance and larger performing ensembles, promotes significant depth of engagement and lifelong appreciation of music through performance and other experiences with sophisticated instrumental music, as well as creativity through composition and/or arranging. The course includes the development of advanced instrumental ensemble techniques and skills, extended music literacy and theory, and deep aesthetic engagement with a broad spectrum of high-quality repertoire, ranging from early music to the contemporary.

Musical independence and leadership are particularly encouraged in this setting.

BAND 6 HONORS (1302350)

This year-long, advanced course, designed for wind and percussion students with extensive experience in solo performance and larger performing ensembles, promotes significant depth of engagement and lifelong appreciation of music through performance and other experiences with sophisticated instrumental music, as well as creativity through composition and/or arranging. The course includes the development of advanced instrumental ensemble techniques and skills, extended music literacy and theory, and deep aesthetic engagement with a broad spectrum of high-quality repertoire, ranging from early music to the contemporary.

Musical independence and leadership are particularly encouraged in this setting.

ORCHESTRA 1 (1302360)

Students who have little or no orchestral experience study and perform high-quality beginning orchestra literature of diverse times and styles. Rehearsals focus on the development of critical listening skills, rudimentary string techniques, music literacy, ensemble skills, and aesthetic awareness. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

ORCHESTRA 2 (1302370)

Students who have at least one year of orchestral experience study, rehearse, and perform high-quality orchestra literature. Rehearsals focus on the development of critical listening skills, basic string techniques, music literacy, ensemble skills, and aesthetic awareness in the context of relevant history and cultures. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

ORCHESTRA 3 (1302380)

Students with previous/intermediate/considerable orchestral experience advance their string and ensemble performance techniques, music literacy, music theory, and aesthetic engagement through high-quality orchestra literature. Student musicians use reflection and problem-solving skills to improve performance significantly based on structural, cultural, and historical understanding of the music. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

ORCHESTRA 4 (1302390)

Students with previous/intermediate/considerable orchestral experience advance their string and ensemble performance techniques, music literacy, music theory, and aesthetic engagement through high-quality orchestra literature. Student musicians use reflection and problem-solving skills to improve performance significantly based on structural, cultural, and historical understanding of the music. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

ORCHESTRA 5 HONORS (1302400)

Students with previous/intermediate/considerable orchestral experience advance their string and ensemble performance techniques, music literacy, music theory, and aesthetic engagement through high-quality orchestra literature. Student musicians use reflection and problem-solving skills to improve performance significantly based on structural, cultural, and historical understanding of the music. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

ORCHESTRA 6 HONORS (1302410)

Students with previous/intermediate/considerable orchestral experience advance their string and ensemble performance techniques, music literacy, music theory, and aesthetic engagement through high-quality orchestra literature. Student musicians use reflection and problem-solving skills to improve performance significantly based on structural, cultural, and historical understanding of the music. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

CHORUS 1 (1303300)

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

CHORUS 2 (1303310)

This year-long, beginning-level class, designed for students with one year of experience or less in a choral performing group, promotes the enjoyment and appreciation of music through performance of basic, high-quality choral music. Rehearsals focus on the development of critical listening/aural skills, foundational instrumental technique and skills, music literacy, and ensemble skills, and aesthetic musical awareness culminating in periodic public performances.

CHORUS 3 (1303320)

This year-long, formative class, designed for students with previous participation in a school chorus who have basic knowledge of note-reading and vocal technique, concentrates on providing students opportunities to strengthen existing skills in critical listening, vocal techniques, and ensemble performance using high-quality three- and four-part choral literature. Rehearsals focus on gaining independence in music literacy and aesthetic engagement through critical listening and thinking skills.

CHORUS 4 (1303330)

This year-long, intermediate-level class is designed for students with previous participation in a high school chorus and moderate skills in critical listening, vocal techniques, music literacy, and choral performance. Rehearsals focus on enhancing these skills and students' aesthetic engagement with music through a variety of high-quality three- and four-part choral literature, providing students with the means to learn how to reflect and use a combination of analytical, assessment, and problem-solving skills consistently to improve their own and others' performance.

CHORUS 5 HONORS (1303340)

This year-long, advanced class is designed for students with previous participation in a high school chorus who have demonstrated a capacity for developing advanced listening/aural skills and advanced knowledge of vocal techniques, musical literacy, and choral performance. Chorus V focuses on development and application of these skills and provides opportunities for aesthetic engagement and making individual musical choices, where appropriate, while preparing a variety of high-quality choral literature.

CHORUS 6 HONORS (1303350)

This year-long, very advanced class is designed for students who have demonstrated a capacity for developing very advanced listening/aural skills and performance techniques, as well as very advanced knowledge of vocal techniques, musical literacy, ensemble skills, and related musical knowledge. Chorus VI focuses on managing, mastering, and refining these skills and techniques through a variety of high-quality choral literature at a high level of aesthetic engagement. Musical independence and student leadership are promoted through significant opportunities for peer mentoring, solo work, and participation as a performer, conductor, or coach in a small or large ensemble.

DANCE TECHNIQUES 1 (0300310)

Students in this year-long, entry-level course, designed for those having no prior dance instruction, learn foundational skills in two or more dance styles. Their development of fundamental dance technique is enriched and enlivened through study of works by a variety of diverse artists, developing genre-specific movement vocabulary and dance terminology, and building knowledge and skills related to somatic practices, dance composition, analysis of effort and outcomes, dance history and culture, collaborative work, and rehearsal and performance protocols.

GUITAR 1 (1301320)

Students with little or no experience develop basic guitar skills and knowledge, including simple and full - strum chords, bass lines and lead sheets, barre and power chords, foundational music literacy and theory, major scales, simple finger-picking patterns, and ensemble skills for a variety of music. Beginning guitarists explore the careers and music of significant performers in a variety of styles. 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 may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

GUITAR 2, GUITAR 3 (1301330) (1301340)

Students with previous guitar experience build on their skills and knowledge, adding chords, new strumming and fingerpicking patterns, movable major and minor scales, basic music theory, more complex bass lines and lead sheets, and ensemble skills for a variety of music. Beginning guitarists explore the careers and music of significant performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

GUITAR 4 HONORS (1301350)

Students with previous guitar experience build on their skills and knowledge, adding chords, new strumming and fingerpicking patterns, movable major and minor scales, basic music theory, more complex bass lines and lead sheets, and ensemble skills for a variety of music. Beginning guitarists explore the careers and music of significant performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

KEYBOARDING 1 (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.

KEYBOARDING 2 (1301370)

Students build on previous piano techniques and skills through reading music, acquiring and applying knowledge of music theory, and exploring the role of keyboard music in history and culture. Students learn repertoire from various styles and time periods, exploring the historical influence keyboards have had on music performance and composition. Students explore the basic tools of music technology (i.e., MIDI keyboards). 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.

MUSIC OF THE WORLD (1300340)

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

Performing Arts: Theater

THEATRE 1 (0400310)

This is a hands-on, participation class for students interested in learning about the Fine Art of Theatre. Through the year students will learn a basic foundation of theatre terminology, theatre history and basic acting techniques. These skills will be taught through acting exercises that include monologue, duet acting, and ensemble scene work in which there will be memorization work. Through hands on opportunities students will gain basic knowledge of design and construction of sets, props and costumes. All students will be required to paint, sew, sweep, build, etc. and these activities will be graded.

THEATRE 2 (0400320)

This is a hands-on, participation class for students interested in learning about the Fine Art of Theatre. Through the year students will learn a basic foundation of theatre terminology, theatre history and basic acting techniques. These skills will be taught through acting exercises that include monologue, duet acting, and ensemble scene work in which there will be memorization work. Through hands on opportunities students will gain basic knowledge of design and construction of sets, props and costumes. All students will be required to paint, sew, sweep, build, etc. and these activities will be graded.

THEATRE 3 HONORS (0400330)

This is a hands-on, participation class for students interested in learning about the Fine Art of Theatre. Through the year students will learn a basic foundation of theatre terminology, theatre history and basic acting techniques. These skills will be taught through acting exercises that include monologue, duet acting, and ensemble scene work in which there will be memorization work. Through hands on opportunities students will gain basic knowledge of design and construction of sets, props and costumes. All students will be required to paint, sew, sweep, build, etc. and these activities will be graded.

THEATRE 4 HONORS (0400340)

This is a hands-on, participation class for students interested in learning about the Fine Art of Theatre. Through the year students will learn a basic foundation of theatre terminology, theatre history and basic acting techniques. These skills will be taught through acting exercises that include monologue, duet acting, and ensemble scene work in which there will be memorization work. Through hands on opportunities students will gain basic knowledge of design and construction of sets, props and costumes. All students will be required to paint, sew, sweep, build, etc. and these activities will be graded.

TECHNICAL THEATRE DESIGN& PRODUCTION (STAGECRAFT) 1 (0400410)

Theatrical overview of the art of stagecraft. Students will study the various production jobs in the theatre such as set construction, scenic design, costume design, costume construction, publicity, lighting design, sound design, etc. Students are required to physically work on the construction of all theatrical productions. Students will learn the basic tools and procedures for designing and creating scenery and properties (props) with particular attention to technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials. Students also learn the standard conventions of design presentation and documentation; the organizational structure of theatre production and creative work in a collaborative environment; through various self-assessment tools. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

TECHNICAL THEATREDESIGN & PRODUCTION (STAGECRAFT) 2 (0400420)

Theatrical overview of the art of stagecraft. Students will study the various production jobs in the theatre such as set construction, scenic design, costume design, costume construction, publicity, lighting design, sound design, etc. Students are required to physically work on the construction of all theatrical productions. Students will learn the basic tools and procedures for designing and creating scenery and properties (props) with particular attention to technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials. Students also learn the standard conventions of design presentation and documentation; the organizational structure of theatre production and creative work in a collaborative environment; through various self-assessment tools. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

TECHNICAL THEATREDESIGN & PRODUCTION (SCENERY AND PROP DESIGN)3 (0400407)

Theatrical overview of the art of stagecraft. Students will study the various production jobs in the theatre such as set construction, scenic design, costume design, costume construction, publicity, lighting design, sound design, etc. Students are required to physically work on the construction of all theatrical productions. Students will learn the basic tools and procedures for designing and creating scenery and properties (props) with particular attention to technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials. Students also learn the standard conventions of design presentation and documentation; the organizational structure of theatre production and creative work in a collaborative environment; through various self-assessment tools. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

TECHNICAL THEATRE DESIGN& PRODUCTION (STAGECRAFT) 4 HONORS (0400440)

Theatrical overview of the art of stagecraft. Students will study the various production jobs in the theatre such as set construction, scenic design, costume design, costume construction, publicity, lighting design, sound design, etc. Students are required to physically work on the construction of all theatrical productions. Students will learn the basic tools and procedures for designing and creating scenery and properties (props) with particular attention to technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials. Students also learn the standard conventions of design presentation and documentation; the organizational structure of theatre production and creative work in a collaborative environment; through various self-assessment tools. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

Fine Arts

CERAMICS 1 (0102300)

Students explore how space, mass, balance, and form combine to create aesthetic forms or utilitarian products and structures. Instructional focus will be on ceramics and/or pottery. Media may include, but are not limited to, clay and/or plaster, with consideration of the workability, durability, cost, and toxicity of the media used.

Student artists consider the relationship of scale (i.e., hand-held, human, monumental) through the use of positive and negative space or voids, volume, visual weight, and gravity to create low/high relief or freestanding structures for personal intentions or public places. They explore sharp and diminishing detail, size, position, overlapping, visual pattern, texture, implied line, space, and plasticity, reflecting craftsmanship and quality in the surface and structural qualities of the completed art forms. Students in the ceramics and/or pottery art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

CERAMICS 2 (0102310)

Students explore spatial relationships through the use of nonobjective, abstract, or representational forms, products, or structures. Instructional focus should be on ceramics and/or pottery. Processes and techniques for substitution may include, but are not limited to, wheel-thrown clay, glaze formulation and application. Media may include, but are not limited to, clay and/or plaster with consideration of the workability, durability, cost, and toxicity of the media used. Ceramic and/or pottery artists experiment with and manipulate space-producing devices, including overlapping, transparency, interpenetration, vertical and horizontal axis, inclined planes, disproportionate scale, fractional or abstracted representation, and spatial properties of the structural art elements. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the ceramics and/or pottery art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

2D ART 1 (0101300)

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

ADVANCED PLACEMENT STUDIO 2-D ART (0109350)

This course is an advanced study in 2-Dimensional design. This course includes the design, creation, and presentation of work in a variety of 2-D media which may include drawing, painting, printmaking, digital design, photography, collage and other 2-D media. Students will create a body of work through a sustained investigation that reflects an understanding of the medium and the elements of art and principles of design.

Students in AP 2-D Art and Design must submit a portfolio to the College Board which contains a minimum of 20 pieces of work for evaluation. The portfolio must contain 20 works of art, and responses to prompts.

Students may receive both high school and college credit for this course providing portfolio scores meet the College Board minimum standards. This course incorporates hands-on activities and consumption of art materials.

Physical Education

1. O.P.E. (Health Opportunities through Physical Education) (3026010)

The purpose of the course is to enable students to develop an understanding of fitness concepts, human sexuality, design a personal fitness program, and be introduced to various life management skills. This course is a graduation requirement.

INDIVIDUAL/DUAL SPORTS 1 & 2 (1502410) (1502420)

This course includes knowledge and application of techniques, scoring, strategies, and rules involved in traditional activities such as tennis. It is a continuation of Individual/Dual Sports 1. This course gets more in-depth on techniques, strategies, and rules involved in traditional activities and sports.

TEAM SPORTS 1 & 2 (1503350) (1503360)

The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement, knowledge of team sports concepts such as offensive and defensive strategies and tactics, and appropriate social behaviors within a team or group setting. The integration of fitness concepts throughout the content is critical to the success of this course.

WEIGHT TRAINING 1 (1501340)

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

WEIGHT TRAINING 2 (1501350)

This course provides students with opportunities to acquire knowledge and skills in weight training including an assessment of muscular strength and endurance as well as knowledge of health problems associated with inadequate levels of muscular strength, skeletal muscles, sound nutritional practices, and consumer issues related to weight training.

WEIGHT TRAINING 3 (1501360)

Prerequisite: Weight Training 1 and 2

This course provides students with advanced knowledge and skills in weight training including an assessment of muscular strength and endurance as well as a knowledge of health problems associated with inadequate levels of muscular strength, skeletal muscles, sound nutritional practices, and consumer issues related to weight training.

POWER WEIGHT TRAINING (1501410)

Prerequisite: Weight Training 1, 2, and 3

The purpose of this course is to acquire knowledge and skills in power weight training (Olympic and powerlifting) and improve or maintain health-related physical fitness. Appropriate instructional practices and assessments are used to elicit evidence of student understanding and proficiency of course-specific benchmarks related to Cognitive Ability, Movement Competency, Lifetime Fitness, and Responsible Behavior and Values as outlined by the Next Generation Sunshine State Standards for Physical Education and the Common Core State Standards.

FIRST AID AND SAFETY (0800320)

This course provides students with opportunities to acquire advanced skills in first aid; emergency care; and personal, community, and environmental safety. Content includes advanced first aid, two-person and infant CPR; and relief of obstructed airway and safety.

CARE AND PREVENTION OF ATHLETIC INJURIES (1502490)

Prerequisite: First Aid and Safety

This course provides students with the opportunities to acquire knowledge and skills related to the nature, prevention, care, and rehabilitation of athletic injuries that may be used in recreational pursuits today as well as in later life.

Leadership/Student Government

LEADERSHIP SKILLS DEVELOPMENT (2400300)

Prerequisite: Freshmen Only

Students will learn leadership skills, techniques, strategies, and approaches through the National Student Council curriculum. Each year, students will create and implement a group service project and will have the opportunity to attend conferences to further expand their knowledge and network. Participation in this program requires an application and acceptance.

LEADERSHIP TECHNIQUES (2400310)

Prerequisite: Sophomores Only

Students will learn leadership skills, techniques, strategies, and approaches through the National Student Council curriculum. Each year, students will create and implement a group service project and will have the opportunity to attend conferences to further expand their knowledge and network. Participation in this program requires an application and acceptance.

LEADERSHIP STRATEGIES (2400320)

Prerequisite: Juniors Only

Students will learn leadership skills, techniques, strategies, and approaches through the National Student Council curriculum. Each year, students will create and implement a group service project and will have the opportunity to attend conferences to further expand their knowledge and network. Participation in this program requires an application and acceptance.

APPROACHES TO LEADERSHIP (2400330)

Prerequisite: Seniors Only

Students will learn leadership skills, techniques, strategies, and approaches through the National Student Council curriculum. Each year, students will create and implement a group service project and will have the opportunity to attend conferences to further expand their knowledge and network. Participation in this program requires an application and acceptance.

Clubs & Organizations

Anime Club

Sponsor – Gracie Ferch

Sponsor Email – gracie.ferch@ocps.net

Art Club/National Art Honor Society

Sponsors – Allison Gehres & Gracie Ferch

Sponsor Email – Allison.gehres@ocps.net

AVID Council

Sponsor – Barbara Verity

Sponsor Email – Barbara.verity@ocps.net

Band

Sponsor – Mario Ford

Sponsor Email – Mario.ford@ocps.net

BETA Club

Sponsor – Jennifer Bohn

Sponsor Email – jennifer.bohn@ocps.net

Color Me Confident (Hub program)

Sponsor – Stephanie Brown

Sponsor Email – stephanie.brown@ocps.net

Debate Club

Sponsor – Allyson Lewis

Sponsor Email – Allyson.lewis@ocps.net

Elevation Scholars Club

Sponsor – John Harrell

Sponsor Email – john.harrell@ocps.net

Envisioning You

Sponsor – Ingrid Cowan

Sponsor Email – ingrid.cowan@ocps.net

ESPORTS

Sponsors – Benjamin Sandrowitz

Sponsor Email – Benjamin.sandrowitz@ocps.net

Future Business Leaders of America (FBLA) & DECA

Sponsor – Jordan Crawford

Sponsor Email – Jordan.crawford@ocps.net

Fellowship of Christian Athletes (FCA)

Sponsors –

Sponsor Email –

FFA (Agriscience Foundation)

Sponsor – Sonjia Thomas

Sponsor Email – sonjia.thomas@ocps.net

French Honors Society

Sponsor – Jean Charles Viard

Sponsor Email – jeancharles.viard@ocps.net

Freshmen Class

Sponsor – Allyson Lewis

Sponsor Email – Allyson.lewis@ocps.net

Future Leaders United (FLU) – United Foundation of Central Florida, Inc.

Sponsor – Stephanie Brown

Sponsor Email – stephanie.brown@ocps.net

Gay Straight Alliance

Sponsor – Marsha Colas

Sponsor Email – marsha.colas@ocps.net

Gospel Choir

Sponsor – Edith Wright

Sponsor Email – edith.wright@ocps.net

Interact Club

Sponsor –

Sponsor Email –

Clubs & Organizations

International Thespian Society

Sponsor – Katie Corrie

Sponsor Email – kathryn.corrie@ocps.net

Junior Class

Sponsor – Tamara Birdsong

Sponsor Email – tamara.birdsong@ocps.net

Key Club

Sponsor – Donna Benefiel

Sponsor Email – donna.benefiel@ocps.net

MANUp

Sponsor –

Sponsor Email –

Men of Royalty

Sponsors – Nick Solomon & Tadaricka Malone

Sponsor Emails – nsolomon@iam-royalty.org &
tadaricka@iam-royalty.org

Mercy Kid Zone (Hub program)

Sponsor – Stephanie Brown

Sponsor Email – stephanie.brown@ocps.net

Mu Alpha Theta

Sponsor – Danielle Allen

Sponsor Email – Danielle.allen@ocps.net

EVANS HIGH SCHOOL

X: @EvansHS_OCPS
IG: @evanshighschool_ocps

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