

HIGH SCHOOL COURSE GUIDE



Table of Contents

GRADE POINT AVERAGE (GPA).....	4
GRADUATION REQUIREMENT OPTIONS	5
ENGLISH AND LANGUAGE ARTS.....	6
English I	6
English II.....	7
English III	8
English IV	10
FINE AND PERFORMING ARTS	11
Drawing I.....	12
Painting I	12
MATHEMATICS	14
Algebra I	14
Geometry.....	15
Algebra II.....	16
Pre-Calculus Honors	17
PHYSICAL EDUCATION AND HEALTH.....	18
SCIENCE.....	19
Biology I.....	20
Chemistry I.....	20
Physics I.....	22
SOCIAL STUDIES.....	23
World History	24
United States History	25
United States Government.....	26
Economics.....	27
ELECTIVES AVAILABLE	28
COMPUTER SCIENCE.....	28
Computer Science Discoveries 9.....	28
Computer Science Discoveries 10	29

Computer Science Principles 11	30
Computer Science Principles 12	31
PERSONAL CAREER AND SCHOOL DEVELOPMENT SKILLS.....	32
Personal Career & School Development Skills I	33
Personal Career & School Development Skills II.....	36
Personal Career & School Development Skills II.....	37
SPANISH SPEAKERS	39
Spanish Speakers 1	39
Spanish Speakers 2.....	41
Spanish Speakers 3 - Honors	43
Spanish Speakers 4 – Honors	44
PORTUGUESE FOR PORTUGUESE SPEAKERS.....	46
Portuguese for Portuguese Speakers I.....	47
Portuguese for Portuguese Speakers II.....	49
CAREER RESEARCH AND DECISION MAKING	50
Career Research and Decision Making	51
FUNDAMENTALS OF RESEARCH.....	52
Fundamentals of Research	53
RESEARCH I	53
Research I	54

GRADE POINT AVERAGE (GPA)

All courses are assigned weights, or “quality points”, according to the challenge and demand of the course. The cumulative weighted GPA is determined by dividing the total quality points by the total high school credits attempted. All courses taken for high school credit are included in the GPA. One-half credit is granted for each semester course, and one full credit is granted for each year course of successful academic work. Quality points do not affect the amount of credit given per course.

GPA TABLE

Grade	QP	% Range	Unweighted	Honors
A +	4	97.00 - 100	4.0	4.5
A		93.00 - 96.99	4.0	4.5
A -		90.00 - 92.99	4.0	4.5
B +	3	87.00 - 89.99	3.67	4.17
B		83.00 - 86.99	3.33	3.83
B -		80.00 - 82.99	3.0	3.5
C +	2	77.00 - 79.99	2.67	3.17
C		73.00 - 76.99	2.33	2.83
C -		70.00 - 72.99	2.0	2.5
D +	1	67.00 - 69.99	1.67	2.17
D		65.00 - 66.99	1.33	1.83
D -		60.00 - 64.99	1.0	1.5
F		0 - 59.99	0	0

GRADUATION REQUIREMENT OPTIONS

PROMOTION REQUIREMENTS: 9th – 6 credits; 10th – 6 credits; 11th – 6 credits; 12th – 6 credits.

HIGH SCHOOL DIPLOMA

SUBJECT	Credits
Language Arts	4.0
Math (Algebra I, Algebra II, Geometry, and Pre-Calculus Honors)	4.0
Social Studies (World History, US History, Government and Economics)	3.0
Science (Biology, Chemistry and Physics).*	3.0
Fine and Performing Arts	1.0
Physical Education	1.0
Elective Courses**	8.0
TOTAL CREDITS	24.0

– Student must maintain a 2.0 Unweighted Cumulative GPA.

* 2 credits must have a laboratory component.

** Electives may include:

- Elective World Language (Spanish Speaks): 4.0 credits.
- Personal Career and School Development Skills: 2.0 credits.
- Computer Science Principles: 1.0 credit.
- Computer Science Discoveries: 1.0 credit.

Completion of any of the following programs meets the credit requirements for Standard High School Diploma.

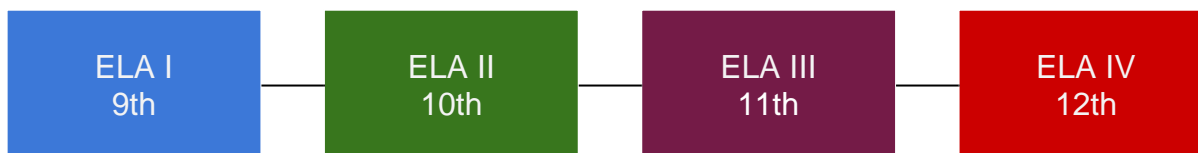
ENGLISH AND LANGUAGE ARTS

The curriculum for English and Language Arts is based on a comprehensive study of literature, language, and writing. Students will engage in close reading, textual analysis, and writing exercises to enhance their understanding of literary works, develop their language skills, and refine their written and oral communication abilities. The curriculum promotes a deeper appreciation for literature, fosters critical thinking, and encourages creativity in language usage.

ELA REQUIREMENTS

Students must take one full credit of English and for each year in High School.

ELA COURSE PROGRESSION



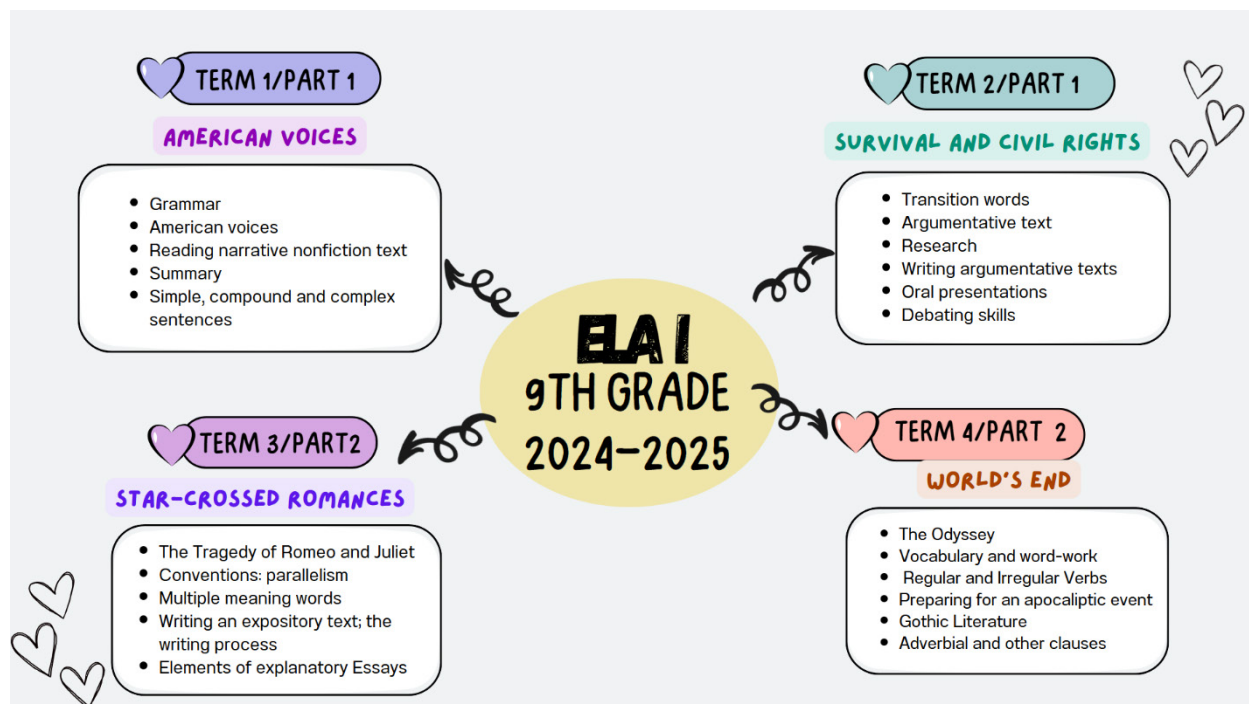
English I

1 Cr. (Required) Grade 9

This course defines what students should understand and be able to do by the end of 9th grade through the study of literature and an understanding of language structure. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes, such as Music for My Mother, The Cost of Survival, Civil Rights, Romeo and Juliet, The Odyssey. Preparedness 101: Zombie Apocalypse. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts. Through collaborative work and oral presentations students develop higher order thinking skills as well as improve oral communication. Independent reading and assignments encourage students to analyze material critically.

The benchmarks in this course are mastery goals that students are expected to attain by

the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations, aligned to the State of Florida Standards for English Language Arts.



English II

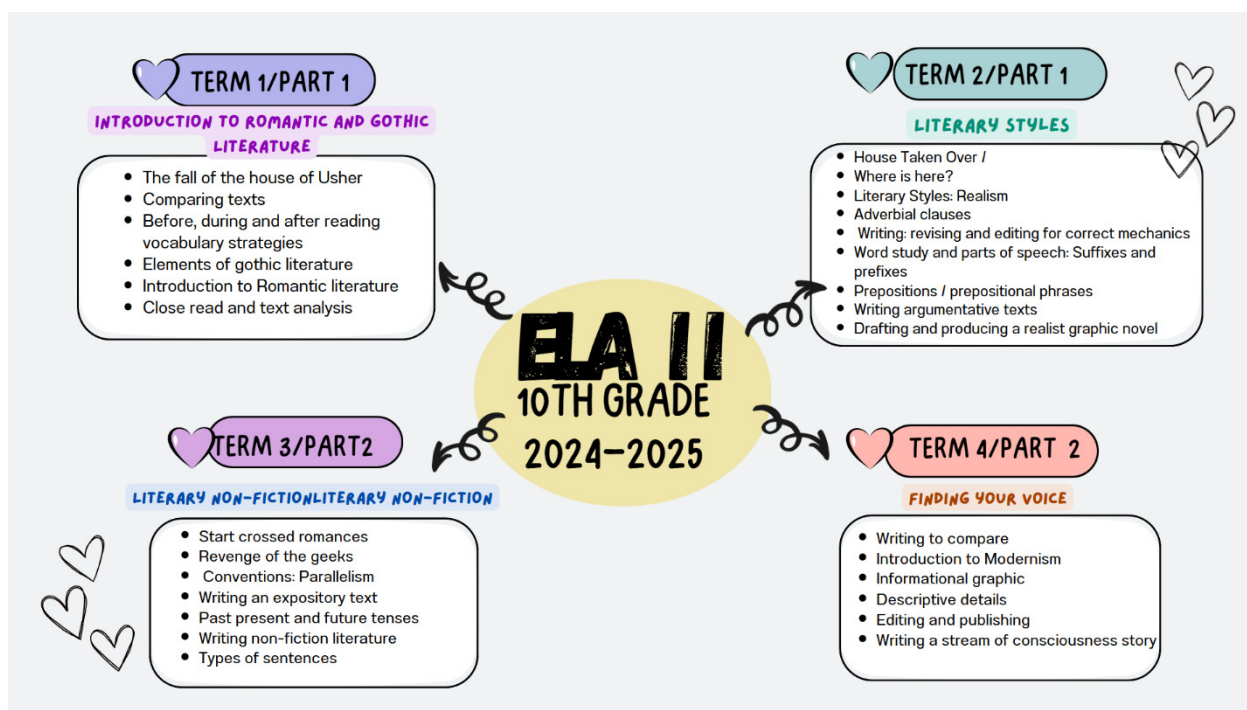
1 Cr. (Required) Grade 10

This course emphasizes the study of different literary genres including drama, novels, and poetry. The course is designed to integrate skills such as vocabulary development, spelling, grammar, and usage. This course defines what students should understand and be able to do by the end of 10th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes and styles. This course includes Romantic and Gothic Literature, as well as graphic novels and realism. The Fall of the House of Usher, House Taken Over/Where is Here?

They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using the literature studied, to produce essays, and speeches. They will participate in classroom and small group discussions and give both formal and informal presentations.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations, aligned to the State of Florida Standards for English Language Arts.

Prerequisite: English I



English III

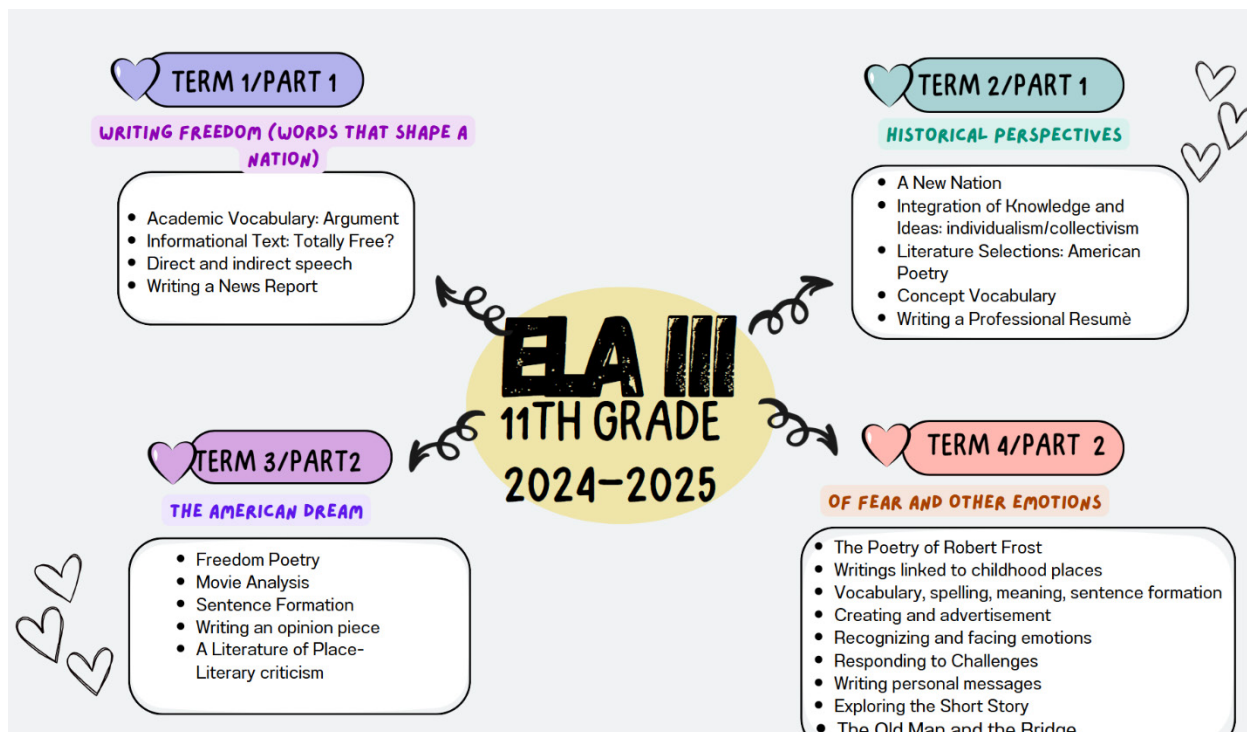
1 Cr. (Required) Grade 11

This course centers on American Literature and themes consistent with the American history social studies curriculum. Readings in the course will explore the promises and limitations of the American dream. This course defines what students should understand

and be able to do by the end of 11th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They also continue to develop their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts, such as Writing Freedom, The Individual and Society, Power, Protest and Change, Grit and Grandeur, Facing our Fears, Ordinary Lives, Extraordinary Tales. Other works include essays, poems, and plays. Students will work on oral presentations, in-depth vocabulary study, and a performance-based project.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations. This course is aligned to the State of Florida Standards for English Language Arts

Prerequisite: English II



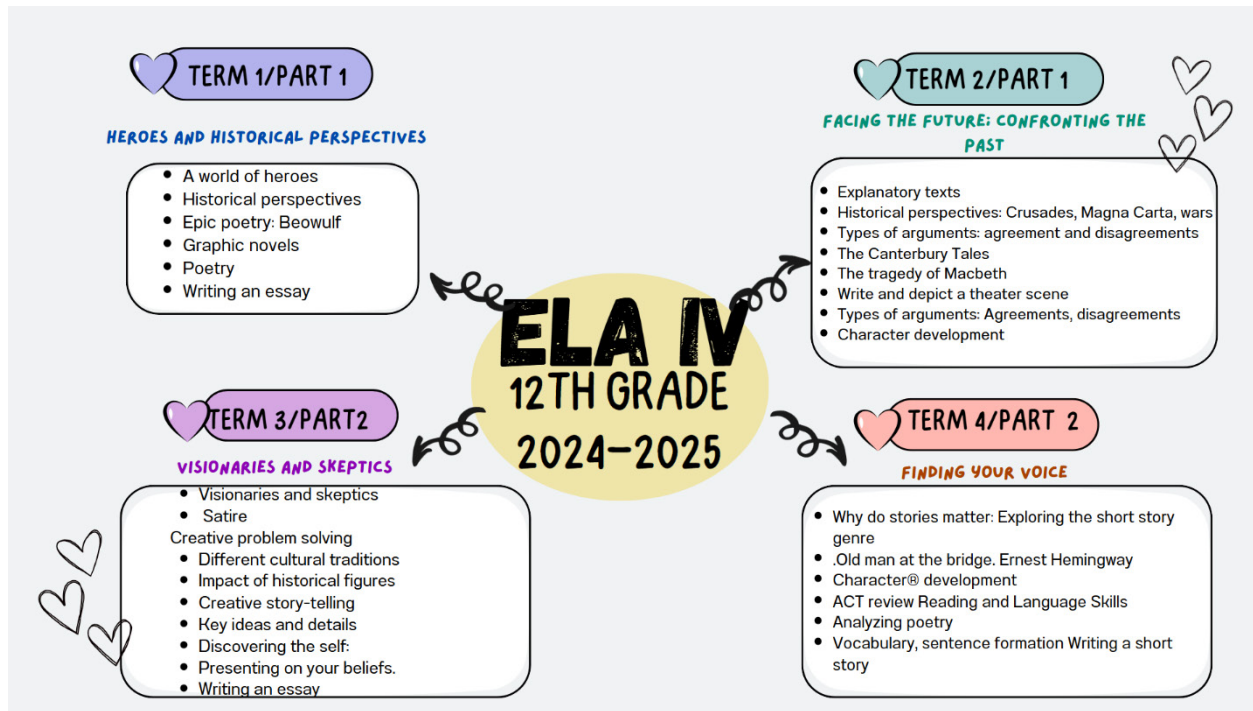
English IV

1 Cr. (Required) Grade 12

This course centers on developing listening, note-taking, outlining, and study skills. A variety of writing assignments such as journals, personal narratives, essays, poetry, and research papers will be used so students recognize the importance of the writing process. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts. Readings will include a range of literary works to analyze literary elements and techniques. Some of these works include Forging a Hero, Warriors and Leaders, Reflecting on Society: Argument, Satire and Reform, Facing the Future, Confronting the Past: Shakespeare Extended Study, Seeing Things New : Visionaries and Skeptics, Discovering the Self: Individual, Nature and Society, Finding a Home: Nation, Exile and Dominion.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations. This course is aligned to the State of Florida Standards for English Language Arts.

Prerequisites: English III



FINE AND PERFORMING ARTS

The curriculum for Fine and Performing Arts is based on a comprehensive exploration of different artistic mediums and techniques. Students will engage in hands-on activities, collaborative projects, and theoretical discussions to develop their artistic skills and understanding. The curriculum encourages students to embrace their creativity and cultivate a lifelong appreciation for the arts.

FINE AND PERFORMING ARTS REQUIREMENTS

Students must take one full credit of Fine and Performing Arts between 9th and 10th grade.

FINE AND PERFORMING ARTS COURSE PROGRESSION



Drawing I

0.5 Cr. (Required) Grade 9

This course is designed to develop a strong foundation in drawing techniques and media, honing skills in mark-making, composition, and design principles. Explore art history and cultural context as students analyze diverse artworks, fostering a deeper understanding of creativity across timelines. Unleash creativity through conceptual development, infusing personal experiences and symbolism into artworks. Refine the artistic process, engage in professional practices, and cultivate a comprehensive skill set essential for a successful career in the visual arts.



Painting I

0.5 Cr. (Required) Grade 10

Arts through time have been considered as an invitation to unfold, stimulate, and capture the learner's imagination and self-expression. In this course, painting provides

multiple creative expressions, working as a way to represent ideas, feelings and emotions visually, enhancing motor skills, hand-eye coordination and cognitive abilities, inviting to explore creativity. Painting not only stimulates creativity but also other areas, like problem solving, since learners will make decisions about colors, composition, and techniques. It also helps to reduce stress and anxiety levels, which learners from high school are highly exposed to, making it necessary not only for academic and career purposes, but also for their wellbeing.



MATHEMATICS

The curriculum for Mathematics is based on a comprehensive study of various branches of mathematics, including algebra, geometry, statistics, and calculus. Students will engage in both theoretical and practical exercises to develop their mathematical proficiency and problem-solving abilities. The curriculum aims to cultivate mathematical literacy and equip students with the skills necessary for further studies in mathematics or applications in other fields.

MATH REQUIREMENTS

Students must take one full credit of Mathematics for each year in High School.

RECOMMENDED MATH COURSE PROGRESSION

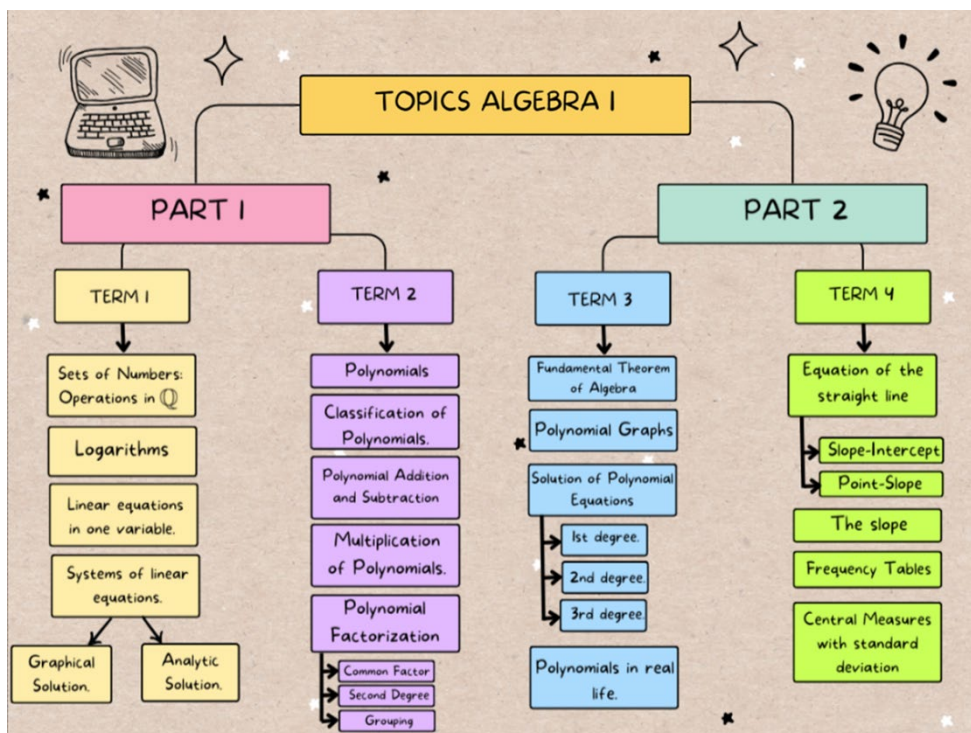


Algebra I

1Cr. (Required) Grade 9

In Algebra I, instructional time will emphasize five areas:

- (1) Explore natural numbers, integers, rational, and irrational numbers.
- (2) Solve linear equations and systems in one variable, applying them to real-life scenarios.
- (3) Classify, add, subtract, multiply, and factorize polynomials using the Fundamental Theorem of Algebra and polynomial Identities.
- (4) Create and interpret graphs of polynomial functions, solving polynomial equations up to the third degree.
- (5) Construct frequency tables, and calculate mean, median, mode, and standard deviation for data analysis.



Geometry

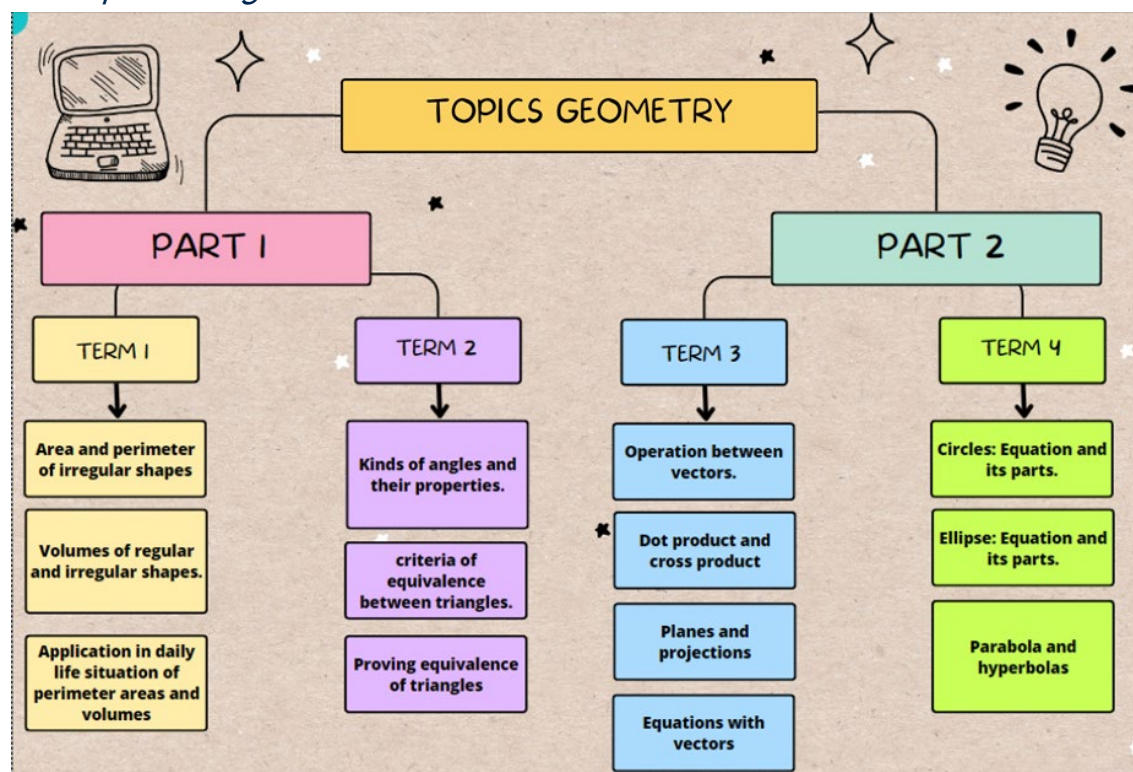
1 Cr. (Required) Grade 10

In our Geometry course, we meticulously examine the intricate properties of irregular shapes, focusing on the calculation of perimeters, areas, and volumes. Students will engage in rigorous analysis and problem-solving, developing a comprehensive understanding of geometric measurements that extends beyond standard polygons. The curriculum also explores the profound implications of the Pythagorean theorem, illustrating its foundational role in geometric reasoning and its application to real-world problem-solving scenarios.

Moreover, the course delves into advanced topics such as vectors in n dimensions, providing students with a sophisticated toolset for navigating complex spatial relationships. Understanding vectors goes beyond conventional geometric principles, as it forms a cornerstone in various scientific and engineering disciplines. Finally, participants will unravel the elegance of conic sections, gaining insights into the mathematical precision underpinning circles, ellipses, parabolas, and hyperbolas. This comprehensive exploration not only equips students with practical geometric skills but

also underscores the intrinsic importance of these topics in fostering analytical thinking and their broader applications across scientific and engineering domains.

Prerequisites: Algebra I



Algebra II

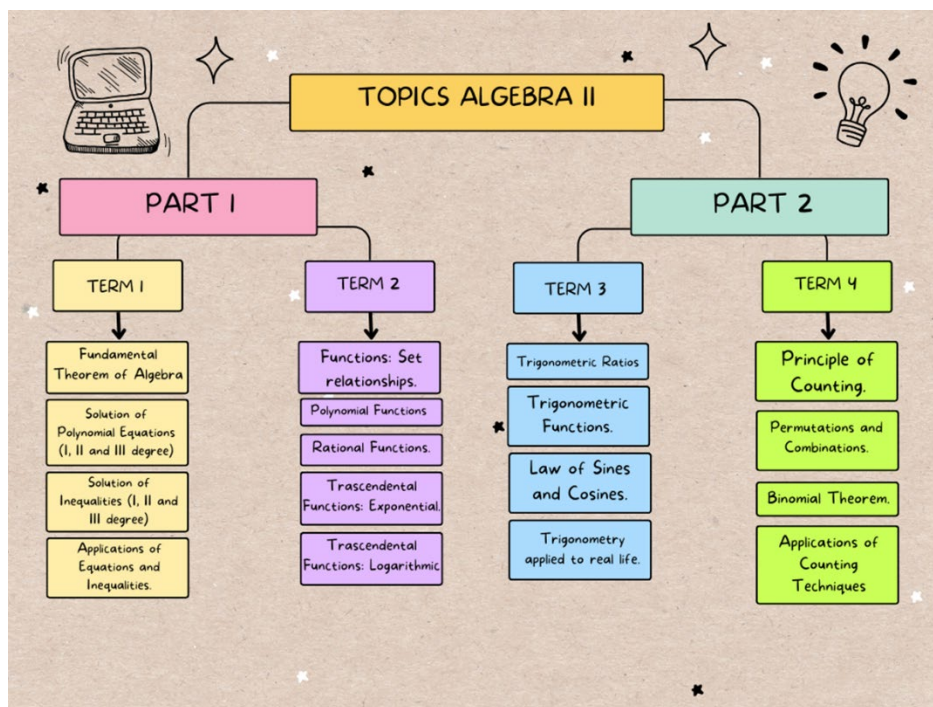
1 Cr. (Required) Grade 11

In Algebra 2, instructional time will emphasize six areas:

- (1) Build, develop, and solve polynomial equations, utilizing the Fundamental Theorem of Algebra to understand the nature of their roots.*
- (2) Develop and solve inequalities, applying them to real-life scenarios and interpreting their solutions.*
- (3) Explore functions as relationships between sets, including polynomial, rational, exponential, and logarithmic functions, and their applications.*
- (4) Use trigonometric ratios and functions to model real-life scenarios, applying the law of sines and cosines.*

(5) Master the principle of counting, permutations, combinations, and the Binomial Theorem, applying these techniques in various contexts.

Prerequisite: Algebra I



Pre-Calculus Honors

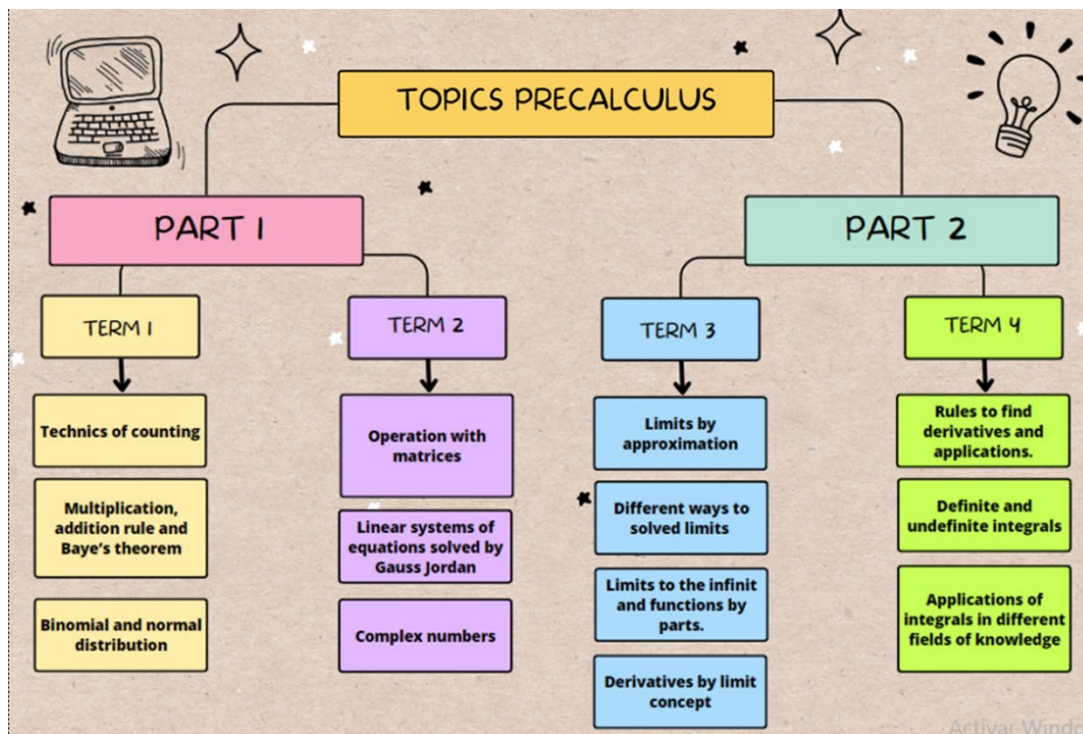
1 Cr. (Required) Grade 12

In our Pre-Calculus Honors course, students will embark on a comprehensive exploration of advanced mathematical concepts crucial for higher-level studies. The curriculum extends beyond traditional pre-calculus topics to encompass inferential statistics, matrices, complex numbers, differential calculus, and an introduction to integral calculus. This interdisciplinary approach equips students with a versatile mathematical toolkit, fostering a deeper understanding of the interconnected nature of these topics and preparing them for the complex challenges of advanced calculus and applications in diverse fields.

The inclusion of inferential statistics enhances students' analytical skills, providing a valuable foundation for data-driven decision-making in various disciplines. Matrices and complex numbers introduce abstract mathematical structures with practical applications in fields such as physics and engineering. Moreover, the focus on both

differential and integral calculus lays the groundwork for a seamless transition into more advanced calculus courses, emphasizing the importance of these foundational concepts in shaping students' mathematical proficiency and analytical reasoning abilities. This Pre-Calculus Honors course is designed to empower students with the knowledge and skills necessary for academic success and future endeavors in STEM-related fields.

Prerequisites: Algebra I, Algebra II, and Geometry



PHYSICAL EDUCATION AND HEALTH

During High School, the student must present a certificate that supports the practice of 120 hours per year (1 credit) of some educational activity associated with the credits listed below.

Personal Fitness

0.5 Cr. Any High School Grade

In this course, students acquire knowledge of physical fitness concepts, understand the influence of lifestyle, health and fitness, and begin to develop an optimal level of

fitness. The content includes safety practices, technology applications, and assessment of physical and health-related fitness.

Team Sports

0.5 Cr. Any High School Grade

This course offers students the chance to acquire basic knowledge of team sports play, develop skills in specified team sports, and maintain or improve health-related fitness.

Weight Training I

0.5 Cr. Any High School Grade

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.

SCIENCE

The curriculum for Science integrates the three core disciplines of biology, chemistry, and physics. Students will explore the fundamental concepts, principles, and processes in each field through a combination of theoretical knowledge and hands-on experiments. The curriculum aims to foster scientific literacy, promote inquiry-based learning, and cultivate an understanding of the role of science in society.

SCIENCE REQUIREMENTS

Students must take four full credits of Science for High School.

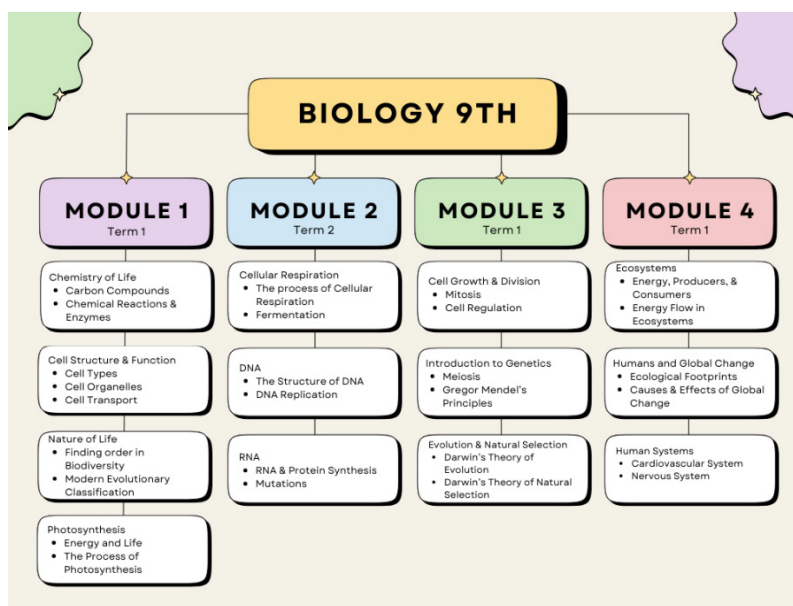
RECOMMENDED SCIENCE COURSE PROGRESSIONS



Biology I

1 Cr. (Required) Grade 9

The Biology I program offers a comprehensive education in biological sciences, aiming to cultivate critical scientific thinking skills in students. Covering diverse thematic axes, including the "Chemistry of Life" and cell structure, the curriculum extends to molecular biology, evolutionary classification, and the application of Mendel's principles. Exploring topics such as cell growth, evolution, and ecosystem dynamics, students gain insights into the interconnectedness of living organisms. The program concludes with a focus on human body systems, fostering an understanding of organ system structure and function. Throughout the course, students are encouraged to develop critical thinking skills, enabling them to contribute to societal well-being and pursue advanced studies in biology and related fields.



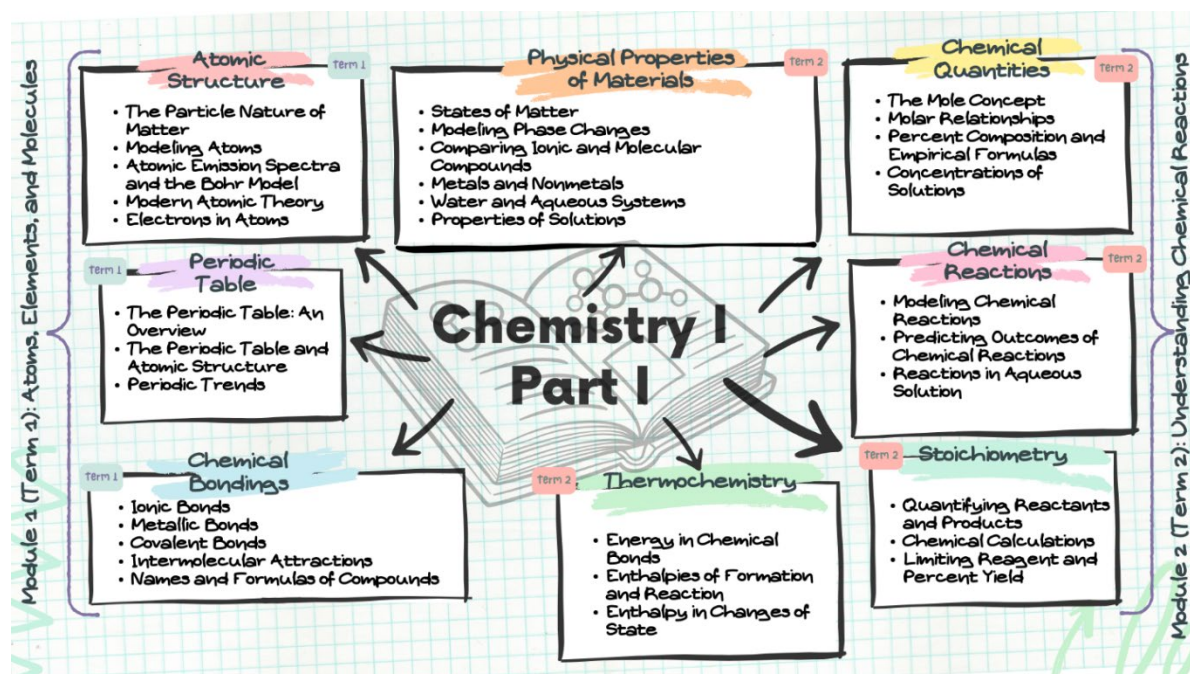
Chemistry I

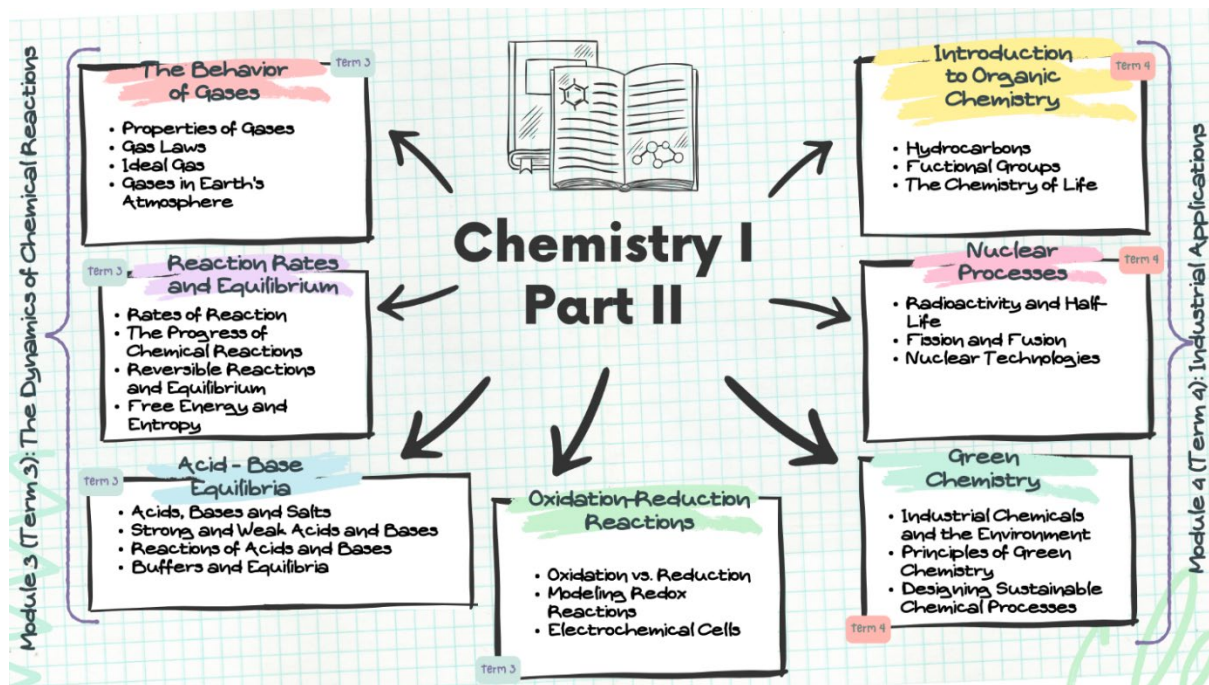
1 Cr. (Required) Grade 10

The Chemistry I program provides a comprehensive understanding of fundamental concepts and principles in chemistry. It covers various thematic axes, including atomic structure, periodic table, physical properties of materials, gas behavior, chemical bonding, chemical reactions, and stoichiometry. The Chemistry I program advances

beyond foundational concepts, exploring complex topics like reaction rates, equilibrium, acid-base equilibria, oxidation-reduction reactions, and organic chemistry. Students delve into the nuances of chemical processes, understanding factors affecting rates, equilibrium dynamics, acid-base behaviors, and the intricacies of organic compounds. This program aims to deepen critical thinking and expand chemical knowledge for practical applications. By mastering these principles, students gain the ability to contribute significantly to scientific pursuits and apply their expertise across various fields, fostering advancements and solutions that benefit society as a whole.

Prerequisites: Algebra I strongly recommended



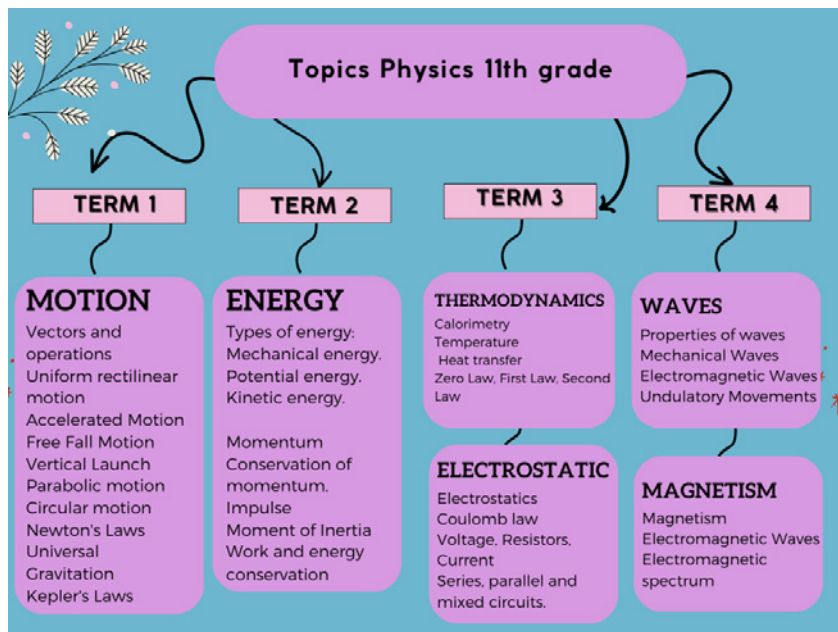


Physics I

1 Cr. (Required) Grade 11

The Physics I program builds upon the foundational concepts in Physics. Thematic axes cover thermodynamics, electromagnetism, electromagnetic radiation, kinematics, dynamics, electricity, and magnetism. Students explore the transfer and distribution of thermal energy, interactions between objects through electric or magnetic fields, and the wave nature of electromagnetic radiation. They analyze motion in two dimensions, apply Newton's laws of motion, study electric charges, circuits, and magnetism. The program aims to enhance critical scientific thinking skills through investigation, modeling, analysis, and evaluation. Students develop models, use mathematical representations, analyze forces and motion, and evaluate scientific claims. By developing these skills and knowledge, students are prepared to apply advanced physics principles and contribute to the well-being of society.

Prerequisites: Algebra II and geometry



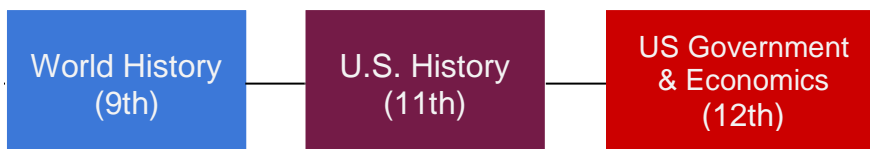
SOCIAL STUDIES

The curriculum for Social Studies integrates the study of world history, US history, US Government, and economics to foster a holistic understanding of the social, political, and economic aspects of the United States and the world. Students will engage in critical analysis, research, and discussions to develop their knowledge, empathy, and appreciation for the complexities of our society.

SOCIAL STUDIES REQUIREMENTS

Students must take four full credits of Social Studies for High School.

RECOMMENDED SOCIAL STUDIES COURSE PROGRESSION



World History

1 Cr. (Required) Grade 9

This course provides an overview of contemporary world history. It begins with the origin and development of absolute monarchies in Europe, describes the contributions of the early liberal revolutions in scientific, philosophical, and social terms. Subsequently, it delves into globally impactful events such as the French Revolution, the Industrial Revolution, the era of imperialism, the World Wars and the Cold War. The academic focus is to understand the interconnectedness between different events to provide a holistic understanding of the social, political, and economic landscape of the present. By the end of the course, students are expected to understand the present they live in by relating the various events that shape contemporary history.



United States History

1 Cr. (Required) Grade 11

In this course, students examine the people, places, and events that shape the history and present of the United States. This journey begins with the settlements of the early inhabitants of America, leading to well-known and studied historical periods such as the discovery, the colonization, the revolutionary era, the republic, the westward expansion, and the Civil War, the latter being considered the event that solidifies and strengthens the nation's ideals as a union. The events covered provide the necessary framework to examine the political, intellectual, military, economic, and social development of the country, thus enabling an understanding of the unique features presented by the U.S. government, its constitution, and the development of the free market system.



United States Government

0.5 Cr. (Required) Grade 12

This course provides important inputs to understand the structure of the government of the United States of America and its Constitution. With a solid background in the history of the United States, the course addresses the characteristics and functions of the branches of government, the system of political checks and balances that they exercise on each other, the foundations that support the democratic government, and the power relations that exist between the states and the federal government. It is expected that by the end of this course, students will have a clear perspective on the functioning, development, and characteristics of American government.

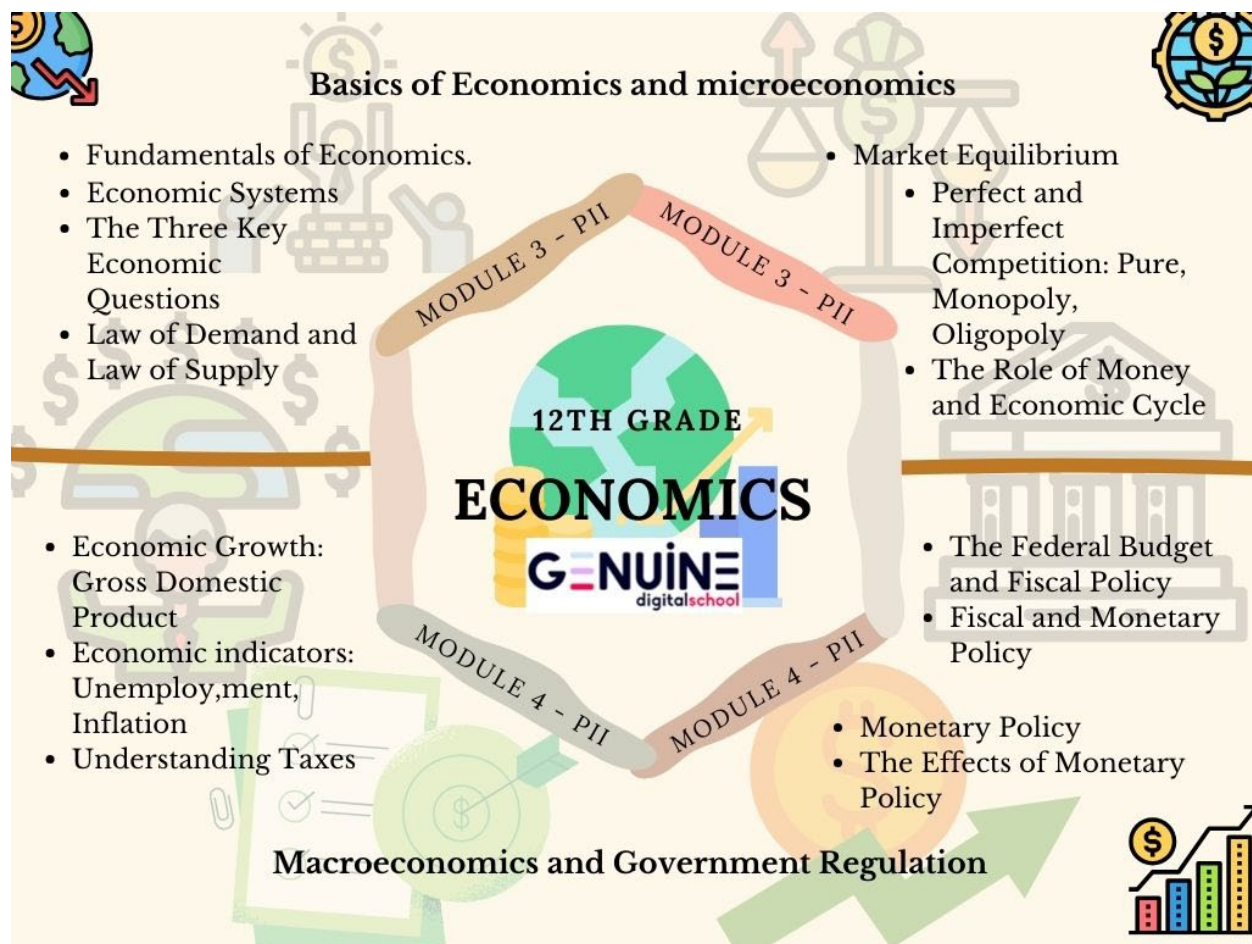


Economics

0.5 Cr. (Required) Grade 12

This course provides an initial approach to basic and key concepts of economic science. To meet this objective, the academic space offers important tools to approach and understand the different economic systems, the characteristics of micro and macroeconomics, the mechanisms used by governments to exercise control over economic systems, and the outlook of the global economy. At the end of the course, students are expected to be able to apply the knowledge acquired in the understanding and management of personal finances.

Prerequisite: Algebra I strongly recommended

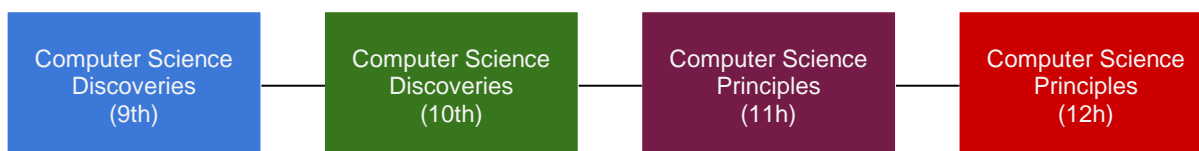


ELECTIVES AVAILABLE

COMPUTER SCIENCE

Students taking computer science courses are prepared for college level computer courses and beyond with industry level skills and training.

RECOMMENDED COMPUTER SCIENCE PROGRESSION

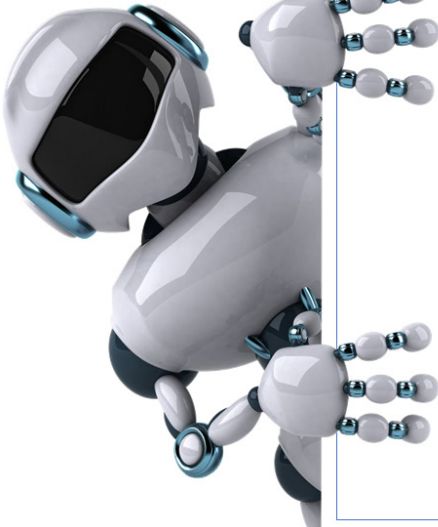


Computer Science Discoveries 9

0.5 Cr. Grade 9

Nowadays, Human Society is focusing its efforts in creating an alternative world and systems in which the main axis is a digital environment. From dynamic and attractive apps or websites that can offer a meaningful experience to the user, to applications that can simulate real interaction through Virtual or Augmented Reality. For that reason, Industry and Researching environment are constantly looking for new talent that can give solutions to real problems through these technologies. This course is focused to students that will explore all these alternatives and will apply additional concepts like 3D Design, proportions, composition and other related with programming like abstraction, computational thinking, logic, sequences and algorithms, and with that, students at the end of the course can formulate real and creative solutions in different fields like Arts, Software Development and Entrepreneurship.

Computer Science Discoveries 9th Grade



First Term:

Introduction to Computing and basic Programming

- What is computing?
- Introduction to programming
- Programming Tools and environments

Second Term:

Basic Web Development

- Introduction to HTML and CSS
- Designing basic web pages
- Styling and Formatting

Third Term:

Virtual and augmented reality

- Introduction to Virtual and Augmented Reality
- Development and Programming in VR/AR

Fourth Term:

Advanced Software Development and User Experience

- Introduction to Software Development and Life Cycle
- User Interface (UI) and User Experience (UX) Design
- Creation and Evaluation of Computational Artifacts

Computer Science Discoveries 10

0.5 Cr. Grade 10

In our swiftly evolving digital era, this high school technology course is crafted to arm students with indispensable skills in programming fundamentals, software development, and podcast production. Programming lays the groundwork, fostering problem-solving abilities and unleashing creativity through logical thinking. Going in this line, a digital world needs to generate constantly attractive and meaningful websites or applications that can ensure a complete experience to the users in all services areas. Podcast production, a contemporary communication medium, hones technical and creative proficiencies, allowing students to express ideas effectively.

This course strategically equips students to confront challenges and seize opportunities in our tech-centric society. By nurturing critical thinking, creativity, and collaborative skills, it not only imparts essential knowledge but also cultivates responsible technology use. As students engage with programming, software development, and podcast production, they are not merely acquiring skills; they are preparing to thrive in a

dynamic and digital future.

Computer Science Discoveries 10th Grade



First Term:

Introduction to Podcasting and Digital Communication

- *All About Podcasts: Fundamentals and Podcast Creation*

Third Term:

Web Design Fundamentals:

- *Creation of a Basic Website in Frontend using HTML and CSS*

Second Term:

Software Development Lifecycle and UI/UX Design

- *Software Development Introduction, Lifecycle, and UI/UX Design Focused on Websites or Apps*

Fourth Term:

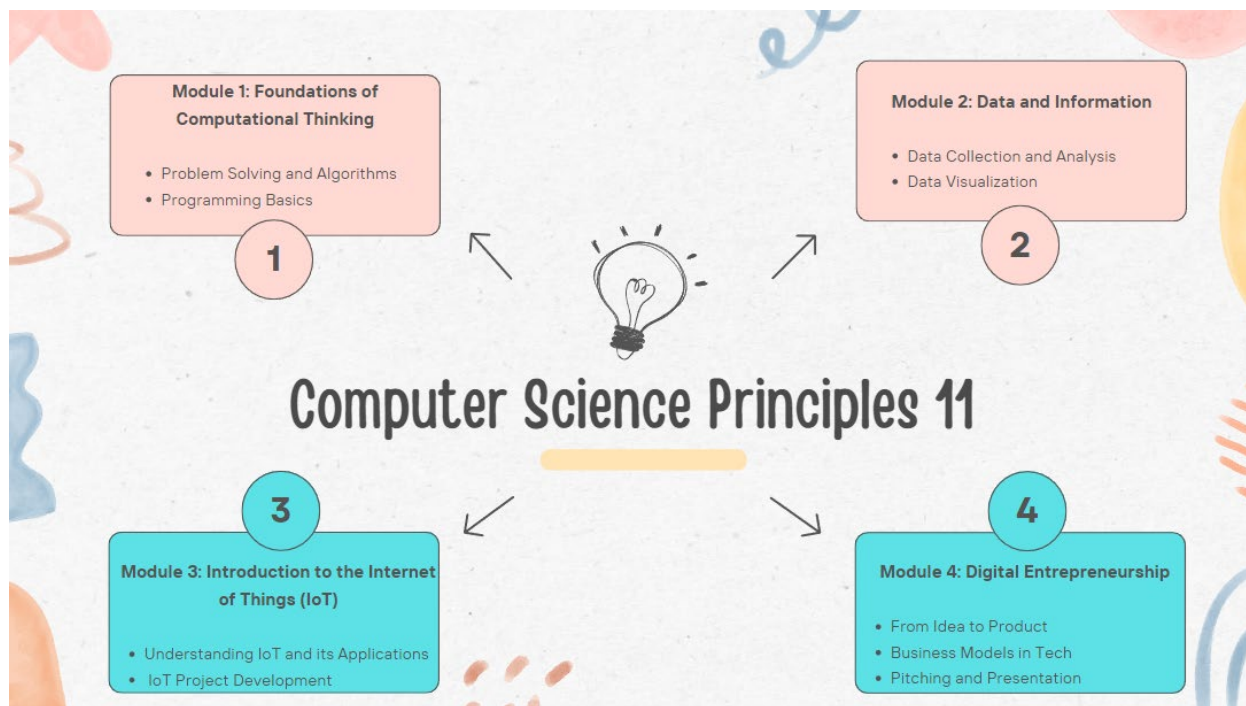
Advanced Topics in Digital Media and Emerging Technologies

Computer Science Principles 11

0.5 Cr. Grades 11

This course introduces students to the foundational concepts of computer science, emphasizing computational thinking, data analysis, and digital design. Students explore how computing and technology can impact the world, learning skills that are crucial for understanding and participating in our modern, technologically driven society.

Throughout the course, students are encouraged to be curious, solve personally relevant problems, and express themselves through creation. The course design integrates discussions, presentations, peer feedback, and shared reflections, promoting a social and collaborative learning environment. By the end of the course, students will be equipped with critical skills to contribute to our increasingly technological society, regardless of their career path.

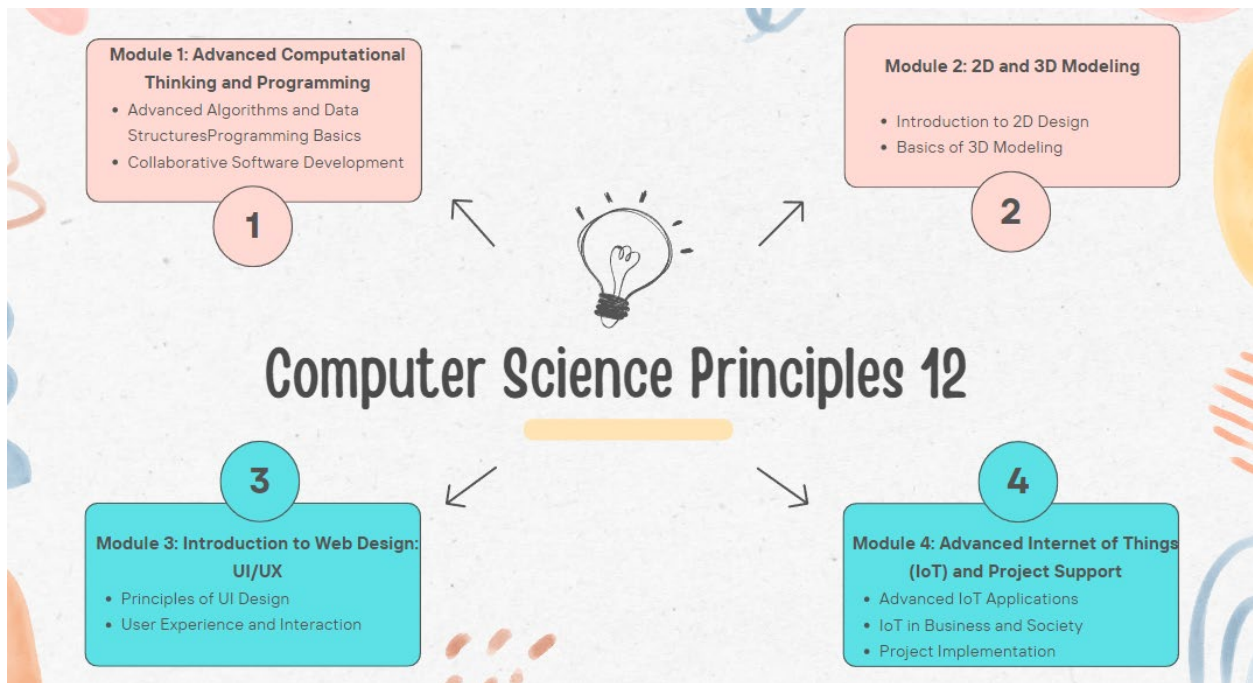


Computer Science Principles 12

0.5 Cr. Grades 11

Building on the foundations laid in the 11th grade, this course delves deeper into advanced topics in digital design, Internet of Things (IoT), and web design with a focus on UI/UX. Students will explore how these technologies can be leveraged to solve complex problems and create impactful solutions.

The course prioritizes active, relevant learning experiences, providing students with authentic choices to foster intrinsic motivation. By encouraging curiosity and problem-solving, the course prepares students to be active and informed contributors to our technological society. The integration of discussions, presentations, peer feedback, and shared reflections ensures a collaborative and social learning environment. By the end of the course, students will have advanced their technical skills and be ready to tackle complex challenges in the field of computer science.



PERSONAL CAREER AND SCHOOL DEVELOPMENT SKILLS

The curriculum for Entrepreneurship provides students with a comprehensive understanding of the key concepts, strategies, and practices in real context projects. Students will explore the entrepreneurial process, from idea generation to business planning and implementation. The curriculum encourages students to think creatively, identify market opportunities, develop business plans, and learn essential entrepreneurial skills.

RECOMMENDED PERSONAL CAREER AND SCHOOL DEVELOPMENT SKILLS COURSE PROGRESSION



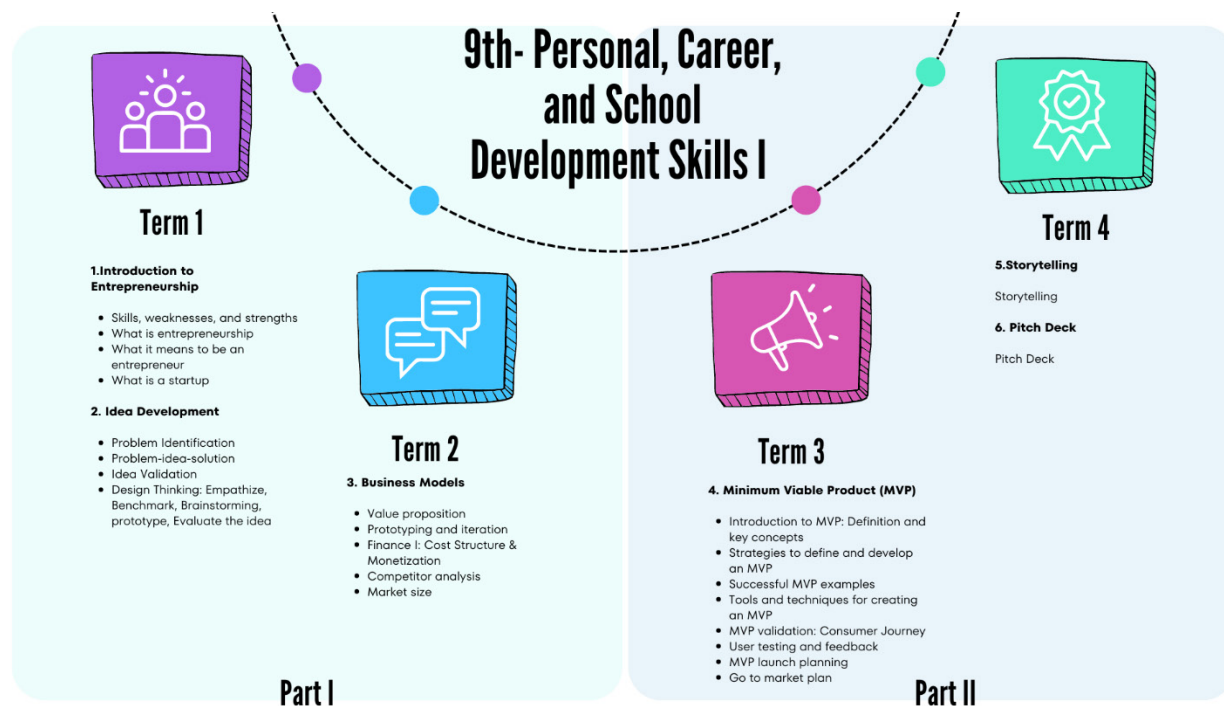
Personal Career & School Development Skills I

0.5 Cr. Grade 9

The purpose of this course is to provide students with the knowledge and tools necessary to develop skills and foster an entrepreneurial spirit through their passions and interests, to create entrepreneurship projects that have a positive impact on society.

During the course, the aim is to promote creativity and innovation to generate business ideas and solve entrepreneurial problems. Students will also explore different types of entrepreneurship and learn to identify opportunities in industries of their interest. Through the design thinking approach, students will learn to develop value propositions and solid business models, as well as create a distinctive brand for their product, including designing a logo and a slogan.

The goal of this course revolves around the creation of a Minimum Viable Product (MVP). Students will learn to identify the key features of their product, create prototypes, and conduct tests to improve and refine their product. As they progress through the process, they will develop skills in review and continuous improvement, and ultimately launch their product. In this way, they will be prepared to become successful entrepreneurs and product creators, applying agile methodologies centered around the user, minimizing risks, and maximizing learning throughout the product development process.



Personal Career & School Development Skills I

0.5 Cr. Grade 10

The purpose of this course is to provide students with the knowledge and tools necessary to develop skills and foster an entrepreneurial spirit through their passions and interests, to create entrepreneurship projects that have a positive impact on society.

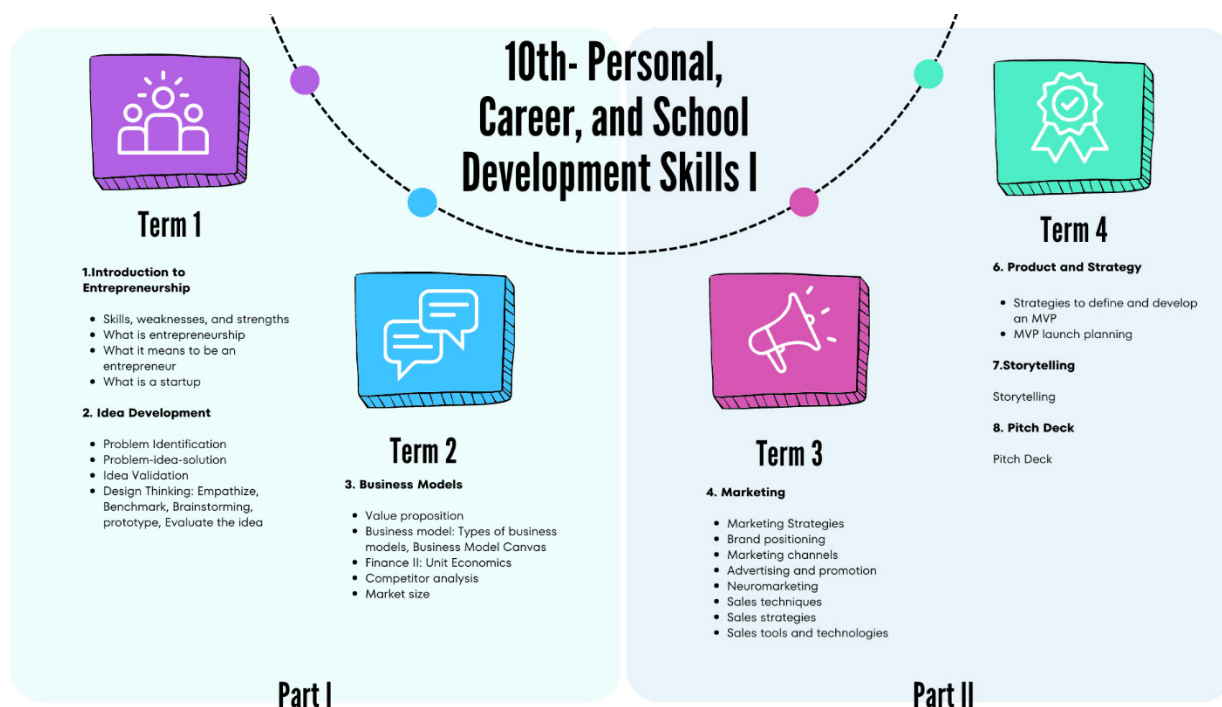
This course aims to introduce young people to the digital world and online marketing strategies, including the use of social media, content marketing, and e-commerce. They will learn to identify market opportunities and create unique value propositions.

They will develop a solid marketing strategy within the context of entrepreneurship. Additionally, they will explore different types of entrepreneurs and learn to identify problems and generate innovative ideas in an industry of their interest. Through the design thinking approach, students will develop skills to create solid value propositions and effective business models. They will also learn to build a distinctive brand, design a logo, and create a slogan that effectively communicates the values of their product or

service.

A fundamental part of this course will focus on the study of marketing and sales. Students will learn about traditional and digital marketing strategies, including content creation, digital advertising, outbound marketing, and inbound marketing. They will understand how to identify and attract their target audience, how to promote their product or service, and how to generate interest and sales.

The course will culminate in the final evaluation of the MVP and the presentation of a pitch. Students will have the opportunity to apply the communication and presentation skills they have developed throughout the program to highlight the most attractive aspects of their product and persuade an audience.



Personal Career & School Development Skills II

0.5 Cr. Grade 11

The purpose of this course is to provide students with the knowledge and tools necessary to develop skills and foster an entrepreneurial spirit through their passions and interests, to create entrepreneurship projects that have a positive impact on society. The course will focus on developing a strong understanding of finance fundamentals while exploring different aspects of entrepreneurship.

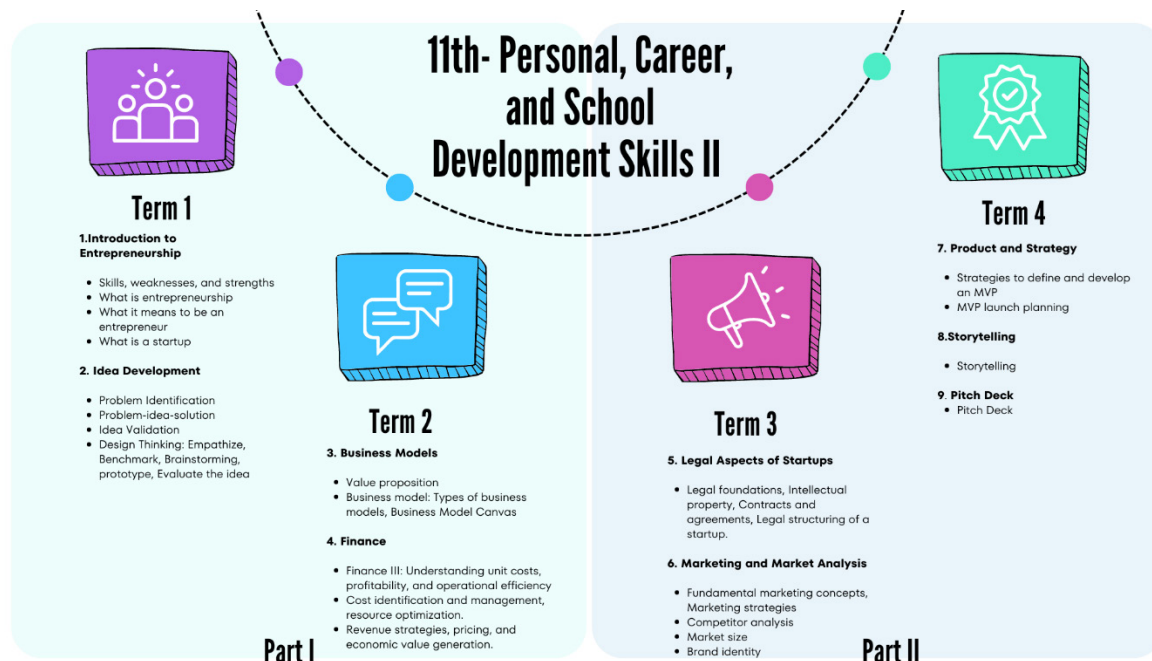
The main objective is to empower students to become financially savvy entrepreneurs capable of making sound and strategic financial decisions in relation to their own businesses or entrepreneurial projects. Through the exploration of various topics in the program, students will learn what entrepreneurship is and how it relates to the world of finance.

Additionally, students will gain an understanding of different types of entrepreneurs and ventures, as well as common business models. They will learn to assess the financial viability of a business idea, understanding key financial concepts such as cost and pricing of a product or service, breakeven point, and profitability.

The course will also focus on providing students with the necessary tools and strategies to obtain financial resources for their entrepreneurial projects, whether through equity, debt, or alternative resources. Furthermore, concepts of personal finance and how they apply to the world of entrepreneurship will be explored.

By the end of the course, it is expected that students will be able to analyze and comprehend financial statements, both personal and for their own business. They will also be prepared to effectively present their business idea through a compelling pitch, demonstrating a solid understanding of the financial and strategic aspects of their project.

Prerequisite: Personal Career & School Development Skills I



Personal Career & School Development Skills II

0.5 Cr. Grade 12

The purpose of this course is to provide students to discover and develop their own skills, resources, and knowledge, as well as to explore their interests and preferences in order to make informed decisions about their vocational future. The main objective of the course is to provide them with the necessary tools to build a strong personal brand and establish meaningful connections with relevant institutions and professionals in their area of interest.

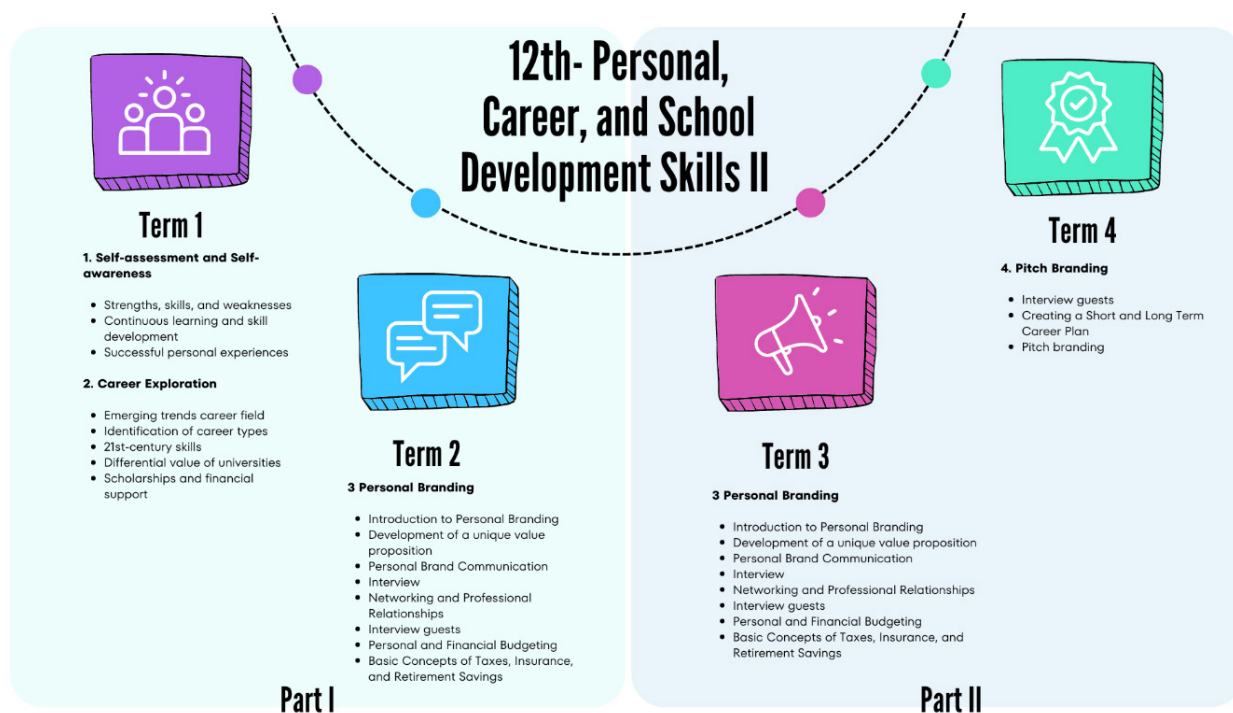
Throughout the program, students will learn to identify and evaluate their skills, resources, and knowledge, understanding their strengths and areas for improvement. They will be provided with guidance to develop an authentic and distinctive personal brand that reflects their values, passions, and professional goals. Additionally, they will be taught to explore their interests and preferences and translate them into possible career options.

The course will also focus on facilitating students' engagement with relevant institutions

and professionals in their fields of interest. They will be provided with tools and strategies to establish connections, conduct informational interviews, visit workplaces, and participate in activities related to their areas of interest. This will allow them to gain a deeper understanding of different professions and industry sectors, helping them make more informed decisions about their future.

Furthermore, the course will include a focus on entrepreneurship with a professional approach, providing students with an understanding of the fundamentals of entrepreneurship and how to apply them to their professional trajectory. They will be taught to develop a compelling personal pitch that effectively communicates their skills, interests, and projects to potential employers, investors, or collaborators.

Prerequisite: Personal Career & School Development Skills I



SPANISH SPEAKERS

The curriculum for Spanish Speaks is based on a communicative approach to language learning. Students will engage in a variety of interactive activities and exercises that promote active participation and practical application of the language. The curriculum is structured to help students achieve fluency and accuracy in spoken Spanish, while also gaining cultural insights into Spanish-speaking countries.

SPANISH REQUIREMENTS

Students must take one full credit of Spanish Speaks for each year in High School.

SPANISH SPEAKERS COURSE PROGRESSION



Spanish Speakers 1

1.0 Cr. (Required) Grade 9

The purpose of this course is an introductory course that provides students with a comprehensive understanding of the Spanish language and its cultural context. Throughout the course, students will explore a wide range of topics, including pre-Hispanic literature, literature of independence, mixed and fragmented texts, textual typologies, argumentation, political discourse, oral expression, body language, colonial literature, historical fiction, magical realism, contemporary literature, and risks of digital communication.

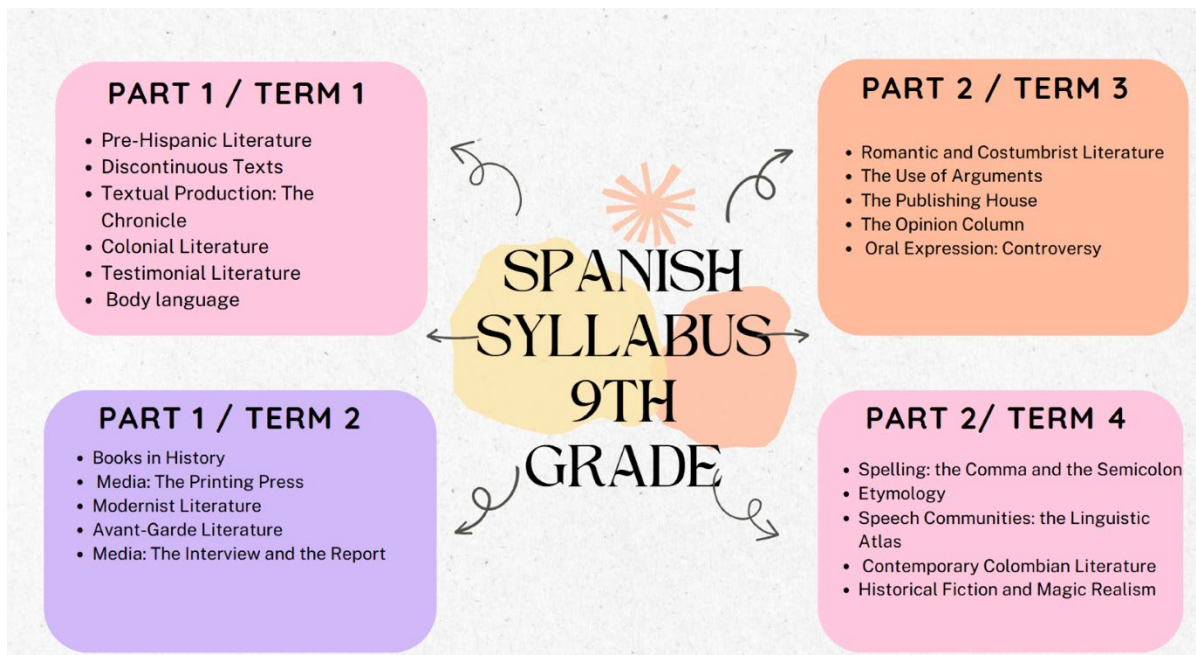
The course begins by delving into the rich world of pre-Hispanic literature, where students will discover the indigenous cultures and their unique literary traditions. They will analyze and interpret ancient texts, such as Mayan codices and Aztec poetry, to gain insights into the indigenous worldview.

To enhance their communicative abilities, students will focus on oral expression and the use of body language. They will practice speaking Spanish in various contexts, developing their fluency, pronunciation, and confidence. Additionally, they will learn to interpret non-verbal cues and gestures, recognizing their significance in effective communication.

The course will further explore the literary legacy of the colonial period, examining works that reflect the complexities and struggles of this historical era. Students will analyze texts that portray the collision of cultures and explore themes such as power, identity, and resistance.

Lastly, the course will address the risks and challenges associated with digital communication. Students will examine the potential pitfalls of online interactions, including misinformation, cyberbullying, and privacy concerns. They will develop critical thinking skills to navigate the digital landscape responsibly and ethically.

By the end of Spanish 1, students will have gained a solid foundation in the Spanish language and a broad understanding of the diverse literary traditions and cultural contexts that shape the Spanish-speaking world. They will be equipped with the skills necessary to engage in meaningful conversations, analyze texts, and express themselves effectively in Spanish.



Spanish Speakers 2

1.0 Cr. (Required) Grade 10

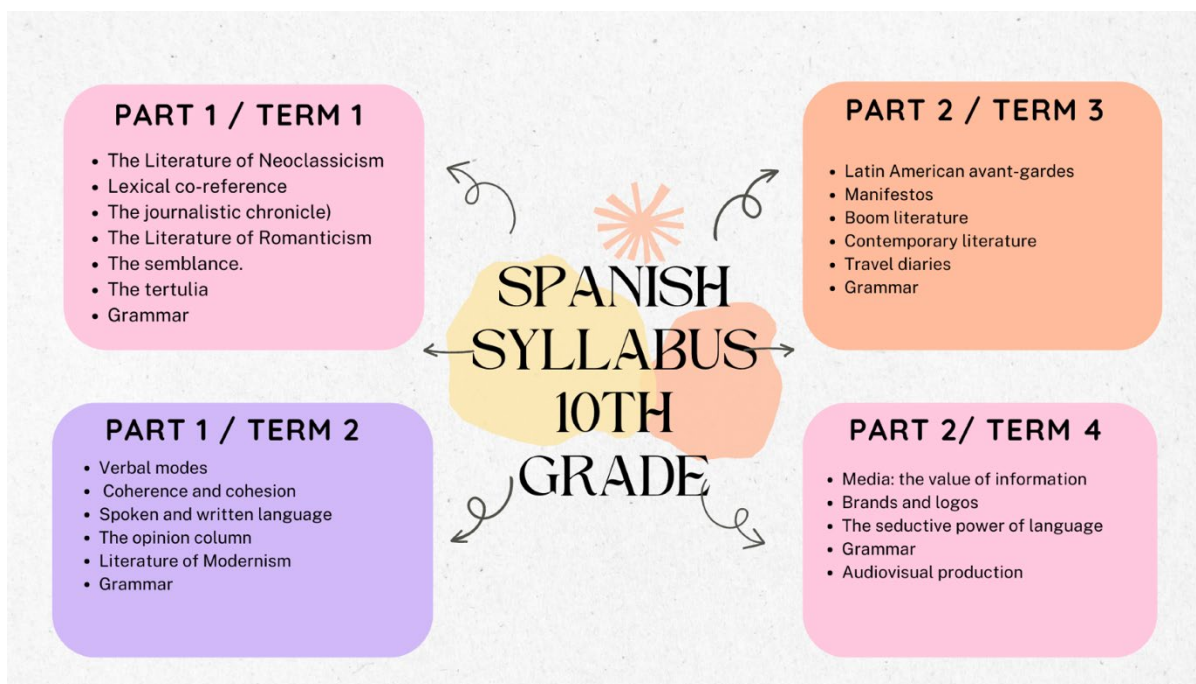
The purpose of this course is a comprehensive course that delves into the Spanish language and its cultural aspects. Throughout the course, students will explore various topics, including neoclassical literature, the Boom movement, post-Boom literature, romanticism, verbal modes of argumentation, journalistic chronicles, profiles, opinion columns, coherence and cohesion, grammar I, II, III, modernist literature, and literary avant-gardes.

The course begins by studying neoclassical literature, a movement characterized by its adherence to classical principles and a focus on reason, order, and balance. Students will analyze prominent works from this period, understanding the social and intellectual context that influenced neoclassical authors. Moving forward, students will explore the Boom movement, a literary phenomenon that emerged in Latin America during the mid-20th century. They will examine works by influential authors such as Gabriel Garcia Marquez, Julio Cortázar, and Mario Vargas Llosa, discovering the themes and narrative techniques that made this movement a turning point in Latin American literature.

To enhance their understanding of argumentation, students will explore the different verbal modes used to present arguments effectively. They will analyze the use of rhetoric, logic, and persuasive language to construct and support arguments in both written and oral forms. The study of journalistic chronicles will allow students to explore the blending of literary and journalistic techniques. Throughout the course, students will also engage in an in-depth study of grammar, covering essential concepts in grammar I, II, and III. They will develop their understanding of verb tenses, sentence structure, syntax, and other grammatical elements, applying this knowledge in their writing and communication.

Finally, students will explore the literary avant-gardes, which pushed the boundaries of traditional literary forms and conventions. They will analyze works from different avant-garde movements, such as surrealism, Dadaism, and futurism, understanding their impact on literature and the arts. By the end of Spanish 2, students will have developed a solid understanding of the Spanish language, its literary traditions, and cultural movements. They will be equipped with the skills to analyze and appreciate different genres of literature.

Prerequisite: Spanish Speakers I.



Spanish Speakers 3 - Honors

1.0 Cr. (Required) Grade 11

The purpose of this course is a comprehensive course that explores the Spanish language and its cultural aspects. Throughout the course, students will engage with a variety of topics, including medieval literature, reading and writing in academic contexts (coherence and cohesion), critical reading of mass media, graphomotor skills, neoclassical and romantic literature, argumentation theory, critical review reading and writing, graphomotor skills, realist and naturalist literature, textual production, grammar, discourse analysis, critical discourse analysis, textual markers and logical connectors, textual production, grammar, the Generation of '27, speech acts, technical vocabulary, grammar, journalistic chronicles, communication in the seventh art (film), writing in avant-garde styles, graphomotor skills, and textual production through script adaptation.

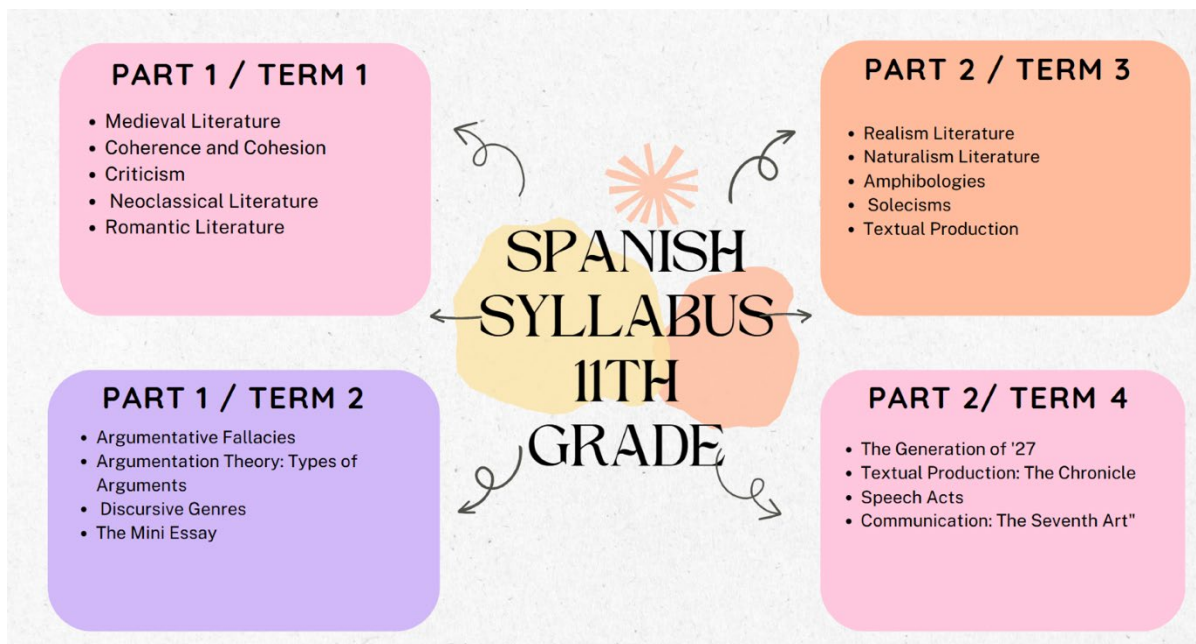
The course will also explore the literary movements of neoclassicism and romanticism. Students will analyze representative works from these periods, examining their respective characteristics, themes, and artistic approaches. The theory of argumentation will provide students with a framework to understand and construct persuasive arguments effectively. They will learn about logical reasoning, the structure of arguments, and the use of evidence to support claims. Reading and writing critical reviews will enable students to analyze and evaluate literary, artistic, or cultural works. They will develop their ability to express informed opinions and provide thoughtful assessments of various forms of expression.

Grammar instruction will provide students with a solid foundation in the rules and structures of the Spanish language. They will learn grammatical concepts and apply them accurately in their speaking and writing. Analyzing discourse and engaging in critical discourse analysis will enable students to understand the power dynamics, ideologies, and social implications embedded within spoken and written communication.

The study of speech acts will explore the different types of utterances and their intended effects. Students will learn how to express requests, commands, suggestions, and other speech acts appropriately in various contexts. Technical vocabulary will be addressed to

enhance students' ability to understand and use specialized language in specific fields or areas of study.

Prerequisite: Spanish Speakers II



Spanish Speakers 4 – Honors

1.0 Cr. (Required) Grade 12

The purpose of this course is an engaging course that explores the Spanish language and its rich literary traditions. Throughout the course, students will delve into a variety of topics, including classical literature, reading and writing in academic contexts, textual production through critical reviews, Renaissance literature, Baroque literature, textual production through urban ethnography, pragmatics of communication focusing on topic and emphasis, other symbolic systems such as graphic representation of data, textual production through citation and referencing systems, avant-garde literature, contemporary literature, textual production focusing on literary figures, textual production using databases, textual production using bibliographic managers, textual production through essay writing, romanticism and symbolism in literature, avant-garde literature, and contemporary literature.

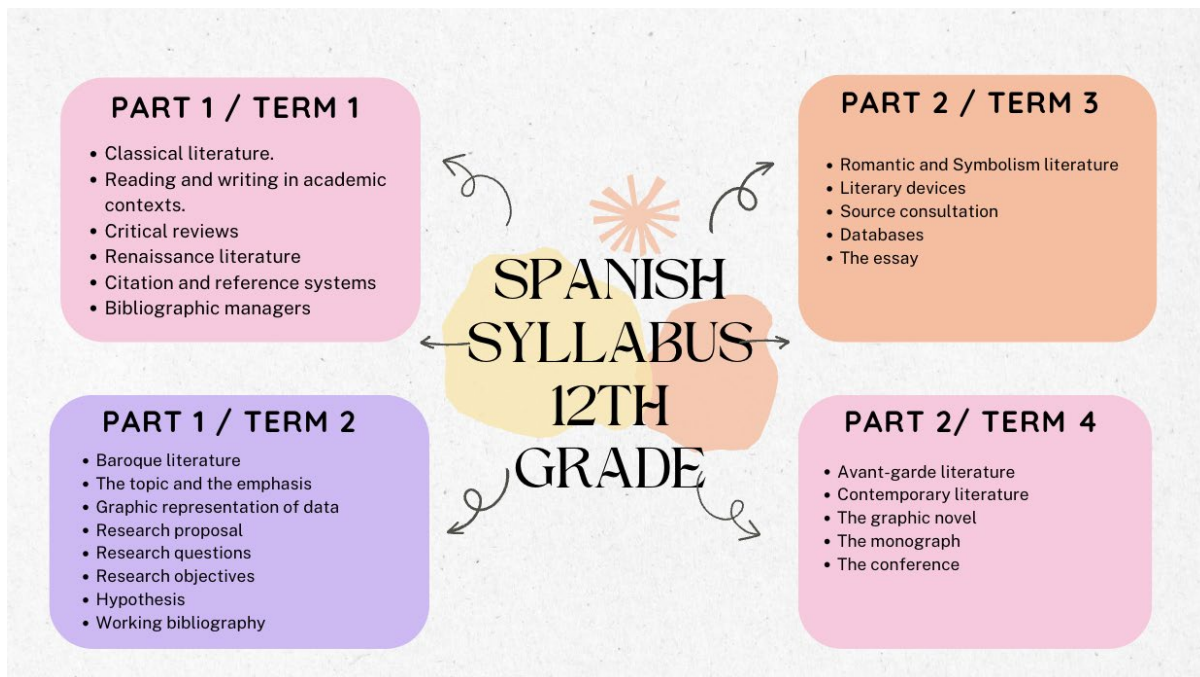
The course begins by exploring classical literature, immersing students in the works of renowned authors from ancient Greece and Rome. They will analyze timeless masterpieces, examining themes, literary techniques, and their enduring influence on Western literature. Building on foundational reading and writing skills, students will focus on reading and writing in academic contexts. They will develop strategies to comprehend and produce scholarly texts effectively, emphasizing critical thinking, coherence, and academic conventions.

Pragmatics of communication will focus on the use of topic and emphasis in spoken and written language. Students will explore how these linguistic features affect meaning, intention, and the interpretation of messages in different contexts. Students will also delve into other symbolic systems, specifically the graphic representation of data.

Students will also learn how to navigate and utilize databases for research purposes, accessing relevant information and sources efficiently. The course will introduce students to bibliographic managers, tools that facilitate the organization and citation of sources in academic writing, ensuring accuracy and consistency in their references. Textual production will culminate in essay writing, allowing students to develop their ability to construct coherent arguments, provide evidence, and present their ideas effectively.

By the end of Spanish I, students will have a solid understanding of the Spanish language, its literary traditions, and the diverse movements and styles that have shaped Spanish and Latin American literature. They will have honed their critical thinking, reading, writing, and analytical skills, preparing them for further exploration in the field of Spanish literature.

Prerequisite: Spanish Speakers III Honors



PORTUGUESE FOR PORTUGUESE SPEAKERS

The curriculum for Portuguese for Portuguese Speakers is based on a comprehensive study of literature, language, and writing. Students will engage in close reading, textual analysis, and writing exercises to enhance their understanding of literary works, develop their language skills, and refine their written and oral communication abilities. The curriculum promotes a reflection on the cultural values of Portuguese language and societies as well as deeper appreciation for literature. It fosters critical thinking and encourages creativity in language usage.

PORTUGUESE FOR PORTUGUESE SPEAKERS REQUIREMENTS

Students must take one full credit of Portuguese for Portuguese Speakers for two years in High School.

PORTUGUESE FOR PORTUGUESE SPEAKERS COURSE PROGRESSION

PORTUGUESE FOR
SPEAKERS OF
PORTUGUESE 1
9th – 10th

PORTUGUESE FOR
SPEAKERS OF
PORTUGUESE 2
11th – 12th

Portuguese for Portuguese Speakers I

1 Cr. (Required) Grade levels 9 - 10

This course defines what students should understand and be able to do by the end of 10th grade. The purpose of this course is to enable students whose heritage language is Portuguese to develop, maintain, and enhance proficiency in their heritage language by reinforcing and acquiring skills in listening, speaking, reading, and writing, including the fundamentals of Portuguese grammar. Specific content includes expansions of vocabulary and conversational skills through discussions of selected readings, such as *Vidas Secas* and *Don Casmurro*. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people. This course demands 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. Text complexity through text selection, focuses on high-level qualitative measures, exploring deeper understanding of conceptual themes and organization within and across disciplines. The course content will reflect the cultural values of Portuguese language and societies.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations, aligned to the State of Florida Standards for Portuguese for Portuguese Speakers.



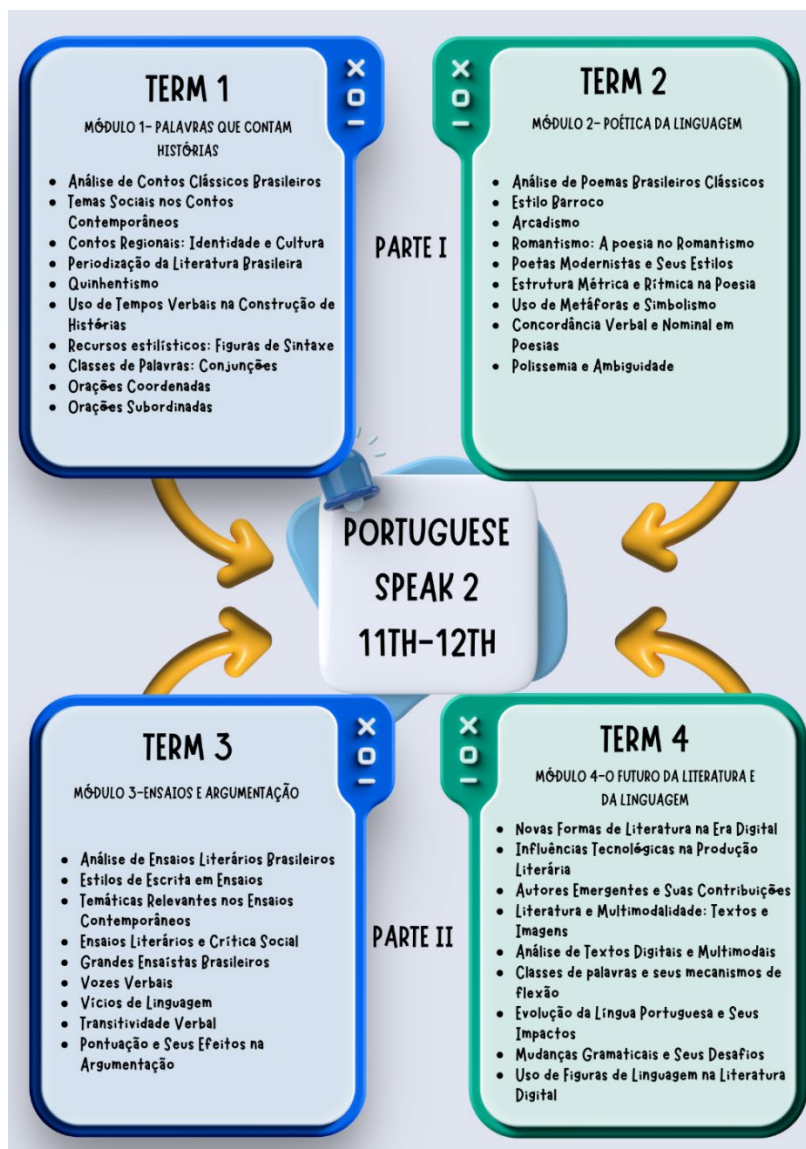
Portuguese for Portuguese Speakers II

1 Cr. (Required) Grade levels 11 – 12

This course defines what students should understand and be able to do by the end of 12th grade. The purpose of this course is to enable students whose heritage language is Portuguese to develop, maintain, and enhance proficiency in their heritage language by strengthening skills in listening, speaking, reading, and writing, including Portuguese grammar. Portuguese for Portuguese Speakers 2 provides expansion of skills acquired by the students in Portuguese for Portuguese Speakers 1. Specific content includes expansions of vocabulary and conversational skills through discussions of selected readings, such as *O quinze* and *A hora da Estrela*. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people. This course places higher demands on students 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. Higher text complexity through text selection, focus on high-level qualitative measures, and complexity of task will explore deeper understanding of conceptual themes and organization within and across disciplines. The course content will reflect the cultural values of Portuguese language and societies. It is equivalent to one credit of electives.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations, aligned to the State of Florida Standards for Portuguese for Portuguese Speakers.

Prerequisite: Portuguese for Portuguese Speakers 1



CAREER RESEARCH AND DECISION MAKING

The Career Research and Decision-Making course focuses on empowering students during their pivotal senior year by equipping them with essential decision-making skills crucial for navigating the transition from high school to their future endeavors. Through a practical approach, the course provides tools and frameworks to facilitate informed choices regarding higher education, career paths, gap years, language acquisition, and employment opportunities. Integrating ethical and philosophical perspectives adds

depth to students' exploration, ensuring their decisions are grounded in personal values and ethical considerations. By fostering critical thinking and self-reflection, the course enables students to craft a comprehensive personal narrative and actionable plan that aligns with their aspirations for both personal and professional growth.

CAREER RESEARCH AND DECISION-MAKING REQUIREMENTS

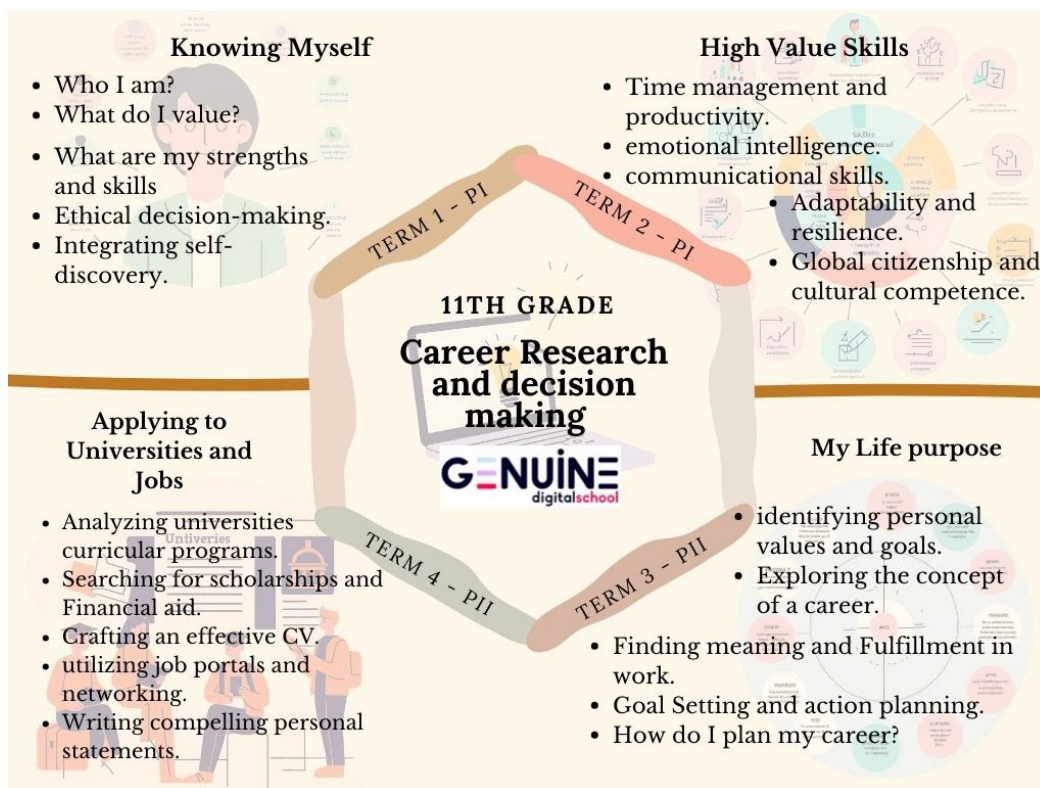
Students must take one full credit for Career Research and Decision Making for High School.

Career Research and Decision Making

1 Cr. (Required) Grade 11

The last year of high school is a pivotal period in a student's life, marking the transition from secondary education to higher education or the workforce. During this time, students face a myriad of decisions: What should I study? Where should I study? Should I take a gap year? Should I work first? Should I learn another language and then study? These questions necessitate the development of robust decision-making skills to ensure students make well-informed and thoughtful choices regarding their future career paths.

This course focuses on developing these skills with a practical approach, providing tools and arguments to facilitate informed decision-making. In addition to that, by integrating ethical and philosophical thought, the course adds a profound dimension to career exploration, ensuring students' decisions align with their values and ethical considerations.



FUNDAMENTALS OF RESEARCH

The Fundamentals of Research course is designed to equip students with indispensable skills for success in higher education, emphasizing the ability to conduct rigorous research and communicate findings effectively. Students will delve into foundational principles of research methodology, learn essential data analysis techniques, and master academic writing formats crucial for producing scholarly work. Through structured learning activities, participants will develop proficiency in formulating research questions, designing methodologies, analyzing data rigorously, and presenting findings clearly and persuasively.

This course not only provides a structured approach to research and scholarly inquiry but also cultivates a spirit of intellectual curiosity and ethical responsibility essential for lifelong learning and professional growth. By mastering these skills, students will confidently navigate the complexities of higher education, contribute meaningfully to

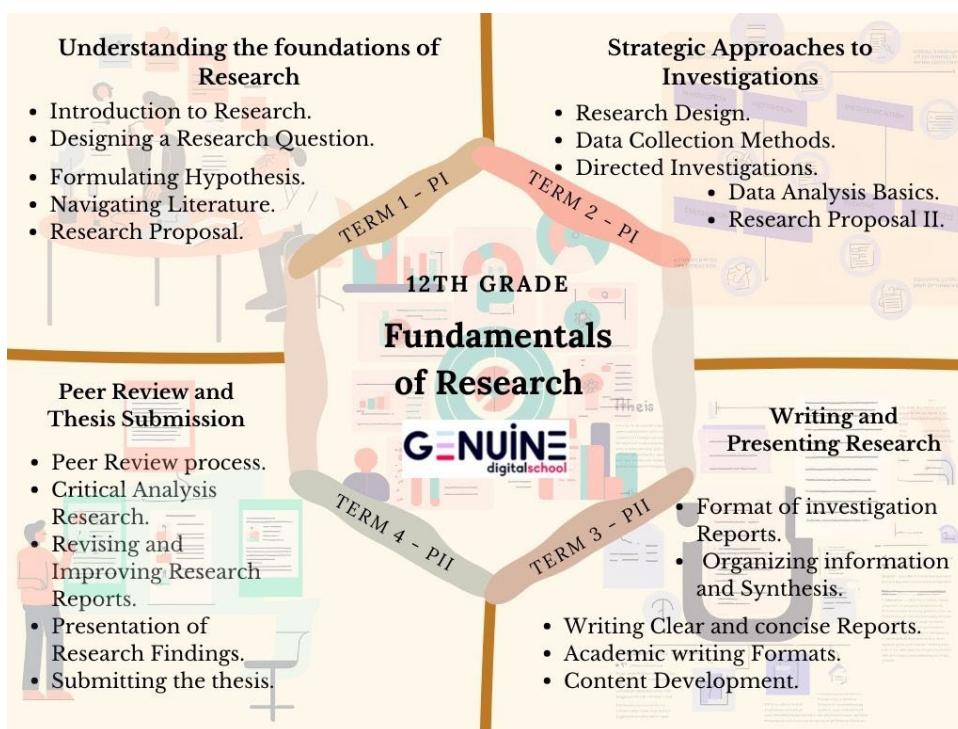
academic discourse, and make informed contributions to society. Whether developing a comprehensive research proposal, refining it through integration of feedback, crafting high-quality research reports, or preparing a thesis, students will acquire the expertise to meet academic standards and effectively communicate their research plans and findings.

FUNDAMENTALS OF RESEARCH REQUIREMENTS

Students must take one full credit of Fundamentals of Research for High School.

Fundamentals of Research

1 Cr. (Required) Grade 12



RESEARCH I

This research course aims to introduce students to the fundamentals and practices of academic research. In a world flooded with information, learning to conduct research has become an essential skill. Critical competencies such as formulating research questions, designing and conducting studies, and analyzing and presenting findings will be

developed. These skills will be fundamental in discerning reliable information, making informed decisions, and contributing meaningfully to any field of study or profession.

The ability to research adequately is crucial for navigating and understanding the vast amount of available information. This course prepares students to face academic and professional challenges, promoting critical thinking and intellectual curiosity. By learning to evaluate sources and data rigorously, students will be better equipped to conduct original research that can positively impact their areas of interest. Moreover, these research skills enhance their academic and professional profiles, providing them with a competitive edge in a world increasingly dependent on knowledge and data-driven innovation.

RESEARCH I REQUIREMENTS

Brazilian students must take one full credit of Research I for High School.

Research I

1 Cr. (Required) Grade 11

