

# CITRUS PARK CHRISTIAN SCHOOL

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## *27<sup>th</sup> YEAR* *of* *EXCELLENCE IN CHRISTIAN EDUCATION* *2009 - 2010*

# High School Course Guide

**"Every Subject Taught in the Light of God's Word."**

Karen Jeffers.....Middle/High School Principal  
Barry Yellets .....Preschool/Elementary Principal  
Trey Bray.....Assistant Principal, Middle/High School  
Amanda Allotta.....Guidance Counselor, Middle/High School  
Patty Gleason..... Office Manager  
Paula Powell..... Financial Supervisor

### **Mission Statement**

Citrus Park Christian School, in partnership with parents, will educate and train children to be disciples of Jesus Christ and foster in children a life-long love for learning in an atmosphere of academic excellence.

### **Affiliation and Accreditation**

Citrus Park Christian School holds full accreditation status through the Florida Association of Christian Colleges and Schools (FACCS) and co-accreditation through the Southern Association of Colleges and Schools.

CPCS admits students of any race, color, and ethnicity to all rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national or ethnic origin in administration of its educational policies, admissions policies, athletic and other school administered programs.

# Citrus Park Christian School

## Course Guide

**Karen Jeffers, Principal**

[kjeffers@citruspark.org](mailto:kjeffers@citruspark.org)

**7705 Gunn Highway**

**Tampa, FL 33625**

Dear Student,

It is my great pleasure to introduce to you the course description catalog for Citrus Park Christian School. It is written in a detailed format to aid you and your parents in selecting academic courses and electives for the school year. Even though courses are listed in this directory and on the programming sheets, please understand that each class must have sufficient enrollment to remain on the school's master schedule; if not, the next elective class of choice will be assigned. Therefore, please be very selective when making the alternate course choices.

It is the goal of this faculty and staff that all students be prepared not only for the near future of work and/or post-secondary education, but also with the tools and strategies to be life long learners. To this end, the administration expects students to select challenging academic classes, high interest elective classes, and technologically rigorous classes. Guidance counselors, teachers, and administrators will work with all students to ensure that the opportunity for a quality education is available to everyone.

This guide, along with parent, teacher, and peer input, should be used when selecting classes for the upcoming high school years. It is my wish that each and every student have an educational and successful school year here at CPCS where excellence in all undertakings is expected, encouraged, and recognized.

Sincerely,

Karen K. Jeffers  
Administrator/Principal  
Middle/High School

## **SCHOOL HISTORY**

Citrus Park Christian School was founded as a ministry of the First Baptist Church of Citrus Park. The vision of Pastor Harold Warner was to have a Christian School that offered quality and affordability. This philosophy continues today. The first year of operation was 1983 with grades K-4 through 6<sup>th</sup> grade with about eighty students. Each year a grade was added until it reached 8<sup>th</sup> grade. By 1997, the church realized a need for a Christian high school in our area and voted to add grades 9-12, one year at a time. Classes necessary for completion of high school have been added, along with fine arts and an athletic program. The class of 2001 became our first high school graduating class. We have held state recognized accreditations since 1990.

Citrus Park Christian School offers a well-rounded college-prep program. Athletic and other school activities are held at the Ministry Activity Center (MAC) located at 18105 Gunn Highway, Odessa, 33556, approximately ½ mile north of Van Dyke Road. The ministry currently owns 40 acres at this location for future development.

We are very proud of the young men and women who have received their education from CPCS. The graduates are well equipped Biblically and academically. Approximately 90% or more attend college. Because CPCS is Bible based in principle and practice, the school's motto "Every subject taught in the Light of God's Word" is as powerful and true today as it was in 1983.

## **PHILOSOPHY OF CHRISTIAN EDUCATION**

The educational philosophy of this school is based on the Word of God. The Bible is the integrating, unifying principle for our entire program. God is at the center of every subject taught. The entire staff is born again and holds the view that "in all things He must have the preeminence." Every part of the curriculum is interpreted and applied from a Christ-centered, Biblical perspective.

The word "***philosophy***" comes from Greek words meaning, "love of wisdom." Since the time of the Garden of Eden, man has desired to be wise and has done all he knows to do to know all truth (Genesis 3:5). In searching for the truth, every man develops a system of values and beliefs that directs his every action. This plan or system becomes his philosophy of life.

The Christian must develop his philosophy by studying God's Word, the Bible (John 17:17). God's Word is truth and is the only standard by which one can chart his life. The apostle Paul warns us not to be spoiled by the philosophies of this world – philosophies such as materialism, situation ethics, humanism or other New Age thought behaviors (Colossians 2:8). Paul defines a Christian philosophy as one that follows after Christ, and not after the world, because in Christ "**are hid all the treasures of wisdom and knowledge**" (Colossians 2:3).

The Christian's philosophy must be based on the Lord Jesus Christ as He is revealed in the Scriptures. A man whose system of values and beliefs is determined by any source other than God's Word is susceptible to worldly influences and error.

There are certain Biblical truths that help us recognize the need for Christian education:

- God created man in His own image.
- Man has inherited a sin nature, is condemned before God and needs a Savior.
- God has provided for man's salvation through the gift of His Son, the Lord Jesus Christ and His work at Calvary.
- The church is the Body of Christ, composed of every true believer from Pentecost to the Rapture.

Although the term “**CHRISTIAN EDUCATION**” does not occur in the Bible, it does say a great deal about the education of young people. The Word of God speaks of moral and spiritual instruction of the believer in general, and of children in particular (Deuteronomy 6:6-7; Proverbs 3:5-6).

God makes it plain that His will for all Christians is that they “*be adequate, equipped for every good work*” (II Timothy 3:17 NASV). To accomplish this task, God gives men various gifts “*for the perfecting of the saints, for the work of the ministry, for the edifying of the body of Christ; till we all come in the unity of the faith and of the knowledge of the Son of God,...unto the measure of the stature of the fullness of Christ.*” (Ephesians 4:12, 13 KJV)

These verses describe the goal of Christian education; to help create in every young person the likeness of Christ. Christian education should develop Christians whose activities in this life anticipate their eventual conformity to the image of Christ (Romans 8:29).

The Christian school is uniquely fitted to assist the parent in fulfilling the God-given responsibility of Christian education. The Bible is the center of the curriculum of the Christian school, the one text through which all others must be viewed. In the Christian school we study language, literature, art, history, math and science as it has influenced human history and how there is perfection in all that God has done.

A Christian philosophy of education stands in opposition to a naturalistic and man-centered point of view. Much of contemporary education is anti-supernatural. Man is accepted as unfallen and good. He is pictured as continually climbing from a low origin to something higher. God doesn't really matter, and man, given enough time and education, will ultimately succeed in accomplishing his goals. Christian education, however, lays emphasis on the supernatural. Man is a fallen creation, is destitute of any good, and can only succeed by the redemptive grace of Jesus Christ. God is real and man can only live a full and meaningful life when properly related to Him.

As boys and girls learn to walk in the light of God's Word, then the goals of holiness and character will become a part of their lives. This will prepare them for service.

***CHRISTIAN EDUCATION IS DISTINCTIVE,  
FOUNDED ON THE SCRIPTURES AND TOTALLY INCOMPATIBLE WITH  
CONTEMPORARY, SECULARIST GOVERNMENT EDUCATION.***

### **VISION STATEMENT**

It is the vision of our faculty and staff to see that all students who enroll receive Jesus Christ as their personal Savior. Our vision expands to see students develop Christian character, excel in their academics, and develop Biblical values in all aspects of life. We desire to reach the family as well as the student.

### **OBJECTIVES OF CHRISTIAN EDUCATION**

- To prepare children spiritually by instilling in them a personal responsibility to and an appreciation for the Lord Jesus Christ, God the Father, and the Holy Spirit, as revealed in the Bible.
- To prepare children to successfully live in a democracy.

- To teach children loyalty to their country.
- To encourage children to think clearly, logically and independently.
- To offer an instructional program that meets the academic needs of the child.
- To develop an understanding of the world in which they live and the ability to appreciate and adjust to their environment.
- To achieve mastery in the tools of learning and communication.
- To develop a sense of responsibility in each child as a citizen and as a Christian.
- To develop a moral, ethical, and spiritual sense which will aid them in appreciation of their own personal worth and the worth of others.
- To prepare each child for an outstanding position in life; to prepare the student for spiritual leadership in school, home, church, community, state, nation, and world.
- To provide opportunities for developing an understanding of and appreciation for the arts as well as contributing to them.
- To strengthen the home by teaching the Biblical principles of obedience to and respect for parents.
- To give a basic understanding of humanism and one world government as it impacts on the freedom of Christians.

### **MISSION STATEMENT**

Citrus Park Christian School, in partnership with parents, will educate and train children to be disciples of Jesus Christ and foster in children a life-long love for learning in an atmosphere of academic excellence.

### **STATEMENT OF FAITH**

**Section 1.** We believe in **THE HOLY SCRIPTURES**; accepting fully the writings of the Old and New Testaments as the very Word of God, verbally inspired in all parts and therefore wholly without error as originally given of God, altogether sufficient in themselves as our only infallible and authoritative rule of faith and practice.

**Section 2.** We believe in **THE ONE TRIUNE GOD**; Who is personal, spirit, and sovereign; perfect, infinite, and eternal in His being, holiness and love, wisdom and power; absolutely separate and above the world as its Creator, yet everywhere present in the world as the Upholder of all things; self-existent and self-revealing in three distinct persons, the Father, the Son, and the Holy Spirit.

**Section 3.** We believe in **THE LORD JESUS CHRIST**; Who is the second Person of the Triune God, the eternal Word and Only Begotten Son; that without any change in His divine Person, He became man by miracle of the Virgin Birth thus to continue forever as both true God and true Man.

**Section 4.** We believe in **THE HOLY SPIRIT**; Who is the third Person of the Trinity, and the divine Agent in nature, revelation and redemption; that He convicts the world concerning sin, righteousness and judgment; that He regenerates, indwells, baptizes, seals, and anoints all who become children of God through Christ at the moment of salvation.

**Section 5.** We believe **ALL MEN ARE BY NATURE AND CHOICE SINFUL AND LOST; THAT MAN WAS THE DIRECT CREATION OF God**, made in His image and likeness; that by personal disobedience to the revealed will of God, man became a sinful creature; the father of a fallen race which is universally sinful in both nature and practice.

**Section 6.** We believe in **SALVATION BY GRACE THROUGH FAITH**; that salvation is the free gift of God, neither merited nor secured in part or in whole by any virtue of work of man, but received only by personal faith in the Lord Jesus Christ.

**Section 7.** We believe in **RIGHTEOUS LIVING AND GODLY WORKS**; not as a means of salvation in any sense, but as its proper evidence and fruit.

**Section 8.** We believe in **THE EXISTENCE OF SATAN**; who originally was created a holy and perfect being, but through pride and wicked ambition rebelled against God, thus becoming utterly depraved in character.

**Section 9.** We believe in **THE SECOND COMING OF CHRIST**; that His return from Heaven will be personal, visible and glorious, a blessed Hope for which we should constantly watch and pray, the time being unrevealed but always imminent.

**Section 10.** We believe in **FUTURE LIFE, BODILY RESURRECTION AND ETERNAL JUDGMENT**; that the spirit of the saved at death go immediately to be with Christ in Heaven, that their works shall be brought before the Judgment Seat of Christ for the determination of rewards which will take place at the time when Christ comes for His own; that the spirits of the unsaved at death descend immediately into Hell where they are kept under punishment until the final day of judgment.

**Section 11.** We believe in **THE PRIESTHOOD OF ALL BELIEVERS**; that Christ is our Great High Priest and through Him every born-again person has direct access into God's presence without the need of a human priest.

**Section 12.** We believe in **THE LORDSHIP OF JESUS CHRIST**; that He alone is Head of the Body of Christ, into which all true believers are immediately baptized by the Holy Spirit.

**Section 13.** We believe in **THE IMPORTANCE OF THE LOCAL CHURCH**; that a New Testament church is a local assembly of born again baptized believers united in organization to practice New Testament ordinances.

**Section 14.** We believe in **THE INDEPENDENCE AND AUTONOMY OF THE LOCAL CHURCH**; that each New Testament church is free to govern itself without ecclesiastical interference.

**Section 15.** We believe **THE ORDINANCES GIVEN TO THE LOCAL CHURCH ARE BAPTISM AND THE LORD'S SUPPER**; that Baptism is by immersion of believers, thus portraying the death, burial, and resurrection of Jesus Christ; that the Lord's Supper is the partaking of the bread and cup by the believer as a continuing memorial of the broken body and shed blood of Christ.

**Section 16. HUMAN SEXUALITY.** We believe that God has commanded that no intimate sexual activity be engaged in outside of a marriage between a man and a woman. We believe that

any form of homosexuality, lesbianism, bisexuality, bestiality, incest, fornication, adultery, and pornography are sinful perversions of God's gift of sex. We believe that God disapproves of and forbids any attempt to alter one's gender by surgery or appearance. (Gen. 2:24; Gen 19:5, 13; Gen. 26:8-9; Lev. 18:1-30; Rom. 1:26-29; I Cor. 5:1; 6:9; I Thess. 4:1-8; Heb. 13:4)

We believe that the only legitimate marriage is the joining of one man and one woman. (Gen. 2:24; Rom. 7:2; I Cor. 7:10; Eph. 5:22-23)

(Please note: A complete statement of faith with Scripture references is listed in ARTICLE II of the Doctrinal Statement of First Baptist Church of Citrus Park and must be signed by each employee hired by Citrus Park Christian School.)

### **STATEMENT OF COOPERATION**

It needs to be understood that all new faculty and staff members must go forward during the invitation and meet with the pastor concerning church membership. Please attend to this matter no later than the first Sunday after the week of in-service.

Being employed by Citrus Park Christian School, which is a ministry of First Baptist Church of Citrus Park, should be more than a job. It should be a position in which you can serve the Lord and have a ministry as well as meeting your financial responsibilities.

It is therefore necessary for all employees to be in harmony with the beliefs and practices of our ministry. Thus the following criteria are expected of all those employed by Citrus Park Christian School.

1. That you personally trusted Jesus Christ as your Savior by confessing your sin and receiving Him into your heart.
2. That you have an ongoing personal relationship with Jesus Christ.
3. That you are in agreement with our articles of faith as stated in our church by-laws and constitution, Article II.
4. That you regularly attend a fundamental, Bible-believing, Baptist church.
5. That you abstain from the use of alcohol, any form of tobacco, drugs (other than for the purpose of medication), fornication, adultery, homosexuality, lesbianism, incest and pornography.
6. That you maintain a life testimony honorable and pleasing to our Lord Jesus Christ.
7. That you are in agreement to having a background check.
8. That you agree with and abide by Citrus Park Christian School's prohibition of sexual harassment of any student and/or employee (more completely delineated in Section 2.3.5.)

Not being in agreement with the above statements would indicate a lack of harmony with the objectives of Citrus Park Christian School and First Baptist Church of Citrus Park. Failure to abide by these guidelines would constitute reason for dismissal.

Note: The above statement of cooperation must be signed when applying for a position at Citrus Park Christian School.

# Guidance Services

The Guidance Department, while working with students, parents, school staff and community, strives to create a positive atmosphere in which all students may develop to their fullest potential. The counselor serves a major role in the course selection process, and is your best resource when it comes to specific program and course requirement information relating to graduation. The counselor also has the most current information regarding the Florida Bright Futures Scholarship Program.

## ***Graduation Standards***

Every graduate earning a Standard College Prep High School Diploma shall:

- Complete an individual academic plan and earn at least 26 credits in grades 9-12.
- Complete 120 hours of community service (30 per year of enrollment in grades 9-12) by graduation.
- Attain an unweighted state grade point average (GPA) of at least 2.0 for all credits
- Demonstrate mathematics skills that include mastery of exit performance standards for Algebra I or higher level courses
- Demonstrate mastery of reading, communication skills and mathematics skills as they apply to real world tasks.

## ***Honors Courses***

It has been shown that the weighting of grades in advanced courses more accurately correlates a student's achievement with his or her class standing. A .04 bonus will be added to the student's cumulative grade point average for each one-half credit completed in an honors course or dual enrollment course. An additional .04 bonus beyond the .04 bonus for honors courses will be added to the student's cumulative GPA for each one-half credit in Advanced Placement classes beginning in the 1996-97 school year. A grade of "C" or higher must be earned in the honors or Advanced Placement course for the bonus points to be awarded. The bonus points will be awarded for the cumulative GPA when it is calculated for class ranking. See the Student Handbook for a complete list of courses.

## **Grading Scale**

**90 -- 100 A**

**80 -- 89 B**

**70 -- 79 C**

**60 -- 69 D**

**0 -- 59 F**

**DUAL ENROLLMENT** -Dual enrollment allows eligible high school students to enroll in postsecondary courses. They earn credit toward high school graduation and, at the same time, earn credit toward a college degree or technical certificate. CPCS allows students to dual enroll at Hillsborough Community College, USF, St. Petersburg College and Clearwater Christian College. Students are permitted to take dual enrollment courses on a part-time basis during school hours (with administrative permission), after school, or during the summer term. Dual enrollment students do not have to pay registration, matriculation, or laboratory fees.

**ADVANCED PLACEMENT (AP) PROGRAM** -The College Board's AP Program is a nationwide program consisting of more than 30 college-level courses and exams offered at participating high schools. Subjects range from art to statistics. Students who earn a qualifying grade of 3 or above on an AP exam can earn college credit or advanced placement or both, depending on the college or university in which the student enrolls. For information, visit [www.collegeboard.com](http://www.collegeboard.com).

**FLORIDA VIRTUAL SCHOOL (FVS)** -The FVS offers high-quality, online high school curricula, including AP courses. The FVS Program can be a resource for students with limited access to AP offerings. All students have the option of taking online courses from the Florida Virtual School. For information, visit [www.flvs.net](http://www.flvs.net).

**COLLEGE-LEVEL EXAMINATION PROGRAM (CLEP)** -Students with strong content background in a subject area can earn credit through an examination program administered by the college they attend. One such program is the College-Level Examination Program (CLEP). Candidates for the CLEP include students who have completed an AP course but did not take or earn a qualifying score on the AP exam. Other students who have taken several high school courses in one particular subject area may wish to take a CLEP exam. For more information on CLEP testing sites and dates, contact the admissions or registrar's office at the postsecondary institution in which the student wants to enroll.

## **Schedule Change Policy**

1. **Valid reasons** for a schedule change may include: scheduling error, computer error, failing a required course, passing a course in summer school or Florida Virtual, missing a requirement for graduation, and not having the proper prerequisite.
2. **Elective changes may not be honored** due to class size.
3. Schedule change requests will **NOT** be considered for the purpose of teacher preference.
4. Once a schedule has been changed, it cannot be changed back again to the original schedule.
5. The student is responsible for all class work from the beginning of the semester, regardless of the date the student entered the class.
6. After drop/add week, schedule change requests will not be approved unless there are extenuating circumstances beyond the student's control.
9. Request for schedule changes may be denied as classes reach maximum capacity.

## ***Testing***

### **Stanford Achievement Testing/OLSAT**

#### **SAT 10/OLSAT**

The Stanford 10 Achievement Test will be administered annually through the 11<sup>th</sup> grade. In both the 9<sup>th</sup> and 11<sup>th</sup> grades the Otis Lenin Ability Test (IQ) will be given.

### **Advanced Placement (AP) Tests**

This test is given at the completion of an advanced placement course. College credits may be earned for rigorous high school course work. 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 school's policy.

**American College Test (ACT) The American College Testing** program test measures scholastic aptitude in English, mathematics, social studies, and natural sciences and the optional writing portion. This test is required for admission by some colleges and universities. Optimum test dates are in the spring of the junior year and again in the fall of the senior year, if necessary. Results are mailed to the high school and colleges designated by the student.

**Armed Services Vocational Aptitude Battery (ASVAB) The Armed Services Vocational Aptitude Battery** is a test measuring mechanical, clerical, verbal, and mathematical skills with a variety of short, timed multiple choice test items. The test can identify occupations and skills for which students are best suited. There is no commitment to military service for students taking this test.

**College Placement Test (CPT) The College Placement Test** is the test that Florida community colleges use to determine placement in either remedial or regular college courses. The test was designed to measure how well students have developed their verbal and math skills. It may be taken to enroll in HCC courses. Students who will be enrolled in HCC Dual Enrollment classes may also take the CPT, however the SAT or ACT may replace the CPT.

**Preliminary Scholarship Aptitude Test / National Merit Scholastic Qualifying Test (PSAT/NMSQT)** The PSAT multiple-choice test measures verbal, writing and math abilities. It also helps students assess their verbal and math skills for practice for the SAT and helps predict possible SAT scores, as well as success in AP classes. This test gives students the opportunity to qualify for such programs as the National Merit, National Achievement, or National Hispanic Awards. The test is given once in the fall to grades 9-11.

**Scholastic Aptitude Test (SAT I)** The SAT I is an objective test designed to measure how well students have developed their verbal and math skills. As of March 2005, a writing section has also been added. This test is required for admission by some colleges and universities. It is administered on various dates during the year. Optimum test dates are in the spring of the junior year. Students may retest in the fall of their senior year if necessary. Results are mailed to the student's home, high school, and specified colleges and universities.

**PLAN** in grade 10 serves as the midpoint measure of academic progress in the series of longitudinal assessments that constitute a component of the ACT College Readiness System. The PLAN program is a way for tenth grader students to review their progress toward college readiness while there is still time to make necessary interventions. PLAN contains four tests—English, Mathematics, Reading and Science. These tests are designed to measure students’ curriculum-related knowledge and the complex cognitive skills important for future education and careers.

**EXPLORE** in grades 8 and 9 serves as the entry measure of academic progress in the series of longitudinal assessments that constitute a component of the ACT College Readiness System. Explore is an early indicator of college readiness, an effective tool for planning high school coursework and a useful career exploration and planning program. Explore provides a baseline to help increase the PLAN and ACT scores and documents if students are on track for college.

## College Web Sites to Know

### Testing:

[www.collegeboard.com](http://www.collegeboard.com)

[www.act.org](http://www.act.org)

[www.number2.com](http://www.number2.com)

### Financial Aid:

[www.fafsa.ed.gov](http://www.fafsa.ed.gov)

[www.studentaid.ed.gov](http://www.studentaid.ed.gov)

### Scholarships:

[www.fastweb.com](http://www.fastweb.com)

[www.scholarships.com](http://www.scholarships.com)

[www.freschinfo.com](http://www.freschinfo.com)

[www.floridastudentfinancialaid.org](http://www.floridastudentfinancialaid.org)

[www.Wiredscholar.com](http://www.Wiredscholar.com)

### College Info Sites:

[www.facts.org](http://www.facts.org)

[www.Florida.echoices.com](http://www.Florida.echoices.com)

### Essay Writing:

[www.essayedge.com](http://www.essayedge.com)

## College Admissions Check List

### Application:

- Apply online or on paper
- Pay attention to specific deadlines
- Follow the university’s directions exactly

### Entrance Exams:

- Register NOW
- Do not forget to enter your school code. **101-705**

### Essays:

- Sell yourself!!!
- Create a mental picture of yourself.

### Letters of Recommendations:

- Get at least three different professionals to write a recommendation.
- Check the college to determine a definite number of references and who should write them.
- Express to writer that you would like the letter to relate to different types of situations.

# Course of Study Requirements

*The following courses or subjects are required of every student for graduation.*

English*.....	4 Credits
(* Two years of extensive emphasis on composition and two years on Literature.)	
Mathematics.....	4 Credits
(Algebra I or higher)	
Physical Education/Fitness.....	1 Credit
(½ Team Sports, ½ Personal Fitness)	
Health.....	½ Credit
Science.....	3 Credits
(With two lab components)	
Performing Arts.....	½ Credit
(Art, Drama, Music, Speech)	
Practical Arts.....	½ Credit
(Computer Education)	
Social Studies.....	3½ Credits
(Geography, American History, World History, Government, Economics)	
Bible.....	4 Credits
(includes ½ Life Management Skills)	
Foreign Language.....	2 Credits
Electives.....	3 Credits

## COMMUNITY SERVICE

Each Citrus Park Christian School student, grades 9-12, is required to participate in community service by their graduation date (30 hours per year enrolled at CPCS). Ministry opportunities are encouraged but are not the same as community service. In general, we are looking at service as opportunities to serve non-profit organizations, community projects, and individuals in the community with needs or opportunities to serve through the church or school. If a student receives remuneration for service, it does not count as community service. \*See the Guidance Counselor for qualifying areas of service and local opportunities.

Community service hours are required by the State of Florida to qualify for the Bright Futures Scholarship Program. **Seniors must have their community service hours completed by the last day of classes in order to receive their diploma.**

# 2010 FLORIDA BRIGHT FUTURES SCHOLARSHIP

## Initial Eligibility Requirements For Year 2010 High School Applicants

*Initial Eligibility Requirements must be met prior to graduation from a Florida public high school or a registered FDOE private high school. Students must apply by submitting an **Initial Student Florida Financial Aid Application** at [www.FloridaStudentFinancialAid.org](http://www.FloridaStudentFinancialAid.org) during their last year in high school, prior to their high school graduation or forever forfeit a Bright Futures Scholarship.*

**The Florida Legislature is authorized to change eligibility and funding requirements.**

**Florida Academic Scholars Award (FAS)**

**Florida Medallion Scholars Award (FMS)**

### Award Amount

A student may receive funding for only one award (FAS, FMS, or GSV). The highest award earned by the student will be selected.

### Public and Private Institutions –

All students will receive the specified award amounts established by the Florida Legislature in the General Appropriations Act. Award amounts for the 2010-11 academic year will be available in summer 2010 after the legislative session. For current year award amounts visit: [www.FloridaStudentFinancialAid.org/SSFAD/bf/awardamt.htm](http://www.FloridaStudentFinancialAid.org/SSFAD/bf/awardamt.htm)

### Grade Point Average (GPA)

Weighting for more challenging, higher level Courses is prescribed by law as .50 per course per year

3.5 weighted GPA using the credits listed below, combined with the test scores and community service

(Note: GPAs are not rounded.)

3.0 weighted GPA using the credits listed below, combined with the test scores listed below.

(Note: GPAs are not rounded.)

Example:

Credit	Weighting
1.00	.50
.50	.25

### Required Credits

See the Comprehensive

Course Table on the Bright Futures Web site to identify courses that count toward each award level.

Courses must include 15 credits of college preparatory academic courses.

- 4 English (3 with substantial writing)
- 3 Mathematics\* (Algebra I level and above)
- 3 Natural Science (2 with substantial lab)
- 3 Social Science
- 2 Foreign Language (in the same language)

**15\* Credits**

May use up to 3 additional credits from courses in the academic areas listed above and/or AP, IB, or AICE fine arts courses to raise the GPA

\*2011 and future graduates must earn 4 credits of Mathematics for a total of 16 college preparatory credits.

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- 4 English (3 with substantial writing)
- 3 Mathematics\* (Algebra I level and above)
- 3 Natural Science (2 with substantial lab)
- 3 Social Science
- 2 Foreign Language (in the same language)

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\*2011 and future graduates must earn 4 credits of Mathematics for a total of 16 college preparatory credits.

# FLORIDA BRIGHT FUTURES SCHOLARSHIPS **2010**

The Florida Legislature is authorized to change eligibility and funding requirements.

## Florida Academic Scholars Award (FAS)

## Florida Medallion Scholars Award (FMS)

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### Community Service

75 hours, as approved by the district or private school

No requirement

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### Test Scores

Sections of the SAT, ACT, or CPT from different test dates may be used to meet the test criteria.

For spring eligibility evaluations, test dates through the end of January will be admissible.

For summer eligibility evaluations, test dates through the end of June will be admissible.

Best composite score of 1270 SAT Reasoning Test (based on the combined Critical Reading and Math sections only)  
or  
28 ACT (excluding the writing section).

NOTE: The writing sections for both the SAT and ACT will not be used in the composite.

SAT Subject Tests are not used for Bright Futures eligibility.

(ACT scores are rounded up for scores with .5 and higher; SAT scores do not require rounding.)

Best composite score of 970 SAT Reasoning Test (based on the combined Critical Reading and Math sections only)  
or  
20 ACT (excluding the writing section).

NOTE: The writing sections for both the SAT and ACT will not be used in the composite.

SAT Subject Tests are not used for Bright Futures eligibility.

(ACT scores are rounded up for scores with .5 and higher; SAT scores do not require rounding.)

# Course Sequence Possibility

## Mathematics

9th	10th	11th	12th
Geometry Honors	Algebra II Honors	Adv. Topics Math	<b>AP Calculus AB</b>
Algebra I	Geometry	Algebra II	Bus. Math/Adv. Math

## Science

9th	10th	11th	12th
Biology Honors	Chemistry Honors	Physics Honors	Anatomy&Phys/ <b>AP Physics</b>
Phys. Sci	Biology	Chemistry	Anatomy & Physiology

## Social Studies

9th	10th	11th	12th
World Geography	World History Honors	American History Honors	Govern Hon/Economics Hon.

## English

9th	10th	11th	12th
English I Honors	English II Honors	<b>AP English Language</b>	<b>AP English Literature</b>
English I Honors	English II Honors	English III Honors	English IV Honors

## Foreign Language

9th	10th	11th	12th
Spanish I	Spanish II	Spanish III	Sign Language I/Latin I
		Sign Language I/Latin I	Sign Language II/Latin II

# Citrus Park Christian School

## FLORIDA ACADEMIC SCHOLARS PROGRAM CHECKLIST AND CREDIT CHECK

Students are required to satisfy 26 credit hours for graduation.

\*\*\*\*\*

				COMPLETED	NEEDED
<u>ENGLISH (4 credits)</u>					
*English I Honors	1 credit	_____	AP English Lit.	1 credit	_____
*English II Honors	1 credit	_____	AP English Lang.	1 credit	_____
*English III Honors	1 credit	_____	World Lit. Honors	1 credit	_____
*English IV Honors	1 credit	_____	Journalism I/II	1 credit	_____

<u>MATHEMATICS (4 credits)</u>					
*Algebra I Honors/Non	1 credit	_____	Advanced Math	1 credit	_____
*Geometry Honors/Non	1 credit	_____	Business Math	1 credit	_____
*Algebra II Honors/Non	1 credit	_____	AP Calculus	1 credit	_____

<u>SCIENCE (3 credits)</u>					
Phys. Science Honors/Non	1 credit	_____	Physics I Honors	1 credit	_____
*Biology I Honors/Non	1 credit	_____			
*Chemistry Honors/Non	1 credit	_____			
Anatomy & Phys. Honors	1 credit	_____			

<u>SOCIAL STUDIES (3½ credits)</u>					
*World Cultural Geography	½ credit	_____	*Economics Honors	½ credit	_____
*World History Honors	1 credit	_____	Psychology I	½ credit	_____
*American History Honors	1 credit	_____	Psychology II	½ credit	_____
*American Gov. Honors	½ credit	_____	Holocaust	½ credit	_____

<u>FOREIGN LANGUAGE (2 credits-same Language)</u>					
*Spanish I	1 credit	_____	Latin I	1 credit	_____
*Spanish II	1 credit	_____	Latin II	1 credit	_____
Spanish III	1 credit	_____	Sign Language	1 credit	_____

<u>PHYSICAL EDUCATION (1 credit)</u>					
*Personal Fitness	½ credit	_____			
*Team Sports	½ credit	_____			

*HEALTH	½ credit	_____			
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<u>PERFORMING ARTS (1 credit)</u>					
Choir I/II/III/IV	1 credit	_____	Speech I	1 credit	_____
Band I/II/III/IV	1 credit	_____	Art/2-D Comp. I	1 credit	_____
Drama I	1 credit	_____			

<u>PRACTICAL ARTS (1 credit)</u>					
Computer I	1 Credit	_____	Web Design	1 credit	_____
Computer II	1 Credit	_____	Office Aide	1 credit	_____

<u>BIBLICAL STUDIES (3 credits)</u>					
*Intro to the Bible I	1 Credit	_____	*Sociology	½ Credit	_____
*Intro to the Bible II	1 Credit	_____	*Life Management	½ Credit	_____
*World Religion	½ Credit	_____	*Philosophy	½ Credit	_____

<u>ELECTIVES (3 credits)</u>					
(1)	_____	_____			
(2)	_____	_____			
(3)	_____	_____			
(4)	_____	_____			
(5)	_____	_____			
(6)	_____	_____			
(7)	_____	_____			

**TOTAL COMPLETED** \_\_\_\_\_

**\*REQUIRED**

**STUDENT NAME:** \_\_\_\_\_

# Citrus Park Christian School

## Extra-Curricular Program Checklist

Students are required to satisfy 120 hours of Community Service for graduation.

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### COMMUNITY SERVICE HOURS

Freshman Year	Hours _____	Events _____	
Sophomore Year	Hours _____	Events _____	
Junior Year	Hours _____	Events _____	
Senior Year	Hours _____	Events _____	

### ATHLETICS

Freshman Year	Sport _____	Sport _____	Sport _____
<b>Lettered:</b>	Sport _____	Sport _____	Sport _____
Sophomore Year	Sport _____	Sport _____	Sport _____
<b>Lettered:</b>	Sport _____	Sport _____	Sport _____
Junior Year	Sport _____	Sport _____	Sport _____
<b>Lettered:</b>	Sport _____	Sport _____	Sport _____
Senior Year	Sport _____	Sport _____	Sport _____
<b>Lettered:</b>	Sport _____	Sport _____	Sport _____

### LEADERSHIP

Class Officer:	Freshman _____	Sophomore _____	Junior _____	Senior _____
Team Captain:	Freshman _____	Sophomore _____	Junior _____	Senior _____
NHS:	Freshman _____	Sophomore _____	Junior _____	Senior _____
Student Council:	Freshman _____	Sophomore _____	Junior _____	Senior _____

### CLUBS

National Honor Society:	Freshman _____	Sophomore _____	Junior _____	Senior _____
Student Council:	Freshman _____	Sophomore _____	Junior _____	Senior _____
Science Club:	Freshman _____	Sophomore _____	Junior _____	Senior _____
Brain Bowl:	Freshman _____	Sophomore _____	Junior _____	Senior _____
CPCS Service Club:	Freshman _____	Sophomore _____	Junior _____	Senior _____
Fellowship Christian Athletes:	Freshman _____	Sophomore _____	Junior _____	Senior _____

### GLOBAL NEXT LEADERSHIP INSTITUTE

Freshman Year	Trip _____	Training: _____
Sophomore Year	Trip _____	Training: _____
Junior Year	Trip _____	Training: _____
Senior Year	Trip _____	Training: _____

### MISCELLANEOUS

Homecoming Court:	Freshman _____	Sophomore _____	Junior _____	Senior _____	Prince/Princess _____	King/Queen _____
FACCS Competition:	Freshman:	Category(s) _____			Placement _____	
	Sophomore:	Category(s) _____			Placement _____	
	Junior:	Category(s) _____			Placement _____	
	Senior:	Category(s) _____			Placement _____	
Dual Enrollment:	Junior:	Class: _____/Grade _____		Class: _____/Grade _____		
	Senior:	Class: _____/Grade _____		Class: _____/Grade _____		
Summer Internship:	Year _____	Organization: _____				
		Activity: _____				
	Year _____	Organization: _____				
		Activity: _____				
Camp College:	_____					
Community Involvement: (Political campaigns, etc.)	Activity _____					Year _____
	Activity _____					Year _____

# Course Offerings

## Advanced Placement (AP) Courses

*The Advanced Placement Program offers college level courses at high schools across the United States. Students have the opportunity to earn credit or advanced standing at most of the nation's colleges and universities.*

### **ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION**

**Course Number:** 1001430

**For Grade:** 12

**Credit:** 1.0

**Prerequisites:** Placement

**Meets requirements** for graduation

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to involve students in the study and practice of writing and in the study of literature. Students should learn to use the modes of discourse and to recognize the assumptions underlying various rhetorical strategies. Students should also acquire an understanding of the resources of the language as well as the writer's craft. They should develop critical standards for the appreciation of any literary work and increase their sensitivity to literature as shared experience. The content should include, but not be limited to, that determined by the College Board

### **ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION**

**Course Number:** 1001420

**For Grade:** 11

**Credit:** 1.0

**Prerequisites:** Placement

**Meets requirements** for graduation

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to provide students with an understanding of the semantic, structural, and rhetorical resources of the English language as they relate to the principles of effective writing. The course is also designed to provide students with a variety of writing opportunities calling for the use of different styles and tones. The content should include, but not be limited to, that determined by the College Board.

### **ADVANCED PLACEMENT CALCULUS AB**

**Course Number:** 1202310

**For Grade:** 12

**Credit:** 1.0

**Prerequisite:** Analysis of Functions

**Meets requirements:** Graduation requirements for mathematics

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to provide study of elementary functions and the general theory and techniques of calculus. The content should include, but not be limited to, that content determined in the Advanced Placement Program. It is required that the student takes the Advanced Placement Examination in Calculus BC or Calculus AB.

# Art

## **ART/2-D COMPREHENSIVE I**

**Course Number** 0101300

**For Grades:** 9-12

**Credit:** 1.0

**Prerequisites:** None

**Meets requirements:** Fine & Performing Arts

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to give students a basic understanding of the artistic expression of ideas through perceiving and responding to the qualities of art found in drawing, painting and printmaking; valuing the expressive and creative aspects of ideas developed through two dimensional media; producing and developing works with a particular composition, subject matter, expressive quality or expressive content; knowing about the history of visual art and its relationship to other processes and periods; and knowing and understanding criteria for making judgments of the aesthetic merits of works of art.

## **CREATIVE PHOTOGRAPHY I**

**Course Number:** 0108310

**For Grades:** 10-12

**Credit:** 0.5

**Prerequisites:** ART 2-D COMP I OR DRAWING AND PAINTING I OR CERAMICS I OR permission from instructor

**Meets requirements:** Fine & Performing Arts

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to give students a basic understanding of photographic imagery. This class will introduce students to the basic concepts and techniques of photography. Students will use **digital cameras** to capture images and digital imaging programs (PhotoShop, for example), to produce printed photographs in both black & white and color. The use of a computer as a tool in the photo editing process will also be emphasized.

# Bible

## **INTRODUCTION TO THE BIBLE I**

**Course Number:** 0900400

**For Grades:** 9

**Credit:** 1.0

**Prerequisite:** None

**Meets requirements:** Elective Bible requirement

**MAJOR CONCEPTS/CONTENT:** This course is designed to provide of overview of Jesus' life and ministry as presented in the Gospel of John. This study is designed to help students know Christ better as they see Him in His Word. John's purpose is to focus less on what Jesus did and more on who He is.

## **INTRODUCTION TO THE BIBLE II**

**Course Number:** 2109410

**For Grades:** 10

**Credit:** 1.0

**Prerequisite:** None

**Meets requirements:** Elective Bible requirement

**MAJOR CONCEPTS/CONTENT:** This course is designed to provide an overview of inward development of the individual. Through a study of God, the Beatitudes and leadership, students will learn what they need to know in order to be and do. Special emphasis will be placed on the Lord changing them so that their actions are the results of inward purity and strong Christian character.

## **WORLD RELIGIONS**

**Course Number** 2105310

**For Grade** 11

**Credit** 0.5

**Prerequisites** none

**MAJOR CONTENT/CONCEPTS:** Through the study of competing worldviews, the student will recognize the significance of some of the most influential yet damaging ideas and values prevalent in our non-Christian culture. Students will evaluate the differences between the Biblical Christian worldview and the Secular, Marxist, New Age, Postmodern and Islamic worldviews.

## **LIFE MANAGEMENT**

**Course Number:** 0800300

**For Grades:** 12

**Credit:** 0.5

**Prerequisite:** None

**Meets requirements:** Elective Bible requirement

**MAJOR CONCEPTS/CONTENT:** This course is designed to prepare students for the practical aspects of life after high school. This course focuses on interpersonal relationships, particularly dating, engagement and marriage; family life; finance and budgeting from a biblical perspective.

# **COMPUTER EDUCATION**

## **COMPUTER APPLICATIONS I**

**Course Number:** 0200310

**For Grades:** 10

**Credit:** 0.5

**Prerequisite:** None

**Meets requirements:** for Practical Arts

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to enable students to develop knowledge and skills in the use of computer applications. The content will include, but not limited to, input and output devices; principles, concepts and processes of computer applications; ethical use of computers; telecommunications concepts and use of the Internet.

## **COMPUTER APPLICATIONS II**

**Course Number:** 0200330

**For Grades:** 10

**Credit:** 0.5

**Prerequisite:** Computer Applications I

**Meets requirements:** for Practical Arts

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to enable students to apply knowledge and skills in computer applications in the design, presentation and evaluation of specified projects. The content will include, but not limited to, project planning and problem solving; principles, concepts and processes of computer applications and their integration into projects; ethical use of computers; telecommunications concepts and use of the Internet; and productivity and multimedia tools.

## **WEB MASTERS**

**Course Number** 0200400

**For Grades:** 10-12

**Credit** 1.0

**Prerequisite/Co Requisite:** Computer Applications II

**Meets requirements** for Practical Arts

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to enable students to plan, develop and publish well-designed web sites that combine effective navigation and appropriate use of graphics, text, color and sound. The content will include, but not limited to, ethical and social implications of Internet use; web site organization and topology; client and user needs; visual organizers and web site planning; writing, testing and debugging code; web site design and publishing principles; interactivity and dynamic content; and web site management.

# English

## **ENGLISH HONORS I**

**Course Number** 1001320

**For Grade** 9

**Credit** 1.0

**Prerequisites** Placement

**Meets requirements** for graduation

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to promote academic excellence in English language arts through integrated experiences in reading, writing, listening, viewing, speaking, language, and literature. The content should include, but not be limited to, the following: using reading strategies to construct meaning from informative, technical, and literary texts; acquiring an extensive vocabulary through reading, discussion, listening, and systematic word study; using process writing strategies, student inquiry, and self-monitoring techniques; using speaking, listening, and viewing strategies in formal presentations and informal discussions; understanding and responding to a variety of literary forms; and understanding and using language successfully to impact readers, writers, listeners, speakers, and viewers.

## **ENGLISH HONORS II**

**Course Number** 1001350

**For Grade** 10

**Credit** 1.0

**Prerequisites** Placement

**Meets requirements** for graduation

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to promote academic excellence in English language arts through integrated experiences in reading, writing, listening, viewing, speaking, language, and literature. The content should include, but not be limited to, the following: using reading strategies to construct meaning from informative, technical, and literary texts; acquiring an extensive vocabulary through reading, discussion, listening, and systematic word study; using process writing strategies, student inquiry, and self-monitoring techniques; using speaking, listening, and viewing strategies in formal presentations and informal discussions; understanding and responding to a variety of literary forms; and understanding and using language successfully to impact readers, writers, listeners, speakers, and viewers.

## **ENGLISH HONORS III**

**Course Number** 1001380

**For Grade** 11

**Credit** 1.0

**Prerequisites** Placement

**Meets requirements** for graduation

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to promote academic excellence in English language arts through integrated experiences in reading, writing, listening, viewing, speaking, language, and literature. The content should include, but not be limited to, the following: using the reading process to construct meaning using informative, technical, and imaginative texts; using writing processes for various purposes with attention to style and format; using the research process and individual inquiry to locate, analyze, and evaluate information; using effective listening, speaking, and viewing strategies in informal and formal situations; understanding the power of language as it impacts readers, writers, listeners, viewers, and speakers; understanding and analyzing literary texts; and responding critically and aesthetically to literature. The course emphasis should be

on the works of American authors; however, literature representative of other cultures may be used to support integrated studies and multicultural emphases.

#### **ENGLISH HONORS IV**

**Course Number** 1001410

**For Grade** 12

**Credit** 1.0

**Prerequisites** Placement

**Meets requirements** for graduation

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to promote academic excellence in English language arts through integrated experiences in reading, writing, listening, viewing, speaking, language, and literature. The content should include, but not be limited to, the following: using the reading process to construct meaning using informative, technical, and imaginative texts; using writing processes for various purposes with attention to style and format; using the research process and individual inquiry to locate, analyze, and evaluate information; using effective listening, speaking, and viewing strategies in informal and formal situations; understanding the power of language as it impacts readers, writers, listeners, viewers, and speakers; understanding and analyzing literary texts; and responding critically and aesthetically to literature. The course emphasis should be on the works of British authors; however, literature representative of other cultures may be used to support integrated studies and multicultural emphases.

#### **CRITICAL THINKING AND STUDY SKILLS**

**Course Number:** 1700370

**For Grades:** 9-10

**Credit:** 0.5

**Prerequisites:** According to skill needs

**Meets requirements** as elective

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to develop a foundation of academic organizational skills, learning/reading strategies and higher order thinking skills for students to employ in content area courses and on various reading and writing assessments.

#### **JOURNALISM I**

**Course Number** 1006300

**For Grade** 9-12

**Credit** 1.0

**Prerequisites** English Teacher Approved

**Meets requirements** for Practical Arts

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to provide instruction in basic aspects of journalism and workshop experiences in journalistic production. The content should include, but not be limited to, instruction in recognizing and writing news for journalistic media and in developing editorials, sports articles, and feature stories. In addition to written work, students should receive instruction in the history and traditions of journalism as well as workshop experiences in photography, layouts, advertising, printing, and other practical aspects of journalistic enterprise. In connection with workshop experiences, one or more student journalistic products may be published.

#### **JOURNALISM II**

**Course Number** 1006310

**For Grade** 10-12

**Credit** 1.0

**Prerequisites** Journalism I or Creative Writing I and II

**Meets requirements** for Practical Arts

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to provide a continuation of journalism studies as well as experience and instruction in working on a student publication staff. The content should include, but not be limited to, instruction in recognizing and writing news for journalistic media and in developing editorials, sports articles, and feature stories. In addition to written work, students should receive instruction in the history and traditions of journalism as well as workshop experiences in photography, layouts, advertising, printing, and other practical aspects of journalistic enterprise. In connection with workshop experiences, one or more student journalistic products may be published

### **WORLD LITERATURE**

**Course Number** 1005300

**For Grade** 12

**Credit** 1.0

**Prerequisites** English Teacher Approved

**Meets requirements** Elective for English

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to focus on works of literature written in countries other than America and England. Students will read at least three novels, as well as several poems, short stories, essays, speeches, and plays. In addition to the reading, the students will write journals, essays, and give oral presentations about the works they read.

## **Math**

### **BUSINESS MATH**

**Course number** 1205540

**Credit** 1.0

**For Grade** 12

**Prerequisite** none

**Meets requirements** Graduation requirements for mathematics

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to enable students to develop mathematical competence in problem solving, communication, and reasoning, as related to the business world and personal finance.

### **ADVANCED TOPICS IN MATHEMATICS**

**Course Number** 1298310

**For Grade** 11-12

**Credit** 1.0

**Prerequisites** Algebra II

**Meets requirements** Graduation requirements for mathematics

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to strengthen the mathematical skills of the college bound students in preparation for advanced mathematics. Topics shall include, but not be limited to, complex numbers; equations; systems of equations and inequalities; polynomials; matrices; conic sections; trigonometric equations; solution of right triangle; solution of oblique triangles; trigonometric identities; and descriptive statistics.

### **ALGEBRA I**

**Course Number** 1200310

**For Grade** 8-9

**Credit** 1.0

**Prerequisite** None

**Meets requirements** Graduation requirements for mathematics

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to provide the foundation for more advanced mathematics courses and to develop the skills needed to solve mathematical problems. Topics shall include: sets, variables, structures and properties of the real number system, polynomials, factoring, rational algebraic expressions, irrational numbers, radical expressions, and quadratic equations.

## **ALGEBRA I HONORS**

**Course Number** 1200320

**For Grade** 8-9

**Credit** 1.0

**Prerequisite** Previous Performance/Gifted Placement

**Meets requirements** Graduation requirements for mathematics

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to provide a rigorous in-depth study of algebra, emphasizing deductive reasoning skills as a foundation for more advanced mathematics courses and to develop the skills needed to solve mathematical problems. Topics shall include, but not be limited to, operations and properties used within the real number system, algebraic and graphical solutions to first-degree equations and inequalities using one or two variables; relations and functions; direct and inverse variation; rational and irrational algebraic expressions; quadratic equations; inequalities and functions.

## **ALGEBRA II**

**Course Number** 1200330

**For Grade** 10-12

**Credit** 1.0

**Prerequisites** Geometry or Geometry Honors

**Meets requirements** Graduation requirements for mathematics

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to continue the study of the structure of algebra and to provide the foundation for applying these skills to other mathematical and scientific fields. Topics shall include, but not be limited to, 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; polynomial functions; rational and irrational exponents; logarithms; complex numbers; and word problems.

**SPECIAL NOTE:** The earning of Credit in this course precludes the earning of Credit in Algebra II Honors.

## **ALGEBRA II HONORS**

**Course Number** 1200340

**For Grade** 10-11

**Credit** 1.0

**Prerequisites** Geometry or Geometry Honors / Gifted Placement

**Meets requirements** Graduation requirements for mathematics

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to present an in-depth study of the topics of Algebra II with emphasis on theory, proof, and development of formulas, as well as their application. Topics shall include, but not be limited to, algebraic structure; first-degree equations in one and two variables solved algebraically and graphically; systems of equations and inequalities; functions and relations; polynomials and rational expressions; exponents and radicals; logarithms; complex numbers; conic sections; polynomial equations; sequences and series; permutations, combinations and probability; and matrices. **SPECIAL NOTE:** The earning of Credit in this course precludes the earning of Credit in Algebra II.

## **GEOMETRY**

**Course Number** 1206310

**For Grade** 9-12

**Credit** 1.0

**Prerequisites** Algebra I or Algebra I Honors

**Meets requirements** Graduation requirements for mathematics

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to emphasize critical thinking involving the discovery of relationships and their proofs and skill in applying the deductive method to mathematical situations. Topics shall include, but not be limited to, logic and reasoning; the study of Euclidean geometry of lines, planes, angles, triangles; similarity; congruence; geometric inequalities; polygons and circles; area and volume; and constructions.

**SPECIAL NOTE:** The earning of Credit in this course precludes the earning of Credit in Geometry Honors.

## **GEOMETRY HONORS**

**Course Number** 1206320

**For Grade** 9-10

**Credit** 1.0

**Prerequisites** Algebra I, Algebra I Honors

**Meets requirements** Graduation requirements for mathematics

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to give a rigorous in-depth study of geometry with emphasis on methods of proof and the formal language of mathematics. Topics shall include, but not be limited to, structure of geometry; separation properties; angle concepts; triangles; quadrilaterals; proofs; perpendicularity and parallelism in a plane and in space; similar polygons; circles and spheres; constructions; area and volume; coordinate geometry, and topology.

**SPECIAL NOTE:** The earning of Credit in this course precludes the earning of Credit in Geometry.

# **Music**

## **BAND I/II/III/IV**

**Course Number** 1302300/10/20/30

**For Grades:** 9 -12

**Credit** 1.0

**Meets requirements:** Fine & Performing Arts

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to provide students with opportunities to develop musicianship skills in band and instrumental ensembles. Content will include, but not be limited to, enabling students to develop fundamental skills in characteristic tone production, band performance techniques, musical literacy, and music appreciation.

## **CHORUS I/II/III/IV**

**Course Number** 1303300/10/20/30

**For Grades:** 9-12

**Credit** 1.0

**Meets requirements:** Fine & Performing Arts

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to provide students with experiences in advanced vocal production techniques, part singing, choral performance techniques, and music reading. The content includes study and performance of traditional choral, contemporary a cappella, barbershop harmony and pop music.

# **Physical Education**

## **HEALTH I**

**Course Number** 800310

**For Grade** 9-12

**Credit** 0.5

**Prerequisites** none

**Meets requirements** Graduation

**MAJOR CONCEPTS/CONTENT:** Prepare students with Basic Health knowledge and skills necessary to assist them with real-world living, particularly in the way of health problems, prevention, assistance, and treatment. Examples of standards include Substance Abuse, First Aid and Safety, Environmental Issues, Physical and Mental Health Concerns, Marriage and Family Issues, Pregnancy and Birth, and Aids and Disease Information.

## **PERSONAL FITNESS**

**Course Number** 1501300

**For Grade** 9-12

**Credit 0.5**

**Prerequisites** none

**Meets requirements** Graduation

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to provide students with opportunities to develop an individual optimal level of physical fitness, acquire knowledge of physical fitness concepts, and acquire knowledge of the significance of lifestyle on one's health and fitness. The content should include, but not be limited to, knowledge of the importance of physical fitness, assessment of the health related components of physical fitness, knowledge of health problems associated with inadequate fitness levels, knowledge and application of biomechanical and physiological principles to improve and maintain the health related components of physical fitness, knowledge of safety practices associated with physical fitness, knowledge of psychological values of physical fitness including stress management, knowledge of sound nutritional practices related to physical fitness, and knowledge of consumer issues related to physical fitness.

## **TEAM SPORTS I**

**Course Number** 1503350

**For Grade** 9-12

**Credit 0.5**

**Prerequisites** none

**Meets requirements** Graduation

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to provide students with opportunities to acquire knowledge of strategies of team sport, play, develop skills in selected team sports, and maintain and/or improve their personal fitness should be stressed. The content should include, but not be limited to, knowledge and application of skills, techniques, strategies, rules, and safety practices necessary to participate in selected team sports. Team sports selected may include, but not be limited to, flag football, soccer, softball, speedball, and volleyball.

# **Science**

## **ANATOMY AND PHYSIOLOGY, HONORS**

**Course Number** 2000360

**For Grade** 11-12

**Credit 1.0**

**Prerequisites** Biology I or Honors with a "B"

**Meets requirements** Science for graduation

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to provide students with rigorous content and laboratory activities in the structures and functions of the components of the human body. The content should include, but not be limited to, anatomical terminology, cells and tissues, integumentary system, skeletal system, muscular system, nervous system, special sensory organs, endocrine system, circulatory system, respiratory system, digestive system, excretory urinary system, reproductive system, homeostasis, disease process, immune response, and inheritance: molecular, cellular, organismal; mutations and genetic disorders. Opportunities to understand the interactions of science with technology and society should be provided.

## **BIOLOGY I**

**Course Number** 2000310

**For Grade** 9-10

**Credit 1.0**

**Prerequisites** Physical Science

**Meets requirements** Science for graduation

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to provide students with exploratory experience and activities in the fundamental concepts of life. Laboratory work is integrated into the course .

## **BIOLOGY I, HONORS**

**Course Number** 2000320

**For Grade** 9-12

**Credit** 1.0

**Prerequisites** or co-requisite: Physical Science, Honors with a grade of C or higher

**Meets requirements** Science for graduation

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to provide students with advanced exploratory experiences and activities in the fundamental concepts of life. This course expands the biological concepts that were introduced earlier and refines these concepts and presents additional facts, concepts and generalizations. The content should include, but not be limited to, scientific method, scientific measurement, laboratory safety and use of laboratory apparatus, biochemistry, cell biology, cell reproduction, genetics, biological changes through time, classification and taxonomy, microorganisms and disease, structure and function of plants, structure and function of animals, human anatomy and physiology, and ecological relationships. Opportunities to understand the interactions of science with technology and society would be provided.

## **CHEMISTRY I**

**Course Number** 2003340

**For Grade** 10-12

**Credit** 1.0

**Prerequisites** Algebra I and Integrated Science I with a grade of C or higher; co-enrolled in geometry

**Meets requirements** Science for graduation

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to provide students with the study of the composition, properties and changes associated with matter. The content should include, but not be limited to, classification and structure of matter, atomic theory, periodic table, bonding, chemical formulas, chemical reactions and balanced equations, behavior of gases, physical changes, acids, bases and salts and energy associated with physical and chemical changes. Opportunities to understand the interactions of science with technology and society should be provided.

## **CHEMISTRY I, HONORS**

**Course Number** 2003350

**For Grade** 10-12

**Credit** 1.0

**Prerequisites** Geometry, Algebra I, and Integrated Science with a grade of C or higher; co-enrolled in Algebra II or Trigonometry

**Meets requirements** Science for graduation

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to provide students with a rigorous study of the composition, properties and changes associated with matter. The content should include, but not be limited to, heat, changes of matter, atomic structure, periodic table, bonding, formulas and equations, mole concept, gas laws, energy and order, reaction rates and equilibrium, solutions: acids, bases, salts, nuclear chemistry, electrochemistry, and organic chemistry. Opportunities to understand the interactions of science with technology and society should be provided.

## **PHYSICAL SCIENCE**

**Course number** 2003310

**For Grade** 9-12

**Credit** 1.0

**Prerequisite** none

**Meets requirements** Science for graduation

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to provide opportunities to investigate the theories and ideas associated with the physical sciences. Concepts introduced in the middle school science classes will be expanded upon and then applied to a variety of relevant situations.

## **PHYSICAL SCIENCE, HONORS**

**Course Number** 2003320

**For Grade** 9

**Credit:** 1

**Prerequisites:** Algebra I Honors

**Meets requirements**

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to provide opportunities to investigate the theories and ideas associated with the earth and physical sciences in a way that is relevant, useable and consistent with the Sunshine State Standards in Science. Laboratory experiments that include inquiry, experimental design, technology, measurement, and safe use of laboratory materials are an integral part of this course.

## **PHYSICS I, HONORS**

**Course Number** 2003390

**For Grade** 11-12

**Credit** 1.0

**Prerequisites** Algebra II; Trigonometry with a grade of B or higher

**Meets requirements** Science for graduation

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to provide students with an introductory study of the theories and laws governing the interaction of matter, energy, and the forces of nature. The content shall include, but not be limited to, kinematics, dynamics, energy, work and power, heat and thermodynamics, wave characteristics, light, electricity, magnetism, nuclear physics.

# **Social Studies**

## **AMERICAN GOVERNMENT HONORS**

**Course Number** 2106320

**For Grade** 9-12

**Credit** 0.5

**Prerequisites** None

**Meets requirements** graduation

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to enable students to gain an understanding of American government and political behavior that is essential for effective citizenship and active involvement in a democratic American society. The content should include, but not be limited to, the following: interrelationship between American government and the American economic system; documents that shape our political traditions, including the *Declaration of Independence*, the *United States Constitution*; municipal and county government; the evolving role of political parties and interest groups in determining government policy; how rights and responsibilities of citizens in a democratic state have evolved and been interpreted; contemporary political issues; career opportunities available in government services; importance of civic participation in the democratic political process; role of women and diverse cultural groups in the development of our political system.

## **AMERICAN HISTORY HONORS**

**Course Number** 2100320

**For Grade** 11

**Credit** 1.0

**Prerequisites** None

**Meets requirements** graduation

**MAJOR CONCEPTS/CONTENT:** The purpose of American History Honors is to provide students with the opportunity to acquire an in-depth and comprehensive understanding of the chronological development of the American people by examining the political, economic, social, religious, military, scientific, and cultural events that

have affected the nation. Implicit in this is an understanding of the historical method, the inquiry process, historical reasoning and interpretation, and the issues of external and internal validity. This course enables students to understand the development of the United States within the context of history with major focus on the post-Reconstruction period. Appropriate concepts and skills will be developed in connection with the content that follows.

### **ECONOMICS HONORS**

**Course Number** 2102320

**For Grade** 12

**Credit** 0.5

**Prerequisites** None

**Meets requirements** graduation

**MAJOR CONCEPTS/CONTENT:** The purpose of Economics Honors is to provide students with the opportunity to acquire a comprehensive understanding of the way in which society organizes to utilize its limited resources to satisfy unlimited wants and the distinguishing characteristics of other types of economic systems with particular attention to the American mixed market system. The major emphasis is to provide the student with the tools to examine and analyze the implications of market solutions and public policy decisions related to economic problems. Appropriate concepts and skills will be developed in connection with the content that follows. Specific content to be covered will include, but not be limited to, combining economic understanding in reaching decisions in the marketplace.

### **FUTURE STUDIES**

**Course Number** 2104310

**For Grade** 12

**Credit** 0.5

**Prerequisites**

**Meets requirements** for Social Studies Electives

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to provide the student an opportunity to analyze and manipulate contemporary trends and data in order to produce accurate predictions pertaining to the future. Students understand contemporary issues and concerns while becoming better prepared to shape the future.

### **HOLOCAUST**

**Course Number** 2109430

**For Grade** 11-12

**Credit** 0.5

**Prerequisites**

**Meets requirements** for Social Studies Electives

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to examine the events of the Holocaust. A further purpose is to enable students to understand their connection to the development of civilization by examining the past to prepare for their future as participation members of a global community.

### **THE HISTORY OF THE VIETNAM WAR**

**Course Number** 2100400

**For Grade** 10-12

**Credit** 0.5

**Prerequisites** None

**Meets requirements** for Social Studies elective

**MAJOR CONCEPTS/CONTENT:** This course provides students the opportunity to acquire an understanding of the chronological development of the Vietnam War by examining the political, economic, social, religious, military and cultural events that affected the war. Topics include, but are not limited to, an understanding of geographic/historic and time/space relationships, the use of arbitrary periodization in the Vietnam War, an analysis of the United States military effort and makeup in the war, an evaluation of the role of the United States home front, interpretations of the effects of the media, film and literature during and after the war, a judgment of crucial decisions made during the Vietnam War and an analysis of the effects of the Vietnam War on our lives today.

## **PHILOSOPHY HONORS**

**Course Number:** 2120910

**For Grades:** 11

**Credit:** 0.5

**Prerequisite:** None

**Meets requirements:** Elective Bible requirement

**MAJOR CONCEPTS/CONTENT:** This course is designed to continue the study of competing worldviews. The student will recognize the significance of some of the most influential yet damaging ideas and values prevalent in our non-Christian culture. Students will evaluate the differences between the Biblical Christian worldview and the Secular, Marxist, New Age, Postmodern and Islamic worldviews. The course content will include the definition and development of a personal, biblical philosophy.

## **PSYCHOLOGY I**

**Course Number** 2107300

**For Grade** 10-12

**Credit** 0.5

**Prerequisites** None

**Meets requirements** for Social Studies Elective

**MAJOR CONCEPTS/CONTENT:** The purpose of Psychology is to provide students with the opportunity to acquire an understanding of human behavior, behavioral interaction, and the progressive development of individuals. Appropriate concepts and skills will be developed in connection with the content that follows. Specific content to be covered will include, but not be limited to, the theories and methods of study employed by psychologists, human growth and development, self-concept development, adjustment, motivation and desire, intelligence, conditioning and learning, memory, personality and behavior, emotion and frustration, abnormal behavior, conformity, autonomy, alienation, stress, mental health, and therapeutic techniques.

## **PSYCHOLOGY II**

**Course Number** 2107310

**For Grade** 10-12

**Credit** 0.5

**Prerequisites** Psychology I

**Meets requirements** for Social Studies Elective

**MAJOR CONCEPTS/CONTENT:** The purpose of Psychology II is to provide students with the opportunity to expand their understanding of human behavior, behavioral interaction, and the progressive development of individuals. Appropriate concepts and skills will be developed in connection with the content that follows. After successfully completing this course, the student will be able to: recognize the types of descriptive and inferential statistics, understand how information is stored and retrieved, understand the functions of sensing and perceiving, recognize the interaction between motivation and emotion, distinguish among the states of altered consciousness, recognize the prevalence of stress in society, understand the role of adjustment in society, understand the theories of human interaction, and utilize the appropriate vocabulary, reference/study, critical thinking and decision making skills.

## **SOCIOLOGY**

**Course Number:** 2108300

**For Grades:** 12

**Credit:** 0.5

**Prerequisite:** None

**Meets requirements:** Elective Bible requirement

**MAJOR CONCEPTS/CONTENT:** This course is designed to help the student understand, through the study of competing worldviews, societal changes, influences and the behavior patterns of others. An understanding of an individual and group worldview is imperative to correctly classifying ethical and practical concerns in the real world.

### **WORLD CULTURAL GEOGRAPHY**

**Course Number** 2103300

**For Grade** 9-12

**Credit** 0.5

**Prerequisites** None

**Meets requirements** for Social Studies Elective

**MAJOR CONCEPTS/CONTENT:** This course is based on the Model United Nations Curriculum. Students will explore more than 20 countries in depth, including social, political and cultural aspects. As a “delegate” for that country, students will represent its interests and concerns as we explore the role of the UN in peacekeeping and sustainable development. Students may choose to participate and compete in county and regional Model UN conferences. Training for these events is included in the course.

### **WORLD HISTORY HONORS**

**Course Number** 2109320

**For Grade** 10

**Credit** 1.0

**Prerequisites** None

**Meets requirements** for Bright Futures Scholarships and graduation

**MAJOR CONCEPTS/CONTENT:** The purpose of World History Honors is to provide students with the opportunity to acquire a comprehensive understanding of the past in terms of what has been interpreted about change or process as it relates to the development of humanity. This is done by analyzing the political, economic, social, religious, military, dynastic, scientific, and cultural events that have shaped and molded humanity. Implicit in this is an understanding of the historical method, the inquiry process, historical reasoning and interpretation, and the issues of external and internal validity. Appropriate concepts and skills will be developed in connection with the content that follows. Specific content to be covered will include, but not be limited to, the origin and development of contrasting civilizations, an analysis of cultural universals, the role of religion in historical change, the varieties of contrasting political theories and philosophies, the role of science and technology as a social catalyst, nationalism as a cohesive force in history, the diversity of economic thought and practices in the world, an analysis of the influence of the major figures and events, and interpretations concerning the historical development of our present world order.

## **Speech/Drama**

### **DRAMA I**

**Course Number** 0400310

**For Grade** 11-12

**Credit** 1.0

**Prerequisites** None

**Meets requirements** as elective for Performing Fine Arts

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to introduce students to the study and practice of theatre arts. The content should include, but not be limited to, an overview of the history of the theater and literature of the theater. Students should be introduced to the fundamentals of theatre production which include scenery construction, costuming, lighting, and make-up. Students should be introduced to the fundamentals of acting.

### **DRAMA II**

**Course Number** 0400320

**For Grade** 12

**Credit 1.0****Prerequisites** Drama I, teacher approval**Meets requirements** as elective for Performing Fine Arts**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to provide intermediate development of skills useful to the study and practice of theater arts. The content should include, but not be limited to, instruction in reading and interpretation of dramatic literature. Other instructional emphases should include techniques and mechanics of acting: set, costume, and lighting design, as well as other features of stagecraft; character analysis and portrayal; interpretive and analytical study of plays; and production of plays and other dramatic presentations.**SPEECH I****Course Number** 1007300**For Grade** 11-12**Credit** 1.0**Prerequisites** None**Meets requirements** as elective for Performing Fine Arts**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to provide instruction in the fundamentals of formal and informal oral communication. The content should include, but not be limited to, an introduction to the skills and forms of both formal and informal oral communication. Major instructional areas should include forms of oral communication, techniques of group discussion, techniques of effective listening, analysis of audience, and techniques of public speaking.

# World Languages

**AMERICAN SIGN LANGUAGE I****Course Number** 0717300**For Grade** 11-12**Credit** 1.0**Prerequisites** None**Meets requirements** College Prep Requirements for Foreign Languages**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to teach students basic conversational skills in American Sign Language (ASL) and awareness of various aspects of deafness.**AMERICAN SIGN LANGUAGE II****Course Number** 0717310**For Grade** 11-12**Credit** 1.0**Prerequisites** A.S. Language I**Meets requirements** College Prep Requirements for Foreign Languages**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to further develop students' knowledge of the American Sign Language (ASL).**SPANISH I****Course Number** 0708340**For Grade** 9-12**Credit** 1.0**Prerequisites** None**Meets requirements** College Prep Requirements for Foreign Languages**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to introduce students to the target language and its culture and to develop communicative skills and cross-cultural understanding. This course is designed for non-native speakers of Spanish. The content should include but not be limited to, beginning skills in listening and speaking with special attention to pronunciation. An introduction to reading and writing should also be included, as well as the fundamentals of grammar and culture.

## **SPANISH II**

**Course Number** 0708350

**For Grade** 9-12

**Credit** 1.0

**Prerequisites** Spanish I

**Meets requirements** College Prep Requirements for Foreign Languages

**MAJOR CONCEPTS/CONTENTS:** The purpose of this course is to reinforce the fundamental skills acquired by the students. This course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. The content should include, but not be limited to, an expansion of the listening and oral skills. Reading and writing should receive more emphasis, while oral communication remains the primary objective. This course should continue the cultural survey of Spanish-speaking people.

## **SPANISH III**

**Course Number** 0708360

**For Grade** 11-12

**Credit** 1.0

**Prerequisites** Spanish II

**Meets requirements** College Prep Requirements for Foreign Languages

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to master and expand the skills acquired by the students. The content should include, but not be limited to, expansions of vocabulary and conversational skills through discussions based on selected readings. Students' acquisition of grammatical concepts should be strengthened by analyzing reading selections. Contemporary vocabulary should stress activities, which are important to everyday life of Spanish-speaking people.

## **LATIN I**

**Course Number** 0706300

**For Grade** 11-12

**Credit** 1.0

**Prerequisites** None

**Purpose:** Introduce students to fundamental Latin vocabulary and grammar to classical culture. **Content:** English derivatives and vocabulary based on Latin; basic grammatical structures of Latin; simple short stories for comprehension, including their translation into English; classical heroes and legends, with special attention to classical myths; and selected aspects of life in a Roman family.

## **LATIN II**

**Course Number** 0706310

**For Grade** 12

**Credit** 1.0

**Prerequisites** Latin I

**Purpose:** Provide an intensive study of the Latin language and the Roman history and culture. **Content:** Grammar and vocabulary necessary for the reading and appreciation of Latin. This reading should be designed to increase the students' understanding of sentence structure, English word-origin, and Roman history and customs.