

Darnell-Cookman Middle/High School of the Medical Arts



Program Handbook

The Medical Arts Program of Darnell-Cookman

Darnell-Cookman Middle/High School, the School of the Medical Arts, provides high performing students an advanced academic curriculum with an overview of the professional medical fields.

The primary focus of our program is college preparation. Our students are expected to develop a personal vision and plan for a four-year college/university degree with the intent to pursue an advanced degree. Students at Darnell-Cookman Middle/High School will work closely with faculty members, their peers, and community partners to create an environment that supports creative and independent thinkers through the exploration of real-world connections in the fields of medical practice.

School Mission

To prepare students for collegiate success through a rigorous college preparatory curriculum integrated with professional medical standards, and emphasizing integrity, the pursuit of excellence, and a passion for lifelong learning.

Honor Code

Students at Darnell-Cookman Middle/High School, School of the Medical Arts are expected to uphold the four benchmarks of our school and place high value on intellectual rigor and academic standards.

Honesty – When students practice honesty, the result is fairness for everyone.

Respect – Respect is treating others as we would like to be treated. In an environment of respect, work we call our own, is our own.

Responsibility – Responsibility is the quality of being accountable for our actions and accepting the consequences of our actions.

Integrity – Integrity is a commitment to a value even when others are not present to witness it.

General Information

Course Levels Available

Advanced Middle School Courses

Advanced courses are designed to challenge students who are prepared to move at a faster pace and cover topics more in-depth. Advanced courses meet the same curriculum requirements as standard courses but include more rigorous student learning expectations.

Accelerated Middle School Courses

Accelerated courses are designed for students achieving at the highest level in middle school curriculum. Accelerated courses typically integrate multiple years of standard curriculum into a single year and are designed to prepare students for high school course work in 7th and 8th grade. Minimum FCAT score requirements must be met to enroll in accelerated course work (see course descriptions for details).

High School Honors Courses

Honors courses are developed locally by high school teachers to help meet the needs of accelerated students. Honors courses meet the same curriculum requirements as standard courses but are more challenging. Honors courses are faster paced and cover topics more in-depth. However, these courses are not considered to be equivalent to college-level work, which is why they will not earn you college credit

Advanced Placement (AP) Courses

AP courses are taught at a college level and each course is concluded by a comprehensive exam created by the College Board. Students who enroll in an Advanced Placement course are required to take the AP exam. In general, postsecondary credit for an AP course may be awarded to students who score a minimum of a 3 on a 5-point scale on the corresponding AP exam; however, qualifying scores may vary by university and by college within a university.

Dual Enrollment Courses

Dual-enrollment courses are college level courses for which a student may earn both college credit and high school credit. Dual-enrollment courses are available only to juniors and seniors. Some courses may be offered on our campus and are a part of a student's daily schedule. Other courses may be taken in the evening on a Florida State College at Jacksonville campus. In order to take one or more dual enrollment courses, a junior or senior must meet the following requirements:

- ✦ Have an un-weighted GPA of a 3.0 or higher.
- ✦ Be recommended by his/her counselor.
- ✦ Have an acceptable score (as determined by FSCJ) on either the SAT, ACT, or College Placement Test (CPT). If a student does not have an SAT or ACT score when registering, he/she will be required to take the CPT.
- ✦ Be academically motivated to accept the challenge of college level work.
- ✦ Approved 10th graders with a passing 9th grade FCAT score and the minimum GPA may be approved to take Dual Enrollment classes offered on-campus per a specific agreement with FSCJ. See the course progression chart for more details.

Students interested in taking dual-enrollment courses must work closely with their high school counselor and the dual-enrollment coordinator at FSCJ to plan their schedule accordingly.

Course Cancellation

Darnell-Cookman Middle/High School reserves the right to cancel any course due to insufficient enrollment, teacher availability and/or district funding.

Schedule Changes

The course selection process takes place each spring. The process includes input from students, parents, teachers, counselors and administrators. The school's master schedule is built and new staff hired based on the registration requests. Students are expected to honor their commitments and to attend and complete the courses for which they register during the registration period. Student –initiated requests for schedule corrections must be made during the first week of the fall semester. All corrections regarding the spring semester must be made before the spring semester starts. Student –initiated schedule corrections will only be considered for the following reasons:

1. The student has previously earned credit for the scheduled course.
2. The student has not yet taken the prerequisite required for a scheduled course.
3. There is another course needed to stay on track toward fulfilling graduation requirements.
4. Administrative action becomes necessary because of imbalance of class loads, loss of a teaching unit, unique or unforeseen constraints.

Note: There will be NO changes made to accommodate teacher preference and academics will not be moved to accommodate electives.

General Information for Parents & Students

Scheduling Parent, Teacher, and Student Conferences

Communication between parents, students, and teachers is key in helping students progress successfully. Parents are encouraged to email or call teachers directly if they have questions about a class. Teachers post a large amount of information about their classes on their website which can be found on our school website or by logging into the Grade Portal. Parents should expect a return call or email response from teachers within 48 hours due. However, if the need for an in-person meeting arises, parents need to contact the Guidance Office to schedule a conference.

National Junior Honor Society (NJHS)

National Junior Honor Society is a national academic honor club for middle school students.

National Honor Society (NHS)

National Honor Society is a national academic honor club. Students are selected as second semester sophomores, juniors, and seniors. The basis for selection includes an unweighted 3.5 or higher cumulative grade point average, community service, character, and leadership. A student's activity in other school organizations is also considered in the selection process. For more information, contact the faculty sponsor.

Bright Futures Scholarship Program

The Florida Bright Futures Scholarship program consists of three scholarships funded through lottery dollars and awarded to eligible Florida high school graduates planning on continuing their education at any eligible Florida post-secondary institution. Your guidance counselor can provide you with information and requirements for each scholarship award. You can also visit the Bright Futures website at:

<http://www.floridastudentfinancialaid.org/ssfad/bf/fasrequire.htm>

SAT AND ACT

Registration for the SAT and ACT are done online. The guidance office may have a packet for those without internet access but supplies are limited. Test dates and registration deadlines can also be found on the same websites.

✦ SAT Registration and Information: www.collegeboard.com

✦ ACT Registration and Information: www.actstudent.org

* When registering for either test, students will need the CEEB code for Darnell-Cookman which is **102179**.

Community Service Hours

Per the State of Florida, eligibility for a Florida Bright Futures scholarship award requires that a student complete community service work as approved by the local school district. Scholarship eligibility also requires that students meet testing and grade point average minimums for Florida Bright Futures. Community service hours may only be applied towards Bright Futures eligibility if earned after the successful completion of 8th grade and must be approved and turned in prior to the last day of senior year. The following guidelines were written by Duval County Public Schools and will assist students as they develop an appropriate Florida Bright Futures community service plan. Accumulated volunteer hours for other initiatives such as National Honor Society, CAS activities for the International Baccalaureate diploma or University applications may not meet the Florida Bright Futures community service hours requirement. **Only Florida Bright Futures eligible hours will be entered into the transcript of Duval County Public School students.** However, students are encouraged to participate in volunteer projects outside the scope of Florida Bright Futures if they and their families find value in such experiences.

Steps To Completing Your Community Service Hours

- 1. Identify a Social Problem: At the heart of the Bright Futures community service plan is a social problem.**
 - To identify a social problem, students may consider whether they would like to address a social issue as an *Area of Interest* or if they would like to assist a *Special Population* (see Categories by Special Populations, page 4). Some projects will address both.
 - Next, students will decide whether to volunteer their time in *Prevention of Negative Outcomes* related to an area of interest or a special population OR if they want to volunteer in experiences intended to *Reduce Existing Problems*. Some projects will be both preventive and useful in reducing current problems.
 - Identify a non-profit institution to oversee your community service. Students may NOT earn service hours at a for profit business.
- 2. Write a Community Service Plan: Part of the Community Service experience is for students to research social issues and special populations to determine how they would like to serve and to locate possible avenues to provide services.**

While developing a plan, students should keep the following points in mind:

- It is highly advised that students complete the community service plan and seek written School Counselor approvals **before** proceeding with a project intended to meet Florida Bright Futures community services hours requirements.
- Your campus school counselor is authorized to approve community service hours based on the district guidelines. *While well intended, other school personnel such as clerks, coaches, teachers, deans, assistant principals, administrators and others are not authorized to **approve** or **deny** community service hours for Duval County Public School students.*

- c. Your school counselor is available to counsel with you on your specific interests and work with you to determine how to meet your needs for personal growth while also meeting the criteria for the Florida Bright Futures service hours. **Please set aside time to meet with your school counselor.**
 - d. Duval County Public Schools does not require submission of a written community service plan. *However, it is expected that students complete a written plan for each community service initiative* and develop contacts within the community to fulfill the plan through volunteer services. If you are not certain about whether your volunteer hours will count for Florida Bright Futures, you should submit your written plan for preapprovals by your school counselor.
- 3. Document Community Service Hours: Students must use the *Verification of Community Service* form provided by Duval County Public Schools to document all volunteer hours for Florida Bright Futures Scholarship eligibility.**
- a. Students will itemize each date of volunteer service, even if the hours served were to work on one project. Date of service must include month, day, and year, as indicated in the *Verification of Community Service* form. Hours approved cannot exceed 12 hours per day without PRIOR School Counselor approval.
 - b. Each date of service requires a Verifier's Signature. Written verification by way of an original letter written on organizational letterhead is acceptable with original signature IF the letter includes dates of service, total hours, and itemization of service performed by date. Students may attach such letter to the completed verification form. Students may write "see attached" in place of verifier's signature.
 - c. Each community service entry must be complete and legible. This is a permanent record and Duval County Public Schools will keep the student's original document(s) with signature(s). Students should make a copy of all records prior to submitting them to the school counseling office.
- 4. Write or Present a Reflective Summary of the Community Service Experience: Students should be able to provide a summary on the community service experience(s).**
- a. Students should submit evidence of their community service reflection. This is a personal statement of feelings and thoughts in direct response to the service experience and can be achieved through group presentations, individual discussion with a school counselor, journaling personal reactions to the service experience, or through other avenues that benefit the individual student volunteer.
 - b. While creating the Reflective Summary, students may consider: a) how they might approach the service experience differently in the future, b) who is impacted by the services performed and whether there are better methods for making an impact and why, c) what the cost verses the benefit is for the services provided, d) where the services were performed and if this seemed appropriate for those who were to benefit, e) when and how often services are available and whether this seems adequate or f) personal feelings, thoughts, concerns, surprises that were experienced and how this impacted the student.

Guidelines for Completing Community Service Hours

A healthy community works to protect its citizens and prevent negative outcomes for its most vulnerable members. While planning your community service project, there are several methods for developing a plan. Following are some suggestions.

Identify a Social Issue

Serve an Area of Interest that is important to you or that you want to learn more about. Your service should be directed toward a problem or a potential problem that would likely occur without the service.

Perhaps there is a lack of community cohesion or there is a community vulnerability that needs to be addressed. Or perhaps you have a thriving community and you want it to stay that way! Literacy is a very important issue for communities and it empowers people to grow and learn and stay informed. You may want to volunteer at your local school to assist young readers by spending time listening as they read aloud to you. Or perhaps you would prefer to assist at your local library by shelving books for this nonprofit agency with a mission for public literacy!

Serve a Special Population

Serving members of a special population or causes that support them can be a very exciting service experience! A special population typically refers to those members of a community who, without intentional consideration, may be marginalized or may be vulnerable to negative impacts or outcomes. They may need special assistance or support by community members or organizations in order to have basic needs met or to achieve long term wellness. Following are Special Populations within most communities: **Categories by Special Populations** include Senior Citizens, Early Childhood (ages birth to 12 years), At Risk Youth (ages 13 to 18), Single Parents, Special Needs, and Deaf/Hard of Hearing.

Consider Prevention Efforts

Consider assisting with preventative activities that support the long-term wellness of community members. Prevention is getting ahead of the curve and fortifying community members with supports that help move them toward positive outcomes. An example of prevention would be to work with your local nonprofit health clinic to get the word out to parents of young children about the importance of keeping the children current on routine vaccinations.

Reduction of Existing Problems

There are no perfect communities but we can work toward making the positives far outweigh the negatives! For instance, if you live in a community where there is rising crime, maybe you would like to volunteer with your local Neighborhood Watch group, posting signs for upcoming meeting times or getting the word out through your local paper for instance. Perhaps you love nature and really care about keeping the beaches free of trash and pollutants for wildlife. You could organize or participate in a local beach cleanup day to help reduce the amount of trash along the shore.

Hours Not Acceptable for Community Service

- Family related activities or service to family members
- Hours compensated financially
- Hours tied to school activities where grades, extra credit or awards are involved (including athletics)
- Court adjudicated service hours
- Service for the sole benefit of a religious house of worship and/or its congregation. Some activities sponsored by these organizations that benefit the community **may be** acceptable for Bright Futures (eg: working in a soup kitchen, community cleanup events, community health fairs, community dances or festivals, clerical support for social service activities)
- Volunteer work for the purpose of promoting a particular religious or political point of view
- Donations (eg: Locks of Love, blood)
- Hosting or housing a foreign exchange student

Middle School Program

Middle School years (6-8)

Darnell-Cookman middle years' students will apply for either the Academically Talented Medical Program or the Gifted Medical Program. The middle years' curriculum will include the core academics of math, science, language arts, and social studies as well as career discovery and a variety of other electives. All courses will have the world of professional medicine integrated into the curriculum. The curriculum is taught through inquiry-based methods by certificated faculty who guide students' learning through an active and participatory curriculum. The middle years' medical curriculum includes the study of the human body, diseases and their processes, and the many fields of professional practice and work in the world of medicine and health.

District Middle School Promotion Requirements

Duval County Promotion Requirements:

- To grade 7: Successful completion of 3 or more 6th grade core courses
- To grade 8: Successful completion of 3 or more 7th grade core courses
- To grade High School: a minimum of a final grade of "D" or higher in all 12 core required academic middle school courses (3 Language Arts, 3 Mathematics, 3 Science, and 3 Social Studies)

Requirements for Continuation in an Academic Magnet Program: (Students in jeopardy of not meeting continuation requirements will be placed on Academic Probation according to District probation procedures-see below)

- Unweighted 2.0 Grade Point Average (based on all courses taken during school year, not cumulative in middle school grade levels)
- A minimum final grade of "D" or higher in all courses taken during the school year

District Probation Procedures (see School Choice Catalog for additional information):

Participation in a Progress Monitoring Plan, to include a period of probation for no less than one semester, shall be required for students at risk of not meeting the performance standards. The Progress Monitoring Plan shall include, but not be limited to, peer tutoring, after-school help sessions, weekly progress reports, and other strategies and safety nets designed to assist the student. A diverse Academic Review Committee (ARC) will be established at each school at the beginning of each school year. The committee will review the progress of all students at the end of each grading period. A conference will be held with each student at risk of not meeting the standards and his/her parent in order to develop the Progress Monitoring Plan. Documentation of notification of the conference shall be the responsibility of the principal/principal's designee. Upon the recommendation of the ARC, a student who achieves a grade point average above 2.0 for each of the last two grading periods during the probationary semester, but whose overall grade point average for the year is below 2.0, may have the probationary period extended for up to one year. A student who is unable to achieve a grade point average of 2.0 or above by the end of the time period stated within her/her Progress Monitoring Plan and who is enrolled in a school that is not the attendance area school shall be required to return to the attendance area school.

Middle Grades Course Progression

Curriculum Area	Grade 6	Grade 7	Grade 8
Language Arts	M/J Language Arts 1 Advanced M/J Intensive Reading (supplemental course for all students who score a level 1 or 2 on the previous year's Reading FCAT)	M/J Language Arts 2 Advanced M/J Intensive Reading (supplemental course for all students who score a level 1 or 2 on the previous year's Reading FCAT)	M/J Language Arts 3 Advanced M/J Intensive Reading (supplemental course for all students who score a level 1 or 2 on the previous year's Reading FCAT)
Social Studies	M/J World History Advanced	M/J Civics Advanced	M/J US History Advanced
Science <small>(see course descriptions for eligibility criteria)</small>	M/J Science 1 Advanced Or M/J Science 1 Accelerated <small>(course placement is based on a student's 5th grade Reading and Math FCAT scores)</small>	M/J Science 2 Advanced Or M/J Science 2 Accelerated	M/J Science 3 Advanced Or Biology I Hon
Mathematics <small>(see course descriptions for eligibility criteria)</small>	M/J Math I Advanced Or M/J Math II Advanced M/J Intensive Math (supplemental course for all students who score a level 1 on the previous year's Math FCAT)	M/J Math II Advanced Or Algebra I Hon M/J Intensive Math (supplemental course for all students who score a level 1 on the previous year's Math FCAT)	Algebra I Hon Or Geometry Hon M/J Intensive Math (supplemental course for all students who score a level 1 on the previous year's Math FCAT)
Other Required Courses	Health 4 (semester course) M/J Fitness (semester course) Great Books (semester course) Medical I (semester course) 6 th grade Transition (semester course) Science Investigations & Writing (semester course)	Health 5 (semester course) M/J Team Sports (semester course) Medical II	Health 6 (semester course) M/J Ind/Dual Sports (semester course) Medical III
Electives	Chorus 1 Theatre 1 2D Art 1 Computer Applications 1/2 Speech & Debate 1	Chorus 1 or 2 Theatre 1 or 2 2D Art 1 or 2 Computer Applications 1/2 or 3/4 Speech & Debate 1 or 2 Creative Writing 2	Chorus 1 or 2 Theatre 1 or 2 2D Art 1 or 2 Computer Applications 1/2, 3/4 Speech & Debate 1 or 2 Creative Writing 3 Spanish I Latin I Leadership Yearbook

Middle School Course Descriptions

Language Arts Courses:

M/J Language Arts 1 Advanced

1 year, 1 credit, grade 6

Prerequisite: None

The purpose of this course is to provide grade 6 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

M/J Language Arts 2 Advanced

1 year, 1 credit, grade 7

Prerequisite: M/J Language Arts 1

The purpose of this course is to provide grade 6 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

M/J Language Arts 3 Advanced

1 year, 1 credit, grade 8

Prerequisite: M/J Language Arts 2

The purpose of this course is to provide grade 6 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

Reading Enrichment (M/J Intensive Reading)

1 year, 1 credit; grades 6-8

Prerequisite: FCAT Level I and II (required)

State Mandated Course; This course involves district - based individualized plans focusing on reading needs, reading comprehension, structural analysis, text applications.

Mathematics Courses:

M/J Math I Advanced

1 year, 1 credit, grade 6

Prerequisite: 5th grade Math FCAT score of level 1-4

This sixth grade advanced course consists of three Big Ideas and three supporting ideas. These include: developing an understanding of fluency with multiplication and division of fractions and decimals, developing an understanding of how to connect ratio and rates to multiplication and division, and writing, interpreting, and using mathematical expressions and equations. The Supporting Ideas include: Geometry and Measurement, Numbers and Operations, and Data Analysis.

M/J Math II Advanced

1 year, 1 credit, grade 6-7

Prerequisite: For 6th grade- FCAT Math level 5; For 7th grade- M/J Math I Advanced

Instruction for this course will focus on five critical area: (1) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; (2) drawing inferences about populations based on samples; (3) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (4) grasping the concept of a function and using functions to describe quantitative relationships; and (5) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

Algebra I Honors

1 year, 1 credit, grade 7-8

Prerequisite: M/J Math II Advanced

Algebra 1 provides the foundation for more advanced mathematics courses. Topics include: sets, variables, structure and properties of the real number system, first-degree equations/inequalities, relations and functions, graphs, systems of linear equations and inequalities, integral exponents, polynomials, factoring, irrational numbers, radical expressions, quadratic equations and application problems. A passing score on the State End of Course assessment is required for a student to receive high school credit in Algebra I. This course will count for high school credit in a student's high school cumulative grade point average (GPA).

Geometry Honors

1 year, 1 credit, grade 8

Prerequisite: Algebra I

The study of geometry emphasizes critical thinking involving the discovery of relationships and their proofs. Students acquire skill in applying deductive methods to mathematical situations, including logic and reasoning, Euclidean geometry, the study of lines, planes, angles, triangles, similarity, congruence, geometric inequalities, polygons and circles, and area and volume. The State End of Course assessment will count as 30% of the year average. This course will count for high school credit in a student's high school cumulative grade point average (GPA).

Math Enrichment (M/J Intensive Math)

1 year, 1 credit, grades 6-8

Prerequisite: FCAT Math Level 1

For each year in which a student scores at Level 1 on FCAT 2.0 Mathematics, the student must receive remediation by completing an intensive mathematics course the following year or having the remediation integrated into the student's required mathematics course. This course is tailored to meet the needs of the individual student.

Science Courses:

M/J Science 1 Advanced

1 year, 1 credit, grade 6

Prerequisite: None

Science 1 Advanced is the first in a series of three consecutive science classes in middle school. This course provides an introduction to science, energy, forces, weather, climate, Earth's systems, and the living world. The topics covered will prepare students to M/J Science 2 Advanced.

M/J Science 1 Accelerated

1 year, 1 credit, grade 6

Prerequisite: 5th grade FCAT Reading and Math score 4 or 5

This course provides opportunities to study concepts of life, Earth/Space, and physical sciences as integrated with the medical arts. This course will integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability with the medical arts standards as appropriate to the content and processes of the accelerated sixth grade curriculum that covers one half of all middle school standards. The other half will be covered in M/J Science 2 Accelerated.

M/J Science 2 Advanced

1 year, 1 credit, grade 7

Prerequisite: M/J Science 1 Advanced

Science 2 Advanced is the second in a series of three consecutive science classes in middle school. This course provides an instruction in the nature of science, Geology, Evolution, Genetics, Ecology, and energy and waves. The topics covered will prepare students for M/J Science 3 Advanced. **A science project is a requirement for this course.**

M/J Science 2 Accelerated

1 year, 1 credit, grade 7

Prerequisite: M/J Science 1 Accelerated

This course is a comprehensive science course that incorporates a variety of topics in the Physical, Earth-Space, and Life Sciences. The student will learn to generate and analyze scientific data and to design and carry out investigations. Emphasis for this course is placed on the application of scientific knowledge and on scientific literacy. **A science project is a requirement for this course.**

M/J Science 3 Advanced

1 year, 1 credit, grade 8

Prerequisite: M/J Science 2 Advanced

Science 3 Advanced is the third in a series of three consecutive science classes in middle school. At this level, a comprehensive view is offered to enhance student knowledge of the nature of science, earth/space, matter, and their applications to everyday life. Scientific processes are integrated and practiced throughout this Comprehensive Science 3 course. **A science project is a requirement for this course.**

Biology I Honors

1 year, 1 credit, grade 8

Prerequisite: M/J Science 2 Accelerated

Biology is the study of life where topics such Biochemistry, Cells, Genetics, Evolution, Ecology, and selected topics in Human Physiology are explored. The State End of Course assessment will count as 30% of the year average. This course will count for high school credit in a student's high school cumulative grade point average (GPA). **A science project is a requirement for this course.**

Social Studies Courses:

M/J World History Advanced

1 year, 1 credit, grade 6

Prerequisite: None

The primary content for this course pertains to the world's earliest civilizations to the ancient and classical civilizations of Africa, Asia, the Americas and Europe. Students will be exposed to the multiple dynamics of world history including economics, geography, politics, and religion/philosophy. Students will study methods of historical inquiry, including primary and secondary historical documents.

M/J Civics Advanced

1 year, 1 credit, grade 7

Prerequisite: None

The primary content for the course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system. The course is embedded with strong geographic and economic components to support civic education instruction. The primary content for the course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system. The course is embedded with strong geographic and economic components to support civic education instruction.

M/J US History Advanced

1 year, 1 credit, grade 8

Prerequisite: None

Primary content emphasis for this course pertains to the study of American history from the Exploration and Colonization period to the Reconstruction Period following the Civil War. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to explore those fundamental ideas and events which occurred after Reconstruction.

Elective Courses:

M/J 2D Art 1

1 year, 1 credit, grade 6-8

Prerequisite: None

2D Art Comprehensive is for the beginning art student, providing an introduction to two-dimensional art elements and principles through basic drawing, design and composition. Design principles and art historical examples will be used to help the student develop an understanding of basic color theory, perspective, and observational skills.

M/J 2D Art 2

1 year, 1 credit, grade 7-8

Prerequisite: 2D Art 1

During 2D Art 2 students will produce works using media including charcoal, acrylics, watercolor, pastels, and ink. The emphasis of this course will be on composition in drawing and painting. Activities, including the study of historical models, will strengthen the student's perception and response to formal and expressive qualities of various subject matter types.

6th Grade Transition (M/J Exp. Wheel 1)

1 semester, ½ credit, grade 6

Prerequisite: None

This course will cover topics to include study skills, note taking strategies, time management, organization, personal social skills, and bullying. The course is designed to provide 6th graders with the essential skills needed to be successful in middle school. This course will be taught first semester and is required for all Darnell-Cookman 6th grade students.

M/J Chorus 1

1 year, 1 credit, grades 6-8

Prerequisite: None

Chorus 1 develops basic individual and ensemble skills in choral performance through preparation of varied high school literature. Emphasis is placed on healthy and expressive singing, accurate interpretation of notation, and development of critical and aesthetic response to music. Course content includes: basic vocal production and choral performance techniques; fundamentals of music literacy; and an introduction to sight reading and ear training. Responsible participation in music performance activities is a course expectation.

M/J Chorus 2

1 year, 1 credit, grades 7-8

Prerequisite: Chorus 1

Chorus 2 develops intermediate-level individual and ensemble skills in choral performance through preparation of varied high school literature. Emphasis is placed on healthy and expressive singing, accurate interpretation of notation, and development of critical and aesthetic response to music. Course content includes: intermediate vocal and choral performance techniques; intermediate music literacy; sight reading and ear training; and performance analysis. Responsible participation in music performance activities is a course expectation.

Computer Applications 1 & 2

1 year, 2 half credits, grades 6-8

Prerequisite: None

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Business, Management, and Administration career cluster. The content includes but is not limited to instruction in intermediate keyboarding, intermediate word processing, intermediate electronic presentation, intermediate computer hardware, intermediate Internet, introductory spreadsheet, and soft skills for business applications.

Computer Applications 3 & 4

1 year, 2 half credits, grades 7-8

Prerequisite: Computer Applications 1 & 2

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Business, Management, and Administration career cluster. The content includes but is not limited to instruction in advanced spreadsheet, intermediate digital design, introductory database, introductory web design, and soft skills for business applications. These competencies provide the skills necessary to ensure increased productivity and efficient utilization of equipment.

M/J Creative Writing 2

1 year, 1 credit, grade 7

Prerequisite: None

The purpose of this course is to enable students to learn and use grade 7 writing and language skills for creative expression in a variety of literary forms. Emphasis will be on development of a personal writing style.

M/J Creative Writing 3

1 year, 1 credit, grade 8

Prerequisite: None

The purpose of this course is to enable students to learn and use grade 8 writing and language skills for creative expression in a variety of literary forms. Emphasis will be on development of a personal writing style.

M/J Fitness

1 year, ½ credit, grades 6

Prerequisite: None

This fitness course is designed for 6th grade students and intended to be 18 weeks in length. The purpose of this course is to provide students with the knowledge, skills, and values they need to become healthy and physically active for a lifetime. This course addresses both the health and skill-related components of physical fitness which are critical for students' success. This course is paired with Health 4 for the opposite semester.

Great Books (M/J Exp. Wheel 5)

1 semester, ½ credit, grade 6

Prerequisite: None

This course provides students with an introduction of Socratic discussions. Students will read various texts, fiction and non-fiction, and critically discuss their readings. This course develops critical reading and thinking skills and is a required course for all Darnell-Cookman 6th grade students.

M/J Health 4

1 semester, ½ credit, grade 6

Prerequisite: None

The purpose of this course is to provide students with the opportunity to gain the knowledge and skills necessary to become health literate and practice responsible behaviors to promote healthy lifestyle and healthy living. This course focuses on the comprehensive health issues core to the optimal development of adolescents. It is paired with M/J Fitness for the opposite semester.

M/J Health 5

1 semester, ½ credit, grade 7

Prerequisite: None

The purpose of this course is to provide students with the opportunity to gain the knowledge and skills necessary to become health literate and practice responsible behaviors to promote healthy living. This comprehensive course focuses on making wise personal decisions and respecting and promoting the health of others. It is paired with M/J Team Sports for the opposite semester.

M/J Health 6

1 semester, ½ credit, grade 8

Prerequisite: None

The purpose of this course is to provide students with the opportunity to gain the knowledge and skills necessary to become health literate and practice responsible behaviors to become healthy, productive citizens. This comprehensive course focuses on the development of positive life-long knowledge, attitudes, and behaviors, which promote an active and healthy lifestyle. This course is paired with M/J Ind/Dual Sports for the opposite semester.

M/J Ind/Dual Sports

1 semester, ½ credit, grade 8

Prerequisite: None

Individual & Dual Sports develops knowledge and skills in specified individual and dual sports and encourages students to maintain or improve health related fitness. The content includes knowledge and application of skills, techniques, strategies, rules, and safety procedures necessary to participate in selected individual and dual sports (may include badminton, gymnastics, handball, paddleball, racquetball, table tennis and tennis). This course is paired with Health 3.

Latin I

1 year, 2 half credits, grade 8

Prerequisite: None

This course provides the foundation in Latin grammar and vocabulary that is necessary for the translation of Caesar's Commentaries and other primary sources. It also develops English vocabulary and analytical skills. Since the mastery of Latin is cumulative, this course establishes an essential framework for successive study. This course will count for high school credit in a student's high school cumulative grade point average (GPA).

Leadership (M/J Research 3)

1 year, 1 credit, grade 8

Prerequisite: None

This course is designed for students in grades 8-12 to provide leadership for the school by organizing and implementing school wide activities. Such activities could include homecoming, dances, pep rallies, school spirit related events, etc. Students interested in this course will be screened for appropriate behavior, academic focus and adherence to the school Honor Code.

Medical I (M/J Exp. Wheel 4)

1 semester, ½ credit, grade 6

Prerequisite: None

This course is an introduction into the world of medicine, integrating hands-on labs, while studying the elements of professionalism, disease prevention, and the human body.

Medical II (M/J Per Car Sch 1)

1 year, 1 credit, grade 7

Prerequisite: None

This course is designed to provide the foundational structure for understanding the systems of the human body. In addition to each system being explored, medical skills are taught in conjunction with each body system. The continuation of this course is taught in 8th grade. Body systems covered include: skeletal, muscular, cardiovascular (blood, heart, and vessels), respiratory, dermal, and CPR First/Aid skills.

Medical III (M/J Per Car Sch 2)

1 year, 1 credit, grade 8

Prerequisite: None

This course is a continuation of the Medical II curriculum taught in 7th grade. Various body systems are explored (systems not covered in Medical II) which include: the digestive system, urinary system, reproductive system and nervous system. We will also learn about developmental anatomy, disease process, microbiology and genetics.

M/J Team Sports

1 year, ½ credit, grade 7

Prerequisite: None

Team Sports provides basic knowledge of team sports play, develops skills in specified team sports, and encourages students to maintain or improve health related fitness. The content includes: safety practices; rules and terminology; history; bio-mechanical and physiological principles; techniques and strategies; sportsmanship; and benefits of participation. This course is paired with Health 5 for the opposite semester.

Science Investigations & Writing (M/J Exp. Wheel 3)

1 semester, ½ credit, grade 6

Prerequisite: None

Scientific processes will be explored throughout the semester, leading to an individual science project. Students will practice researching/writing for science inquiry, creating/using charts and graphs, and generating scientific conclusions from data. This course will be taught second semester and is required for all Darnell-Cookman 6th grade students.

Spanish I

1 year, 2 half credits; grade 8

Prerequisite: None

This is an introductory course for the development of listening comprehension, speaking, reading, writing, cultural appreciation of Spanish-speaking countries, and grammar. Since the mastery of Spanish is cumulative, this course provides an essential framework for successive courses. This course will count for high school credit in a student's high school cumulative grade point average (GPA).

M/J Speech & Debate 1

1 year, 1 credit, grades 6-8

Prerequisite: None

Speech & Debate 1 enables students to develop fundamental skills in formal and informal oral communication. Major topics include: formal and informal oral communication skills; forms of oral communication; techniques of public speaking; research, organization, and writing for public speaking; and analysis of public speaking. Students will also organize and participate in a variety of forensic and debate activities. Instruction will focus on developing critical listening, logical thinking, persuasive speaking and research skills, as well as creating effective arguments.

M/J Speech & Debate 2

1 year, 1 credit, grades 6-8

Prerequisite: M/J Speech & Debate 1

Speech & Debate 2 is a continuation course allowing students to continue developing fundamental skills in formal and informal oral communication. Major topics include: formal and informal oral communication skills; forms of oral communication; techniques of public speaking; research, organization, and writing for public speaking; and analysis of public speaking. Students will also organize and participate in a variety of forensic and debate activities. Instruction will focus on developing critical listening, logical thinking, persuasive speaking and research skills, as well as creating effective arguments.

M/J Theatre 1

1 year, 1 credit, grades 6-8

Prerequisite: None

During Theatre 1 student will develop fundamental skills in the multiple elements of theatre as a collaborative art. Movement, voice projection, body language, concentration, improvisation and expression will be combined with creative drama activities in experiential exercises. Daily class participation is required. The content includes an overview of the history of theatre. Students will perform in group projects.

M/J Theatre 2

1 year, 1 credit, grades 7-8

Prerequisite: Theatre 1

Theatre 2 enables students to develop basic skills in the multiple elements of theatre as a collaborative art. Students will enhance basic acting skills and develop production expertise. Memorized monologue and scene work will be required. More challenging improvisation work will be developed.

Yearbook (M/J Journalism)

1 year, 1 credit; grade 8

Prerequisite: None

This class is designed for students who can function as part of a team effort in the creation of the school's annual yearbook. The members of this class, under the supervision of the instructor, are responsible for creating, marketing, and selling the annual yearbook. Some after school work is required. Students in this course will also work on other school related media projects; such as, school newsletters, broadcast announcements, etc.

High School Program

High School years (9-12)

Darnell-Cookman high school students will be enrolled in a college preparatory program designed to prepare them for admission to a college or university bachelor degree program in any field of study. The world of professional medicine will be integrated into all courses throughout the program. Darnell-Cookman's high school curriculum is centered on Advanced Placement (AP) Honors Program requirements with additional honors and dual enrollment options to provide students with the ability to personalize their own progression of study to meet their individual needs. Advanced Placement (AP) courses are taught at the college level and may provide college credit with a student's successful score on the exam. Dual Enrollment courses are offered on the Darnell-Cookman campus and are certified college level courses through the Florida State Community College at Jacksonville. Thus, a student may have the opportunity to graduate Darnell-Cookman with up to thirty-six college credits through AP examination or completion of Dual Enrollment courses.

Students who accept the challenge of Darnell-Cookman will be academically prepared for success in their educational journey through the undergraduate to graduate years of a college or university.

District Promotion & Graduation Requirements

Duval County Promotion Requirements:

- To grade 10: 5 credits including 1 English or 1 mathematics
- To grade 11: 12 credits including 2 English and any combination of 2 mathematics and/or science
- To grade 12: 18 credits including 3 English and any combination of 4 mathematics and/or science and a 1.5 cumulative GPA or above
- To graduate: 24 required credits, 2.0 cumulative GPA on a 4.0 scale, pass 10th grade FCAT

Requirements for Continuation in an Academic Magnet Program: (Students in jeopardy of not meeting continuation requirements will be placed on Academic Probation according to District probation procedures-see below)

- Unweighted 2.0 Grade Point Average (based on all courses taken during school year, not cumulative in middle school grade levels)
- A minimum final grade of "D" or higher in all courses taken during the school year

District Probation Procedures (see School Choice Catalog for additional information):

Participation in a Progress Monitoring Plan, to include a period of probation for no less than one semester, shall be required for students at risk of not meeting the performance standards. The Progress Monitoring Plan shall include, but not be limited to, peer tutoring, after-school help sessions, weekly progress reports, and other strategies and safety nets designed to assist the student. A diverse Academic Review Committee (ARC) will be established at each school at the beginning of each school year. The committee will review the progress of all students at the end of each grading period. A conference will be held with each student at risk of not meeting the standards and his/her parent in order to develop the Progress Monitoring Plan. Documentation of notification of the conference shall be the responsibility of the principal/principal's designee. Upon the recommendation of the ARC, a student who achieves a grade point average above 2.0 for each of the last two grading periods during the probationary semester, but whose overall grade point average for the year is below 2.0, may have the probationary period extended for up to one year. A student who is unable to achieve a grade point average of 2.0 or above by the end of the time period stated within her/her Progress Monitoring Plan and who is enrolled in a school that is not the attendance area school shall be required to return to the attendance area school.

24 Credit Standard Diploma Requirements:

- English Language Arts – 4 credits required
- Mathematics- 4 credits required, Algebra I and Geometry required; must pass State Algebra I End of Course Assessment
- Science- 3 credits required, Biology, a physical science and another equally rigorous science course; 2 of the 3 science credits must have a laboratory component
- Social Studies- 3 credits required, World History, US History, US Government and Economics required
- World Language- 2 credits in the same language required
- Fine Arts or Practical Arts- 1 credit required (eligible courses are listed in the Florida Course Code Directory)
- Physical Education- 1 credit required, Health Opportunities in Physical Education (HOPE) required
- Electives- 6 credits required
- Online Course Requirement- 1 online course must be completed prior to graduation
- State Assessment Requirements- must pass the 10th grade Reading FCAT and State Algebra I End of Course Assessment to meet graduation requirements

Scholar Diploma Designation: (in addition to meeting the 24 credit standard diploma requirements)

- Pass the ELA Grade 11 statewide assessment once implemented
- Earn 1 credit in Algebra 2 (must pass state assessment once implemented)
- Earn 1 credit in statistics or an equally rigorous mathematics course
- Pass the Biology 1 End of Course Assessment
- Earn 1 credit in Chemistry or Physics
- Earn 1 credit in a course equally rigorous to chemistry or physics
- Pass the US History End of Course Assessment
- Earn 2 credits in the same World Language
- Earn at least 1 credit in Advance Placement (AP), IB, AICE, or a Dual Enrollment course

Advanced Placement (AP) Honors Program**PROGRAM DESCRIPTION**

Duval County Public Schools Advanced Placement (AP) Honors program is a rigorous academic program where students take at least nine AP courses between grades nine (9) and twelve (12). The AP Honors Program challenges students to display exceptional achievement on AP Exams across several disciplines. AP courses are taught at a college level and each course is concluded by a comprehensive exam created by the College Board. Students who enroll in an Advanced Placement course are required to take the AP exam. In general, postsecondary credit for an AP course may be awarded to students who score a minimum of a 3 on a 5-point scale on the corresponding AP exam; however, qualifying scores may vary by university and by college within a university.

Students at Darnell-Cookman who wish to pursue the AP Honors Program must complete a minimum of the following AP courses: Human Geography, World History, US History, Microeconomics, US Government and Politics, English Literature, English Language, one AP science, one AP mathematics course, and one elective AP course.

CRITERIA AND CONTINUATION INFORMATION

Minimum Admission Criteria	Continuation Criteria
Unweighted Cumulative GPA of 2.0 or above	Unweighted Cumulative GPA of 2.0 or above
Successful completion of Algebra I	Complete the required AP courses each year and take the required AP exam
Signature of parent and student on the contract of understanding	Pass all courses each year

Darnell-Cookman Graduation Honor Cords

In addition to the traditional recognition of Valedictorian and Salutatorian, at Commencement Darnell-Cookman recognizes those students who strove to meet the highest level of courses throughout their high school program. Beginning in 9th grade, students are encouraged to make course selections based on their goals for and post-graduation. The following honor cords are awarded to graduating seniors to recognize their hard work and dedication.

Distinguished Medical Student

Students who meet ALL of the following criteria below will be awarded light blue cords to wear at Commencement.

Criteria 1: earn a C or higher in **ALL** of the following courses: Arts in Medicine, Latin I, Anatomy & Physiology, AP Psychology, AP Biology, AP Chemistry, and Senior Thesis Development.

Criteria 2: earn a C or higher in **ONE** of the following courses: AP Statistics, AP Calculus AB or BC, or AP Environmental Science.

Criteria 3: earn a 3.5 unweighted GPA or higher upon graduation.

Medical Scholar

Students who meet ALL of the following criteria below will be awarded white cords to wear at Commencement.

Criteria 1: earn a C or higher in ALL of the following courses: Arts in Medicine, Latin I, and Anatomy & Physiology.

Criteria 2: earn a C or higher in TWO of the following courses: AP Psychology, AP Biology, AP Chemistry, or Senior Thesis Development.

Criteria 3: earn a 3.2 unweighted GPA or higher upon graduation.

Medical Achiever

Students who meet ALL of the following criteria below will be awarded red cords to wear at Commencement.

Criteria 1: earn a C or higher in ALL of the following courses: Arts in Medicine, Latin I, and Anatomy & Physiology.

Criteria 2: earn a 3.0 unweighted GPA or higher upon graduation.

High School Course Progression

Curriculum Area	Grade 9	Grade 10	Grade 11	Grade 12
English (4) Intensive Reading may be required for all students scoring a level 1 or 2 on the previous year's FCAT Reading)	English I Hon	English II Hon	AP English Language or English III Hon	AP English Literature or English IV Honors or ENC1101/ENC1102* or Eng IV for College Readiness
Social Studies (3)		AP World History Or World History Hon	AP U.S. History or US History Hon or AMC 2010/2020*	AP U.S. Government (1/2 cr) and AP Microeconomics (1/2 cr) or US Gov Hon (1/2 cr) and Economics Hon (1/2 cr)
Science (3)	Biology I Hon or Anatomy/Physiology (Most students will take Biology I Hon. unless they completed Biology I in Middle School)	Chemistry I Hon & Anatomy/Physiology Hon (Chemistry I Hon & Physics I Hon for those who completed Biology I in middle school)	AP Chemistry/Chemistry 2 (2 credits) or AP Environmental Science or Physics I Hon or Forensic Science I or Zoology (minimum of 2 science credits in 11 th grade required for all DCHS students)	AP Biology / Genetics (2 credits) Or Genetics And one additional science from list below AP Environmental Science or Physics I Hon or Forensic Science I or Forensic Science II or Zoology (minimum of 2 science credits in 12 th grade required for all DCHS students; all 12 th graders must select either AP Bio/Genetics or Genetics and 1 additional science course)
Mathematics (4)	Geometry Hon or Algebra 2 Hon (Most students will take Geometry Hon. unless they completed Geometry in Middle School)	Algebra 2 Hon Or Analysis of Functions Or Pre-Calculus	Pre-Calculus or Analysis of Functions Hon/Mathematical Analysis or Probability & Statistics or AP Statistics or AP Calculus AB	AP Calculus AB or AP Calculus BC or Analysis of Functions Hon/Mathematical Analysis or Probability & Statistics or AP Statistics or Math for College Readiness
Other Required Courses	AP Human Geography & Arts in Medicine & Medical Careers	AP Psychology or PSY 1012/SLS 1103**	Health Opportunities through Physical Education (HOPE)	Senior Thesis Development
World Language (2)	Latin I or Spanish I	Latin II or Spanish II		
Electives (6) (Additional Science courses may also be taken as additional electives)	Personal Fitness/Fitness for Lifestyle Design Theatre I Chorus I Creative Writing I Latin III Art Appreciation- ARH 1000 (11 th & 12 th only)- semester Drawing I- ART 1300 (11 th & 12 th only)- semester		AP European History Leadership Yearbook ACT/SAT Prep Case Studies in Medicine (11 th & 12 th only) Peer Counseling (11 th & 12 th only)	
*11 th and 12 th grade students must meet the minimum SAT, ACT, or PERT scores and have a 3.0 unweighted GPA to qualify for a Dual Enrollment course **10 th grade students must score a level 3 or higher on the 9 th grade FCAT Reading assessment and have a 3.0 unweighted GPA to qualify for the PSY/SLS on-campus dual enrollment class. This does NOT qualify them for any other dual enrollment course.				

High School Course Descriptions

English Language Arts Courses:

AP English Language and Composition

1 year, 2 half credits; grade 11

Prerequisite: English II Honors

This course offers students the opportunity to receive college credit and/or placement if an acceptable score is made on the College Board's Advanced Placement Examination. This course provides students with opportunities to write in different rhetorical modes and to analyze the resources of language. American literature and predominately prose are the focus of this course. There is an emphasis on timed writing and college level reading. **Summer reading is required.**

AP English Literature and Composition

1 year, 2 half credits; grade 12

Prerequisite: English III Honors or AP English Language and Composition

This course offers students the opportunity to receive college credit and/or placement if an acceptable score is made on the College Board Advanced Placement Examination. Students will analyze and write about all genres of literature. **Summer reading is required.**

English I Honors

1 year, 2 half credits; grade 9

Prerequisite: None

This course provides a beginning in literary analysis as well as experience in writing and research. A variety of literary genres will be studied. Written composition will focus on content and ideas as well as mechanics, usage, grammar, and organization. Vocabulary study will accompany the study of literature. This course prepares students for AP English. **Summer reading is required.**

English II Honors

1 year, 2 half credits; grade 10

Prerequisite: English I Honors

Students read British literature from all genres. Written composition develops writing skills in response to literature. Oral composition develops students' skills in individual and group responses to literature. Students will also study research procedures. This course prepares students for AP English. **Summer reading is required.**

English III Honors

1 year, 2 half credits, grade 11

Prerequisite: English II Honors

English III Honors provides exploration of a variety of genres from American literature, both classic and contemporary. Through collaborative strategies, project based learning, and self-reflection, students gain the fundamental skills necessary for success in post-secondary studies.

English IV Honors

1 year, 2 half credits, grade 12

Prerequisite: English III Honors

Units introduce and explore literary theories and multiple perspectives. Throughout the year, students are introduced to archetypal, feminist, historical, Marxist, reader response, and cultural criticism. Applying new perspectives to both familiar and unfamiliar texts enables students to consider carefully the concept of truth as it is presented in literature, film, nonfiction texts, and drama.

English IV for Readiness

1 year, 2 half credits, grade 12

Prerequisite: PERT score of 104 or lower- district mandated course

This course incorporates reading and writing study through a variety of informative texts. Through the in-depth reading and analysis of informational selections, students develop critical reading and writing skills necessary for success in Florida college English courses.

English Composition I (ENC 1101-Dual Enrollment)

1 semester, ½ credit, grade 12

Prerequisite: qualifying SAT, ACT, or PERT score and minimum 3.0 GPA

This course embodies the fundamentals of effective expression with emphasis on the various forms of expository writing, logical and imaginative thinking, and reading for understanding. The course provides instruction in sentence structure, diction, organization of short essays and correct usage of standard American English. Students who are successful in this course will receive 3 college credits through FSCJ. This course will count for college credit and will be calculated on your college GPA which may impact your eligibility for financial aid.

Writing About Non-Fiction (ENC 1102-Dual Enrollment)

1 semester, ½ credit, grade 12

Prerequisite: qualifying SAT, ACT, or PERT score and minimum 3.0 GPA

This course focuses on studying non-fiction writing in its many forms. The student will develop a proficiency in evaluating texts and writing analytically about these texts. This course provides a solid introduction to research writing as well as writing skills. This course includes reading and writing competencies. Students who are successful in this course will receive 3 college credits through FSCJ. This course will count for college credit and will be calculated on your college GPA which may impact your eligibility for financial aid.

Reading Enrichment (Intensive Reading)

1 year, 2 half credits; grades 9-11

Prerequisite: FCAT Level I and II (required)

State Mandated Course; This course involves district - based individualized plans focusing on reading needs, reading comprehension, structural analysis, text applications.

Mathematics Courses:

Algebra II Honors

1 year, 1 credit; grades 9 - 10

Prerequisite: Geometry Honors

Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms.

Analysis of Functions

1 year, ½ credit, grade 11-12

Prerequisite: Algebra II

The purpose of this course is to enable students to develop advanced mathematics knowledge and skills in algebra, trigonometry, and statistics and probability, using functions as a unifying theme. Topics covered include: Statistical measures, distributions and graphs, Polynomial and rational functions, Trigonometric and circular functions, Exponential and logarithmic functions, and Probability measures and distribution.

AP Calculus AB

1 year, 2 half credits; grades 11-12

Prerequisite: Pre-Calculus

This course covers the first two semesters of college calculus. Topics include: differentiation and integration of polynomial, trigonometric, inverse trigonometric, exponential, and logarithmic functions with applications; calculus of general functions, Rolle's and mean value theorem, and techniques of integration. An integrated use of technology (graphing calculators and computers) recognizes and reflects the development of the techniques for the course.

AP Calculus BC

1 year, 2 half credits; grade 12

Prerequisite: AP Calculus AB

This course provides the continuation of AP Calculus AB. Topics include: functions and graphs, limits and continuity, differentiation and integration, and power series. An integrated use of technology (graphing calculators and computers) recognizes and reflects the development of the techniques for the course. This course may only be available virtually. Students will have a designated class period to work on the course during their class schedule, but the curriculum will be completed online through Florida Virtual School or Duval Virtual School.

AP Statistics

1 year, 2 half credits; grades 11 - 12

Prerequisite: Algebra II

Major topics include: exploratory analysis of data, development of plans to collect data, using probability to anticipate what a distribution should look like; and the use of statistical inference. Emphasis for the course is on interpreting information, writing analysis and project work. An integrated use of technology (graphing calculators and computers) recognizes and reflects the development of the techniques for the course. Students can only receive one credit for Probability and Statistics Honors or AP Statistics.

Geometry Honors

1 year, 1 credit; grade 9

Prerequisite: Algebra I

Geometry emphasizes critical thinking, discovery of relationships, and skills in applying the deductive methods to mathematical situations. Topics include: logic and reasoning, the Euclidean geometry of the plane, similarity, congruence, geometric inequalities, polygons; circles, area and volume, transformations, and trigonometry. This course emphasizes the geometry requisite to succeed in AP Calculus and AP Statistics.

Mathematical Analysis

1 year, ½ credit, grade 11-12

Prerequisite: Algebra II

This course focuses on the importance of rigor in the development of solid mathematical computational and problem solving skills. Students taking this course will explore the behaviors of a diverse family of functions such as a quadratic, polynomial, logarithmic, exponential, trigonometric, and circular. Additional topics include systems & matrices, sequences & series, and an introduction to limits and derivatives.

Math for College Readiness

1 year, 2 half credits, grade 12

Prerequisite: PERT score of 117 or lower – district mandated course)

This course incorporates the Common Core Standards for Mathematical Practices as well as the following Common Core Standards for Mathematical Content: an introduction to functions, linear equations and inequalities, solving systems of equations, rational equations and algebraic fractions, radical and rational exponents, factoring and quadratic equations, complex numbers, and the Common Core Standards for High School Modeling.

Pre-Calculus

1 year, 2 half credits; grades 10-12

Prerequisite: Algebra II

The relationship of Algebra, Trigonometry, and Analytic Geometry are stressed in this course. Topics include: ordered fields, sequences and series; limits; vectors; circular and trigonometric functions, conic sections; complex numbers, polynomial, exponential, and logarithmic functions, curve sketching, and matrices. An integrated use of technology (graphing calculators and computers) recognizes and reflects the development of the techniques for the course. This course is a rigorous review and strengthening of the geometry, algebra, and trigonometry prerequisites for AP Calculus and AP Statistics.

Probability & Statistics Honors

1 year, 2 half credits; grades 11 - 12

Prerequisite: Algebra II

Major topics covered include: exploring data (observing patterns and departures from patterns); planning a study (deciding what and how to measure); anticipating patterns (producing models using probability and simulation); and statistical inference. An integrated use of technology (graphing calculators and computers) recognizes and reflects the development of the techniques for the course. Students can only receive one credit for Probability and Statistics Honors or AP Statistics.

Science Courses:

Anatomy & Physiology Honors

1 year, 2 half credits; grades 11- 12

Prerequisites: Biology I Honors, Chemistry I Honors

This course is designed to introduce students to the structure and functions of the human body. Topics of study include: biochemistry, nutrition, morphology, and physiology of cells, tissues, organ systems, and forensic science. Emphasis for this course is placed on dissection of a vertebrae specimen as well as use of the microscope. **A science project is a requirement for this course.**

AP Biology/Genetics

1 year, 2 half credits each semester; grade 12

Prerequisites: Biology I Honors, Chemistry I Honors

This course develops a deep understanding of biological concepts and their application to our environment and society through laboratory investigations, activities, and discussions. It is organized around 4 central Big Ideas: Evolution, Energy, Genetics, and Interactions. This course is designed to prepare students for the college level Advanced Placement Biology Examination and is based on the curriculum established by the College Board. **This course is a double blocked course that will meet every day on an A/B schedule.**

AP Chemistry/Chemistry II

1 year, 2 half credits each semester; grade 11

Prerequisites: Chemistry I Honors, Algebra II Honors

This course is similar in content to General Chemistry I and General Chemistry II taught in many colleges and universities and follows the content prescribed by the College Board. The objective of AP Chemistry is to enable students to pursue college-level studies while still in high school. Apart from being a subject worthy of study in its own right, chemistry is a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science. Students who score a 3 or higher on AP exam have an opportunity to earn college credit. **This course is a double blocked course that will meet every day on an A/B schedule.**

AP Environmental Science

1 year; 2 half credits; grades 11- 12

Prerequisites: Biology I Honors, Chemistry I Honors

Environmental science is interdisciplinary; it embraces a wide variety of topics from different subject areas. AP Environmental Science is a rigorous course and it is intended for those students who are well prepared, and highly motivated, and have an interest in the ways humans impact the environment. Outdoor field study conducted throughout the year is an essential lab part of this course.

Biology I Honors

1 year, 1 credit; grade 9

Prerequisite: None

The concepts covered in this course include: basic chemistry, the cell and its environment, biological changes, and genetics. The student learns to interpret scientific data and to use the microscope properly. Emphasis for this course is placed on the application of scientific knowledge and on scientific investigations. This course prepares students by providing the background for AP Biology, AP Chemistry, and AP Environmental Science. **A science project is a requirement for this course.**

Chemistry I Honors

1 year, 2 half credits; grade 10

Prerequisite: Geometry Honors and Biology I Honors

This course is the study of composition, structure, properties of matter, and the changes it undergoes. Topics of study include: measurement, atomic theories, periodic table, chemical bonding, nomenclature, chemical reactions, Stoichiometry, and behavior of gases, kinetics, equilibrium, and nuclear reactions. Emphasis for this course is placed on application of chemical knowledge and mathematical skills in order to problem solve. This course will provide students the foundation for advanced courses (AP Chemistry, AP Biology, AP Environmental Science and Anatomy and Physiology).

Forensic Science I

1 year, 2 half credits, grades 9-12

Prerequisite: None

Forensic science is the application of basic biological, chemical and physical science principles and technological practices in both criminal and civil legal settings. Major themes of study in this course are pathology, anthropology, odontology, latent fingerprints, trace evidence, DNA, questioned documents, entomology, arson, forensic psychology, and blood spatter analysis.

Forensic Science 2

1 year, 2 half credits, grades 9-12

Prerequisite: Forensic Science 1

Forensic Science II gives students the opportunity to expand their knowledge of chemistry, biology, physics, and psychology, as well as associate this knowledge with real-life crime/legal applications. This course builds on concepts introduced in Forensic Science I, as well as introduces new topics, such as cyber-crimes, forensic odontology, and explosions.

Genetics Honors

1 year, 2 half credits, grade 12

Prerequisite: Biology I Honors, Chemistry I Honors

In this course, students will discuss the basic principles of genetics and inheritance. An exploration and hands-on use of biotechnology in Forensic Medicine and DNA Fingerprinting will be incorporated into lab experiences which are incorporated throughout the course.

Physics I Honors

1 year, 2 half credits; grade 11

Prerequisite: Chemistry I Honors, Algebra II Honors

This course is designed to introduce the student to the main principles of physics. Emphasis for this course is placed on developing the ability to apply physics principles to the solution of problems. Topics include: Newtonian mechanics, energy, waves, optics, electromagnetism, circuits, and atomic physics. This course provides an excellent foundation for AP Physics. **A science project is a requirement for this course.**

Zoology

1 year, 2 half credits, grades 9-12

Prerequisite: None

Zoology develops in-depth knowledge of the animal kingdom. Major topics include: use of laboratory technologies; cell structure and physiology of animals; inheritance and Mendelian genetics; change and adaptation; taxonomy; invertebrate and vertebrate anatomy and physiology; influences on animal behavior; reproduction and development; relationships between animals and their ecosystems; relationships between animals and humans; and connections between zoology, technology, society, and the environment.

Social Studies Courses:

American Government Honors

1 semester, ½ credit, grade 12

The primary focus of American Government is the analysis of the documents which shape American political traditions (the Declaration of Independence, the Constitution, and The Bill of Rights). The course will also explore: comparison of the three branches of government at the local, state & national levels; understanding of the evolving role of political parties & interest groups in determining government policy; the evolution & interpretation of the rights & responsibilities of citizens in a democratic state; the importance of civic participation in the democratic political process; and a discussion of Florida politics, governmental structure, & Constitution. Paired with Economics Honors

AP Microeconomics

1 semester, ½ credit; grade 12

Prerequisite: None

Advanced Placement Microeconomics is a college level course providing a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system. Major topics include: analysis of the circular flow of resources, goods, services and money in markets; product and factor markets; supply and demand; evaluation and analysis of market structures; functional and personal distribution of income; market failure and public policy response; the impact of the role of government in the American economy from historical and contemporary perspectives; international trade; application of the basic methodology associated with the study of microeconomics. This is a rigorous course requiring strong analytical, graphing, and writing skills. Students are required to take the Advanced Placement Microeconomics Exam in the spring and may be awarded college credit for a passing score.

AP U.S. Government & Politics

1 semester, ½ credit; grade 12

Prerequisite: None

This course is an in depth study of American government and politics. Students will receive an analytical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific cases. Paired with AP Microeconomics.

AP U.S. History

1 year, 2 half credits; grade 11

Prerequisite: None

This course is designed specifically for the academically advanced student and stresses the political and social development of the United States. Higher cognitive processes are emphasized, combined with research and writing skills. Due to the in-depth study of this course, heavy emphasis is placed on extensive outside reading.

AP World History

1 year, 2 half credits; grade 10

Prerequisite: None

This college preparatory course selects content from the ancient world to modern times and provides students the opportunity to investigate the chronological development of events and themes in civilization.

Economics Honors

1 semester, ½ credit, grade 12

Economics explores the use of economic reasoning and principles to reach decisions in the market place. Major topics include: the role and impact of economic wants; productive resource; scarcity and choices; opportunity costs and trade-offs; economic incentives; specialization; absolute and comparative advantage; division of labor; interdependence; market function; savings and investment; the role of the citizen as producer, consumer and decision-maker; credit and consumerism; the role and function of government policy; the roles of money, financial institutions and labor; distinctions between micro and macroeconomic problems; and the similarities and differences of other economic systems. Paired with American Government Honors

US History Honors

1 year, 2 half credits, grade 11

Prerequisite: None

This required course will focus on the events, times, men and women who developed this country. Specific focus is paid to helping students make connections between historical events, places, and people. Emphasis is placed on helping students see the cause and effect relationships in historical events.

United States History to 1865 (AMH 2010-Dual Enrollment)

1 semester, ½ credit, Grade 11

Prerequisite: qualifying SAT, ACT, or PERT score and minimum 3.0 GPA

This course emphasizes the African, European, and Native American backgrounds, the Revolution, the Articles of Confederation, and the U.S. Constitution, problems of the new republic, sectionalism, westward expansion, slavery and the Civil War. Students who are successful in this course will receive 3 college credits through FSCJ. This course will count for college credit and will be calculated on your college GPA which may impact your eligibility for financial aid.

United States History from 1865 to the Present (AMH 2020-Dual Enrollment)

1 semester, ½ credit, Grade 11

Prerequisite: qualifying SAT, ACT, or PERT score and minimum 3.0 GPA

This course includes Reconstruction, growth of big business, the Agrarian Revolt, Latin American affairs, the progressive movement, the 1920's, World War I, the Great Depression, World War II, the Cold War, minorities' rights, and civil liberties. Students who are successful in this course will receive 3 college credits through FSCJ. This course will count for college credit and will be calculated on your college GPA which may impact your eligibility for financial aid.

World History Honors

1 year, 2 half credits, grade 10

Prerequisite: None

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

World Language Courses:

Latin I

1 year, 2 half credits; grades 9-12

Prerequisite: None

This course provides the foundation in Latin grammar and vocabulary that is necessary for the translation of Caesar's Commentaries and other primary sources. It also develops English vocabulary and analytical skills. Since the mastery of Latin is cumulative, this course establishes an essential framework for successive study.

Latin II

1 year, 2 half credits: grades 10-12

Prerequisite: Latin I

Following a brief review and expansion of grammar and vocabulary, this course focuses on the translation of a variety of Latin authors, including Julius Caesar and Ovid. This course offers a final exposure to grammar as well as an introduction to primary sources, both of which are essential for the continued study of Latin.

Latin III

1 year, 2 half credits; grade 11-12

Prerequisite: Latin II

Latin III is an introduction to the study of Latin literature which focuses on the epics of Vergil and Ovid, the lyric poetry of Horace and Catullus, and the oratorical prose of Cicero. In addition to learning the characteristics of each genre, literary devices and scansion of poetry, students investigate the turbulent first century B.C.

Spanish I

1 year, 2 half credits; grades 9-12

Prerequisite: None

This is an introductory course for the development of listening comprehension, speaking, reading, writing, cultural appreciation of Spanish-speaking countries, and grammar. Since the mastery of Spanish is cumulative, this course provides an essential framework for successive courses.

Spanish II

1 year, 2 half credits; grades 9-12

Prerequisite: Spanish I

This is an intermediate course with continuing progress in listening, speaking, reading, and writing skills. Emphasis for this course is on building a strong grammatical foundation so that the student may successfully complete level III as a prerequisite for the Advanced Placement Exam.

Other Courses:

Art Appreciation (ARH 1000-Dual Enrollment)

1 semester, 1 credit, grades 11-12

Prerequisites: None

This course supplies non-art majors with a foundation for understanding the visual arts through introduction to different media of art expression. Students who are successful in this course will receive 3 college credits through FSCJ. This course will count for college credit and will be calculated on your college GPA which may impact your eligibility for financial aid.

Drawing I (ARH 1300-Dual Enrollment)

1 semester, 1 credit, grades 11-12

Prerequisites: None

This course emphasizes the basic discipline of drawing through the use of still life, landscape and the figure. Students who are successful in this course will receive 3 college credits through FSCJ. This course will count for college credit and will be calculated on your college GPA which may impact your eligibility for financial aid.

SAT/ACT Test Prep (Per Car Sch 4)

1 year, 2 half credits; grades 10-12

Prerequisite: None

The purpose of this course is to prepare students for achieving a post-secondary readiness score on either the ACT or SAT. Students will spend one semester preparing for the mathematical sections of each test and one semester preparing for the reading/verbal sections of each test.

Arts in Medicine (Draw/Paint I)

1 year, 2 half credits; grade 9

Prerequisite: None

This is a full year introductory course for those with an interest in the Visual Arts. This course focuses on elements and principles of design with exploration in a variety of media and techniques with an introduction to art history. Students will evaluate and critique artwork.

AP European History

1 year, 2 half credits; grades 10-12

Prerequisite: None

This course provides knowledge of major themes in European History, from 1414 to the 1990's. Emphasis for this course is placed on an in-depth examination of the major political, economic, and social developments using a variety of primary and secondary sources. European themes will be linked to Canada and Latin American history where relevant.

AP Human Geography

1 year, 2 half credits; grade 9

Prerequisite: None

The purpose of this course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to analyze human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice.

AP Psychology

1 year, 2 half credits; grade 10

Prerequisite: None

The purpose of the Advanced Placement course in Psychology is to introduce students to the systematic and scientific study of the behavior and mental processes of human beings. The course traces the emergence of scientific psychology in the 19th century from its roots in philosophy and physiology and covers the development of the major "schools" of psychology: Behavioral, Biological, Cognitive, Humanistic, and Psychodynamic. Students learn how these various approaches guide research and practice in psychology. Other topics covered are: research methods, sensations and perceptions, learning, cognition, motivation and emotion, developmental psychology, personality theory, testing and individual differences, abnormal psychology, treatment of psychological disorders, and social psychology.

Case Studies in Medicine (Research 3)

1 year, 2 half credits, grades 11-12

Prerequisite: None

This course provides students with an opportunity to integrate their knowledge of anatomy and physiology by utilizing medical cases. Students will be presented with a medical related case and will research possible diagnosis and present their treatment plan. Students will also review cases related to ethics in the field of medicine.

Chorus I

1 year, 2 half credit; grades 9-12

Prerequisite: None

The purpose of this course is to provide students with experiences in basic vocal production techniques and part-singing. The content includes, but is not limited to; developing functional skills in vocal tone production, choral performance techniques, sight singing and ear training, and music appreciation. These choruses are the prerequisites for Honors Chorus.

Creative Writing I

1 year, 2 half credits, grades 9-12

Prerequisite: None

Creative Writing 1 offers students an introduction to the form and tasks of writing poetry and short stories exclusively. The class is structured as an intensive workshop dedicated to both the study and craft of writing. Students are encouraged to evaluate, edit, and share their work with peers.

Fitness Lifestyle Design

1 semester, ½ credit; grades 9-12

Prerequisite: None

Students will learn healthy habits for body and mind to lead to a healthier lifestyle. Students assess their beginning fitness levels and nutritional knowledge, then create individual plans for achieving personalized goals. The goal of this course is to help students experience the benefits of exercise, proper nutrition, and weight management.

Health Opportunities through Physical Education (HOPE)

1 year, 2 half credits; grade 11

Prerequisite: None

The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness.

Leadership Skills Development

1 year, 2 half credits; grade 12

Prerequisite: None

This course is designed for students in grades 8-12 to provide leadership for the school by organizing and implementing school wide activities. Such activities could include homecoming, dances, pep rallies, school spirit related events, etc. Students interested in this course will be screened for appropriate behavior, academic focus and adherence to the school Honor Code.

Medical Careers/Medical IV (Research 1)

1 year, 2 half credits, grade 9

Prerequisite: None

This course is designed to help ninth grade students make a successful transition into high school, gain the skills for success in post-secondary education, introduce medical terminology, medical careers, human diseases, disorders and treatments, and provide students with the skills necessary for setting goals in order to pursue a career in the medical field.

Peer Counseling

1 year, 2 half credits, grades 11-12

Prerequisite: None

This course is designed to provide upperclassman with the experience of mentoring 7th grade students. Students enrolled in this course will be taught mentoring skills and will be assigned to a specific 7th grade classroom to practice those skills. In addition, students enrolled in this course will participate in the school's restorative justice program. Students interested in this course will be screened for appropriate behavior, academic focus and adherence to the school Honor Code.

Personal Fitness

1 semester, ½ credit; grades 9-12

Prerequisite: None

Students will get started on a path to lifelong fitness by setting fitness goals and working towards them. The course will include keeping a daily physical activity log, designing a fitness plan and keeping track of your progress.

Introduction to Psychology (PSY 1012-Dual Enrollment)

1 semester, 1 credit, grade 10

Prerequisite: qualifying SAT, ACT, or PERT score and minimum 3.0 GPA

This course consists of instruction utilizing the scientific approach that conveys an understanding of the behavior, mental processes, and experience of the individual organism and the principles that determine and guide individual and group behavior. Students who are successful in this course will receive 3 college credits through FSCJ. This course will count for college credit and will be calculated on your college GPA which may impact your eligibility for financial aid.

Senior Thesis Development (Research 2)

1 year, 2 half credits, grade 12

Prerequisite: None

Senior Seminar enables students to further develop their knowledge and skills in the scientific research process, with emphasis on appropriate research design. The course revolves around students conducting their own scientific investigation, resulting in a written paper and an oral defense. Major course topics include: research methodology and methods, ethical issues in research, critical analysis of existing research, the peer-review process, and the collection and statistical analysis of data.

Strategies for Success in College (SLS1103-Dual Enrollment)

1 semester, 1 credit; grade 10

Prerequisite: 9th grade FCAT score of 3 or higher, 3.0 minimum GPA

This course is designed to teach students skills for the successful completion of secondary education. Skills include effective study habits, development of critical thinking, financial aid, and time management in preparation for post-secondary education. This course is offered as Dual Enrollment with FSCJ. Paired with PSY 1012. Students who are successful in this course will receive 3 college credits through FSCJ. This course will count for college credit and will be calculated on your college GPA which may impact your eligibility for financial aid.

Theatre I

1 year, 2 half credits; grades 9-12

Prerequisite: None

This is a full-year introductory course for those with an interest in theater. Students will explore the connections between theatre arts and other disciplines. Course work includes: various elements of acting with emphasis on physical and vocal skills of an actor, theatre history, study of a minimum of three plays, stage terminology, and a brief overview of stage conventions. This is an activity-based, academic course. This course is a prerequisite for Theater II and in most cases IB Theatre I.

Yearbook

1 year, 2 half credits; grades 9-12

Prerequisite: None

This class is designed for students who can function as part of a team effort in the creation of the school's annual yearbook. The members of this class, under the supervision of the instructor, are responsible for creating, marketing, and selling the annual yearbook. Some after school work is required. Students in this course will also work on other school related media projects; such as, school newsletters, broadcast announcements, etc.