

**2023-2024**

# **HIGH SCHOOL COURSE GUIDE**



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## **GRADE POINT AVERAGE (GPA)**

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

### **GPA TABLE**

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

## **GRADUATION REQUIREMENT OPTIONS**

**PROMOTION REQUIREMENTS:** 9th – 6.5 credits; 10th – 6.5 credits; 11th – 6.5 credits; 12th – 6.5 credits.

### **HIGH SCHOOL DIPLOMA**

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

– Student must maintain a 2.0 Unweighted Cumulative GPA.

\* 2 credits must have a laboratory component.

\*\* Electives may include:

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

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

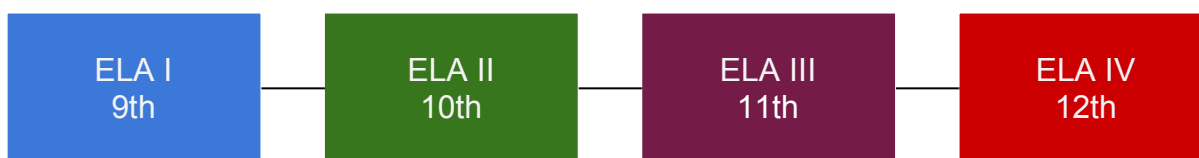
## **ENGLISH AND LANGUAGE ARTS**

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

### **ELA REQUIREMENTS**

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

### **ELA COURSE PROGRESSION**



### **English I**

#### **1 Cr. (Required) Grade 9**

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

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



## English II

## 1 Cr. (Required) Grade 10

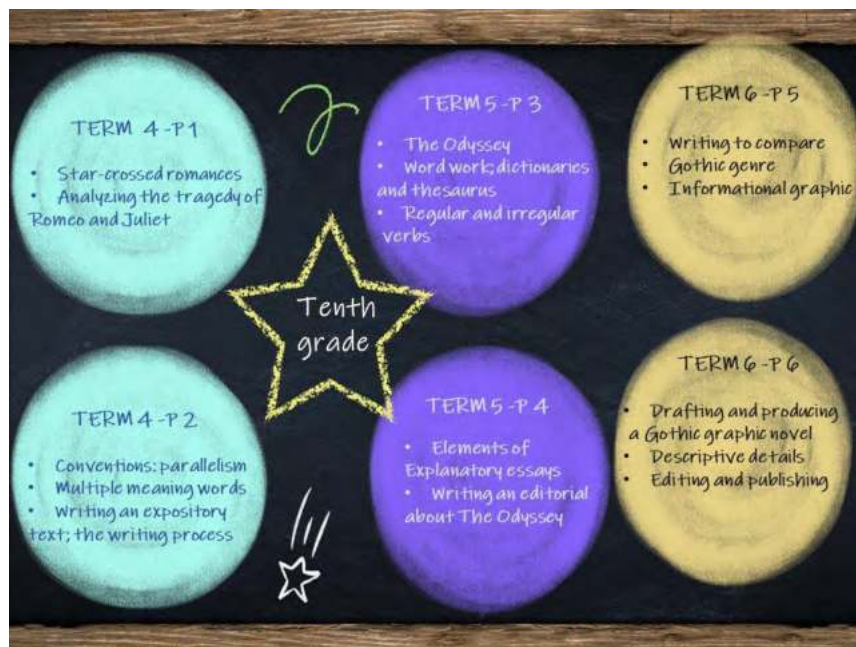
This course emphasizes the study of different literary genres including drama, novels, and poetry. The course is designed to integrate skills such as vocabulary development, spelling, grammar, and usage. This course defines what students should understand and be able to do by the end of 10th grade. Knowledge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

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

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

*Prerequisite: English I*





## English III

### 1 Cr. (Required) Grade 11

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

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

*Prerequisite: English II*



## English IV

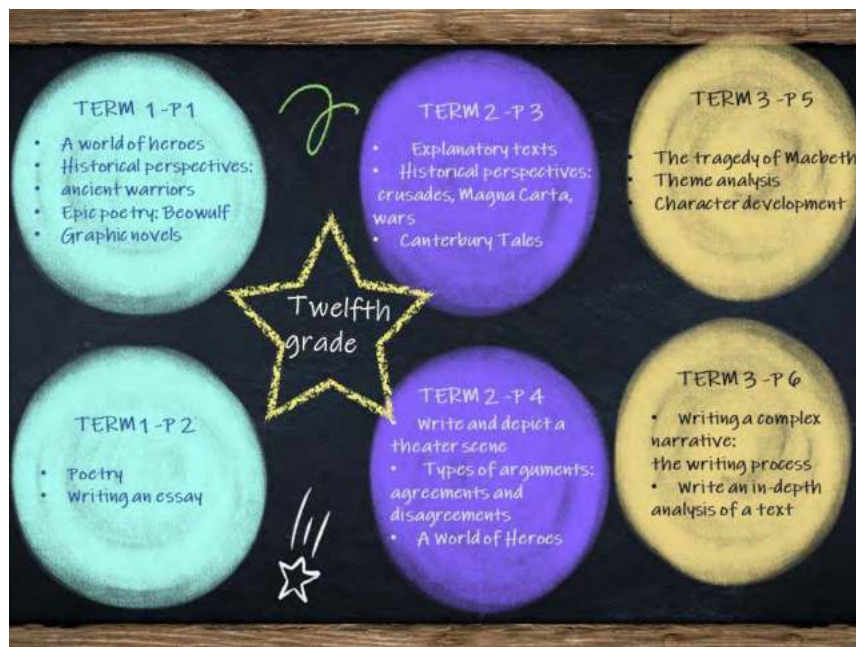
### 1 Cr. Grade 12 (Required)

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

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

*Prerequisites: English III*





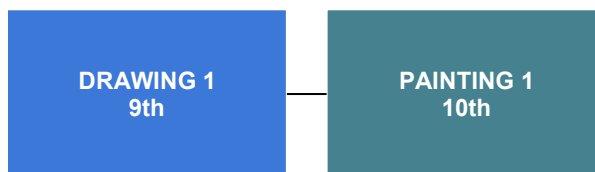
## **FINE AND PERFORMING ARTS**

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

### **FINE AND PERFORMING ARTS REQUIREMENTS**

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

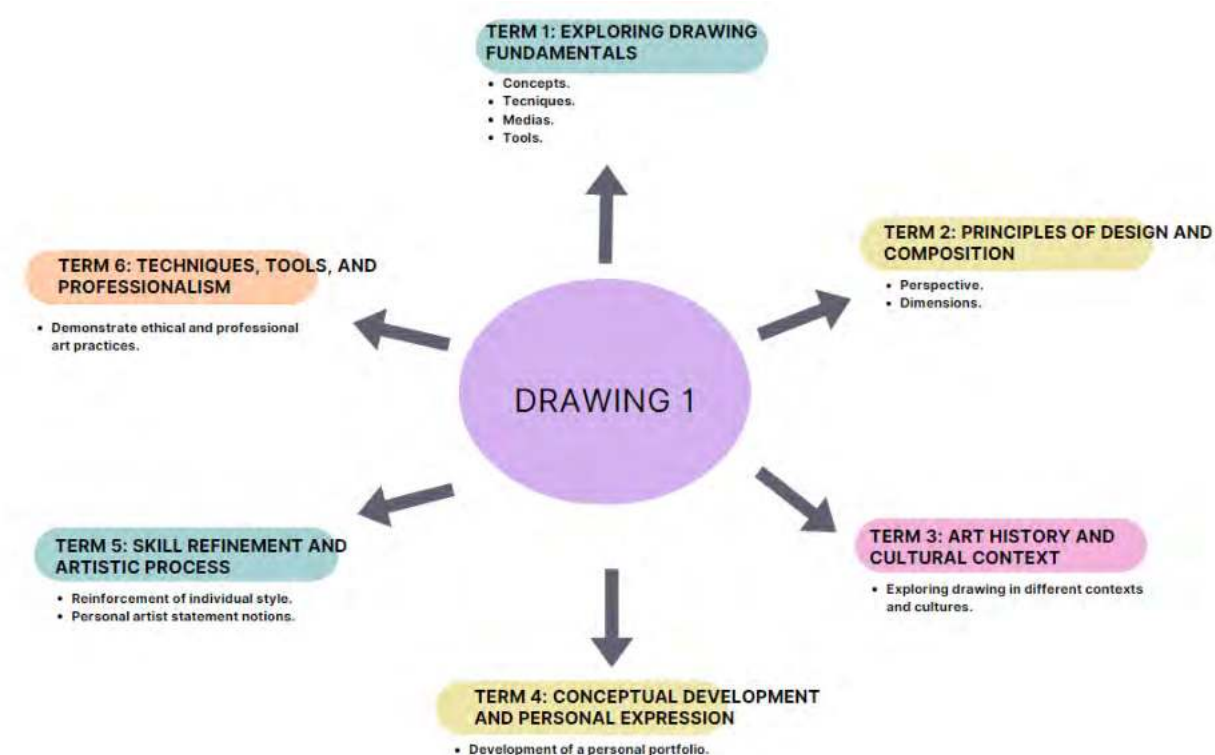
### **FINE AND PERFORMING ARTS COURSE PROGRESSION**



## Drawing I

### 0.5 Cr. (Required) Grade 9

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

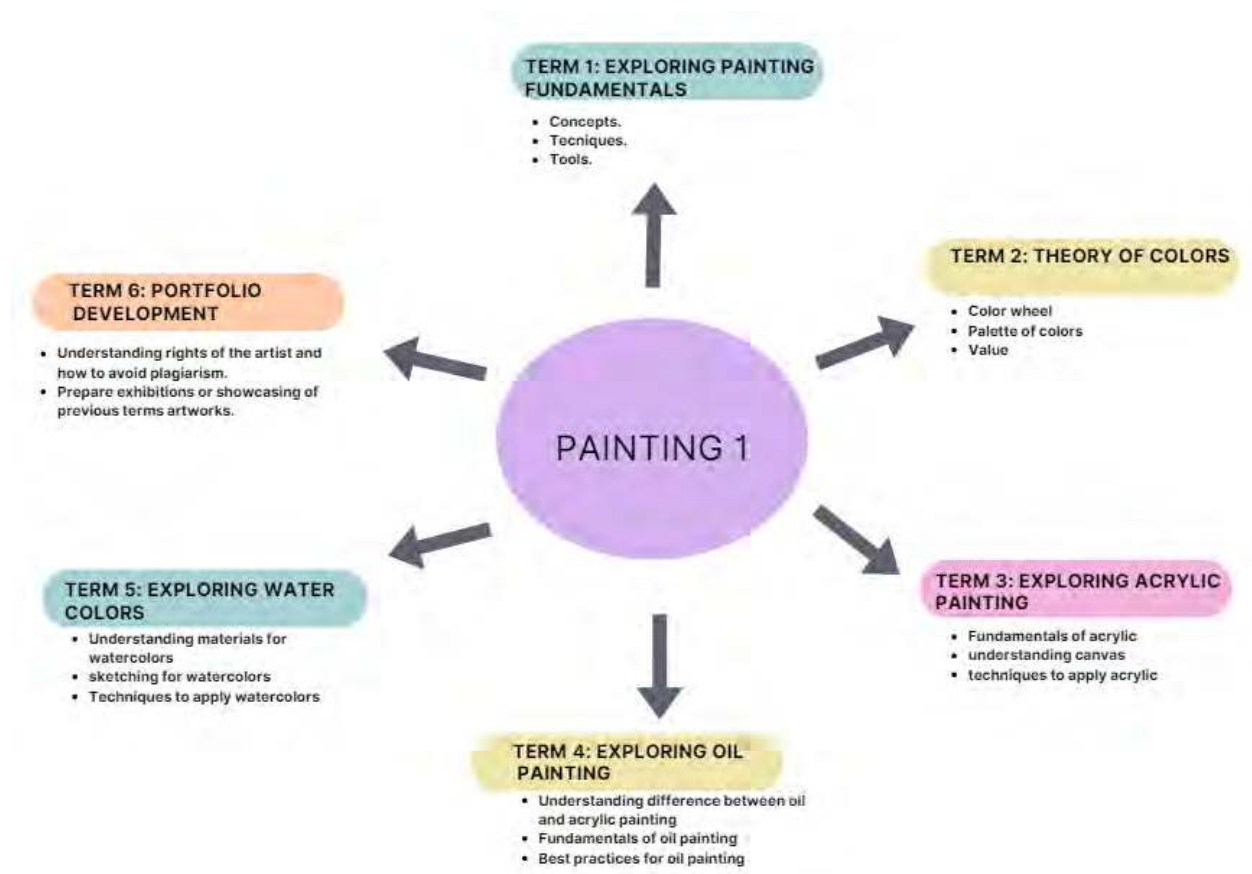


## Painting I

### 0.5 Cr. (Required) Grade 10

Arts through time have been considered as an invitation to unfold, stimulate, and capture the learner's imagination and self-expression. In this course, painting provides multiple creative expressions, working as a way to represent ideas, feelings and

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



## MATHEMATICS

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

## MATH REQUIREMENTS

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

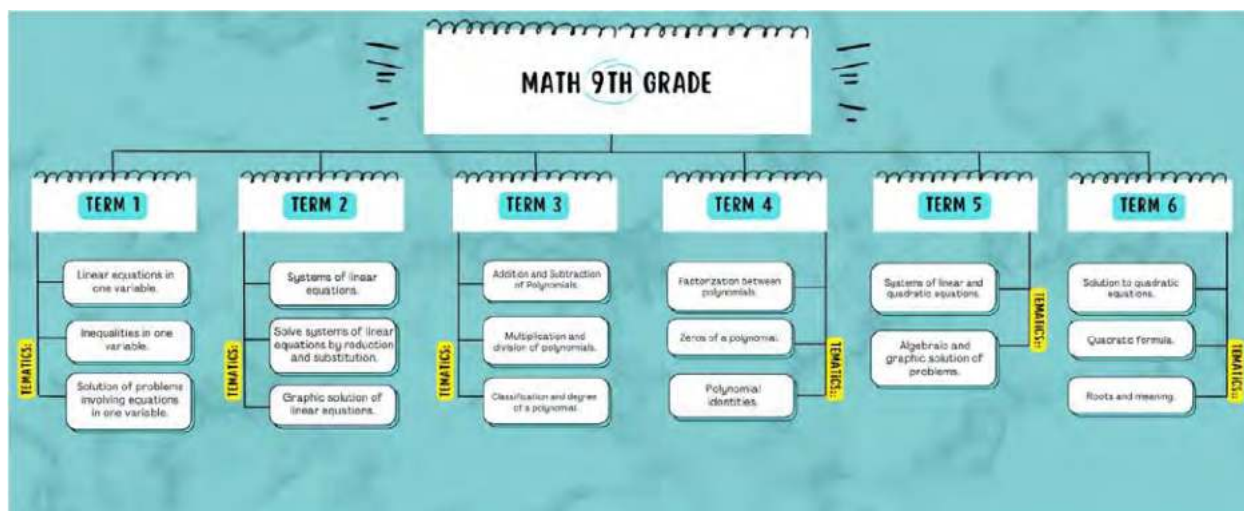
## RECOMMENDED MATH COURSE PROGRESSION



### Algebra I

#### 1 Cr. (Required) Grade 9

In Algebra 1, instructional time will emphasize five areas: (1) performing operations with polynomials and radicals, and extending the Laws of Exponents to include rational exponents; (2) extending understanding of functions to linear, quadratic and exponential functions and using them to model and analyze real-world relationships; (3) solving quadratic equations in one variable and systems of linear equations and inequalities in two variables; (4) building functions, identifying their key features and representing them in various ways and (5) representing and interpreting categorical and numerical data with one and two variables.



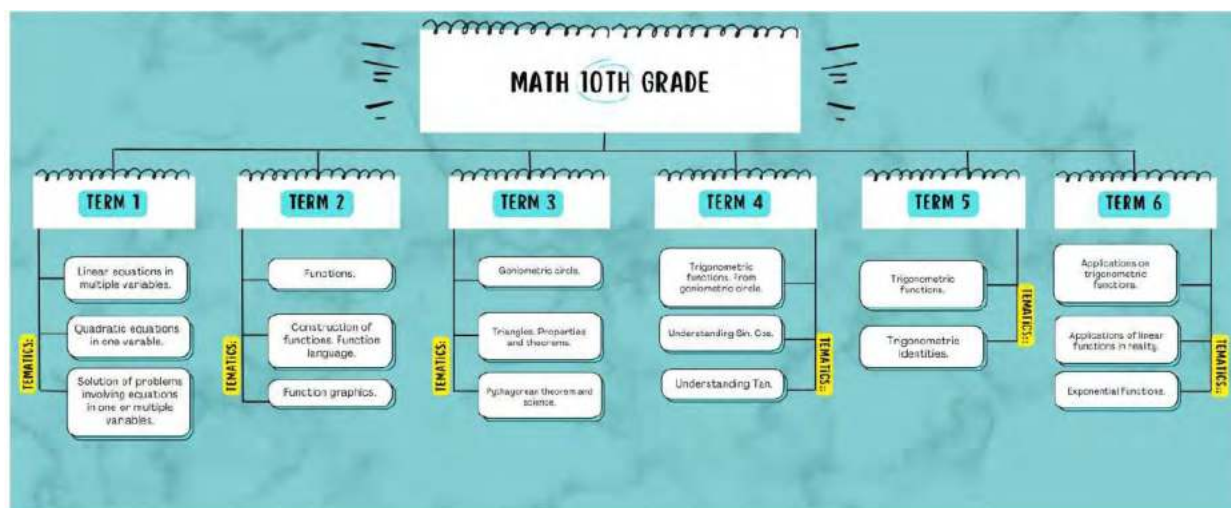
### Algebra II

#### 1 Cr. (Required) Grade 10

In Algebra 2, instructional time will emphasize five areas: (1) Develop and solve first and

second degree equations with a single variable; (2) graphing and analyzing functions including polynomials, absolute value, radical, rational, exponential and logarithmic; (3) Build the geometric circle for the study of triangles, their parts and theorems; (4) Identify the properties and uses of trigonometric ratios; sine, cosine and tangent; (5) Know, generate and apply trigonometric identities from the use of ratios and algebraic development. And (6) Reflect on application and moldable situations from the knowledge of different methods of solving functions and algebraic equations.

*Prerequisite: Algebra I*

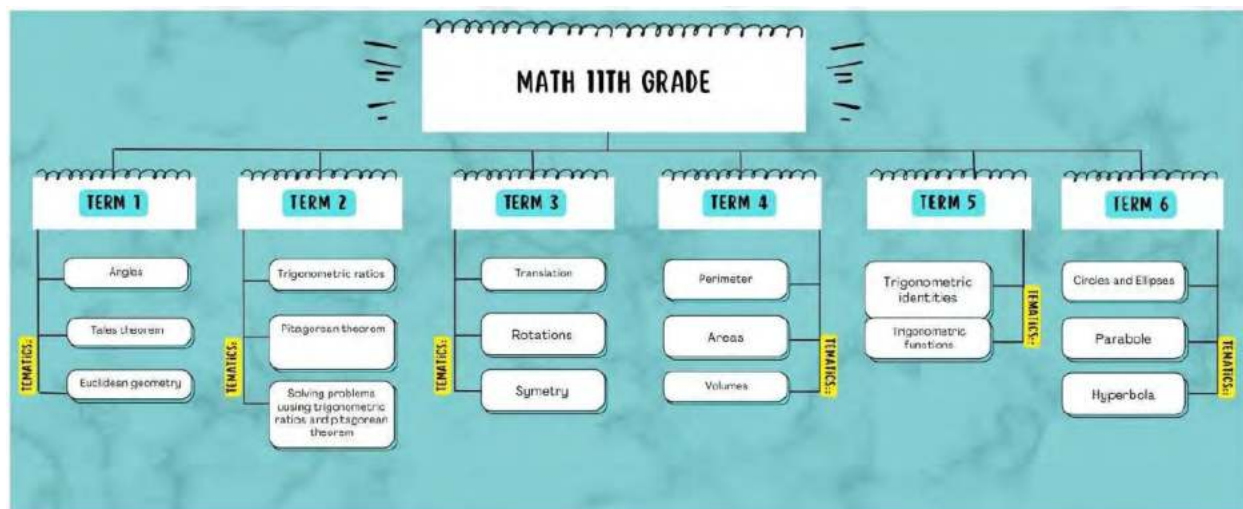


## Geometry

### 1 Cr. (Required) Grade 11

In Geometry, instructional time will emphasize five areas: (1) Developing the properties of triangles from the framework of Euclidean geometry; (2) Applies trigonometric ratios to specific contexts along with applications of the Pythagorean Theorem; (3) Apply different geometric transformations to plane figures; (4) Developing different geometric components around the measure of furas in one, two and three dimensions. (5) Understand the bases of analytical geometry from the study of different geometric constructions.

*Prerequisite: Algebra II*

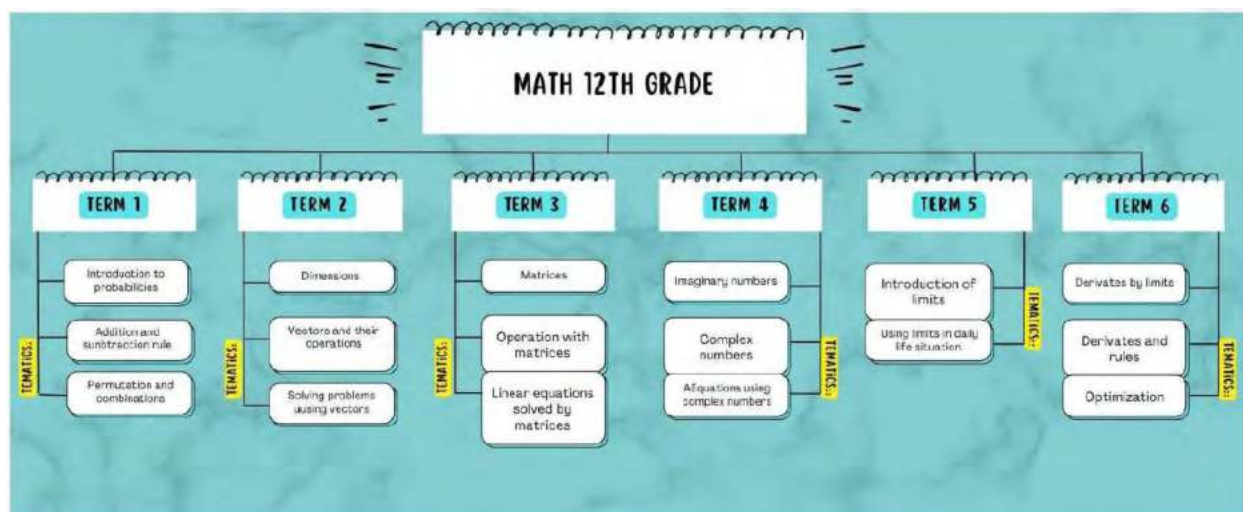


## Pre-Calculus Honors

### 1 Cr. (Required) Grade 12

In Precalculus Honors, instructional time will emphasize five areas: (1) Probability studies from the use of permutations and combinations; (2) Use description and vector operations; (3) Analysis and development of operations with matrices in two and three dimensions; (4) Understanding and using complex numbers; (5) Introduction to elements of differential calculus from the concept of limit and derivation.

*Prerequisites: Geometry*



## **PHYSICAL EDUCATION AND HEALTH**

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

### **Personal Fitness**

#### **0.5 Cr. Any High School Grade**

In this course, students acquire knowledge of physical fitness concepts, understand the influence of lifestyle, health and fitness, and begin to develop an optimal level of fitness. The content includes safety practices, technology applications, and assessment of physical and health-related fitness.

### **Team Sports**

#### **0.5 Cr. Any High School Grade**

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

### **Weight Training I**

#### **0.5 Cr. Any High School Grade**

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

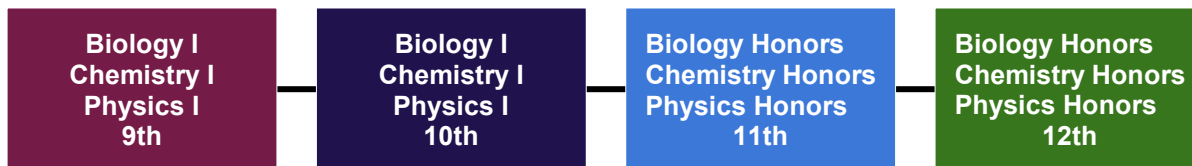
## **SCIENCE**

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

### **SCIENCE REQUIREMENTS**

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

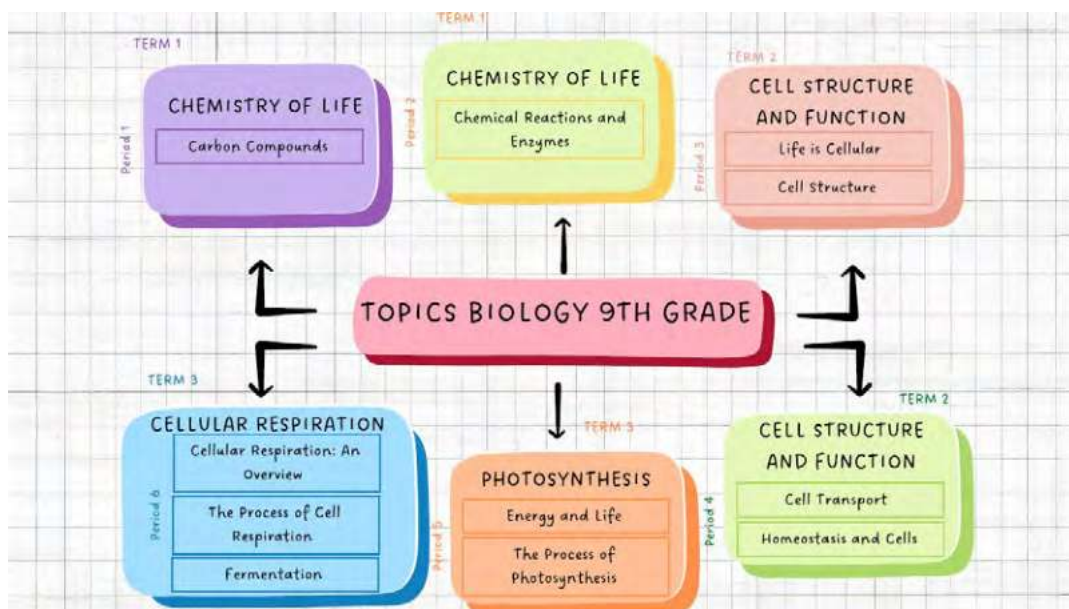
## RECOMMENDED SCIENCE COURSE PROGRESSIONS

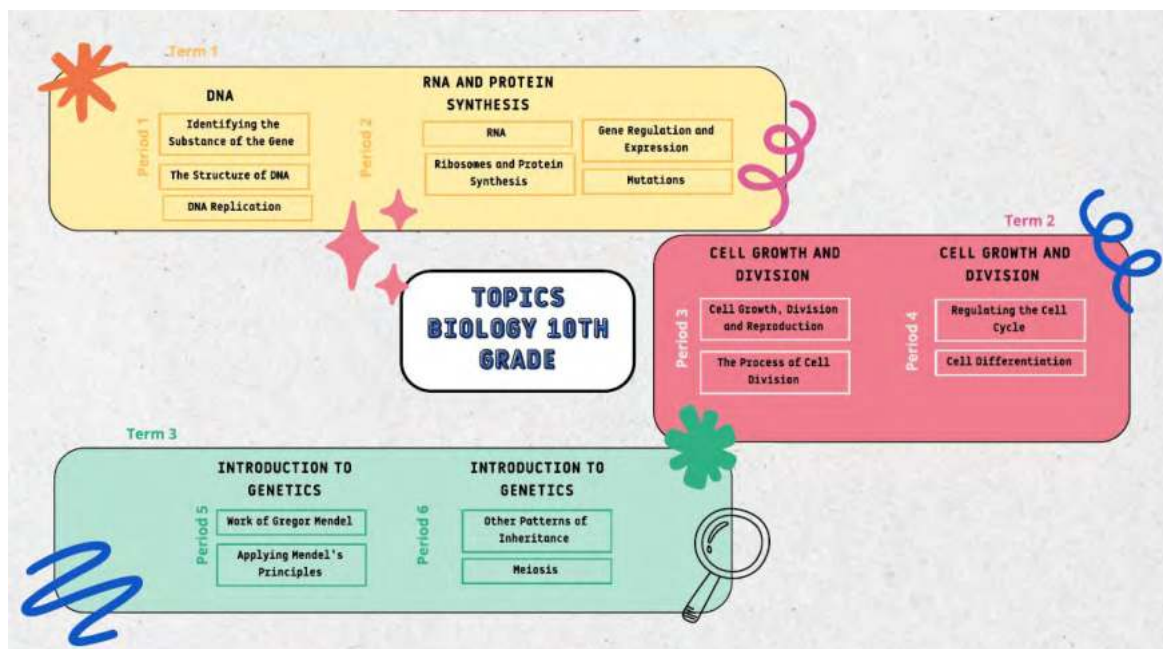


### Biology I

#### 1 Cr. (Required) Grade 9 - 10

The Biology I program provides a comprehensive foundation in biological sciences and aims to cultivate critical scientific thinking skills in students. The program covers various thematic axes, starting with the "Chemistry of Life," which focuses on carbon compounds and introduces chemical reactions and enzymes. The subsequent themes delve into cell structure and function, photosynthesis, cellular respiration, DNA, cell growth and division, and genetics. Students learn about the structure and function of cells, energy processes like photosynthesis and cellular respiration, DNA structure and replication, cell growth and reproduction, and inheritance patterns. Throughout the course, students are encouraged to develop critical thinking skills by explaining biological concepts, analyzing patterns, and understanding the interconnectedness of biological processes. By acquiring this knowledge and skill set, students can make valuable contributions to the well-being of society.



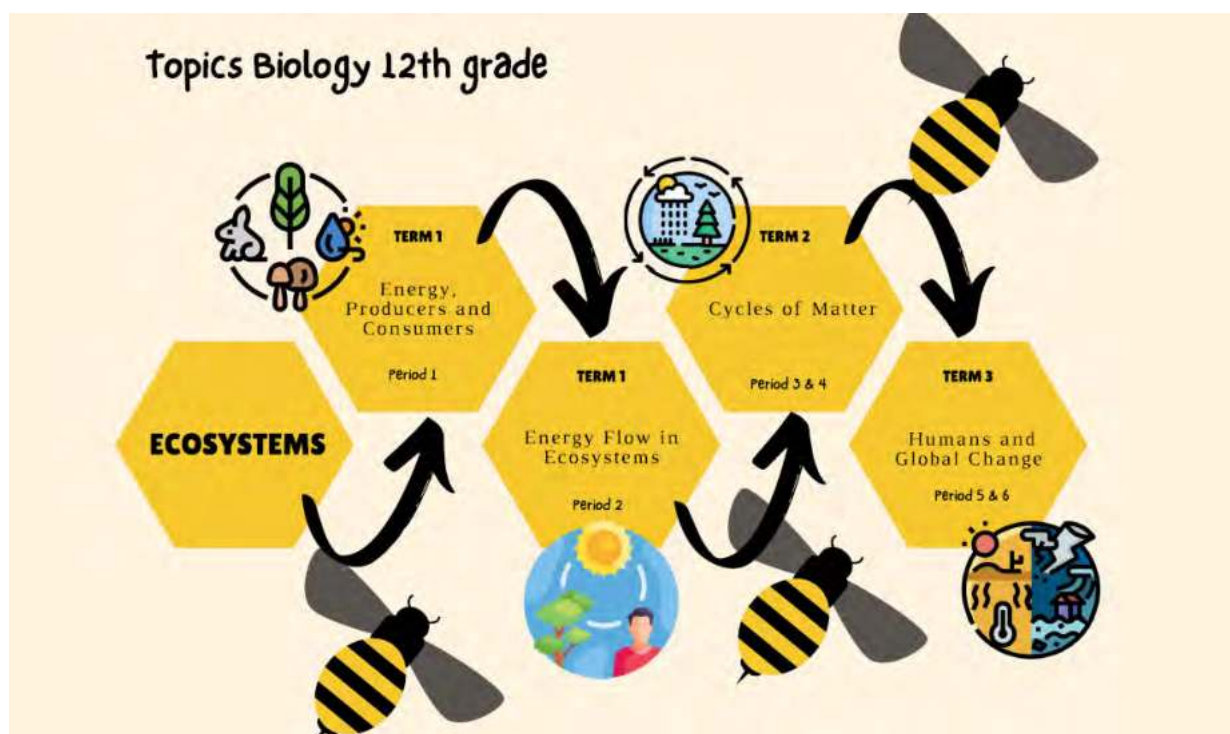
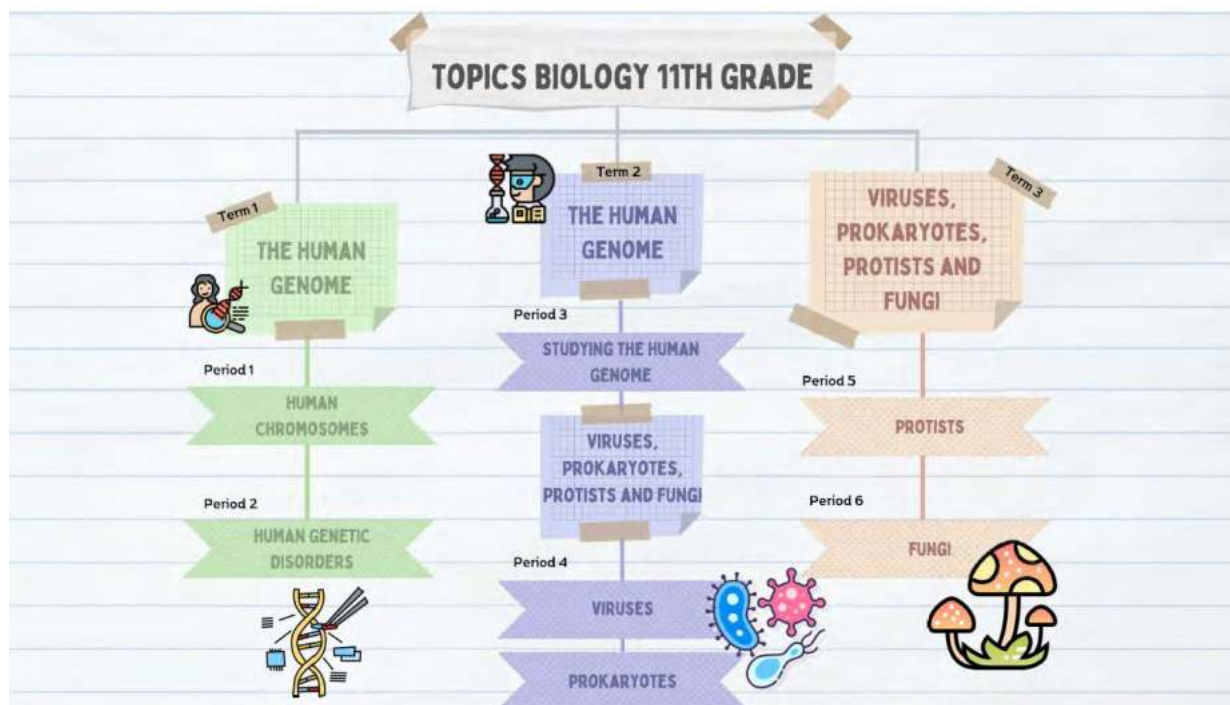


## Biology I Honors

### 1 Cr. Grade 11-12

The Biology I Honors program is an advanced course that builds upon the foundational knowledge of Biology I. It offers additional thematic axes and learning objectives to further students' understanding of biology and foster critical scientific thinking. The program focuses on the human genome, exploring genetic patterns of inheritance and disorders. It also covers microorganisms like viruses, prokaryotes, protists, and fungi, delving into their characteristics and ecological roles. Another theme is ecosystems, where students learn about energy flow, food webs, and biogeochemical cycles. They examine the impact of human activities on ecosystems and consider ways to mitigate negative effects. Throughout the program, students engage in critical scientific thinking, analyzing inheritance patterns, classifying organisms, understanding ecological interconnections, and considering the implications of human actions. By acquiring these skills and knowledge, students can contribute to society by making informed decisions and advocating for responsible environmental practices.

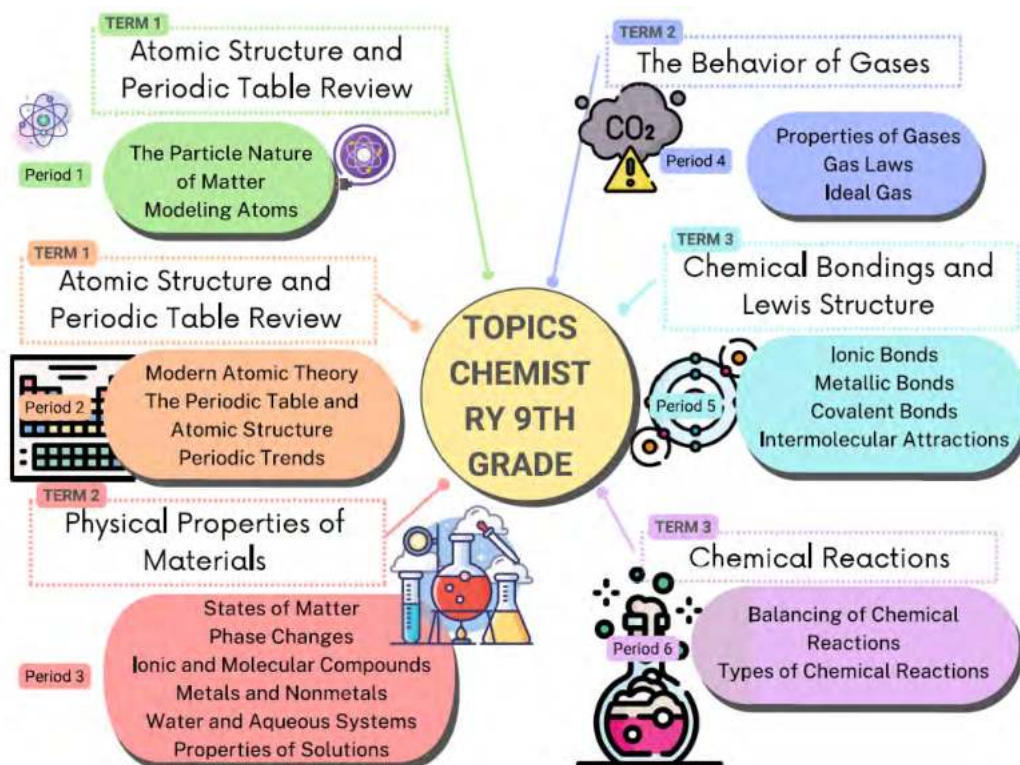
*Prerequisites: Biology I*

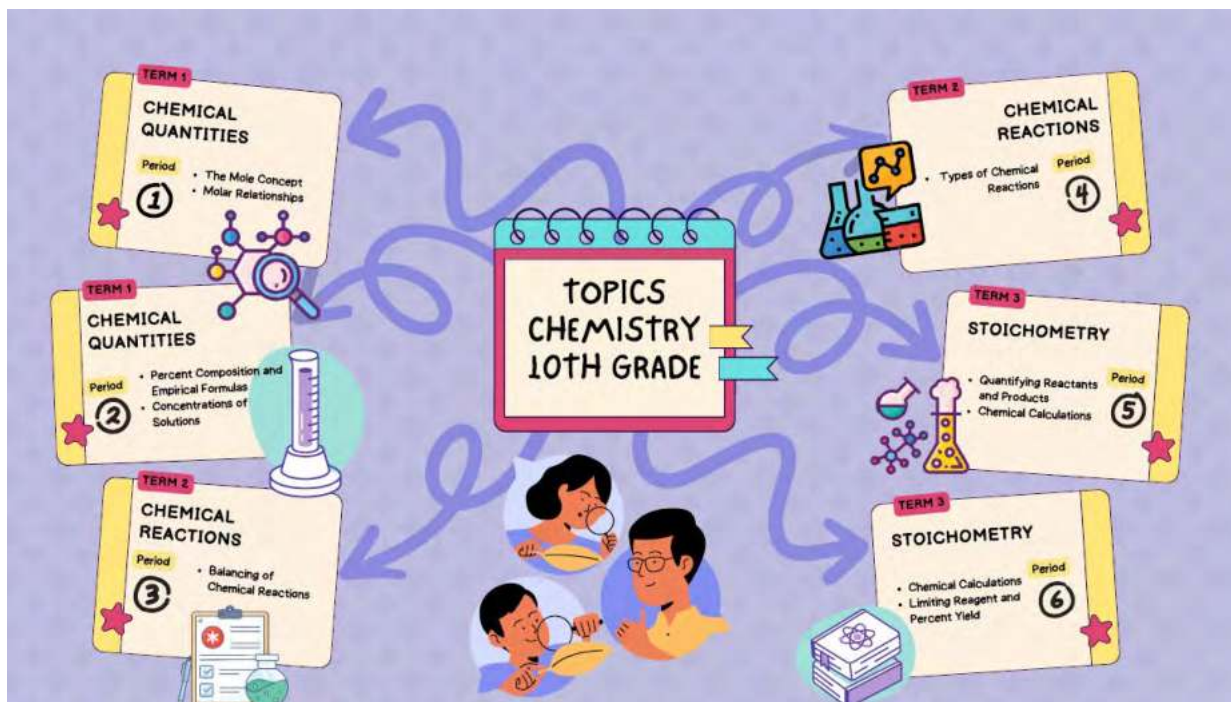


## Chemistry I

### 1 Cr. (Required) Grades 9 - 10

The Chemistry I program provides a comprehensive understanding of fundamental concepts and principles in chemistry. It covers various thematic axes, including atomic structure, periodic table, physical properties of materials, gas behavior, chemical bonding, chemical reactions, and stoichiometry. Students explore the nature of matter, atomic structure, and periodic trends. They learn about the physical properties of substances, different types of chemical bonding, and intermolecular forces. The program also covers chemical reactions, including balancing equations and calculating quantities of reactants and products. Students engage in critical scientific thinking by analyzing scientific theories and models, understanding the behavior of substances, and applying mathematical concepts to chemical calculations. By acquiring these skills and knowledge, students can make informed decisions and recognize the impact of chemistry in various aspects of life, contributing to the well-being of society.



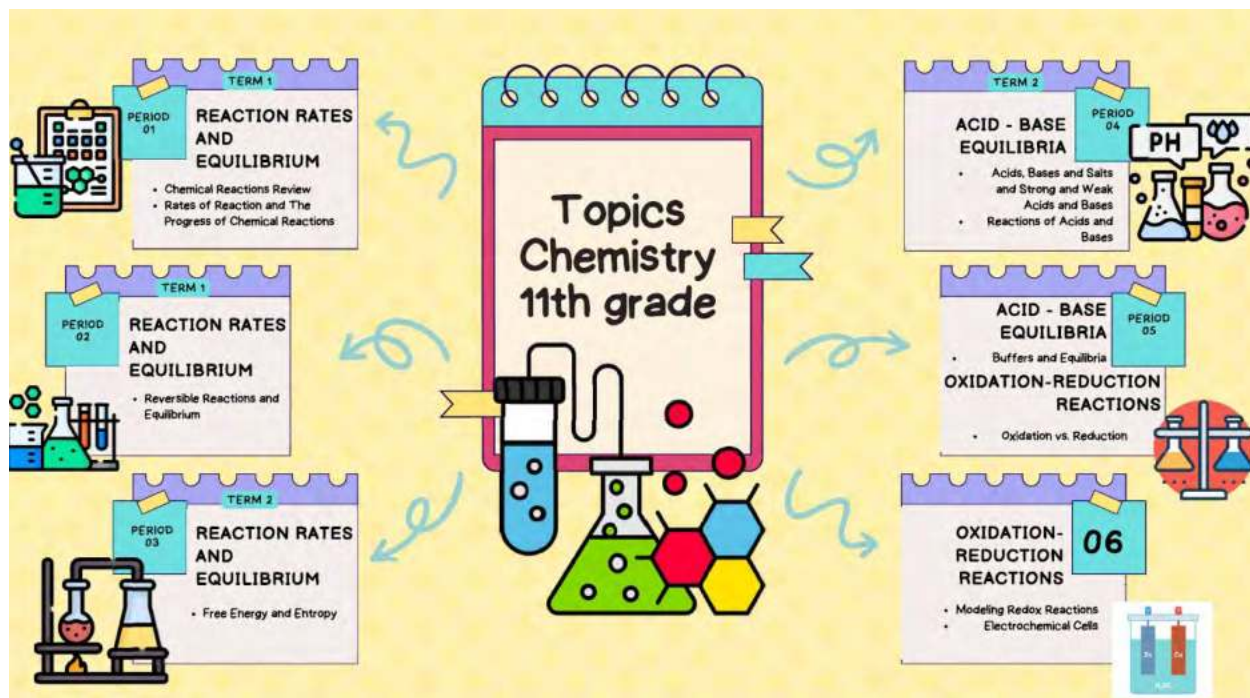


## Chemistry I Honors

### 1 Cr. Grades 11-12

The Chemistry I Honors program builds upon the foundation of Chemistry I and delves into advanced topics and concepts in chemistry. It covers thematic axes that explore reaction rates and equilibrium, acid-base equilibria, oxidation-reduction reactions, and organic chemistry. Students study the factors affecting reaction rates and the concept of equilibrium, including free energy and entropy. They also examine acids, bases, and their reactions, as well as oxidation and reduction processes in chemical reactions. The program introduces students to organic chemistry, focusing on hydrocarbons, functional groups, and the chemistry of life. The program aims to enhance critical scientific thinking skills and deepen students' understanding of chemical principles and their applications. By developing these skills and knowledge, students are prepared to contribute to the well-being of society through scientific pursuits or by applying their understanding of chemistry in various fields.

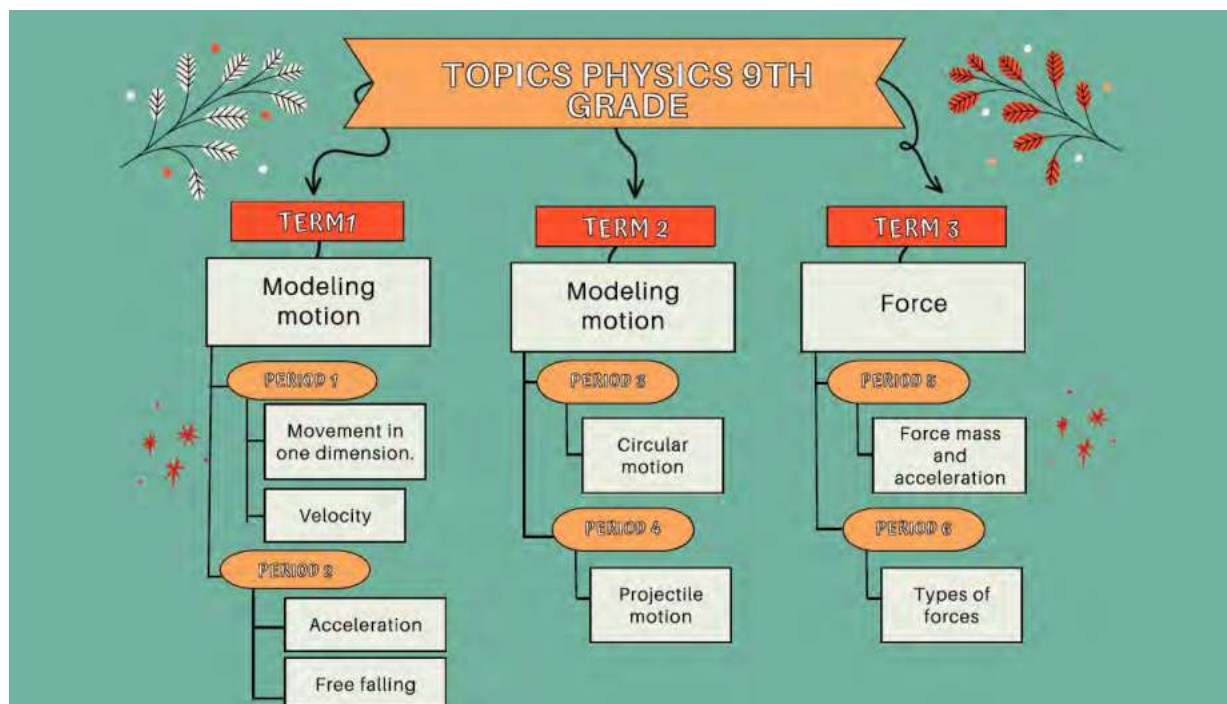
*Prerequisites: Chemistry I*

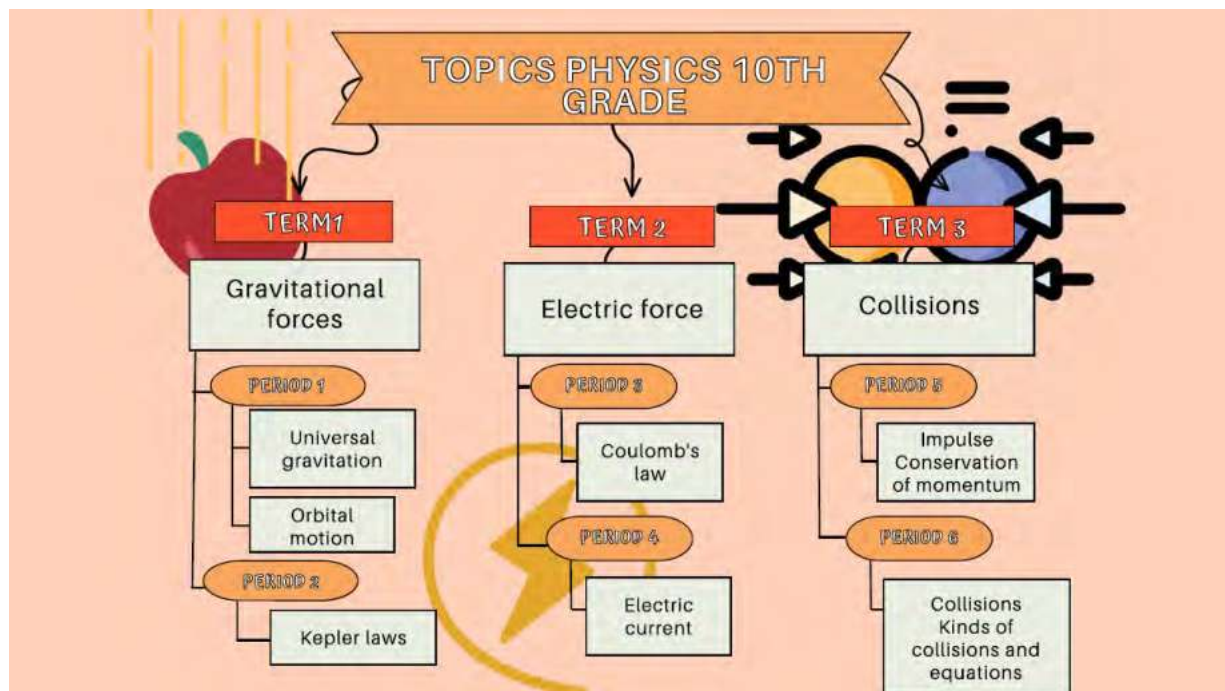


## Physics I

### 1 Cr. (Required) Grade 9 - 10

The Physics I program is designed to provide students with a fundamental understanding of physics concepts and principles. It covers thematic axes that explore motion, forces, gravitational forces, electric forces, and collisions. Students learn about displacement, velocity, and acceleration in one-dimensional motion, as well as circular and projectile motion. They study different types of forces, including gravitational, frictional, and electromagnetic forces. The program also delves into the principles of universal gravitation and orbital motion, Coulomb's law and electric forces, and the principles of impulse and conservation of momentum in collisions. The program aims to enhance critical scientific thinking skills and equip students with the ability to model and analyze motion, investigate the relationships between forces and motion, and make predictions using mathematical representations. By developing these skills and knowledge, students are prepared to apply physics principles in various fields and contribute to the well-being of society.



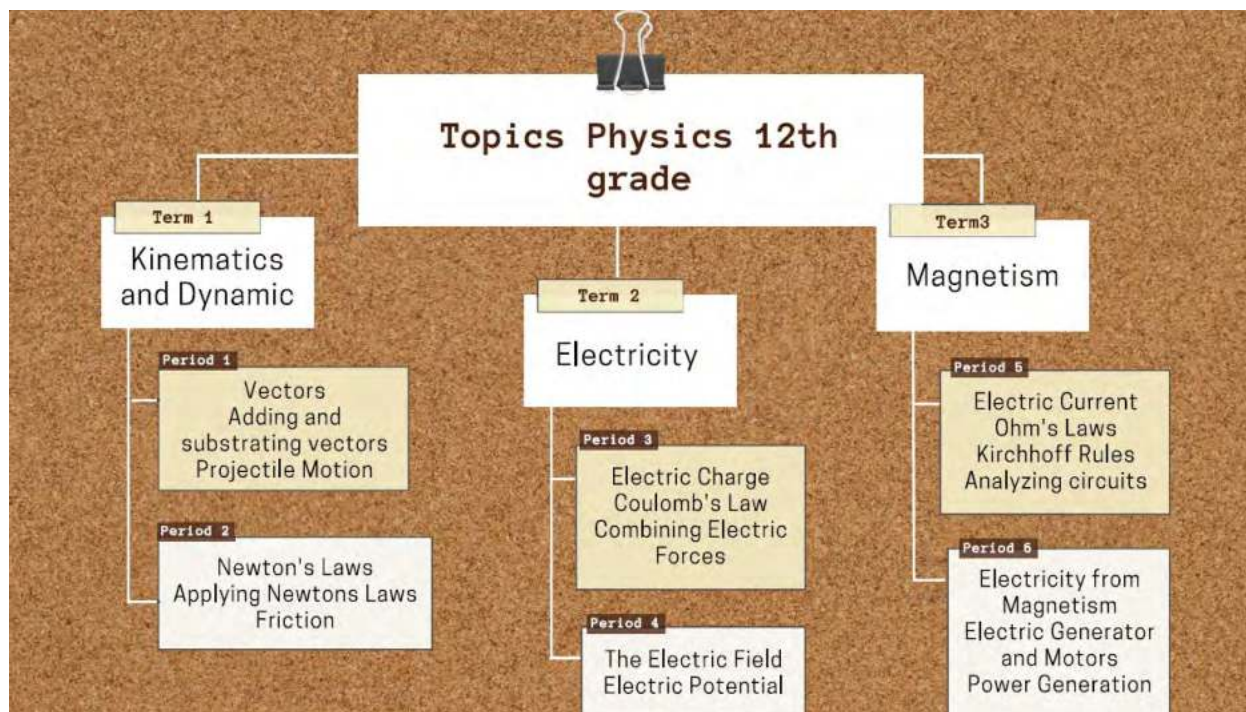
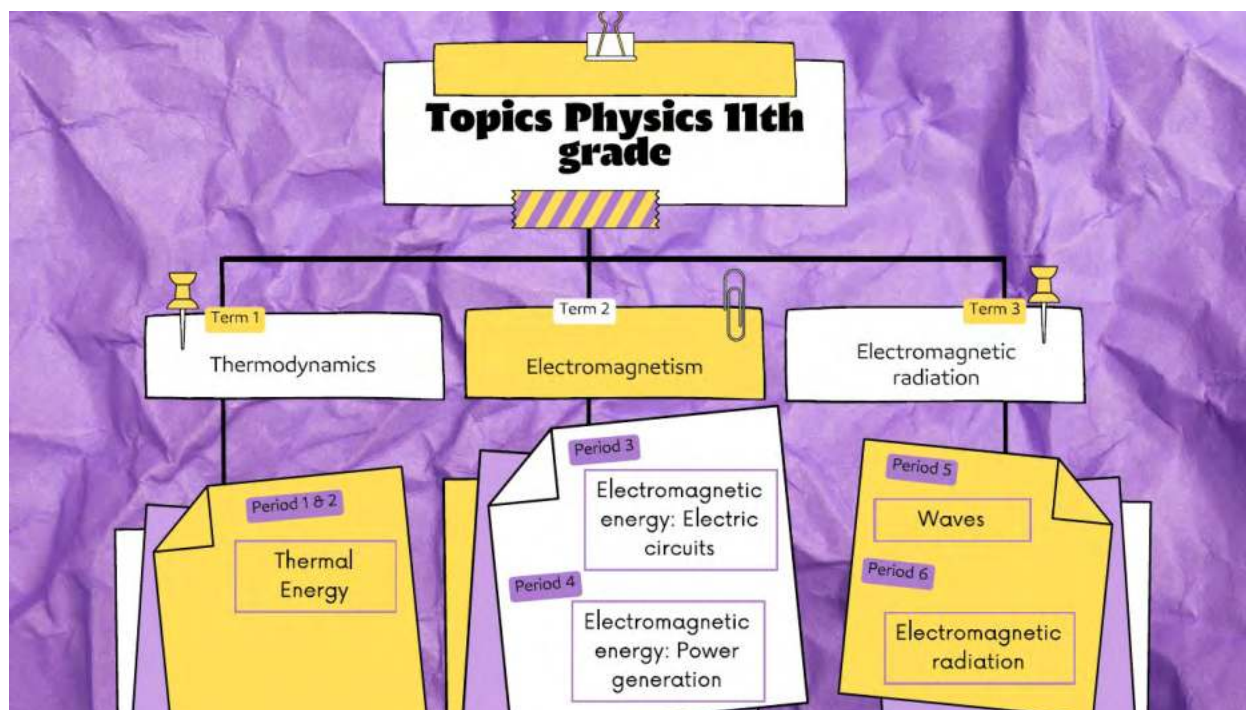


## Physics I Honors

### 1 Cr. Grades 11-12

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

*Prerequisite: Physics I*



## **SOCIAL STUDIES**

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

### **SOCIAL STUDIES REQUIREMENTS**

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

### **RECOMMENDED SOCIAL STUDIES COURSE PROGRESSION**

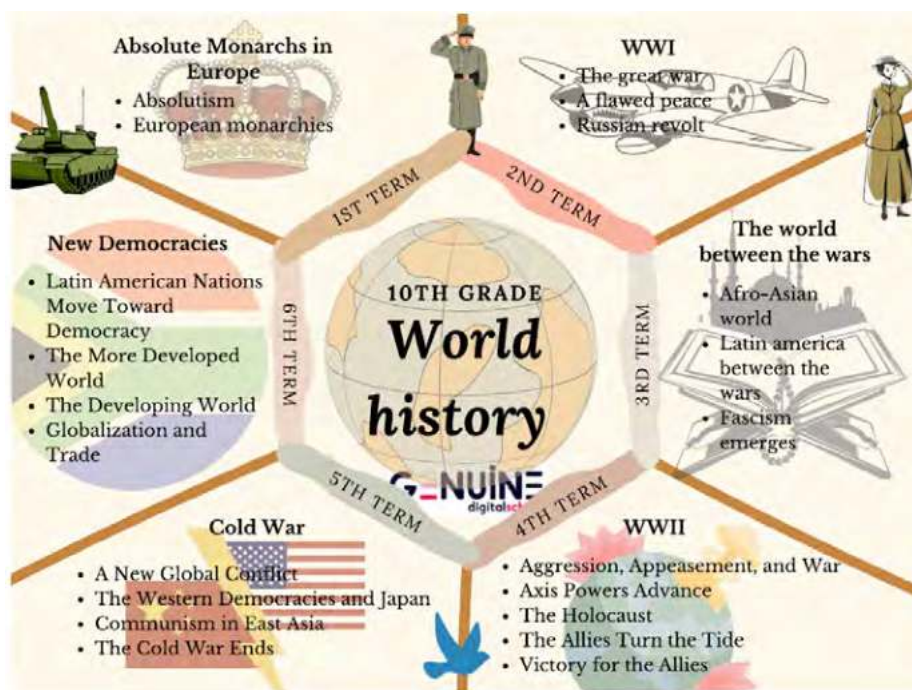
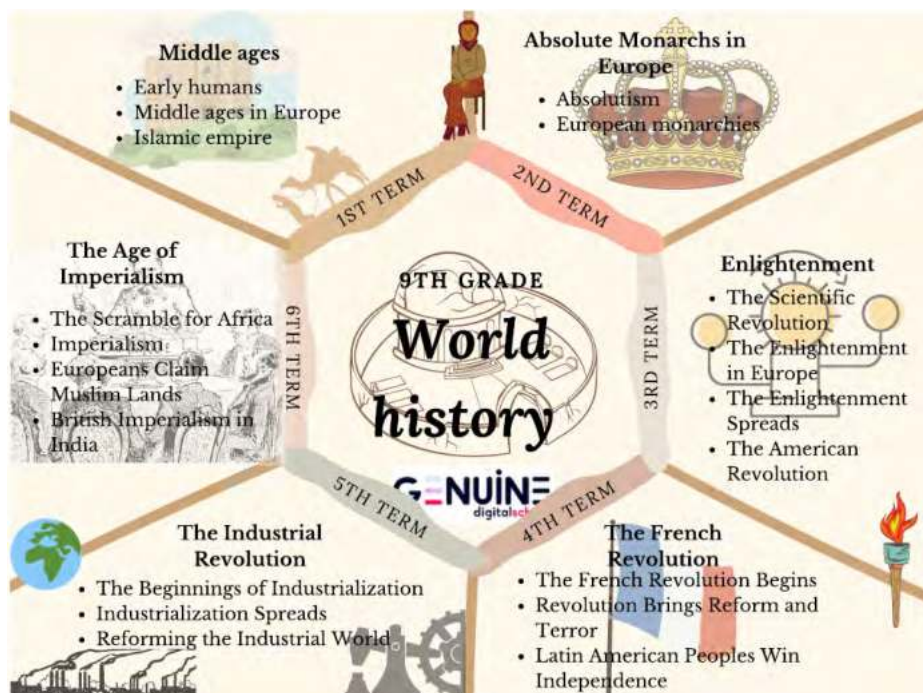


### **World History**

#### **1 Cr. (Required) Grade 9 - 10**

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

*Prerequisite: World Cultural Geography*



## United States History

### 1 Cr. (Required) Grade 11

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

*Prerequisite: World History*

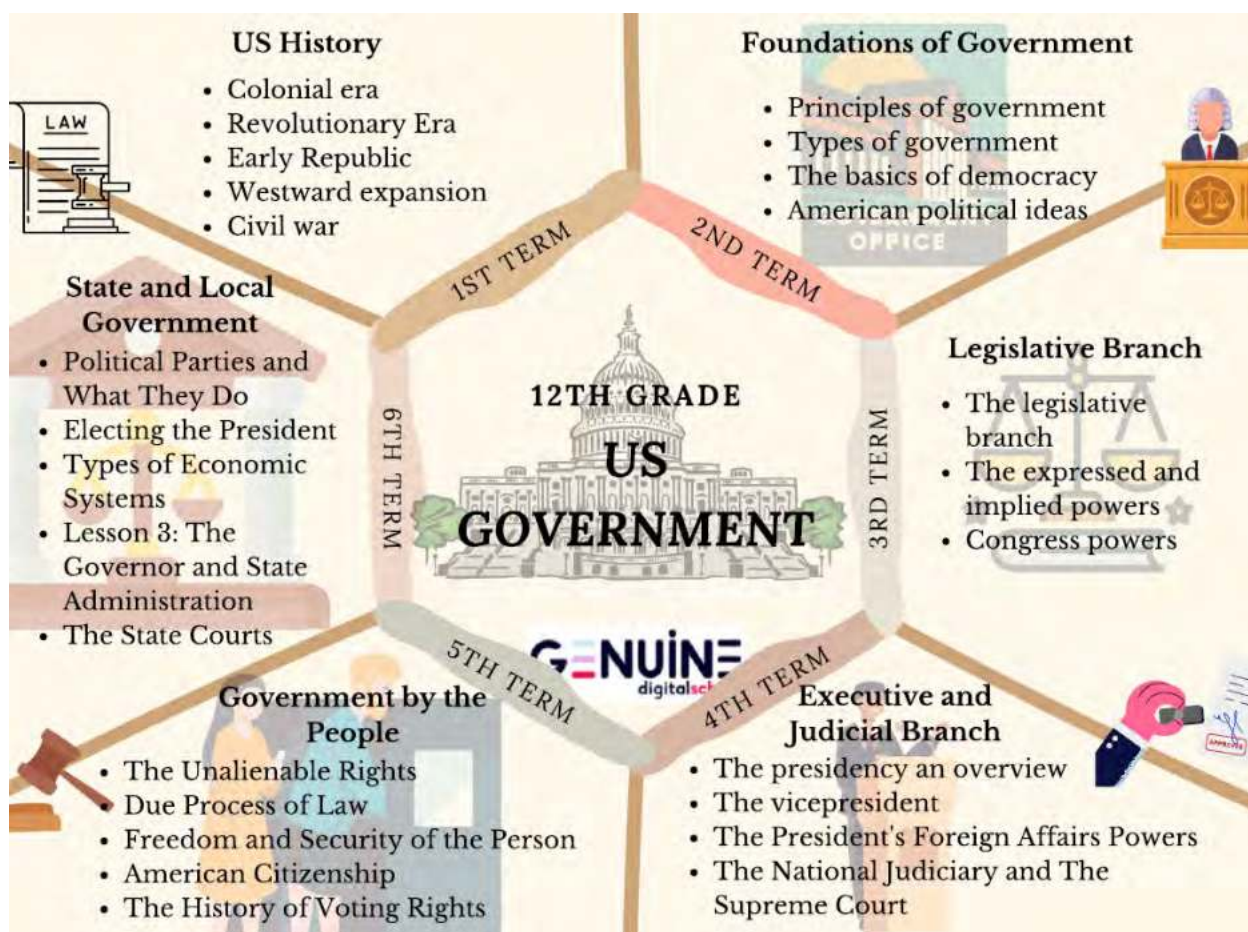


## United States Government

### 0.5 Cr. (Required) Grade 12

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

*Prerequisite: US History*

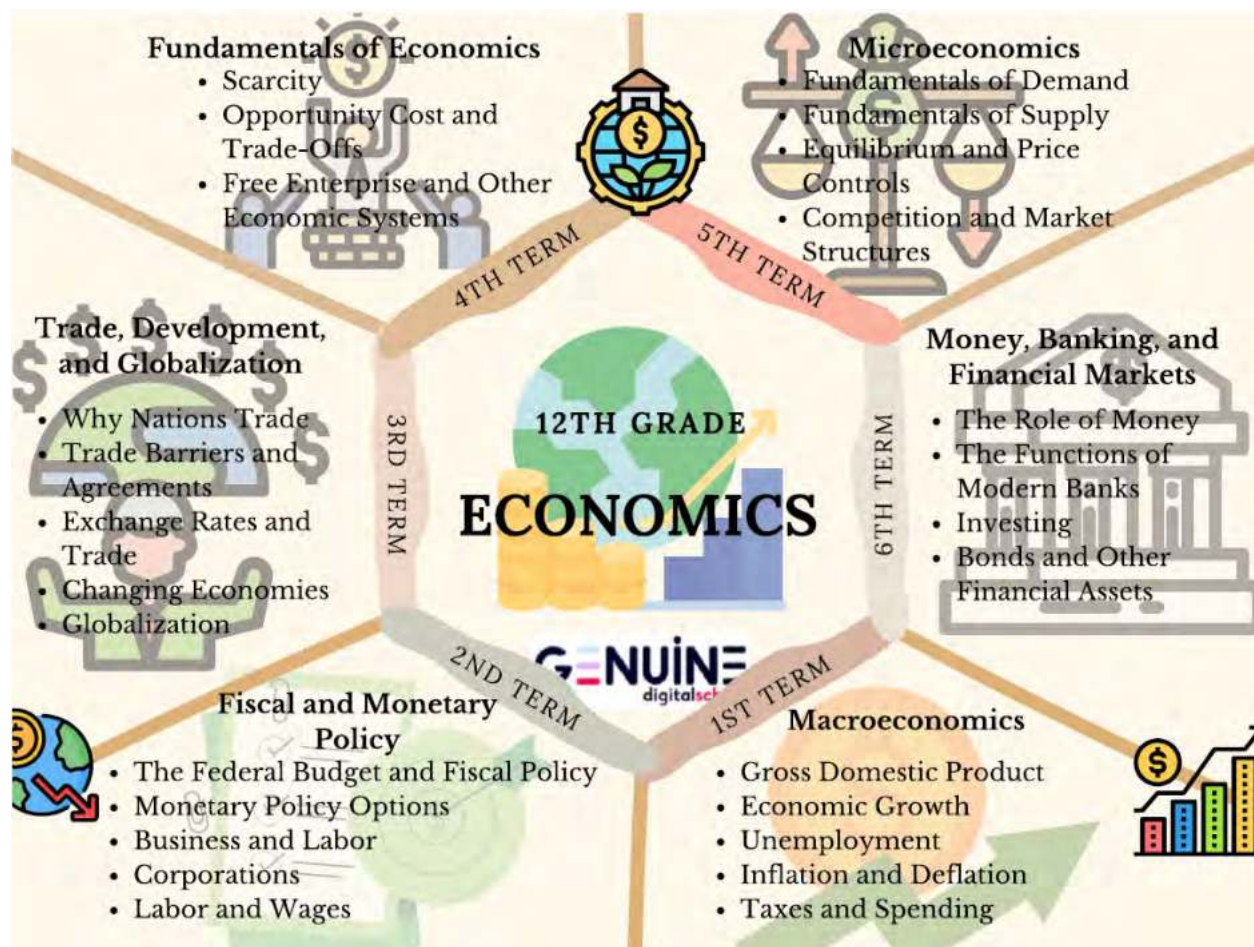


## Economics

### 0.5 Cr. (Required) Grade 12

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

*Prerequisite: US History*



## **ELECTIVES AVAILABLE**

### **COMPUTER SCIENCE**

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

#### **RECOMMENDED COMPUTER SCIENCE PROGRESSION**



#### **Computer Science Principles**

##### **1.0 Cr. Grades 9-10**

This course introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. Computing is so fundamental to understanding and participating in society that it is valuable for every student to learn as part of a modern education. Computer science can be viewed as a liberal art, a subject that provides students with a critical lens for interpreting the world around them. Computer science prepares all students to be active and informed contributors to our increasingly technological society whether they pursue careers in technology or not. Computer science can be life-changing, not just skill training.

Students learn best when they are intrinsically motivated. This course prioritizes learning experiences that are active, relevant to students' lives, and provide students authentic choice. Students are encouraged to be curious, solve personally relevant problems and to express themselves through creation. Learning is an inherently social activity, so the course is designed to interweave lessons with discussions, presentations, peer feedback, and shared reflections. As students proceed through the pathway, the structures increasingly shift responsibility to students to formulate their own questions, develop their own solutions, and critique their own work.

It is also critical to diversity the technology workforce. Addressing inequities within the field of computer science is critical to bringing computer science to all students. The tools and strategies in this course will help teachers understand and address well-known equity gaps within the field. All students can succeed in computer science when given the right supports and opportunities, regardless of prior knowledge.

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Technology 9th Grade

Cal A:

1<sup>o</sup>

- Science
- Technology
- technological gadget

1  
Term

3-4

- Animation in 2D
- Animation Software
- Character Design

3 and 4  
Term

2<sup>o</sup>

- Virtual Reality
- Augmented reality

2  
Term

5-6

- Design an audiovisual media
- Web Design

5 and 6  
Term

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Technology 10th Grade

Cal A:

1<sup>o</sup>

- Science
- Technology
- technological gadget

1  
Term

3-4

- Programming
- Algorithms
- Python

3 and 4  
Term

2<sup>o</sup>

- Podcast

2  
Term

5-6

- Design an audiovisual media
- Web Design

5 and 6  
Term

## Computer Science Discoveries

### 1.0 Cr. Grades 11-12

Computer Science Discoveries introduces students to computer science as a vehicle for problem solving, communication, and personal expression. The course focuses on the visible aspects of computing and computer science and encourages students to see where computer science exists around them and how they can engage with it as a tool for exploration and expression. Centering on the immediately observable and personally applicable elements of computer science, the course asks students to look outward and explore the impact of computer science on society. Students should see how a thorough student-centered design process produces a better application, how data is used to address problems that affect large numbers of people, and how physical computing with circuit boards allows computers to collect, input and return output in a variety of ways.





## **PERSONAL CAREER AND SCHOOL DEVELOPMENT SKILLS**

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

## **RECOMMENDED PERSONAL CAREER AND SCHOOL DEVELOPMENT SKILLS COURSE PROGRESSION**



## **Personal Career & School Development Skills I**

### **0.5 Cr. Grade 9**

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

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

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

### **0.5 Cr. Grade 10**

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

This course aims to introduce young people to the digital world and online marketing strategies, including the use of social media, content marketing, and e-commerce. They will learn to identify market opportunities and create unique value propositions. They will develop a solid marketing strategy within the context of entrepreneurship. Additionally, they will explore different types of entrepreneurships and learn to identify problems and generate innovative ideas in an industry of their interest. Through the design thinking approach, students will develop skills to create solid value propositions and effective business models. They will also learn to build a distinctive brand, design a logo, and create a slogan that effectively communicates the values of their product or

service.

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

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



## **Personal Career & School Development Skills II**

### **0.5 Cr. Grade 11**

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

The course will focus on developing a strong understanding of finance fundamentals while exploring different aspects of entrepreneurship.

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

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

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

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

*Prerequisite: Personal Career & School Development Skills I*

### **0.5 Cr. Grade 12**

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

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

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

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

*Prerequisite: Personal Career & School Development Skills I*



## SPANISH SPEAKS

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

## SPANISH REQUIREMENTS

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

## SPANISH SPEAKS COURSE PROGRESSION



### Spanish Speaks 1

#### 1.0 Cr. (Required) Grade 9

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

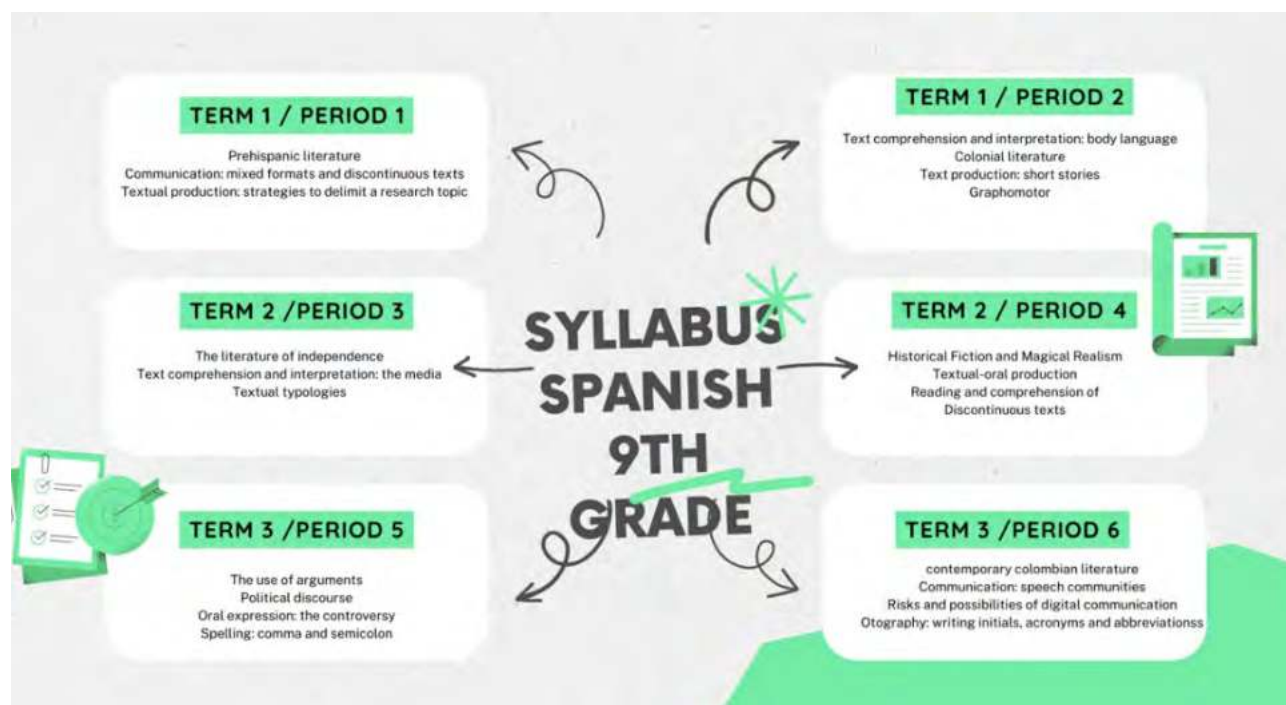
The course begins by delving into the rich world of pre-Hispanic literature, where students will discover the indigenous cultures and their unique literary traditions. They will analyze and interpret ancient texts, such as Mayan codices and Aztec poetry, to gain insights into the indigenous worldview.

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

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

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

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



## Spanish Speaks 2

### 1.0 Cr. (Required) Grade 10

The purpose of this course is a comprehensive course that delves into the Spanish language and its cultural aspects. Throughout the course, students will explore various topics, including neoclassical literature, the Boom movement, post-Boom literature, romanticism,

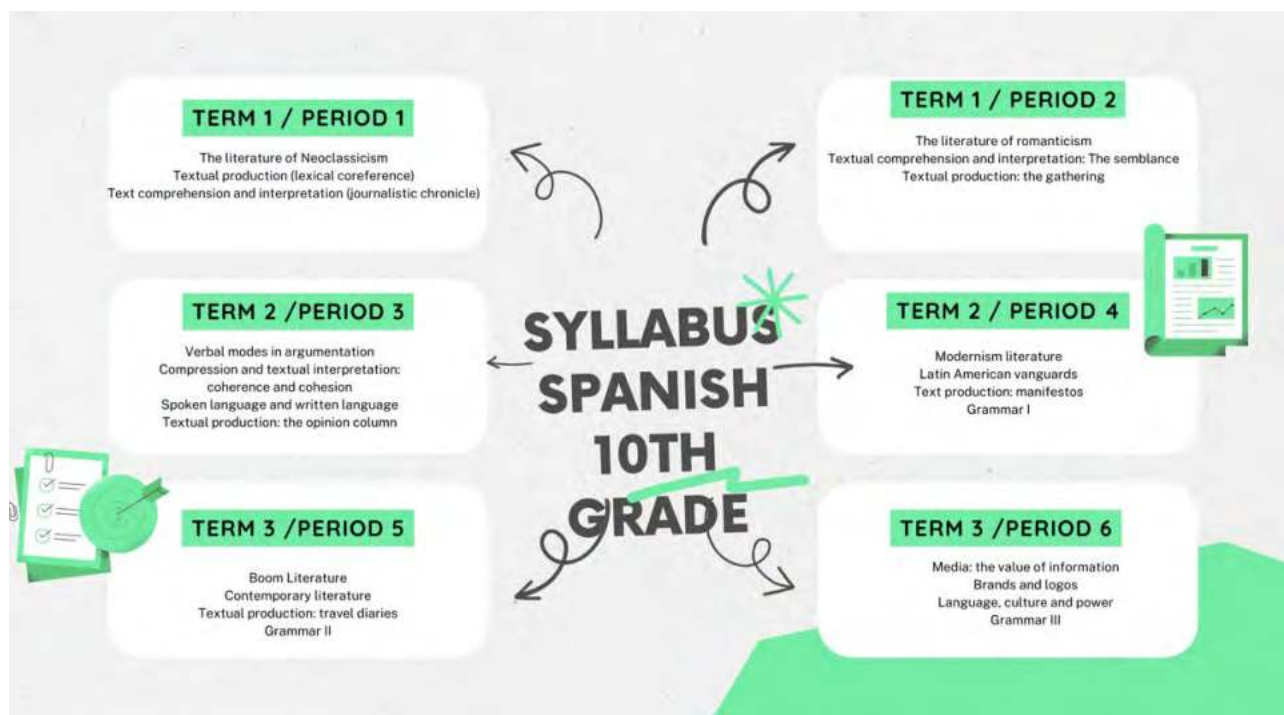
verbal modes of argumentation, journalistic chronicles, profiles, opinion columns, coherence and cohesion, grammar I, II, III, modernist literature, and literary avant-gardes.

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

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

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

*Prerequisite: Spanish Speaks I.*



## Spanish Speaks 3 - Honors

### 1.0 Cr. (Required) Grade 11

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

The course will also explore the literary movements of neoclassicism and romanticism. Students will analyze representative works from these periods, examining their respective characteristics, themes, and artistic approaches. The theory of argumentation will provide students with a framework to understand and construct persuasive arguments effectively. They will learn about logical reasoning, the structure of arguments, and the

use of evidence to support claims. Reading and writing critical reviews will enable students to analyze and evaluate literary, artistic, or cultural works. They will develop their ability to express informed opinions and provide thoughtful assessments of various forms of expression.

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

The study of speech acts will explore the different types of utterances and their intended effects. Students will learn how to express requests, commands, suggestions, and other speech acts appropriately in various contexts. Technical vocabulary will be addressed to enhance students' ability to understand and use specialized language in specific fields or areas of study.

*Prerequisite: Spanish Speaks II*



## **Spanish Speaks 4 – Honors**

### **1.0 Cr. (Required) Grade 12**

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

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

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

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

By the end of Spanish I, students will have a solid understanding of the Spanish language, its literary traditions, and the diverse movements and styles that have shaped Spanish

and Latin American literature. They will have honed their critical thinking, reading, writing, and analytical skills, preparing them for further exploration in the field of Spanish literature.

*Prerequisite: Spanish Speaks III*

