

Orange County Public Schools
Leading Students to Success



CURRICULUM GUIDE 2018-2019



Orange County Public Schools

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OCPS VISION

To be the top producer of successful students in the nation

OCPS MISSION

To lead our students to success with the support and involvement of families and the community

Superintendent's Message

Everything we do is focused on nurturing the success of our students. And we understand that success can be defined in many ways. That is why we have created different academic paths that lead to the same end result – high student achievement.

Here's a quick look at some of the programs offered through OCPS:

- Prestigious International Baccalaureate magnet programs at 10 middle and high schools.
- Dual-enrollment programs at all high schools that allow students to earn college credits at no additional cost.
- Magnet programs in elementary, middle and high schools that offer customized curriculum in specific areas of interest that include theater and performing arts, international studies, law and finance, science and technology, foreign languages, criminal justice, medical technology, veterinary science and many more.
- A full complement of Advanced Studies and Honors courses offered at our middle and high schools.
- Career and technical education programs that begin in middle school.
- Full offering of online and virtual courses.
- A wide variety of sports programs for male and female students.

OCPS Students are poised for success after completing their studies. Many of our students are accepted into top universities and colleges throughout the country.

I encourage you to visit your local schools, which can be located through our Find a School search. They can provide you with more insight into the many offerings that are available to your student.

For those of you who are part of a school community, whether as a parent, student or community volunteer, thank you for choosing Orange County Public Schools.

Sincerely,



Barbara M. Jenkins

Superintendent



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School Calendar for 2018-2019

Monday - Friday	August 6 - 10, 2018	Pre-Planning for Teachers
Monday	August 13	First Day of School
Monday	September 3	Labor Day Holiday - Schools and District Offices Closed
Friday	October 12	End of First Marking Period
Monday	October 15	Student Holiday / Teacher Workday
Tuesday	October 16	Begin Second Marking Period
Friday	October 26	Student Holiday / Teacher Professional Day / Teacher Non-Workday
Monday - Friday	November 19 - 23	Thanksgiving Break - Schools Closed
Thursday	December 20	End of Second Marking Period and First Semester
Friday	December 21	Student Holiday / Teacher Workday
Two Weeks	December 24 - January 4	Winter Break - Schools Closed
Monday	January 7	Begin Third Marking Period and Second Semester
Monday	January 21	Martin Luther King, Jr. Holiday - Schools and District Offices Closed
Monday	February 18	Presidents' Day Holiday - Schools Closed
Thursday	March 14	End of Third Marking Period
Friday	March 15	Student Holiday / Teacher Workday
Monday - Friday	March 18 - 22	Spring Break - Schools Closed
Monday	March 25	Begin Fourth Marking Period
Monday	May 27	Memorial Day Holiday - Schools and District Offices Closed
Wednesday	May 29	Last Day of School / End of Fourth Marking Period and Second Semester
Thursday - Friday	May 30 - 31	Post-Planning for Teachers

Prioritized Bad Weather Days

Priority	Date	Current Use
1	October 26, 2018	Professional Day/Student Holiday
2	November 19, 2018	Thanksgiving Break
3	November 20, 2018	Thanksgiving Break
4	November 21, 2018	Thanksgiving Break
5	February 18, 2019	President's Day Holiday
6	March 22, 2019	Spring Break
7	March 21, 2019	Spring Break
8	March 20, 2019	Spring Break
9	March 19, 2019	Spring Break
10	March 18, 2019	Spring Break

Students Entering Grade Nine in the 2014-2015 School Year and Forward

What are the diploma options?

Students must successfully complete one of the following diploma options:

- 24-credit option
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 English Language Arts or a concordant score
- Algebra I end-of-course (EOC); the results constitute 30 percent of the final course grade* or a comparative score.

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

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

- Biology I
- U.S. History
- Geometry

*Special note: Thirty percent not applicable if not enrolled in the course but passed the EOC.

What is the credit acceleration program (CAP)?

This program allows a student to earn high school credit if the student passes an Advanced Placement (AP) examination, a College Level Examination Program (CLEP) or a statewide course assessment without enrollment in the course. The courses include the following subjects:

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

What are the graduation requirements for students with disabilities?

Two options are available only to students with disabilities. Both require the 24 credits listed in the table, and both allow students to substitute a career and technical education (CTE) course with related content for one credit in ELA IV, mathematics, science and social studies (excluding Algebra I, Geometry, Biology I and U.S. History).

- Students with significant cognitive disabilities may earn credits via access courses and be assessed via an alternate assessment.
- Students who choose the academic and employment option must earn at least 0.5 credit via paid employment.

What are the requirements for the 24-credit standard diploma option?

4 Credits English Language Arts (ELA)
<ul style="list-style-type: none">▪ ELA I, II, III, IV▪ ELA honors, AP, AICE, IB and dual enrollment courses may satisfy this requirement.
4 Credits Mathematics
<ul style="list-style-type: none">▪ One of which must be Algebra I and one of which must be Geometry.▪ Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry).
3 Credits Science
<ul style="list-style-type: none">▪ One of which must be Biology I, two of which must be equally rigorous science courses.▪ Two of the three required credits must have a laboratory component.▪ An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I).▪ An identified rigorous computer science course with a related industry certification substitutes for up to one science credit (except for Biology I).
3 Credits Social Studies
<ul style="list-style-type: none">▪ 1 credit in World History▪ 1 credit in U.S. History▪ 0.5 credit in U.S. Government▪ 0.5 credit in Economics with Financial Literacy
1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts [†]
1 Credit Physical Education [†]
<ul style="list-style-type: none">▪ To include the integration of health
[†] Special note: Eligible courses and eligible course substitutions are specified in the Florida Course Code Directory .
8 Elective Credits
1 Online Course Within the 24 Credits
<ul style="list-style-type: none">▪ Students must meet the state assessment requirements (see left column).▪ Students must earn a 2.0 grade point average on a 4.0 scale.

What are the requirements for standard diploma designations?

Diploma Designations
<p>Scholar Diploma Designation</p> <p>In addition to meeting the 24-credit standard high school diploma requirements, a student must meet the following requirements:</p> <ul style="list-style-type: none"> ▪ Earn 1 credit in Algebra II; ▪ Pass the Geometry EOC; ▪ Earn 1 credit in statistics or an equally rigorous mathematics course; ▪ Pass the Biology I EOC; ▪ Earn 1 credit in chemistry or physics; ▪ Earn 1 credit in a course equally rigorous to chemistry or physics; ▪ Pass the U.S. History EOC; ▪ Earn 2 credits in the same world language; and ▪ Earn at least 1 credit in AP, IB, AICE or a dual enrollment course. <p>A student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB or AICE Biology I or U.S. History course and the student</p> <ul style="list-style-type: none"> ▪ Takes the respective AP, IB or AICE assessment; and ▪ Earns the minimum score to earn college credit. <p>Merit Diploma Designation</p> <ul style="list-style-type: none"> ▪ Meet the standard high school diploma requirements ▪ Attain one or more industry certifications from the list established (per section 1003.492, Florida Statutes [F.S.]).

Can a student who selects the 24-credit program graduate early?

Yes, a student who completes all of the 24-credit program requirements for a standard diploma may graduate in fewer than eight semesters.

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

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

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

Where is information on Bright Futures Scholarships located?

The Florida Bright Futures Scholarship Program rewards students for their academic achievements during high school by providing funding to attend a postsecondary institution in Florida. For more information, visit [Florida Bright Futures Scholarship Program](http://fldoe.org/bright-futures-scholarship-program).

What are the public postsecondary options?

State University System (SUS)
<p>Admission into Florida's public universities is competitive. Prospective students should complete a rigorous curriculum in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements (credit earned by industry certification does not count for SUS admission):</p> <ul style="list-style-type: none"> ▪ High school graduation with a standard diploma ▪ Admission test scores ▪ 16 Credits of approved college preparatory academic courses <ul style="list-style-type: none"> ○ 4 English (3 with substantial writing) ○ 4 Mathematics (Algebra I level and above) ○ 3 Natural Science (2 with substantial lab) ○ 3 Social Science ○ 2 World Language (sequential, in the same language) ▪ 2 Approved electives <p>State University System of Florida</p>
The Florida College System
<p>The 28-member Florida College System offers career-related certificates and Associate in Science degrees that prepare students to go directly into the workforce, as well as Associate of Arts degrees that prepare students to transfer to a bachelor's degree program. Many also offer baccalaureate degrees in high-demand fields. The Florida College System has an open-door policy enabling students who have earned a standard high school diploma, high school equivalency diploma or have demonstrated success in postsecondary coursework to be admitted to an associate degree program.</p> <p>Division of Florida Colleges</p>
Career and Technical Centers
<p>Florida also offers students 48 accredited career and technical centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.</p> <p>Secondary Career and Technical Education Directors</p>

Where is information on financial aid located?

The Florida Department of Education Office of Student Financial Assistance administers a variety of postsecondary educational state-funded grants and scholarships. To learn more, visit [Office of Student Financial Assistance](http://fldoe.org/office-of-student-financial-assistance).

Graduation requirements are current as of the Curriculum Guide publication date but are subject to legislative changes.

For more information, please visit fldoe.org/academics/graduation-requirements/

Students Entering Grade Nine in the 2014-2015 School Year and Forward

Graduation Requirements for Florida's Statewide Assessments

Overview

According to Florida law, students must meet certain academic requirements to earn a standard high school diploma from a public school. This means that students must pass required courses, earn a minimum number of credits, earn a minimum grade point average and pass the required statewide assessments. Students who meet these requirements but do not pass the required assessments will receive a certificate of completion, which is not equivalent to a standard high school diploma. Passing scores for the statewide assessments are determined by the State Board of Education.

Graduation Requirements

Reading/English Language Arts (ELA) Assessment Requirement

The reading/ELA assessments students must pass to graduate with a standard high school diploma are determined by each student's year of enrollment in grade 9. Table 1 lists the required reading/ELA assessments for each grade 9 cohort and the passing score for each assessment.

Grade 10 FCAT 2.0 Reading

Students who entered grade 9 in 2010–11 through 2012–13 are required to pass the Grade 10 FCAT 2.0 Reading assessment aligned to the Next Generation Sunshine State Standards (NGSSS). The State Board of Education established performance standards for FCAT 2.0 Reading on December 19, 2011. Students may satisfy this requirement by earning a concordant score (as described on the following page) or by earning the alternate passing score of 349 on the Florida Standards Assessments (FSA) ELA Retake (Reading and Writing). For more information on the FCAT 2.0 and NGSSS assessments, please see the [2017–18 NGSSS Statewide Science Assessment and FCAT 2.0 Reading Retake Fact Sheet](#).

FSA Grade 10 English Language Arts

In 2014–15, the Florida Standards Assessments, aligned to the Florida Standards, were introduced and the Grade 10 FSA ELA assessment was administered for the first time in spring 2015. Passing status was determined by linking student performance on the 2015 Grade 10 FSA ELA test to student performance on the 2014 Grade 10 FCAT 2.0 Reading test, using a linked passing score of 245 on the Grade 10 FCAT 2.0 Reading test. These students, as well as students who took the Retake assessment in fall 2015, are eligible to use the alternate passing score.

Beginning with students who entered grade 9 in 2014–15, students must pass the Grade 10 FSA ELA by earning the passing score of 350, adopted in State Board of Education rule in January 2016. For more information on the FSA ELA, please see the [2017–18 FSA English Language Arts and Mathematics Fact Sheet](#).

Table 1: Reading/ELA Assessment Requirement and Passing Score by School Year

School Year When Assessment Requirements Began for Students Entering Grade 9	Assessment that Students Must <u>Pass</u> in Order to Graduate	Passing Score for the Required Assessment
2010–11 to 2012–13	Grade 10 FCAT 2.0 Reading	245
2013–14	Grade 10 FSA ELA	349*
2014–15 to current	Grade 10 FSA ELA	350

*Students who took the assessment prior to the adoption of the passing score on the new scale adopted by the State Board are eligible to use the alternate passing score for graduation, which is linked to the passing score for the previous assessment requirement.

Algebra 1 End-of-Course (EOC) Assessment Requirement

Beginning with students entering grade 9 in 2011–12, students must take and pass the Algebra 1 EOC Assessment to satisfy this graduation requirement.

NGSSS Algebra 1 EOC Assessment

The last administration of the NGSSS Algebra 1 EOC Assessment was in summer 2017. Students whose graduation requirement is the NGSSS Algebra 1 EOC may satisfy this requirement by earning the alternate passing score of 489 on the FSA Algebra 1 EOC assessment or a comparative score of 97 on the mathematics portion of the Postsecondary Education Readiness Test (PERT).

FSA Algebra 1 EOC Assessment

The FSA Algebra 1 EOC Assessment was first administered in spring 2015. Passing status was determined by linking student performance on the Algebra 1 EOC to student performance on the NGSSS Algebra 1 EOC using a linked passing score of 399 on the NGSSS Algebra 1 EOC Assessment. These students, as well as students who took the assessment in summer, fall or winter 2015, are eligible for an alternate passing score of 489. Students taking the assessment for the first time after performance standards were set must pass the Algebra 1 EOC by earning the passing score of 497, adopted in State Board of Education rule in January 2016. For more information on the FSA Algebra 1 EOC, please see the [2017–18 FSA End-of-Course Assessments Fact Sheet](#).

Table 2: Algebra 1 EOC Assessment Requirement and Passing Score by Implementation Year

2011–12*	NGSSS Algebra 1 EOC	399
2014–15	FSA Algebra 1 EOC Assessment	489**
2014–15 to current	FSA Algebra 1 EOC Assessment	497

*Students who entered Grade 9 in the 2010–11 school year were required to earn course credit in Algebra 1 or an equivalent course and participate in the Algebra 1 EOC Assessment. The results of the Algebra 1 EOC Assessment must constitute 30% of these students' final course grade, but there is not a passing requirement for this cohort of students.

**Students who took the assessment prior to the adoption of the passing score on the new scale adopted by the State Board in January 2016 are eligible to use the alternate passing score for graduation, which is linked to the passing score for the previous assessment requirement.

Graduation Options

- Retaking Statewide Assessments**—Students can retake the Grade 10 FCAT 2.0 Reading retake, Grade 10 FSA ELA Retake, or FSA Algebra 1 EOC Assessment each time the test is administered until they achieve a passing score, and students can continue their high school education beyond the twelfth-grade year should they need additional instruction. Students currently have up to five opportunities to pass the Grade 10 ELA test before their scheduled graduation. Students who do not pass the Grade 10 ELA in the spring of their tenth-grade year may retest in fall and spring of their eleventh- and twelfth-grade years. The number of opportunities to retake the Algebra 1 EOC Assessment will depend on the grade students are in when they first take the test, since it is taken at the conclusion of the course. The Algebra 1 EOC Assessment is currently administered four times each year, in the fall, winter, spring, and summer.



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- Concordant and Comparative Scores Option**—A student can also meet assessment graduation requirements by receiving a score concordant to the FCAT 2.0 Reading passing score on either the ACT or SAT and a score comparative to the Algebra 1 EOC Assessment (NGSSS) passing score on the Postsecondary Education Readiness Test (PERT). FCAT 2.0 Reading concordant scores for students entering grade 9 in 2010–11 and after and the Algebra 1 EOC Assessment comparative score for students entering grade 9 in 2011–12 and after were established in rule by the State Board of Education in September 2013. **New concordant and comparative scores will be established for the Grade 10 FSA ELA Assessment and the FSA Algebra 1 EOC Assessment once a concordant/comparative score analysis is completed and new scores are adopted by the State Board of Education. Until these new scores are established, the current scores may be used by all students.**

Table 3 shows the current concordant and comparative scores students must achieve to satisfy graduation requirements. All students enrolled in grade 10 are required to participate in the Grade 10 FSA ELA Assessment in accordance with s. 1008.22, Florida Statutes (F.S.), regardless of whether they have a passing concordant score on file.

Additionally, if students have achieved a comparative score on the PERT prior to enrolling in and completing Algebra 1 or an equivalent course, they must take the Algebra 1 EOC Assessment in accordance with s. 1008.22, F.S.

Table 3: Concordant and Comparative Scores

Grade 10 FCAT 2.0 Reading or Grade 10 FSA ELA	
Old SAT Critical Reading*	430
New SAT Evidence-Based Reading and Writing**	430
New SAT Reading Subtest**	24
ACT	19
Algebra 1 EOC (NGSSS or FSA)	
PERT Mathematics	97

*Administered prior to March 2016.

Administered in March 2016 or beyond; either the 430 score on Evidence-Based Reading and Writing **OR the 24 score on Reading may be used.

- Scholar Diploma Designation**—To qualify for a Scholar diploma designation on a standard high school diploma, a student must earn a passing score on each of the statewide assessments shown in Table 4.

Table 4: Passing Scores Required for a Scholar Diploma Designation

Student Entered Ninth Grade	EOC Assessment		
	Geometry	Biology 1*	U.S. History*
2010–11 through 2013–14		X	X
2014–15 and beyond	X	X	X
*A student meets this requirement without passing the Biology 1 or U.S. History EOC Assessment if the student is enrolled in an Advanced Placement (AP), International Baccalaureate (IB), or Advanced International Certificate of Education (AICE) Biology 1 or U.S. History course and the student: <ul style="list-style-type: none"> ○ Takes the respective AP, IB, or AICE assessment, and ○ Earns the minimum score to earn college credit. 			

The passing score for each EOC assessment is the minimum score in Achievement Level 3 (see the Assessment Results section on the [End-of-Course Assessments page](#) on the Florida Department of Education [FDOE] website). For students who took an EOC assessment during its implementation year, districts may opt to convert the reported T scores to the established score scale to determine the Achievement Level a student would have earned on the new scale, or a district may allow these students to retake the test to earn a passing score. Districts have received a formula that may be used to convert students' T scores to the established scale scores.

Additionally, districts may choose to administer an EOC assessment to students who did not have an opportunity to take it if they wish to qualify for the Scholar designation. The passing score for FSA Geometry EOC was adopted in State Board of Education rule in January 2016.

For students who took the FSA Geometry EOC (2014–15) prior to the adoption of passing scores, the alternate passing score is 492 and above, which corresponds to the passing score of 396 and above for the NGSSS Geometry EOC (2010–11), last administered December 2014.

- **Waivers for Students with Disabilities**—Students with disabilities who entered grade 9 in 2014–15 and beyond are required to work toward a standard high school diploma and are expected to participate in statewide, standardized assessments. (Students with disabilities who entered grade 9 in 2013–14 or earlier and are working toward a standard high school diploma are also expected to participate in statewide, standardized assessments.) State law, however, provides for a waiver of statewide, standardized assessment graduation requirements for students with disabilities whose abilities cannot be accurately measured by the assessments. Pursuant to s. 1008.22(3)(c)2., F.S., “A student with a disability, as defined in s. 1007.02(2), for whom the individual education plan (IEP) team determines that the statewide, standardized assessments under this section cannot accurately measure the student’s abilities, taking into consideration all allowable accommodations, shall have assessment results waived for the purpose of receiving a course grade and a standard high school diploma. Such waiver shall be designated on the student’s transcript.” For additional information, visit the Bureau of Exceptional Education and Student Services webpage at <http://www.fldoe.org/academics/exceptional-student-edu>.
- **High School Equivalency Diploma Program (2014 GED® Test)**—The high school equivalency diploma program is designed to provide an opportunity for adults who have not graduated from high school to earn a GED®, the only state-approved high school equivalency diploma, by measuring the major academic skills and knowledge associated with a high school program of study, with increased emphasis on workplace and higher education. The state selected the 2014 GED® test as the assessment for the high school equivalency program during a competitive process conducted in 2014. The 2014 GED® Test includes four required content area tests: Reasoning through Language Arts, Mathematical Reasoning, Science, and Social Studies. It is a computer-based test. Passing the test may require some preparation. Adult education programs located in school districts, colleges and community organizations provide instruction and the opportunity to practice the skills necessary to meet the minimum passing score of 145. Additional information and resources regarding the GED® Test may be accessed at <http://www.fldoe.org/academics/career-adult-edu/hse/>. Information about the high school equivalency program can be found at <http://www.fldoe.org/academics/career-adult-edu/adult-edu/2017-2018-adult-edu-curriculum-frameworko.stml>.

Previous Scores Required for Graduation

Assessment requirements for students originally scheduled to graduate between 2004 and 2013 are as follows:

- Students who entered grade 9 in the 2000–01 school year through the 2008–09 school year and were originally scheduled to graduate between 2004 and 2013 were required to earn passing scores on Grade 10 FCAT Reading and Mathematics, or their equivalents.
- Students who entered grade 9 in the 2009–10 school year were required to earn an alternate passing score (comparable to the passing score for Grade 10 FCAT Reading) on Grade 10 FCAT 2.0 Reading and a passing score on Grade 10 FCAT Mathematics, or their equivalents.

Students with these requirements currently have the following opportunities to meet them:

- The FCAT Reading Retake is no longer administered. Students who still need to satisfy this requirement must earn an alternate passing score on the FCAT 2.0 Reading Retake or a concordant score on the SAT or ACT.
- The FCAT Mathematics Retake is no longer administered. Students who still need to satisfy this requirement must earn a concordant score on the SAT or ACT. Students may also meet the FCAT Mathematics requirement by passing the FSA Algebra 1 EOC Assessment.



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The required passing and concordant scores for students who entered grade 9 from 2000–01 to 2009–10 are provided in Table 5.

Table 5: Passing Scores for Students Entering Grade 9 from 2000–01 to 2009–10

Assessment	Reading	Mathematics
FCAT	1926 (scale score of 300) or above	1889 (scale score of 300) or above
FCAT 2.0	241 or above*	N/A
SAT Concordant Score	<p><u>SAT administered prior to March 2016</u> 410 (for students who entered grade 9 in 2006–07 or earlier)</p> <p>420 (for students who entered grade 9 in 2007–08, 2008–09, or 2009–10)</p> <p><u>SAT administered after March 2016</u> For students who entered grade 9 in 2006–07 or earlier: 410 – New SAT Evidence-Based Reading and Writing OR 22 – New SAT Critical Reading</p> <p>For students who entered grade 9 in 2007–08, 2008–09, or 2009–10: 420 – New SAT Evidence-Based Reading and Writing OR 23 – New SAT Critical Reading</p>	340**
ACT Concordant Score	<p>15 (for students who entered grade 9 in 2006–07 or earlier)</p> <p>18 (for students who entered grade 9 in 2007–08, 2008–09, or 2009–10)</p>	15
<p>*Students who participated in the spring 2011 Grade 10 FCAT 2.0 Reading test received scores called FCAT Equivalent Scores that were reported on the FCAT score scale, and the passing score was 1926 (scale score of 300). This is comparable to a score of 241 on the FCAT 2.0.</p> <p>**A concordant score of 370 on SAT Mathematics was previously established in 2003 as an alternative for the Grade 10 FCAT Mathematics requirement. This alternative passing score was lowered to a score of 340 after a concordance study was conducted in November 2009 on a revised, more challenging version of the SAT. Students required to pass FCAT Mathematics for graduation may submit a score of 340 or higher regardless of their year of enrollment in grade 9 if the score is dated March 2005 and beyond.</p>		

Class of 2003—Students who were originally scheduled to graduate in 2003 may satisfy their graduation requirements by earning a Grade 10 FCAT 2.0 Reading score of 236 or higher.

High School Competency Test (HSCT) Requirement—The HSCT State Board Rule (6A-1.09421, Florida Administrative Code [F.A.C.]) was repealed in Fall 2015. Students who were scheduled to graduate in 2002 or earlier and have not passed the HSCT as part of their graduation requirements will need to enroll in an adult education program to earn a standard high school diploma. In accordance with Rule 6A-6.020, F.A.C., those who enter adult high school after their ninth-grade cohort has graduated or who are not part of a ninth-grade cohort must meet the current grade 12 cohort's graduation requirements that are in effect the year they enter adult high school.

Helpful Resources

- An academic advisement flyer for students related to graduation requirements is available on the [Graduation Requirements](#) page.
- The [FSA Portal](#) and the following pages on the FDOE website provide information about the assessments currently administered and serve as valuable resources to students, parents/guardians, and educators: [FSA](#), [FCAT 2.0 Reading Retake](#), [Statewide Science Assessment](#), and [EOC Assessments](#). For previous assessments, please visit the [FCAT page](#) and the [FCAT 2.0 Historical page](#) on the FDOE website.
- Schedules for FSA, FCAT 2.0, Statewide Science Assessment and EOC assessment administrations are accessible from the [Assessment Schedules page](#) on the FDOE website.
- [FloridaStudents.org](#) provides student tutorials and resources for the Florida Standards.
- [CPALMS.org](#) is Florida's official source for standards information and course descriptions and includes helpful resources for educators and students.

Graduation requirements are current as of the Curriculum Guide publication date but are subject to legislative changes.

For more information, please visit fldoe.org/academics/graduation-requirements/



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Acceleration and Academic Rigorous Programs

Students may utilize the acceleration and academically challenging programs listed below to pursue a more rigorous program of study or to accelerate entry into postsecondary institutions or career and technical education programs of their choice.

Middle School Option

Credits may be earned, with parental permission, in grades 6, 7, and/or 8, which may be applied toward the total credits needed for graduation, college admission, or Florida Bright Futures Scholarship Program requirements. During the time students are enrolled in designated senior high school courses, they are considered to be grade 9 students for those class periods. The courses will remain a part of the students' middle school record and high school record. Factors to be considered in taking high school courses in the middle school include the impact on the student's GPA and subsequent rank in class, the possible lack of recognition by the National Athletic Association (NCAA) for senior high school courses taken in a grade below grade 9, and the benefit of retaking a course in which all the skills have not been mastered.

Academically Challenging Curriculum to Enhance Learning (ACCEL)

ACCEL options are educational options that provide an academically challenging curriculum or accelerated instruction to eligible public school students in kindergarten through grade 12. At a minimum, each school must offer the following ACCEL options: whole grade and midyear promotion; subject matter acceleration; virtual instruction in higher grade level subjects; the Credit Acceleration Program under s. 1003.4295; and the 18 credit high school graduation option. Additional ACCEL options may include, but are not limited to, enriched science, technology, engineering, and mathematics coursework; enrichment programs; flexible grouping; advanced academic courses; combined classes; self paced instruction; rigorous industry certifications that are articulated to college credit and approved pursuant to ss. 1003.492 and 1008.44; work related internships or apprenticeships; curriculum compacting; advanced content instruction; and telescoping curriculum.

Academic Dual Enrollment

Dual enrollment is an articulated acceleration mechanism open to secondary students who are attending public high school. To enroll in dual enrollment academic courses, students must demonstrate a readiness to successfully complete college level course work and have attained a qualifying grade point average. In order to determine the high school equivalency and the high school credit awarded for postsecondary courses completed through dual enrollment, please refer to the most current Dual Enrollment Course – High School Subject Area Equivalency. The district must weigh college-level dual enrollment courses the same as Advanced Placement, International Baccalaureate, and Advanced International Certification of Education courses when grade point averages are calculated. All high schools must follow the Dual Enrollment master scheduling protocols in order to ensure the capturing of Dual Enrollment data for students participating in both on high school campus and off high school campus dual enrollment courses.


Early Admission

Early admission is a form of dual enrollment through which eligible grade 12 students may enroll in a college or university on a fulltime basis in courses that are creditable toward a high school diploma and the associate or baccalaureate degree. To be considered full time, a student must enroll in a minimum of 12 college credit hours, but may not be required to enroll in more than 15 college credit hours.

Career and Technical Education

Career and Technical Education courses prepare students for occupations important to Florida's economic development. These programs are organized into career clusters and are geared toward middle school, high school, district technical school, and Florida College System students throughout the state. With the help of partners in education, business and industry, and trade associations, each program includes the academic and technical skills required to be successful in today's economy.



Career and Technical courses are indicated by the  Career and Technical Education symbol.

Any career education course authorized for grades 13 or higher may be taken for credit by students in grades 9-12, based on the career objectives of the students. OCPS adheres to a policy of nondiscrimination in requirements for admission to and graduation from programs offered at postsecondary area technical centers operated by the district. The district will provide on a case-by-case basis, waivers, accommodations, and reasonable substitutions in meeting the admission and graduation requirements for students with disabilities at postsecondary area technical centers.

For more information, see "Career and Technical Education / College Connection" on page 25.

Advanced Placement (AP)

Advanced Placement (AP) is an acceleration opportunity administered by the College Board providing college level instruction in high school. Postsecondary credit for an AP course may be awarded to students who earn a minimum of a 3 on a 5 point scale on the corresponding AP exam. OCPS is dedicated to ensuring equitable access by giving all willing and academically prepared students the opportunity to participate in AP courses. Only through a commitment to equitable preparation and access can true equity and excellence be achieved.

For more information, visit apstudent.collegeboard.org

Advanced International Certificate of Education (AICE)

The Advanced International Certificate of Education (AICE) program is offered in several schools for which eligible high school students earn credit toward graduation and may receive postsecondary credit at colleges and universities.

For more information, visit cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-aice-diploma/

International Baccalaureate (IB)

The International Baccalaureate (IB) program is offered in several schools for which eligible high school students earn credit toward graduation and may receive postsecondary credit at colleges and universities.

For more information, visit ibo.org

Orange County Virtual School

Middle and senior high school students are eligible to enroll in the Orange County Virtual School (OCVS). The courses offered are teacher facilitated. Courses are based upon the same criteria as those taught in the standard high school program and, therefore, generate the same credit for students. Middle school students may earn credit only in those courses designated as “acceleration” courses as indicated above. A complete list of courses is available through OCVS’s web site at ocvs.ocps.net. Courses completed through OCVS satisfy the Online Graduation Requirement.

For more information, see “Part-Time Enrollment with Orange County Virtual School” on page 18.

Florida Virtual School

Middle and senior high school students are eligible to enroll in the Florida Virtual School (FLVS). The courses offered are teacher facilitated and available throughout the state. Courses are based upon the same criteria as those taught in the standard high school program and, therefore, generate the same credit for students. Middle school students may earn credit only in those courses designated as “acceleration” courses as indicated above. A complete list of courses is available through FLVS’s web site at flvs.net. Courses completed through FLVS satisfy the Online Graduation Requirement.

Credit by Examination

Credit by examination is a method by which post secondary credit is earned based on the receipt of a specified minimum score on a nationally standardized general or subject area examination. These credits are not accepted by the NCAA for athletic eligibility.

Credit Acceleration Program (CAP)

Students may earn credit for selected high school courses by taking the End of Course (EOC) assessment for the course and earning a score that indicates the student has attained a satisfactory score on a state EOC assessment. These credits are not accepted by the NCAA for athletic eligibility.

Grade Forgiveness

For senior high school students the forgiveness policy for required courses is limited to replacing a grade of D or F with a grade of C or higher earned subsequently in the same or comparable course. The forgiveness policy for elective courses is limited to replacing a grade of D or F with a grade of C or higher earned subsequently in another course. In either situation, when a student attempts forgiveness for a grade, only the new grade will be used to compute the student's GPA. Any course not replaced according to this policy will be included in the calculation of the cumulative grade point average required for graduation. The only exception to the forgiveness policy stated above applies to middle school students who take any high school course. In this case, forgiveness can be applied to courses with a final grade of C, D, or F.

Part-Time Enrollment with Orange County Virtual School



Public School Part-Time OCVS Students

Part-time students are enrolled in a traditional Orange County middle or high school full-time and may take supplemental courses online with OCVS. Students can take an online course for graduation acceleration, credit recovery, grade forgiveness, graduation requirements, or to earn high school credit while in middle school. In order to take classes with OCVS, students must currently attend an Orange County Public School or Home Education Program.

Parent and/or student must inform the school counselor of completed registration. The school counselor will verify information online, ensure that the course requested is appropriate for the student, and electronically approve requested courses. Once the courses have been approved, OCVS will assign the student to an instructor.

Orange County Virtual School is a franchise of Florida Virtual School (FLVS) which means, we use the same curriculum and website to register for classes, but OCVS instructors are all employed by Orange County Public Schools. OCVS has a rolling admission for part-time students.

Directions For Part-Time Students

- Go to vsa.flvs.net to register
- Create an account or Log into existing account
- Select Request New Courses located at the top of the page
- Verify Student Enrollment, Make changes if needed. Click save and continue.
- Select the Browse Course Catalog button to begin Step 2
- Step 2: Browse your Course Catalog
 - Search entire catalog by page
 - Use the search box to narrow the results. (Reset the search tab to go back to the first page of catalog by page.)
 - Use the filter options on the left to refine the search by Education Level and Subject.
 - Choose the course. Click on the orange select button to request the course.
 - Select the Segment (1 for semester 1, 2 for semester 2, or All for full year).
 - Select the small check box to acknowledge the prerequisites for the course have been met, if shown.
 - Choose preferred start date by clicking on calendar.
- **MAKE SURE TO SELECT ORANGE COUNTY VIRTUAL SCHOOL IN THE DROP BOX MENU**
- Select "Continue" at the bottom of the page.
- Complete the survey questions and then select continue
- The student is taken to the Backpack each time a course is selected to confirm the choice.
- Select the "Add More Courses" button to go back into the course catalog to select another course or select the "Continue" button to complete creating an account or if you already have an account you will directed to confirm course requests.
- A progress screen at the top of the page will generate to show the student where they currently are in the registration process.
- Finish Sign-up: Review the courses and the information provided and notify school counselor of online course request for approval.

High School Courses

Core Courses Offered in Honors

- **English:** English 1 through 4, English 4: College Prep, AP English Language, AP English Literature
- **Math:** Algebra 1, Algebra 2, Geometry, Math for College Readiness, Pre-Calculus, AP Calculus AB, AP Calculus BC, AP Statistics
- **Science:** Earth Space Science, Physical Science, Biology, Chemistry, Anatomy and Physiology, Marine Science, Physics, AP Environmental, AP Biology
- **Social Studies:** World History, US History, US Government*, Law Studies*, Economics w/ Financial Literacy*, Psychology 1 and 2 *, AP Psychology, AP Human Geography, AP US History
- **Physical Education:** HOPE
- **Electives:** Parenting Skills*, Peer Counseling*, Driver's Education*, Personal Fitness*, Outdoor Education*, Fitness Lifestyle Design*, Theatre, Cinema and Film Production, Creative Photography 1, Forensic Science, Leadership Skills Development, Reading for College Success, Intensive Reading, Critical Thinking and Study Skills, AP Art History, Art History and Criticism 1 Honors, Social Media, Peer Counseling 1*, Peer Counseling 2*
- **World Languages:** Spanish 1 and 2, Spanish for Spanish Speakers 1, French 1 and 2
- **Career and Technical:** User Interface Design, Digital Information Technology

* Half Credit Courses

Admission to the State University System of Florida

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

High school graduation with a standard diploma

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

Additional information is available at flbog.edu/forstudents/planning

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

Additional information is available at fldoe.org/fcs

Talented Twenty

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

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

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

For complete/additional requirements, see Board Rule 6C-6.002 at flbog.edu/documents_meetings/0012_0016_0109_075.pdf

Application for State Universities

High school counselors and College Transition Counselors are prepared to assist students with the application process for state university admissions. To be considered for the Florida State Assistance Grant (FSAG) program, students must file the Free Application for Federal Student Aid (FAFSA) in time to meet the application deadline established by the institution they plan to attend. The FAFSA is available online at fafsa.ed.gov and uses parent and student income information in a formula developed by the United States Congress to calculate the financial contribution families are expected to make toward a student's postsecondary education.

Student Profile Assessment

The majority of students are admitted on the basis of their past academic achievement and admissions test scores in relation to the minimum requirements. Universities are allowed flexibility to admit a limited number of students as exceptions to the minimum requirements provided that the university determines that the student has potential to be successful in college. Applicants who do not meet minimum requirements may be eligible for admission through a student profile assessment which considers factors such as: family educational background, socioeconomic status, special talents, or the high school or geographic location of the applicant. Any important attributes of special talents should be reported with the application. The factors will not include preferences on the basis of race, national origin, or gender.

University of Central Florida Inclusive Education Services

For students with intellectual disabilities

Inclusive Education Services (IES) at the University of Central Florida offers students with intellectual disabilities an inclusive, comprehensive non-degree seeking academic experience with a vocational focus. Inclusive Education Services is designed to be three years in length with some flexibility based on student goals and accomplishments, but not to exceed four years. Students who have graduated from and/or completed the K-12 education system are eligible for participation. Students who participate in IES have the opportunity for the true UCF Knight experience – both academically and socially. Students have opportunities to live on campus, enroll in course and seek on-campus employment.

FUNDING OPPORTUNITIES FOR STUDENT ENROLLMENT IN UCF INCLUSIVE EDUCATION SERVICES

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

For more information, visit fldoe.org/schools/school-choice/k-12-scholarship-programs/gardiner/gardiner-faqs.shtml

Florida Bright Futures Scholarship Program

The Florida Bright Futures Scholarship Act, 1009.531, F. S., established a program consisting of three types of awards: the Florida Academic Scholars Award, the Florida Medallion Scholars Award, and the Florida Gold Seal Vocational Scholars Award. Students seeking a scholarship award to attend a postsecondary institution under the Florida Bright Futures Scholarship program will receive a 0.5 bonus point for grades earned in Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, International General Certificate of Secondary Education, and academic dual enrollment annual courses. Grades received in level 3 annual courses in English, mathematics, science, and social science also receive a 0.5 bonus point. A 0.25 bonus point will be awarded for any of the above courses which are semester courses.

Applications

To apply for a bright futures scholarship, a student must:

- Be a Florida resident and a U.S. citizen or eligible non-citizen, as determined by the student's postsecondary institution.
- Complete the Florida Financial Aid Application (FFAA) by high school graduation.
- Earn a standard Florida high school diploma or its equivalent.
- Be accepted by, enroll in, and be funded at an eligible Florida public or independent postsecondary education institution within the specified timeframe (2 years or 3 years) from the student's year of high school graduation. If a student enlists directly into the military after graduation, the 2-year or 3-year period begins on the date the student is separated from active duty.
- Not have been found guilty of, or pled nolo contendere to, a felony charge, unless the student has been granted clemency by the Governor and Cabinet sitting as the Executive Office of Clemency.
- Be enrolled for at least 6 semester credit hours (or the equivalent in quarter or clock hours).
- Submission of a Free Application for Federal Student Aid (FAFSA) is no longer required; however, students are encouraged to submit the FAFSA to learn of potential eligibility for additional state and federal aid.
- Meet the Community Service requirement for the desired award level, as described below.

Community Service Requirements for the Florida Academic Scholars Award (FAS), the Florida Medallion Scholars Award (FMS), and the Gold Seal Vocational Scholars Award (GSV)

All initial applicants must meet the community service requirement, as approved by the school district, or the administration of the private high school, or the Florida Department of Education for home-educated students. No waivers of this requirement can be granted regardless of the method used to qualify (National Merit and Achievement Scholars and Finalists, National Hispanic Scholars, International Baccalaureate Diploma recipients, and AICE Diploma recipients). Community service hours must be completed by high school graduation.

- FAS initial eligibility requirements include the completion of 100 hours of community service
- FMS initial eligibility requirements include the completion of 75 hours of community service
- GSV initial eligibility requirements include the completion of 30 hours of community service

Home-educated students and students who are dependents of military or public service personnel on active duty outside of Florida must provide a letter from the agency or agencies where the community service hours were earned. The documentation must be on agency letterhead and include the number of hours and dates of service completed.

Please note that revisions to the Florida Bright Futures Scholarship Program are subject to change as a result of legislative action.

Career Planning / College Entrance Examinations

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

1. ACT: American College Testing Program (11, 12)
2. ASVAB: Armed Services Vocational Aptitude Battery (11, 12)
3. PSAT: Preliminary SAT (10, 11)
4. SAT I: Reasoning Test – formerly the Scholastic Assessment Test (11, 12)
5. SAT II: Subject Tests – formerly the Scholastic Assessment Test (11, 12)
6. PERT: Postsecondary Education Readiness Test (11)

Students should see their school counselor for further information about the tests that would be most appropriate for meeting their needs. Some tests require the completion of an online registration form several weeks in advance of the test date.

Career and Technical Education / College Connection



Students completing specific Career and Technical Education (CTE) programs can earn postsecondary credit to enable them to continue postsecondary education. The following options explain how students may maximize their high school CTE course work. For additional information students should contact their Career Specialist or visit orangetechcollege.net.

Career Dual Enrollment at Orange Technical College

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

Articulation Agreements

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

Career Pathways

Career Pathways is a high school transition initiative focusing on higher academics and technical skills. Students are able to link their high school studies with programs at Orange Technical College and/or Valencia College. This can lead to a certificate, associate's degree or bachelor's degree.

After taking designated CTE courses at their high schools, Career Pathways students participate in a comprehensive assessment and are eligible to receive credit upon enrolling at Orange Technical College or Valencia College. This creates a seamless transition between high school and postsecondary education saving students time and money, as they pursue their postsecondary goals.

Courses eligible for Career Pathways articulated credit are indicated by the **CP** Career Pathways symbol.

Orange County Public Schools Course Examination Grading Summary

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

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

Group 1: Courses Associated with Statewide EOC Assessments

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

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

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

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

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

Group 3: Courses Associated with Common Final Exams

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

FULL YEAR COURSES

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

SEMESTER COURSES

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

Post-High School Career Transition Connection for Students with Disabilities

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

Students engage in a coordinated set of activities that:

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

High Schools

Each high school has courses and programs that are unique to that school.

To view each school's Curriculum Guide, please visit
ocps.net/departments/student_services/academics/curriculum_guides/