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Welcome to **Dr. D.D. Brown Academy of Hope.**

On behalf of our teachers, we welcome you to our organization and wish you every success here. We believe that each instructor contributes directly to the success of our mission and purpose. We hope that you will be honored to become a part of our family.

This teacher handbook has been developed to describe the guidelines, programs, benefits and services currently available to eligible teachers. As a teacher, you are responsible for knowing the contents of this handbook to help you be successful at your position here. Many questions regarding your employment with our company can be answered if you take this time to read this packet.

We are confident that your experience at Dr. D.D. Brown Academy of Hope/PCP will be challenging, rewarding and enjoyable.

Again, welcome to **Dr. D.D. Brown Academy of Hope.** We are glad to have you here.

Respectfully,

Kat Crowell-Grate,
For the Board, In HIS Service

(Parent/Student Handbook)

Mission Statement- *“Preparing Children For The Kingdom (of God)” Spiritually Academically and Emotionally.*
“Motto: It is all About the Kingdom”

PHILOSOPHY OF CHRISTIAN EDUCATION

Kingdom Christian Academy has the grace to commit to The FIVE ***T.I.E.R.S.*** of Education:

1. **Teaching Students**

Kingdom Christian Academy’s commitment is to nurture, direct and guide the student in the pursuit of knowledge through the principles of the Word of God

2. **Instilling the Truth of the Bible into the Hearts and Minds of Students**

Kingdom Christian Academy believes that God’s word is the final authority and the only source of truth. We believe that God and/or a Godly principle can be discovered in every subject area and our students will be taught how to apply His word to every situation in life.

3. **Ensuring Quality Education for Every Student.**

Kingdom Christian Academy provides teachers with high spiritual and academic support and development. The academy provides a well disciplined and conducive learning environment for every student. We believe that every student has the right to receive a quality education from teachers who are committed to them as individuals. We incorporate traditional and innovative teaching methods.

4. **Reinforcing the Parents’ Role**

Kingdom Christian Academy partners with parents in order to build up and support our students. Our teachers aim to establish and maintain close communication with parents in order to effectively address any matters pertaining to our students’ education.

5. **Striving to Lead Students to Jesus Christ**

Kingdom Christian Academy’s ultimate goal is to lead every student to a personal relationship with Jesus Christ. Believing that wholeness in life comes only through a relationship with Jesus Christ, we emphasize the priority of believing, receiving and obeying Him as Lord and Savior.

PARENT PLEDGE AGREEMENT

Dr. D.D. Brown Academy of Hope's dedicated and committed parents pledge the following:

1. We will pray daily and earnestly for Dr. D.D. Brown Academy of Hope.
2. We will support the administration and the policies and procedures set forth in the Parent Student Handbook.
3. We understand and agree that the atmosphere maintained in our home is critical to the success of our child's spiritual and academic growth and development. We understand that if we cease to maintain a Christian lifestyle, that Dr. D.D. Brown Academy of Hope reserves the right to terminate our enrollment.
4. We will cooperate fully in the educational functions of Dr. D.D. Brown Academy of Hope, doing our best to make Christian Education effective in the lives of our children.
5. We will pay all our financial obligations to Dr. D.D. Brown Academy of Hope on or before the date due.
6. As the Lord enables, we will support the Academy with monetary gifts, as well as the gift of our time.
7. We will volunteer as opportunities arise and as God provides time and strength.
8. We will recommend Dr. D.D. Brown Academy of Hope to others as opportunities arise.
9. We will attend meetings and parents' functions of the Academy regularly.
10. If we become dissatisfied with the Academy in any respect, we will seek to resolve the matter with the person(s) involved rather than spread criticism or hold a negative attitude in our hearts.
11. We will seek the advancement of Dr. D.D. Brown Academy of Hope in all areas: spiritually, academically and financially.
12. We acknowledge that discipline plays an important part in helping a child achieve academic excellence, spiritual growth and self esteem. We agree to partner as a team with Dr. D.D. Brown Academy of Hope.
13. We recognize it is our privilege and responsibility to strive diligently toward observance of the above, as God enables us by the power of His Holy Spirit.

Thank you. Your dedication plus 'Our Commitment to Excellence' will guarantee your child's success in the school.

Detach and return the lower signed portion to the school office

Parent Agreement Pledge

Child's Name _____ Grade _____
Signature (Father/Guardian) _____ Date _____

Is there any other medical information not listed that Dr. D.D. Brown Academy of Hope should be made aware of?

Place an 'X' if child has problems with any of the following:

- | | | | |
|------------------------------------|--|--|------------------------------------|
| <input type="checkbox"/> Allergies | <input type="checkbox"/> Epilepsy/Seizures | <input type="checkbox"/> Asthma | <input type="checkbox"/> Hearing |
| <input type="checkbox"/> Speech | <input type="checkbox"/> Constipation/Diarrhea | <input type="checkbox"/> Frequent Colds | <input type="checkbox"/> Vision |
| <input type="checkbox"/> Fainting | <input type="checkbox"/> Behavior Problems | <input type="checkbox"/> Physical Handicap | <input type="checkbox"/> Breathing |

Please provide details:

Parent Signature Date

Parent Signature Date

STUDENT EMERGENCY CONTACT INFORMATION

Name: _____
 Last First Middle

Address: _____
 Street City State Zip

Birthdate: _____ Male _____ Female _____
 Month Date Year

Name and contact information of three (or more) adults we may call if you are not available:

Name: _____ Phone _____ Relationship: _____
Name: _____ Phone _____ Relationship: _____
Name: _____ Phone _____ Relationship: _____
Name: _____ Phone _____ Relationship: _____

I do hereby authorize officials of Kingdom Christian Academy to contact directly the persons named on this card if the school cannot reach me. I authorize the named physician or his associates to render such treatment as may be deemed necessary in an emergency, for the health of the above mentioned child. In the event that parents or guardians, or other persons named on this card cannot be reached, Kingdom Christian Academy officials are hereby authorized to take whatever action is deemed necessary in the judgment for the health of the above mentioned child.

I HAVE READ THIS FORM AND AGREE TO THE STATEMENT AS IT IS WRITTEN.

Parent/Guardian Signature Date

Parent/Guardian Signature Date

STUDENT STANDARD OF CONDUCT

Kingdom Christian Academy (Dr. D.D. Brown Academy of Hope) holds that the bible is the infallible, divine word of God and that salvation by faith in Jesus Christ is the initial step in the Christian life. There is adequate Biblical basis for the idea of spiritual growth into the image of Jesus Christ (Romans 8:29), which is the work of the Holy Spirit (II Cor. 3:18). This growth begins with the initial act of saving faith and continues throughout life. The Holy Spirit makes the Christian conscious of the Biblical demands for the holy life that fulfills both God's moral law and high law of love (Matt. 22:37-40, Romans 13:8-10, Gal. 5:14). The result is a life consecrated unto God and separated from the world.

Dr. D.D. Brown Academy of Hope must, therefore, provide an environment conducive to the spiritual growth and development of young people who are not yet mature Christians. A standard of conduct based on the following Biblical imperatives is necessary to provide such an environment. All of the activities of the Christian must be subordinated to the glory of God who indwells us (I Cor. 8). The Christian will endeavor to avoid practices which cause the loss of sensitivity to the spiritual needs of the world and loss of the Christians' physical, mental or spiritual well-being. (I Cor. 9:27).

A sense of the need for spiritual growth in the light of these principles has led Dr. D.D. Brown Academy of Hope to adopt the following standards which it is believed are conducive to the environment that will best promote the spiritual welfare of the students. The school, therefore, requests each student, whether at home, school, or elsewhere...

1. To maintain Christian standards in courtesy, kindness, morality, and honesty.
2. To be dressed modestly and appropriately.
3. To refrain from swearing, indecent language, gambling, disorderly, boisterous behavior.
4. To refrain from the use, abuse or possession of drugs, tobacco products or alcoholic beverages.

It is the school's belief that the sensual type dancing of today and the suggestive and explicit words of R&B and vulgar secular rap music does not promote the student's spiritual well being, and therefore this type of music is not permitted on campus.

Students are expected to abide by these standards while enrolled at Dr. D.D. Brown Academy of Hope. Students found to be out of harmony with Dr. D.D. Brown Academy of Hope's ideas of work and life may be invited to withdraw whenever the general welfare demands it, even though there may be no special breach of conduct. In the atmosphere of a conducive learning environment and positive Christian standards of conduct, there is great opportunity for developing a strong Christian character.

I have read and explained the Student Standards of Conduct to my child/children he/she agreed to abide while enrolled at Kingdom Christian Academy.

Expectation Definition Classroom Walkway, and picking up lunch

- ✓ Be Responsible -To show appropriate actions at appropriate times
- ✓ Complete assignments
- ✓ Manage time to get work done
- ✓ Make the most of your planner
- ✓ Manage time to get to class before class begins
- ✓ Be aware of your surroundings; Safely walk from one area to another
- ✓ Enter and exit classes quietly and in an orderly manner
- ✓ Make healthy food choices; Throw your own tray/trash away
- ✓ Follow all bus rules
- ✓ Sit in your assigned seat
- ✓ Be ready to go before your name has to be called
- ✓ Be Respectful, To show concern or consideration to others at all times
- ✓ Listen to directions Follow each teacher's procedures
- ✓ Follow Dress Code daily
- ✓ Keep hands, feet and items to yourself
- ✓ Walk with a purpose
- ✓ Keep area clean
- ✓ Be prepared for school mentally and physically
- ✓ Be on time, Supplies on hand
- ✓ Homework, completed
- ✓ Positive attitude
- ✓ Materials, secured in back pack or hands
- ✓ Walk directly to next class
- ✓ Know your food choices
- ✓ Know your table
- ✓ Detach and return the lower signed portion to the school office

Student Standard of Conduct

Student Signature/Name _____ Date _____

Signature (Father/Guardian) _____ Date _____

Signature (Mother/Guardian) _____ Date _____

STUDENT AUTHORIZED PICKUP INFORMATION

Name: _____

 Last First Middle

Address: _____

 Street City State Zip

Relationship: _____ Cell Phone: _____ Home Phone: _____

Name: _____

 Last First Middle

Address: _____

 Street City State Zip

Relationship: _____ Cell Phone: _____ Home Phone: _____

Name: _____

 Last First Middle

Address: _____

 Street City State Zip

Relationship: _____ Cell Phone: _____ Home Phone: _____

I do hereby authorize officials of Kingdom Christian Academy to release my child (ren) to any of the above mentioned persons named on this form. It is understood the persons listed above must provide identification before my child (ren) will be released in their care. In the event that if any of the persons named on this form cannot provide identification, Kingdom Christian Academy officials are hereby authorized to take whatever action is deemed necessary for the safety of the my child (ren), which may include, keeping the child (ren) at the academy until the parent and/or guardian is reached to pick up the child (ren). Late fees will be applied if child (ren) are not picked by the close of business.

Please maintain a copy of this form for your records.

I HAVE READ THIS FORM AND AGREE TO THE STATEMENT AS IT IS WRITTEN.

Student Name _____

Parent/Guardian Signature: _____

Parent/Guardian Signature: _____

Date: _____

Preschool provides an excellent early childhood education program that enables our students to develop intelligence, self-esteem and security in a learning environment. A learning environment that is fun and abundant with information that creates knowledge in each student.

At Dr. D.D. Brown Academy of Hope Private School our philosophy is focused on the intellectual development of each individual student by providing an environment that cultivates his own natural desire to learn. Our curriculum creates developmentally appropriate learning environments that empower children to become confident, successful, lifelong learners. Our curriculum incorporates the key elements that contribute to a student's readiness for elementary school and academic success.

Dr. D.D. Brown Academy of Hope/PCA Private School Goals

1. To provide a warm, nurturing environment that encourages the development of the "whole child."
2. To provide strong early childhood learning experiences in phonics, writing, science, social studies, arithmetic, art and music to foster the intellectual development.
3. To encourage social development by providing opportunities for sharing, taking turns, making friends, resolving conflicts, solving problems, helping others, recognizing and accepting others, cooperating on projects and building self-esteem.
4. To encourage emotional development through verbal expressions of thought and feelings, experiencing rules and limits, experiencing kindness, justice and empathy and recognizing and accepting emotions in others. To develop a respect for individual.
5. To stimulate the physical development of large motor skills through outdoor and indoor games and activities, as well as fine motor development through the use of writing tools, manipulative toys, blocks and puzzles, and other small objects.
6. To create an environment that encourages creativity by offering many kinds of materials and frequent experiences in music, art, drama, literature, and oral
7. To foster the development of language through stories, puppetry, music, secondary languages, science materials dramas, housekeeping corner and critical thinking.
8. To provide excellent communication tools that will keep parents up to date on the progress their students overall development.
9. Meeting the highest standards of a clean and safe environment.

CODE OF ETHICS FOR EMPLOYEES

Dr. D.D. Brown Academy of Hope Private School Code of Ethics – Education Profession

6B-1.006 Principles of Professional Conduct for the Education Profession in Florida

6B-1.001 Code of Ethics of the Education Profession in Florida.

1. The educator values the worth and dignity of every person, the pursuit of truth, devotion to excellence, acquisition of knowledge, and the nurture of democratic citizenship. Essential to the achievement of these standards are the freedom to learn and to teach and the guarantee of equal opportunity for all.
2. The educator's primary professional concern will always be for the student and for the development of the student's potential. The educator will therefore strive for professional growth and will seek to exercise the best professional judgment and integrity.
3. Aware of the importance of maintaining the respect and confidence of one's colleagues, of students, of parents, and of other members of the community, the educator strives to achieve and sustain the highest degree of ethical conduct.

Specific Authority 229.053(1), 231.546(2) (b) FS. Law Implemented 231.546(2) (b) FS. History - New 3-24-65, Amended 8-9-69, Repromulgated 12-5-74, Amended 8-12-81, 7-6-82, Formerly 6B-1.01.

6B-1.006 Principles of Professional Conduct for the Education Profession in Florida.

1. The following disciplinary rule shall constitute the Principles of Professional Conduct for the Education Profession in Florida.
2. Violation of any of these principles shall subject the individual to revocation or suspension of the individual educator's certificate, or the other penalties as provided by law.
3. Obligation to the student requires that the individual:
 - a. Shall make reasonable effort to protect the student from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety.
 - b. Shall not unreasonably restrain a student from independent action in pursuit of learning.
 - c. Shall not unreasonably deny a student access to diverse points of view.
 - d. Shall not intentionally suppress or distort subject matter relevant to a student's academic program.
 - e. Shall not intentionally expose a student to unnecessary embarrassment or disparagement.
 - f. Shall not intentionally violate or deny a student's legal rights.
 - g. Shall not harass or discriminate against any student on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, or social and family background and shall make reasonable effort to assure that each student is protected from harassment or discrimination.
 - h. Shall not exploit a relationship with a student for personal gain or advantage.

- i. Shall keep in confidence personally identifiable information obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.
4. Obligation to the public requires that the individual:
 - a. Shall take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.
 - b. Shall not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression.
 - c. Shall not use institutional privileges for personal gain or advantage.
 - d. Shall accept no gratuity, gift, or favor that might influence professional judgment.
 - e. Shall offer no gratuity, gift, or favor to obtain special advantages.
 5. Obligation to the profession of education requires that the individual:
 - a. Shall maintain honesty in all professional dealings.
 - b. Shall not on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, or social and family background deny to a colleague professional benefits or advantages or participation in any professional organization.
 - c. Shall not interfere with a colleague's exercise of political or civil rights and responsibilities.
 - d. Shall not engage in harassment or discriminatory conduct which unreasonably interferes with an individual's performance of professional or work responsibilities or with the orderly processes of education or which creates a hostile, intimidating, abusive, offensive, or oppressive environment; and, further, shall make reasonable effort to assure that each individual is protected from such harassment or discrimination.
 - e. Shall not make malicious or intentionally false statements about a colleague.
 - f. Shall not use coercive means or promise special treatment to influence professional judgments of colleagues.
 - g. Shall not misrepresent one's own professional qualifications.
 - h. Shall not submit fraudulent information on any document in connection with professional activities.
 - i. Shall not make any fraudulent statement or fail to disclose a material fact in one's own or another's application for a professional position.
 - j. Shall not withhold information regarding a position from an applicant or misrepresent an assignment or conditions of employment.
 - k. Shall provide upon the request of the certificated individual a written statement of specific reason for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.
 - l. Shall not assist entry into or continuance in the profession of any person known to be unqualified in accordance with these Principles of Professional Conduct for the Education Profession in Florida and other applicable Florida Statutes and State Board of Education Rules.
 - m. Shall self-report within forty-eight (48) hours to appropriate authorities (as determined by district) any arrests/charges involving the abuse of a child or the sale and/or possession of a controlled substance. Such notice shall not be considered an admission of guilt nor shall such notice be admissible for any purpose in any proceeding, civil or criminal, administrative or judicial, investigatory or adjudicatory. In addition, shall self-report any conviction, finding of guilt, withholding of adjudication, commitment to a pretrial diversion program, or entering of a plea of guilty or Nolo Contendere for any criminal offense other than a minor traffic violation within forty-eight (48) hours after the final judgment. When handling sealed and expunged

(2)(a) No resident or employee of a facility serving children may be subjected to reprisal or discharge because of his or her actions in reporting abuse, abandonment, or neglect pursuant to the requirements of this section.

(b) Any person making a report under this section shall have a civil cause of action for appropriate compensatory and punitive damages against any person who causes detrimental changes in the employment status of such reporting party by reason of his or her making such report. Any detrimental change made in the residency or employment status of such person, including, but not limited to, discharge, termination, demotion, transfer, or reduction in pay or benefits or work privileges, or negative evaluations within a prescribed period of time shall establish a rebuttable presumption that such action was retaliatory.

History.--ss. 1, 2, 3, 4, 5, 6, ch. 63-24; s. 941, ch. 71-136; ss. 1, 1A, ch. 71-97; s. 32, ch. 73-334; s. 65, ch. 74-383; s. 1, ch. 75-101; s. 1, ch. 75-185; s. 4, ch. 76-237; s. 1, ch. 77-77; s. 3, ch. 77-429; ss. 1, 2, ch. 78-322; s. 3, ch. 78-326; s. 22, ch. 78-361; s. 1, ch. 78-379; s. 181, ch. 79-164; s. 1, ch. 79-203; s. 27, ch. 88-337; s. 55, ch. 90-306; s. 63, ch. 94-164; s. 73, ch. 97-103; s. 33, ch. 98-403; s. 12, ch. 99-193.

Note.--Former ss. 828.041, 827.07(7); s. 415.511.

The 2008 Florida Statutes

Title XLV

TORTS

Chapter 768

NEGLIGENCE

View Entire Chapter

768.095 Employer immunity from liability; disclosure of information regarding former or current employees.--An employer who discloses information about a former or current employee to a prospective employer of the former or current employee upon request of the prospective employer or of the former or current employee is immune from civil liability for such disclosure or its consequences unless it is shown by clear and convincing evidence that the information disclosed by the former or current employer was knowingly false or violated any civil right of the former or current employee protected under chapter 760.

History.--s. 1, ch. 91-165; s. 17, ch. 99-225.

- 1 Students have the right to be treated with respect at all times.
- 2 Students have the right to be supervised at all times.
- 3 Students have the right to have quiet periods during directions, stories, rest, etc.
- 4 Students have the right to be given clear expectations.
- 5 Students have the right to be safe from physical harm or injury by other students.
- 6 Students have the right to have fun while learning.
- 7 Students have the right to behave like children
- 8 Students have the right to learn and develop at their own pace.

Dr. D.D. Brown Academy of Hope/PCP Parents' Rights

1. Parents have the right to a choice in education.
2. Parents have the right to exceptional customer service
3. Parents have the right to demand high quality education for their child/ren.
4. Parents have the right to the highest safety standards.
5. Parents have the right to confidentiality.
6. Parents have the right to be informed on all matters concerning their child/ren.
7. Parents have the right to be informed of their child's academic progress.
8. Parents have the right to visit the school and their child's classroom at any time.

PRIVATE SCHOOL TEACHERS AND MANAGEMENT

Dr. D.D. Brown Academy of Hope/PCP teachers and management strive to provide a rich and stimulating environment that is at the same time, warm, loving and supportive. Each students' age, level of maturity, learning priorities and learning pace is considered. It is within this supportive environment that young students acquire a solid sense of security, positive self-esteem, a long term enthusiasm for learning, and a respect for individual cultural and ethnic diversity. Parents and teachers are seen as partners in student's care and education. Parents are recognized and respected as students' primary educators/caregivers.

Our faculty of trained and experienced teachers have been chosen for their interest, ability, warmth, and patience in working with children. All of our teachers are involved in continuing education programs.

Dr. D.D. Brown Academy of Hope/PCP requires that all lead teachers and teaching team leaders have (or have

is in the process of receiving their degrees and certification).

PARENT AND SCHOOL COMMUNICATION

Weekly Classroom Lesson Plans

Lesson plans are provided for parents to pick up on Monday of each week for the child's class. The lesson plan will list the theme unit we are studying, letter, numbers, colors, vocabulary words and daily activities planned for the week this information will allow you to reinforce what they are learning at school.

Weekly Folders and Weekly Reports

Each class has a designated day of the week in which folders are placed in the front office for parents to pick up the contents of the folder. Included in the folders are your child's work from the previous week and a detailed weekly report.

Daily Reports (one year olds and infants)

Toddlers receive a daily report (because of the young age), which can be received from the classroom teacher at the end of the day, allowing parents to track specific information in regards to eating sleeping, and general disposition.

9 Week Progress Report and semi Annual Progress Reports

Preschool students age three and Kindergarten prep students receive reports every nine weeks, during the school term, a progress report detailing their development progress. Preschool students age two receive a semiannual progress detailing their development progress.

Student assessments report - Dr. D.D. Brown Academy of Hope utilizes an early childhood assessment tool produced by American Guidance Services. These assessments are administered to all students beginning at age two by our school principal. The AGS assessment is an objective standardized test which allows us to monitor students and channel instruction in the needed development areas. This form of testing is child friendly and supports or teachers' efforts

Management/Parent Communication

The management staff of Dr. D.D. Brown Academy of Hope/PCP includes a school administrator and administration. One of our primary responsibilities is providing our parents with excellent customer service. Excellent customer service we believe is achieved through proper communication, a listening ear and flexibility. We are here to serve you at all times we are your direct contact for praise, issues of concern regarding your child's care and education.

Teacher/Parent Communication

The teacher/parent relationship is one of trust that builds over time. At Dr. D.D. Brown Academy of Hope/PCP our teachers are dedicated to the safety and development of our students. Teachers communicate daily with parents by a quick morning hello, weekly reports, accident reports, an afternoon greeting, special notes and parent conferences. Due to their responsibility of taking care of their class when children are arriving and departing it is sometimes difficult for teachers to spend a lot of time with an individual parent (at the beginning or ending of a day) teachers and management interact continuously throughout the day relaying information that may need to be shared with a parent. It is management responsibility to discuss these

detailed issues with parents on a daily basis. If a parent wishes for a longer discussion with their children's teachers we will gladly schedule a time for a parent conference.

Accident/Incident Reports

Young children are very active and accidents may sometimes happen. All teachers and management at Dr. D.D. Brown Academy of Hope/PCP are required to have their First Aid and certified Pulmonary Resuscitation certification. For minor accidents "Accident Injury Report" placed at the front desk will notify parent. Department of Children and Families requires that the school document all accidents and injuries and that parents must sign the form.

Newsletters

Detailed newsletters with information regarding upcoming events, current curriculum theme units, general pertinent information and a parent section are published quarterly.

Front Office Notes

When necessary special notes will be placed on the front desk, bulletin board or posted on front doors. It is important to be aware of this information, which generally is notifying parents of upcoming events, special activities and programs.

Classroom Parent information Board

In each classroom there is a parent information board, generally by the door, used to communicate with parents. Please check this on a daily basis

Yearly Customer Survey

At Dr. D.D. Brown Academy of Hope/PCP we are always changing for the better and we get our ideas through continued education and our parents.

School Term

- School term begins Mid August and Ends Early June
- Kingdom's Summer Camp Program June through August
- Childcare Hours 6:00 a.m. to 2:30 p.m. Seven days a week
- School and Preschool hours 8:30 - 3:00

Attendance Policy

- Dr. D.D. Brown Academy of Hope/PCP recommends all students are in class by 8:30 a.m.
- If a student is absent, the parents should provide the school notification explaining the reason for the absence.
- Each student is given five days for absenteeism during the school term and will not incur tuition charges for those five missed days. After five days of unpaid absences, full tuition is due even in the event of a student's absence during the remaining school term. During the summer camp policies and procedures for specific vacation policies during the summer months.

FEES

- Fees are prepaid on Friday of the previous week. If not fees will be paid on Monday of the ensuing week. Please see the tuition fee schedule for specific tuition policies.
- Anyone picking up their children after school is closed will be charged a late fee as follow: after the scheduled time of pickup or when maximum hours have been reached for the day will be charged \$10.00 after 10 minutes \$15.00 after 30 minutes \$25.00.
- Payment of fees should be made by cash, money order or certified check only because we cannot accept personal checks.
- For school tuition rates see “Tuition Fee Schedule” in your enrollment package
- Full tuition is due without exceptions, such as absenteeism for vacations or sickness, beyond five unpaid missed days during the school term.

School Holidays

- The school will be closed on the following holidays: New Years, Martin Luther King Day, Good Friday, Memorial Day, July 4, Labor Day, Veteran’s Day, Thanksgiving Day and Christmas Eve, Christmas Day.
- Parents will be notified of any additional exceptions. Please watch TV 20- Fox 51 and check the school voicemail for emergencies and exceptions.

After school Students Special Fees

- If there is a prescheduled early release day from schools no extra tuition will be charged to the parent.
- If the elementary schools are having a planned “school out” day and your student will be at PCP, there is an extra \$10.00 fee for the day.
- IF THE PUBLIC SCHOOL SYSTEM CLOSSES DUE TO WEATHER CONDITIONS OR GENERAL EMERGENCIES Dr. D.D. Brown Academy of Hope/PCP MAY NOT BE ABLE TO ACCOMMODATE UNPLANNED ATTENDANCE.
- If the public school system closes school early, after 12:30 p. m. for emergency or weather conditions, Dr. D.D. Brown Academy of Hope/PCP can make accommodations for early care, provided our normal transportation is not used from the school to PCP.

Apparel and Personal Belongings

- Dr. D.D. Brown Academy of Hope/PCP provides appropriate childhood activities, therefore the children’s clothing will get dirty. The children should wear washable play clothes for comfort and your convenience. Please bring in an extra set of clothing for each student upon enrollment. We will keep them in case of spills. All personal belongings should be clearly marked with the students’ name. We cannot replace lost articles.
- All students are required to wear closed in toe play shoes for safety and comfort.
- To insure that a broken or lost toy does not disappoint a child we, prefer that they use the toys we provide. Please leave all toys at home with the exception of a soft toy for naptime, a toy for show and tell activities or an extra activity specified by the teacher.

School management highly recommends that students should not wear jewelry of any kind. Dr. D.D. Brown Academy of Hope/PCP will not be responsible for lost items.

What A Child Needs At School

Each student will be assigned a “cubby” for his or her belongings. Please check the cubby daily for items that may need to go home.

One Year Old, Toddlers

- ✓ Diapers, wipes, ointment, bibs, 3 change of clothes including socks and shoes “sippy cups” cups must be taken home daily and washed. Cups must be labeled with the child’s name
- ✓ Blanket and soft nap item (no sleeping Bags)

(Preschool) K2

- ✓ Diapers, wipes, ointment, bibs, 3 change of clothes “sippy cups” cups must be taken home daily and washed. Cups must be labeled with the child’s name
- ✓ Blanket and soft nap item (no sleeping Bags)
- ✓ Potty Training 5 extra underwear always at school 3 change of clothes; including socks and shoes.
- ✓ Towel or blanket for Nap
- ✓ Toothbrush and toothpaste in plastic Zip Lock baggie with name on bag
- ✓ Paint smock (old oversized shirt used for the year)

(Preschool) K-3

- Change of clothes Paint smock (old oversized shirt for the year)
- Towel or blanket for Nap time
- Tooth brush and tooth plastic in plastic zip lock baggie with name on bag
- Wipes

Kindergarten Prep K-4

- Change of clothes Paint smock (old oversized shirt for the year)
- Towel or blanket for Nap time
- Tooth brush and tooth plastic in plastic zip lock baggie with name on bag
- Wipes
- 2 Chubby writing pencils.
-

All students must take home their nap blankets every Friday for personal care. All personal belongings (exception paint smock) must be labeled with the student’s name.

Field Trips

Parents will be informed in advance of every field trip, outing or special event away from school. A group permission slip will be posted a week in advance on the front office desk. Parents are responsible for signing the form authorizing their child to participate in upcoming events. The permission slip will give all necessary information including date of field trip; location, time leaving and returning and any other necessary items students will need for the day. The permission slip must be signed before a student is allowed to go on the field trip. Parents are encouraged to chaperone.

PAYMENT SCHEDULE /Precious Children Preschool

Registration & Comprehension Fees *(due upon enrollment into Dr. D.D. Brown Academy of Hope)*

Registration Fee: \$50

Comprehensive Fee \$50 *(per student)*

Tuition Scale

Tuition One Student Two Students Three or More Students

Child 1 \$ 375.00 \$ 375.00 \$337.50
Sibling 2 \$ 0.00 \$ 337.50 \$300.00
Sibling 3 \$ 0.00 \$ 0.00 \$262.50
Sibling 4 \$ 0.00 \$ 0.00 \$225.00
Sibling 5 \$ 0.00 \$ 0.00 \$187.50
Sibling 6 \$ 0.00 \$ 0.00 \$187.50

Tuition includes academic breaks and holidays.

Multi Child Discount of 2 students reflect a 10% discount for the second child

Multi Child Discount of 3 or more students reflects the following scale:

Child 1 – 10% Sibling 2 – 20% Sibling 3 – 30% Sibling 4 – 40% Sibling 5 and over – 50%

Payments can be made either on a:

Yearly Plan: One payment due by August 1 (Receive an additional 10% off!)

Semi Annual Plan: Two payments (1st payment by 8/1, 2nd payment by 1/1) (Receive an additional 5% off!)

Monthly Plan: 10 monthly payments made on the **1st day of each month** (8/1 - 6/11)

12 monthly payments made on the **1st day of each month** (7/1– 7/1)

Tuition received after the 5th of the month is assessed a \$20 late fee. Student accounts outstanding after the 8th are placed on Administrative suspension until the account becomes current.

Curriculum Fee: Please determine the grade level of your child for curriculum fee that is due.

Curriculum fees are due upon enrollment into Dr. D.D. Brown Academy of Hope.

Grade Level Rate

Pre K (4) \$ 75.00
Kindergarten \$110.00
First \$263.00
Second \$241.00
Third \$226.00
Fourth \$231.00
Fifth \$224.00
Sixth \$229.00
Seventh \$182.00
Eighth \$199.00

Kingdom Christian Academy

Fee Schedule

Application Fee (non – refundable): \$50.00 (Per Child) Fees may be waived at discretion of the Administrator.

Tuition: Tuition is due on Thursday for the upcoming week. Any payments made after Friday at **9:00 am** will be charged a **\$20.00 late fee**. All accounts must be kept current.

After 9:00am on Monday your account will be charged a late fee of \$20.00.

Make sure that the late fee has been added to your check. If the payment is not Made on Tuesday morning we will be unable to provide child care until the account is paid in full.

Full weekly tuition is due regardless of the child's attendance in school for the week.

As a client of Kingdom Christian Academy, I understand that I am responsible for the following:

Tuition:

Registration Fee: _____	\$125.00_____
Uniform-Supply Fee: _____	\$ 100.00_____
Curriculum Fee: _____	\$ 125.00_____
Fees for Books	\$ 625.00
Fees for Transportation	\$100.00 a month
Fees for Testing	\$125.00

Tuition Fees

K	\$7100.00
1	\$7100.00
2	\$7100.00
3	\$7,100.00
4	\$7,100.00
5	\$7,100.00
6	\$7,100.00
7	\$7,100.00
8	\$7,100.00
9	\$7,100.00

10	\$7,100.00
11	\$7,100.00
12	\$7,100.00

August 18, 2015 First Day of School - Standardized Test Given: - (Stanford 9) Stanford Achievement Test, Tenth Edition (Stanford 10) - Abbreviated Battery Stanford Achievement Test, Tenth Edition (Stanford 10)

As the administrator of **Dr. D.D. Brown Academy of Hope**, our mission is tri-fold. Our mission is tri-fold because our ministry is tri-fold. Contemporary Christian Outreach ministries INC is the umbrella organization that branches out from the Greater A.O. H. church of God. The primary mission is “We are a non-profit outreach ministry in partnership with the entire community to ensure that each student leaves empowered with the knowledge and skills necessary to meet the challenges of the future by teaching Christian Values, love of God, love of self love of community and country.” As with any non-profit ministry, we have had to overcome considerable obstacles to be where we are today. Some are big and some are small; yet in this tough economy we are thriving and we continue to provide a safe place for your family.

The goal of our ministry is to “Prepare Children for the Kingdom of God.” We will accomplish this goal by improving the quality of life for the entire family through education, counseling and support. We accomplish our goal by training and leading people who are directly involved in the implementation of our educational program and procedures. From the daycare to the Academy our goal is to improve lives through education of the family.

In reaching the goal, we continue our commitment to teaching and managing staff and parents by providing a stimulating and positive environment in order to obtain the goals of our ministry.

We pledge to promote professionalism, superior academics and excellent customer service. This goal can only be achieved with collective efforts of our teachers, staff principals and our most valuable resources our parents.

We will always promote and demand educational excellence as we provide the means to achieve the goal.

(Staff Handbook)

Time Keeping

Accurately recording time worked is the responsibility of every teacher. Federal state laws require the company to keep an accurate record of time worked in order to calculate non-exempt teachers' pay benefits. Time worked is all the time actually on the job performing assigned duties.

Each teacher must punch a time clock at the time they begin and again at the time they end their work day. Teachers must also punch a time clock at the beginning and end of a break period. Your principal must always approve overtime work before it performed.

Tampering, altering, or falsifying time records or recording time on another teacher's time record may result in disciplinary action, including discharge.

Work Schedules

Work schedules for teachers vary throughout our organization. Principals will advise teachers of their individual work schedules.

All full-time teachers are expected to work (8) hours each day, excluding meals periods. Principals will Schedule meal periods to accommodate operating requirements. Teachers will be relieved of all active responsibilities and restrictions during meal periods and will not be compensated for that time.

Staffing needs and operational demands may necessitate variations in starting and ending times as well as variations in total hours that may be scheduled each and week.

Internal Posting and Advancement opportunities

Teachers may receive their AA degrees in early childhood education free of charge. Dr. D.D. Brown Academy of Hope/PCP takes the position that the best employee is someone within the organization. When possible, posting of a job opportunity will be submitted to all staff. Also, when a current employee has expressed a desire to grow within the company management will approach that person individually if an opportunity arises. There is an established advancement path at Dr. D.D. Brown Academy of Hope/PCP. We encourage all to complete required training for various positions and communicate through direct expression as well as activities such as the annual self-evaluation program.

When a current employee applies for advancement every consideration will be given to that employee's credentials before hiring someone new to the organization.

Hiring of Relatives

Dr. D.D. Brown Academy of Hope/PCP does not have a policy against hiring relatives. Our policy is that a relative cannot work together in the same classroom, take care of their own child or supervise relatives.

Accidents and injuries

In the event of an accident or sudden illness of an employee or visitor, the following precautions should be taken:

1. The employee or visitor should be made as comfortable as possible, cleaning the area of all unnecessary personnel.
2. If it appears to be a serious or life threatening injury, 911 should be called immediately.
3. All accidents must be reported immediately to a school Principal.

Any teacher who sustains a work-related injury or illness should inform his or her Principal immediately. No matter how minor an on-the-job injury may appear, it is important to report it immediately. This will enable an eligible teacher to qualify for coverage as quickly as possible.

Safety and Workers' Compensation

Safety

Establishment and maintenance of a safe work environment is the shared responsibility of Dr. D.D. Brown Academy of Hope/PCP and teachers from all levels of the organization. Dr. D.D. Brown Academy of Hope/PCP will attempt to do everything within its control to assure a safe environment and compliance with federal, state local safety regulations. Teachers are expected to obey safety rules and to caution in all of the work activities. You are asked to immediately report any unsafe conditions to the Director, Administrator or the Principal. Reports should be made up the chain of command. Supervisor, Director, administrator, Principal and if your issue is not resolved you may request to meet with the board of directors. Unsafe conditions will be corrected as promptly as possible.

Workers' Compensation

This is a non-profit organization and we are exempt from carrying worker's compensation. The company provides a comprehensive workers' compensation insurance program at no cost to the teachers. If you are injured on the job this program covers any injury or illness sustained in the course of employment that requires medical, surgical, or hospital treatment. Subject to applicable legal requirements, workers' compensation insurance provides benefits after short waiting periods in some cases, immediately.

Smoking

In keeping with the Dr. D.D. Brown Academy of Hope/PCP's intent to provide a safe healthy work environment, smoking is prohibited throughout the workplace. This policy applies equally to all teachers, staff, customers and visitors.

Miscellaneous Policies

Outside Employment

Dr. D.D. Brown Academy of Hope/PCP employees are allowed to work at other jobs, with the exception of childcare providers in the home or another child care center. The second job cannot interfere with the standards of Dr. D.D. Brown Academy of Hope/PCP and Dr. D.D. Brown Academy of Hope/PCP job requirements.

Babysitting

PCP teachers are **not** allowed to baby sit students of Dr. D.D. Brown Academy of Hope/PCP.

Lunch

Teachers can leave the premises for their lunchtime or bring lunch and utilize the dining room during their lunch break. Food cannot be eaten in the classroom and breaks cannot be taken in your classroom or the classroom of another teacher. As a benefit, teachers are allowed to eat with their students in their designated lunch period. Also taking a nap in the school or afterschool room is prohibited.

Playground

Playground time outside with the children is still being considered working time and you are expected to perform all duties and responsibilities as you should. At all times you should be at an eye level with your group of children. It should not be a time for teachers' conference or telephone uses.

Leaving a Classroom

Do not leave your classroom of children unattended at anytime for any reason. AT Dr. D.D. Brown Academy of Hope/PCP we have large viewing windows throughout the building in each classroom that would allow for you to get help if needed or open the door to the outside and scream in case of an emergency.

Telephone

Telephone messages will be taken for employees when you are working in the classroom. If it is your child or child's school we will ask if it is an emergency and if so make arrangement for you to receive the call. The school telephone can be used during break time for short calls for students and staff. Cellular phones and personal beepers are not allowed in the building. If the teacher confiscates a phone the first time it will be given back to the student. The second time the phone can only be picked up by the parent or guardian in charge of the child. This will take place only after a conference with the parent with clear understanding that the student will be dismissed from the school with constant violations of school rules and codes.

Gift Policy

Teachers are allowed to accept gifts from parents, children, and co-workers when appropriate. Appropriate occasions are birthdays, Teacher Appreciation Week, and special holidays.

Personnel Records

The principal maintains a file for every employee, which includes information such as your application for employment, resume, educational and work experience, references, job and salary history, abuse registry, background check and medical information.

Personnel files are the property of Dr. D.D. Brown Academy of Hope/PCP, and access to the information they contain is restricted. With reasonable advance notice, an employee may review his or her file.

Inquires from sources outside of the company for confidential information about (other than name, job, salary and dates of service) will be completed only with the employee's written consent or upon a receipt of a subpoena.

Request for transfer of Records

Any teacher who has not been out of the education field for more than 90 days may transfer all records when employed at Dr. D.D. Brown Academy of Hope/PCP. This form must be completed and sent to Administration or Principal, who will then forward the request to the background screening coordinator. Response should be

inserted into personnel file when received. This is required within seven days of employment. Results are required to be documented in personnel file within 30 days from the employment date.

About Your Handbook

This guide in the form of a handbook will play a meaningful role in Dr. D.D. Brown Academy of Hope/PCP's future growth and success. We hope that your employment with our organization will be a source of pride and satisfaction to you. This handbook is written especially for you and has been designed to acquaint you with our ministry. Through the use of this material you will learn about our organization's history and philosophy, the services that we provide, our company guidelines, as well as the benefits you may be eligible for as a teacher/staff member. As a teacher of our organization, you are responsible for reading, understanding and complying with all the provisions of this handbook. This handbook applies to all corporate and individual school locations of Dr. D.D. Brown Academy of Hope/PCP.

This teacher handbook is not an employment contract and is not intended to create contractual obligations of any kind. Neither the teacher nor the organization is bound to continue the employment relationship if either chooses, at its will, to end the relationship at any time.

Of course no teacher handbook can anticipate every circumstance or question regarding company guidelines. If you have any questions or need specific information you should contact the administrator or the principal. In addition, as our organization continues to grow, the need may arise to change the guidelines and benefits described in this handbook. We, therefore, reserve the right to revise, supplement or rescind any portion of this handbook. Teachers will be notified of any such changes.

Telephone: (352) 369-3119 or 352-438-5464 or 352-509-3938

Parents and Students

This document will be a valuable asset to you as you chart your path to success at Dr. D.D. Brown Academy of Hope next year. This year's curriculum guide was created to give you the necessary information to register for classes. In addition, information about graduation, testing, and other areas are included so that you are able to make good choices.

Please go over the guide carefully and if you have questions, ask your teachers and/or counselors when necessary. The more you understand prior to registration, the more likely you will have a schedule that meets your needs.

Mrs. Kat J. Crowell, and Mr. Clyde A. Graham, Principals

"An Equal Opportunity School"

Dr. D.D. Brown Academy of Hope PRIVATE SCHOOL: AN EQUAL OPPORTUNITY SCHOOL

Students in Dr. D.D. Brown Academy of Hope are entitled to certain rights, standards and protections including those of due process, equal opportunity protection,

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Mrs. Kat J. Crowell, and Mr. Clyde A. Graham, Principals
"An Equal Opportunity School"

Dr. D.D. Brown Academy of Hope PRIVATE SCHOOL: AN EQUAL OPPORTUNITY SCHOOL

Students in Dr. D.D. Brown Academy of Hope are entitled to certain rights, standards and protections including those of due process, equal opportunity protection, accurate and confidential record keeping, safeguards to health and safety, and access to suitable employment. The School is committed to affording students the benefits of these rights, standards and protections. Students who feel that they have questions concerning this matter have the right and the responsibility of discussing such questions with the school's administration.

The Dr. D.D. Brown Academy of Hope, School does not discriminate on the basis of race, color, religion, sex, age, national origin, marital status or qualified disability in its employment practices and in its access and admission to educational programs, services and activities.

This notice is provided as required by Title II of the Americans with Disabilities Act of 1990, the Florida Educational Equity Act of 1985, Section 504 of the Rehabilitation Act of 1973, Title IX Amendments of 1972 and the Civil Rights Act of 1964. Questions or request for additional information regarding the above mentioned acts may be forwarded to the designated compliance coordinator.

Clyde Graham, Director of Equity Assurance Division

Carolin Burton, 504 Specialist, Section 504 Inquiries

2825 S. W. 34th Avenue, Ocala, Florida 34474

Phone: 352-369-3119 <http://www.kingdomchristianacademypcp.org>

HIGH SCHOOL GRADUATION REQUIREMENTS

STANDARD DIPLOMA SPECIAL DIPLOMA

Subject Area

Traditional 24-Credit Program

Subject Area Special 24-Credit Program

English

4 credit with major concentration in Composition, Reading for Information, and Literature

English 2-3 credits

Mathematics

4 credits, one of which must be Algebra I or its equivalent, or a higher-level mathematics course

Mathematics 2-3 credits

Science

3 credits in Natural Science, two of which must have a laboratory requirement

Science 1-2 credits

Social Studies

1 credit World History, 1 credit

American History, 0.5 credit

American Government, 0.5 credit

Economics

Social Studies 1-2 credits

Fine Arts

1 credit in Fine Arts or approved Practical Arts courses

Social Skills/Life Management 1-3 credits - Physical Education
1 credit in Physical Education to include integration of health (3)
Physical Education/Motor Skills ½ -2 credits
Majors, Minors, or Electives
8 credits= 4 credits in a major area of interest-Plus 4 additional credits in elective courses in consultation with the Guidance Counselor
Career Preparation 1 credit
Career and Technical Education 6-8 credits
Electives 4-6 credits
TOTAL 24 credits TOTAL 24 credits

State Assessment Requirements Earn passing scores on the Grade 10 End of the Course Exams or concordant scores on the (ACT or SAT)

State Assessment Requirement As determined by IEP
Grade Point Average (GPA)

Requirements
Earn a cumulative GPA of 2.0 on a 4.0 scale Grade Point Average (GPA)

Requirements
Earn a cumulative GPA of 2.0 on a 4.0 scale

The following Practical Art courses at Dr. D.D. Brown Academy of Hope are approved to meet the Fine Arts requirements:

Journalism 1 Commercial Art Technology 1, 2, 3, 4 Web Design 1, 2, 3, 4 Intro to Information Technology
Television Production 1, 2, 3

GRADE POINT AVERAGE

Grade point average (GPA) is determined by assigning a numerical value (QUALITY POINT), to the letter grade and averaging values for courses taken in a given period. Honor courses, most Pre-IB and IB courses, Advanced Placement courses and certain dual enrollment college courses receive weighted numerical values when calculating.

Some upper level vocational classes are also weighted. The honors weighting applies to class rank within Marion County. Bright Futures and colleges use different weighting criteria for qualification and acceptance.

REGULAR (One Credit) **HONORS** (One Credit)

A = 4 POINTS..... A = 5 POINTS
B = 3 POINTS..... B = 4 POINTS
C = 2 POINTS..... C = 3 POINTS
D = 1 POINT D = 1 POINT
F = 0 POINTS..... F = 0 POINTS

GPA (Grade Point Average) = quality points divided by number of credits attempted

MAJOR AREAS OF INTEREST

Beginning with the class of 2011 to present, students have the opportunity to choose a focus for their studies and pursue courses that are of particular interest to them. Major Areas of Interest, which are part of the new A++ secondary school reform measure, will allow students to define their interest and use their high school experience to become better prepared for higher education and a career of their choosing.

Students will choose a Major Area of Interest that includes four credits in a common area, such as the sequential courses in a career and technical program, fine and performing arts, or an academic content area. Courses taken for a major must be over and above the academic fine arts courses required for graduation. To learn more about the A+ legislation, visit <http://fldoe.org/APlusPlus>.

The following are Major Areas of Interest that are offered at Dr. D.D. Brown Academy of Hope.

- ✓ Advanced Placement
- ✓ Agriscience and Natural Resources Education
- ✓ Business Technology Education
- ✓ Drama-Theatre Arts
- ✓ English
- ✓ Foreign Languages
- ✓ Health Science Education
- ✓ Industrial Education
- ✓ Language Arts
- ✓ Mathematics
- ✓ Music
- ✓ Public Service Education
- ✓ ROTC and Leadership Training
- ✓ Teacher Preparation
- ✓ Technology Education
- ✓ Workforce Readiness Vocational Education programs offered as needed.

Public and Private Institutions - All students qualifying for a Bright Futures Award will receive the specified (cost per credit hour) award amounts established by the Florida Legislature in the General appropriations Act. This amount is subject to change annually. Award amounts for the **2010-11** academic year will be available in summer 2010 after the legislative session.

Current year award amounts can be found at: www.FloridaStudentFinancialAid.org/SSFAD/bf/awardamt.htm

BRIGHT FUTURES GENERAL ELIGIBILITY CRITERIA

- Florida Resident
- Florida High School Graduate
- Not Guilty of a Felony
- Use Award within three years of graduation
- Attend a Florida College or University, Community College or Technical School

FLORIDA ACADEMIC SCHOLARS AWARD

Award Level: Public Institution – Current Award Level \$126.00 per Semester Hour or \$84.00 per Quarter Hour.
Required GPA: 3.5 weighted GPA using the 16 credits below:
4 English, 4 math (Algebra 1 and above), 3 sciences, 3 social sciences, 2 foreign language (in the same language)
Community Service: 75 hours Test Scores: **1270** SAT or **28** ACT

FLORIDA MEDALLION SCHOLARS AWARD

Award Level: Public Institution – Current Award level \$95.00 Per Semester Hour or \$63.33 if attending a 4 year University or \$78.00 for the first two years at a Florida Community College and \$59.00 a semester hour / \$39.33 for quarter hour for subsequent years.

Required GPA: 3.0 weighted GPA using the 16 credits below:

4 English, 4 math (Algebra 1 and above), 3 sciences, 3 social sciences, 2 foreign language (in the same language)

Community Service: None Test Scores: **970** SAT or **20** ACT

FLORIDA GOLD SEAL VOCATIONAL SCHOLARS AWARD

Award Level: Public Institution – \$59.00 per credit hour or \$39.33 per quarter hour.

Required GPA: 3.0 weighted GPA using the 16 credits below:

4 English, 4 Math, 3 Science, 1 American History, 1 World History, ½ American Government, ½ Economics, 1 vocational or performing art or ½ credit in each, 1 Physical Education Vocational credits: 3.5 un-weighted GPA in a minimum of 3 vocational credits in the same vocational program.

Community Service: 120 hours

Test Scores: CPT: Reading 83, Sentence 83, Algebra 72

SAT: Verbal 440, Math 440

ACT: Reading 18, English 17, Math 19

There are other ways to qualify for Bright Futures awards. See your counselor for specific information or visit the Fldoe website at www.myfloridaeducation.com/brfuture.

Talented 20

Graduates from Florida private high schools who rank in the top 20% of their class and who have completed the required 18 core credits for state university admissions.

www.FACTS.org

This is Florida's new, statewide student advising website created so that you can find accurate, up-to-date information for academic and career planning. Getting the facts has never been so easy.

What can FACTS.org help you do?

- High school course planning with your future in mind
- Career guidance programs for deciding on a career path
- Choose the right major
- Search degrees offered in Florida
- Link to Florida colleges and universities' websites
- Apply online for admissions and financial aid
- Learn ways to earn college credit now
- Explore admissions requirements
- Access your transcripts online

Log on for your High School Academic Evaluations!

It's easy. Just follow these steps:

1. Go to www.FACTS.org.
2. Click on *High School Academic Evaluations*.
3. Choose *New User- Create Login ID & Password*.
4. Complete the short form (personal data such as your name, birth date, and SSN/Florida Student Identifier Number must match official school records exactly).

5. Create your Login ID & Password.

6. Click on *Submit*.

DUAL ENROLLMENT PROGRAM

COLLEGE OF CENTRAL FLORIDA

Students at Dr. D.D. Brown Academy of Hope may attend CFCC as a part-time college credit student if the student has exhausted all available course opportunities at the high school level. The student must be at least 16 years of age and must meet freshman-level criteria established by the colleges/universities in regard to placement testing. A 3.0 un-weighted cumulative GPA is required for College Credit Dual Enrollment. A 2.0 un-weighted cumulative GPA is required for Vocational Certificate Dual Enrollment.

Any student considering a dual enrollment program must contact his/her counselor for additional information. The Guidance Counselor, the Assistant Principal for Curriculum and/or the Vocational Administrator for Career and Technical Education and the Principal must approve all programs.

Students must provide their own transportation to CFCC.

Alternative Education and Credit Sources

Interested in a new approach to high school education? Dr. D.D. Brown Academy of Hope Virtual School School campus at 724 **S. Magnolia Avenue in Ocala**, offers academics connected to technical real world experience.

Students can earn a high school diploma, national competitions, and college credit based on their selection between five academies

Want to work and go to school? Check out Dr. D.D. Brown Academy of Hope Non-Traditional High School Diploma Program!

To apply and find out more – call Dr. D.D. Brown Academy of Hope at 352-369-3119 or 352-438-5464!

Dr. D.D. Brown Academy of Hope School System operates its own virtual school. Courses are over the Internet, and are taught by Dr. D.D. Brown Academy of Hope School teachers certified in the course subject areas. Counselors must approve all coursework in order for the student to enroll in the class. For more information visit <http://www.kingdomchristianacademypcp.org>

NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA) INITIAL ELIGIBILITY CLEARINGHOUSE

Student athletes who are planning to enroll in college as a freshman and who wish to participate in Division I or Division II athletics must be certified by the NCAA Initial Eligibility Clearinghouse. The NCAA member institutions in January 1993 established the Clearinghouse. The Clearinghouse ensures consistent application of NCAA initial eligibility requirements for all prospective student athletes at all member institutions.

TO BE CERTIFIED BY THE CLEARINGHOUSE FOR DIVISION I and DIVISION II ELIGIBILITY A STUDENT MUST:

1. Graduate from high school. The student should apply for certification before graduation if he/she wishes to participate in athletics as a freshman at the college to which he/she will be admitted. Division I schools require 16 credits for certification. The Clearinghouse will issue a preliminary certification report when the student has all materials submitted. If the student's eligibility information is requested after graduation by a member institution, the Clearinghouse will review the final transcript to make a final certification decision according to NCAA standards.

It is recommended that the student apply for certification at the **BEGINNING** of the senior year. Students may register online at www.ncaaclearinghouse.net. From the home page, click on "Prospective Student-Athletes", which will link the student-athlete to the necessary information. The "Guide For The College-Bound Student-Athlete" may be accessed at www.ncaa.org. See your guidance counselor for more information.

COMMUNITY SERVICE

Community Service is a valuable learning experience for high school students. Volunteer work may be done in a variety of settings and is beneficial to the students when applying to college and for jobs. Community service is a requirement for some scholarships such as Florida Academic Scholars. Students must document 180 hours of community service so that it appears on their high school transcript. They must contact their guidance counselor and/or the Student Activities Director, who records community service points on the student's permanent transcript.

Curriculum Offerings

All students are offered a complex curriculum consisting of required courses and electives.

Dr. D.D. Brown Academy of Hope provides curricular offerings appropriate for all students, including intensive, ESE, honors, AP, If students need additional assistance in reading or math, they are placed in intensive classes. Some of the electives offered are co-curricular with programs that extend beyond the classroom. Students are given one-on-one counseling in the spring of each year to guide them in their scheduling choices.

COURSE DESCRIPTIONS

ENGLISH

Four credits in English are required for graduation.

******Honors** courses generate weighted quality points.

These courses are designed to challenge the motivated, self-disciplined student. Students need to have **diligent study habits** since these courses require a minimum of **4 hours** of homework per week, as well as research projects and written reports

ENGLISH I..... 1001310 9th Grade One ENGLISH Credit

Prerequisite: None - The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and literature.

ENGLISH HONORS I..... 1001320 9th Grade online

One ENGLISH Credit

Prerequisite: Recommendation of 8th grade counselors and teachers.

This course is for the highly motivated student only. Students must have a “B” or above average in middle school English. Good attendance is mandatory.

ENGLISH II.....1001340

10th Grade One ENGLISH Credit The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and literature through writing essays, oral presentations, reading world literature and usage of the English language.

ENGLISH HONORS II.....1001350

10th Grade One ENGLISH Credit

Prerequisite: Completion of English I with at least a “B” average. Good attendance and writing skills necessary. Teacher recommendation is needed.

ENGLISH III..... 1001370

11th Grade One ENGLISH Credit

The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and literature using listening, speaking and writing assignments.

ENGLISH HONORS III.....1001380

11th Grade

One ENGLISH Credit

Prerequisite: Two English credits. Completion of English II with at least a “B” average. Teacher recommendation is needed.

This course is for highly motivated students who like to read and write. Good attendance is mandatory. Online only

ENGLISH IV.....1001400

12th Grade One ENGLISH Credit

The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and literature using listening, speaking and writing assignments such as essays and research papers. The study of literature includes the changes and development of the language.

ENGLISH HONORS IV.....1001410

12th Grade One ENGLISH Credit Prerequisite: Three English credits. Completion of English III with at least a “B” average. Teacher recommendation is needed.

ADVANCED PLACEMENT ENGLISH LITERATURE & COMPOSITION..... 1001420

12th Grade Online only

One ENGLISH Credit Prerequisites: 1. One Credit-Honors English II or III

2. G.P.A. - 3.0

3. High recommendation from English III teacher

4. High personal motivation

This course is a college level English course that explores major

works in the English language, with emphasis on literary analysis and criticism to prepare students for the Advanced Placement Test. Class members take the AP Exam as a requirement for their class grade. Failure to take the AP exam may result in a zero grade for the final exam in this class. ***Students enrolled in any Advanced Placement course will be required to take the AP exam in the spring for college credit.***

There is a book that students are required to read over the summer, prior to beginning the AP English course. This assignment is due on the first day of school in August.

AP ENGLISH LANGUAGE AND COMPOSITION.....1001420

11th Grade One English Credit

Prerequisite: Teacher Recommendation

Includes in-depth study of American literature, critical writing on selected readings, vocabulary, and college admissions preparation. Emphasis is placed on author’s purpose, audience expectations, and rhetorical strategies. Upon completion of course, students will take the AP exam for college credit.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

ENGLISH I THROUGH ESOL.....1002300

ENGLISH II THROUGH ESOL.....1002310

ENGLISH III THROUGH ESOL.....1002320

ENGLISH IV THROUGH ESOL.....1002520

9-12th Grades

One English Credit per course

Prerequisite: Special Staffing Only

E.S.O.L. is designed to help students who need to improve their communication skills. The class promotes an environment that is sensitive to the circumstantial needs of individual students who need to improve their English skills.

MATHEMATICS

Three (3) mathematic courses are required for graduation (4 Mathematic courses are required for the class of 2011 on). Algebra I or the equivalent must be completed to graduate.

ALGEBRA 1A.....1200370

9-12th Grade One Math Credit

The purpose of this course is to develop the algebraic concepts and processes that can be used to solve a variety of real world and mathematical problems. This is the first of a two year sequence of courses. Together, the two courses meet the Algebra 1 graduation requirement.

ALGEBRA 1B..... 1200380

9-12th Grade One Math Credit

The purpose of this course is to develop the algebraic concepts and processes that can be used to solve a variety of real world and mathematical problems. This is the second of a two year sequence of courses. Together, the two courses meet the Algebra I graduation requirement.

ALGEBRA I.....1200310

9-12th grade One MATH Credit

This course is designed to provide the foundation for more advanced mathematics courses and to develop the skills needed to solve mathematical problems. Some topics to be covered will include sets, variables, and properties of the real number system, systems of linear equations, inequalities, polynomials, radical expressions, and Quadratic equations.

ALGEBRA I HONORS.....1200320

9-12th grade One MATH Credit Prerequisite: Teacher recommendation

Mastery of basic computational skills and related applications with whole numbers, fractions, decimals, and percents. In addition to the course work covered in Algebra I, Algebra I Honors includes the study of functions, direct and inverse variation. A more in-depth study of factoring, radicals, quadratics and graphing are presented. Demonstration of these concepts is reinforced by work on the TI-81 graphing calculator.

GEOMETRY.....1206310

9-12th grade

One MATH Credit

Prerequisites: Algebra I

Geometry is designed to emphasize critical thinking involving the relationships and proofs dealing deductive reasoning. The topics covered include lines, planes, angles, triangles, congruence, inequalities, polygons, and their areas and volumes.

GEOMETRY HONORS.....1206320

9-12th grade One MATH Credit

Prerequisites: Algebra I Honors **and** teacher recommendation Geometry Honors is an in-depth study of Euclidean Geometry with contrasting views of hyperbolic and elliptical geometries. This course emphasizes critical thinking involving proofs and deductive and inductive thinking. Topics covered include lines, planes, angles of polygons, and their areas, volumes and transformations. A strong background in algebra is required.

INFORMAL GEOMETRY.....1206300

10th-12th grade One MATH Credit Prerequisites: Algebra I

This course is designed to develop the geometric knowledge used to solve a variety of real world and mathematical problems. Student will inductively develop geometric relationships with hands on activities and does not include formal proofs. It does not meet university entrance math requirements.

LIBERAL ARTS MATH.....1208300

10-12th Grade One MATH Credit

Prerequisite: Algebra I **and** Geometry or Informal Geometry The purpose of this course is to enable students to strengthen algebraic and geometric concepts and skills necessary for further study of mathematics. The content should include, but not be limited to, the following: exponents and radicals, algebraic expressions and polynomials, equations (linear and quadratic) and inequalities, coordinate geometry, functions, relations and graphs, systems of linear equations and inequalities, properties of two- and three dimensional figures, geometric relationships, and basic concepts of data analysis and probability.

ALGEBRA II.....1200330

10-12th Grade

One MATH Credit

Prerequisites: Algebra I **and** Geometry

This course is designed to study the structure of algebra including properties of real numbers, relations, functions and graphs, polynomials and rational expressions, quadratic equations and inequalities, functions, rational and irrational numbers, logarithms, complex numbers word problems, matrices, series, and sequences.

ALGEBRA II HONORS.....1200340

11-12th Grade One MATH Credit

Prerequisites: Algebra I Honors & Geometry Honors, **and** teacher recommendation. In addition to the course work covered in Algebra II, Algebra II Honors will include the study of probability and statistics, variation, and an introduction to trigonometry.

MATH COLLEGE READINESS.....1200700

(College Review Math) 12th Grade One MATH Credit

Prerequisite: Algebra II

This course follows Algebra II and is designed for students who need to refine their math skills before pursuing further advanced mathematics courses. Topics shall include complex numbers, systems of equations and inequalities, polynomials, conic sections, Exponents, logarithms, trigonometry, statistics, and an ACT/SAT review.

PRE-CALCULUS.....1202340

This course generates weighted quality points.

10-12th Grade One MATH Credit

Prerequisite: At least a **B** average in Algebra Honors I & II & Geometry Honors

The purpose of this course is to introduce students to the basic concepts and techniques associated with work in algebraic concepts, functions and equations, circular functions and trigonometry, matrices and vectors. It is expected that extensive use will be made of graphing calculators in both the development and the application of these topics. Access to computers is recommended.

AP CALCULUS.....1202310 Grade 11-12

Prerequisites: Pre-Cal and teacher recommendation This course is intended for students with thorough knowledge of Algebra, Geometry, and Trigonometry. The course includes single variable calculus: elementary functions: limits: differentiation and integration of the algebraic, logarithmic, trigonometric and exponential functions: and applications of differentiation and integration.

SCIENCE

Three science credits are required for graduation.

INTEGRATED SCIENCE I.....2002400

9th Grade One SCIENCE Credit

Prerequisite: None - The purpose of this course is to provide opportunities to investigate the theories and ideas associated with the biological, earth, and physical sciences in a way that is relevant and usable. Students construct science knowledge by formulating questions, making predictions, planning experiments, making observations, classifying, interpreting and analyzing data, drawing conclusions and communicating.

INTEGRATED SCIENCE I HONORS.....2002410

9th Grade One SCIENCE Credit

Prerequisite: Teacher recommendation

BIOLOGY I.....2000310

10th Grade One SCIENCE Credit

Prerequisite: None

The purpose of Biology I is to provide students with exploratory experiences and activities in the fundamental concepts of life. Topics covered are laboratory techniques, safety and use of lab apparatus, cell structure and simple biochemical processes, an introduction to genetics, reproduction, a survey of kingdoms, classification and ecological relationships.

BIOLOGY I HONORS.....2000320

10th Grade One SCIENCE Credit

Prerequisite: Minimum B in Integrated Science. Level 3 or higher in FCAT Reading. **Teacher Approval** required. Honors students may expect 3 – 4 hours of homework each week.

AGRISCIENCE FOUNDATIONS I.....8106810

11-12th Grade

One SCIENCE or ELECTIVE Credit

This course is designed to develop competencies in the area of agricultural history; global importance of agriculture; career opportunities; applied scientific and technological concepts; ecosystems; agricultural safety; principles of integrated pest management; principles of plant and animal growth; economic principles, agricultural marketing; and human relations skills.

ANATOMY & PHYSIOLOGY – HONORS2000360

This course generates weighted quality points.

11-12th Grade One SCIENCE or ELECTIVE Credit Prerequisites: Completion of Biology I Honors with at least a **B** average. Anatomy and Physiology explores the structure and function of the components of the human body. Class activities include the examination & manipulation of plastic models of organs and organ systems, viewing of Anatomy & Physiology Revealed CD-ROM Interactive Cadaver Dissection and Animations, and open discussion of the body's systems. The college level textbook is supplemented with access to Online Study Partner practice and review activities. Topics of study include Organic Chemistry, Cells, Cellular Metabolism, Types of Tissues, Skin & Integumentary, Somatic & Special Senses, Blood, Cardiovascular, Skeletal, Muscular, Nervous, Digestion & Nutrition, Respiratory, Reproductive, Human Development, and Genetics.

Honors students may expect 4-5 hours of reading and homework each week.

CHEMISTRY I.....2003340

11-12th Grade One SCIENCE or ELECTIVE Credit

Prerequisite: Completion of both Algebra I and Biology with a B or higher and science teacher recommendation. Chemistry I is a college preparatory course stressing the elements of General chemistry. Chemical nomenclature and stoichiometry are stressed to provide the student with a suitable background in problem solving to enable him/her to continue the study of chemistry at the college level. There is a relatively extensive vocabulary that must be mastered in order for the student to function effectively in the lecture and laboratory portions of the course. Geometry and Algebra I are recommended as prerequisites for this course.

CHEMISTRY I HONORS.....2003350

11-12th Grade One SCIENCE or ELECTIVE Credit

Prerequisite: Completion of both Algebra I and Biology with a B or higher, concurrent enrollment in Algebra II and science teacher recommendation. For mathematical maturity, Trigonometry or Pre-Calculus is recommended as a co-requisite for this course, although most of the topics may be handled with a good background in Geometry and Algebra I & II.

PHYSICS HONORS..... 2003390

This course generates weighted quality points.

11-12th Grade One SCIENCE or ELECTIVE Credit

Prerequisites: Algebra I, Geometry **and** Algebra II with at least a **B** average in all three courses. *Also enrolled in Pre-Calculus.*

This course provides students with an introductory study of the theories and laws governing the interaction of matter, energy, and the forces of nature. It is a college preparatory course designed to include laboratory work. Physics I Honors is for those students who wish to pursue a career in a field where a good knowledge of physics is required. Examples of these careers include engineering, architecture, many aspects of the medical field, computers, etc. Also, students who may be mathematics majors in college should enroll in this course.

PHYSICAL SCIENCE2003310

11th-12th Grade One SCIENCE Credit

This course gives general overview of chemistry and physics and is designed for those not needing more rigorous chemistry or physics course. It includes concepts of atomic bonding, chemical composition, radioactivity, laws of motion and technology.

PHYSICAL SCIENCE HONORS.....2003320 11TH-12TH GRADE

ONE SCIENCE CREDIT

SOCIAL SCIENCE

Three credits are required for graduation: World History (1), American History (1), American Government (1/2) and Economics (1/2).

AMERICAN HISTORY2100310

11th Grade One SOCIAL STUDIES Credit

Prerequisite: None

The purpose of this course is to enable students to understand the development of the United States within the context of history with a major focus on the post-Reconstruction period. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures, and humanities to solve problems in academic, civic, social, and employment settings.

AMERICAN HISTORY HONORS.....2100320

11TH Grade One SOCIAL STUDIES Credit

Prerequisite: World History Honors Teacher recommendation

AP AMERICAN HISTORY2100330

This course generates weighted quality points.

11-12th Grade One SOCIAL STUDIES Credit

Prerequisite: World History Honors Teacher recommendation.

Students will acquire an in-depth, comprehensive understanding of the development of the United States within the historical context by examining the political, social, economic, religious, military, scientific, and cultural events that affected the nation. Included will be intense exposure to analysis, evaluation, and assessment when concerning historical interpretation as well as a wide factual base. ***Students enrolled in any Advanced Placement course will be required to take the AP exam in the spring for college credit.***

WORLD HISTORY.....2109310

10th Grade One SOCIAL STUDIES Credit

Prerequisite: None

The purpose of this course is to enable students to understand their connections to the development of civilizations by examining the past to prepare for their future as participating members of a global community. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures, and humanities to solve problems in academic, civic, social, and employment settings

WORLD HISTORY HONORS.....2109320

10th Grade One SOCIAL STUDIES Credit

Prerequisite: English teacher recommendation

AMERICAN GOVERNMENT.....2106310

12th Grade ½ SOCIAL STUDIES Credit

Prerequisite: None

The purpose of this course is to enable students to gain an understanding of American government and political behavior that is essential for effective citizenship and active involvement in a democratic American society.

AMERICAN GOVERNMENT HONORS.....2106320

12th Grade ½ Social Studies Credit

Prerequisite: Teacher recommendation

ECONOMICS.....2102310

12th Grade

½ SOCIAL STUDIES Credit

Prerequisite: None

The purpose of this course is to provide students with the knowledge and decision-making tools necessary for understanding how society organizes its limited resources to satisfy its wants. Students will gain understanding of choices they must make as producers, consumers, investors, and taxpayers.

ECONOMICS HONORS.....2102320

12th Grade

½ SOCIAL STUDIES Credit

Prerequisite: None

AP EUROPEAN HISTORY.....2109380

This course generates weighted quality points.

11-12th Grade

One SOCIAL STUDIES Credit

Prerequisite: American History Honors Teacher recommendation.

Students enrolled in any Advanced Placement course will be required to take the AP exam in the spring for college credit.

Students will understand the development of Europe within the context of history by examining connections to the past in order to prepare for the future as participating members of a global community. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings.

PHYSICAL EDUCATION - REQUIRED FOR GRADUATION FOR CLASS OF 2014 TO PRESENT

HOPE- Health Opportunities through Physical

Education.....1506320

9th-10th grade REQUIRED ONE Credit

FOREIGN LANGUAGE

Students who wish to take two credits of a foreign language MUST BEGIN BY THEIR JUNIOR YEAR. Two years of the same foreign language are required for entrance to a four-year university.

FRENCH I0701320

9–12th Grade One ELECTIVE Credit

French I will introduce the French language and culture, basic conversational skills, and cross-cultural understanding. The content will include, but not be limited to, the following: 1) conversational expression in French, 2) comprehension of spoken and written French, 3) oral and written presentation in French, 4) social interaction patterns within French culture(s), 5) connections between the French language and culture(s) and other disciplines, 6) communication patterns of language, and 7) French language usage within and beyond the school setting.

FRENCH II0701330

10-12th Grade One ELECTIVE Credit

Prerequisite: French I

French II reinforces the fundamental skills acquired by the student in French I. Listening, speaking, reading and writing skills are enhanced with an emphasis on cultural awareness.

SPANISH I0708340

10–11th Grade One ELECTIVE Credit

Spanish I will introduce the student to the study of grammar, culture, history, and customs of the Spanish speaking people. Students will write, speak, and listen in Spanish. Students will study the contributions of Spanish history and language to the United States and the world. Occasional projects will allow students to give oral presentations using Spanish.

SPANISH II0708350

10-12th Grade One ELECTIVE Credit Prerequisite: Spanish I

GENERAL ELECTIVES

INTRODUCTION TO INFORMATION TECHNOLOGY

8207310 Grade Level – 9 – 12 One ELECTIVE Credit Prerequisite: None

***THIS COURSE IS STRONGLY RECOMMENDED FOR ALL STUDENTS BEFORE GRADUATION.**

This course is designed to provide an introduction to information technology concepts and careers as well as the impact information technology has on the world, people, and industry and basic web design concepts. The content includes information technology; career research; operating systems and industry standard software applications; electronic communications including e-mail and Internet services; basic web commands and design; and emerging technologies. After successful completion of this course, students will have met Occupational Completion Point – Data Code A, Information Technology Assistant – SOC Code 15-1041. (There is a \$10 lab fee.)

*Students attending any community college in the state must complete a computer course prior to graduation. If students complete this course with a grade of A or B and enroll at CFCC in an A.S. program, they may be able to earn 3 college credits.

INTENSIVE LANGUAGE ARTS.....1000400

9-12th Grades One ELECTIVE Credit

This English course is designed to provide intensive remediation in reading and writing. It is required by Florida Statute 232.245 for students who do not meet district levels of proficiency. Lack of proficiency is a score less than the 25th percentile on a nationally normed achievement test and/or a score of 2 or lower on demand writing samples or the FCAT Writes test. Failure to pass the communications portion of FCAT is also considered lack of proficiency. This class may not take the place of the regularly required English credit, but will be taken in addition to the required English credit.

INTENSIVE MATHEMATICS.....1200400

9-12th Grades One ELECTIVE Credit

This math course is designed to provide intensive remediation in mathematics. It is required by Florida Statute 232.245 for students who do not meet standards of proficiency set by the school district. Lack of proficiency is a score less than the 25th percentile on a nationally normed achievement test. Failure to pass the mathematics portion of the FCAT is also considered lack of proficiency. This class will not take the place of the regularly required math credit but will be taken for multiple credits in addition to the required math credit.

HUMANITIES I (To 1500AD).....0900310

10-12th Grade ½ ELECTIVE Credit Prerequisite: None

This course is designed to examine man’s creative efforts and his world through the study of painting, sculpture, architecture, music, dance, drama, history, literature, philosophy, and religion from Stonehenge to the Italian Renaissance. Students tour the Appleton Museum and participate in other cultural activities when available.

HUMANITIES II (SINCE 1500 A.D.)..... 0900320 10-12th Grade

½ ELECTIVE Credit Prerequisite: None

Humanities II is a continuation of the Humanities curriculum from the Baroque era through Impressionism, Modern Art, and the history of the Cinema. Students will participate in cultural activities when Available.

LAW STUDIES.....2106350 9-12th Grade

½ ELECTIVE Credit

Prerequisite: None

Law Studies provide students the opportunity to acquire an understanding of the American legal process. Topics include the criminal process, commercial law, family law, and rights with responsibilities. Experiences of

mock trials, visiting court trials, and trips to prison are possible. Student participation is part of the course requirements.

PSYCHOLOGY.....2107300

10-12th Grade - ½ ELECTIVE Credit - Prerequisite: None

This course covers the theories and methods employed by psychologists. Human growth and development, intelligence and conditioning are important aspects of the course content. Psychology also covers emotions, frustration, and abnormal behavior as they relate to contemporary behavior.

SOCIOLOGY.....2108300

10-12th Grade - ½ ELECTIVE Credit - Prerequisite: None

Sociology includes the study of the social institutions, classes and social relationships that exist throughout the world. Also included will be the socialization process, social deviations and their interrelationships, and interdependence. Group behavior and a study of personality are important parts of the course study.

JOURNALISM I.....1006300

****This course meets the Fine Arts High School Graduation Requirement.**

JOURNALISM II.....1006310

JOURNALISM III1006320

JOURNALISM IV.....1006330

Major: English

9-12th Grade

One ELECTIVE Credit each

Prerequisite: **Teacher Approval after application and interview**

The purpose of these courses is to provide introductory and intermediate instruction in writing and production skills related to various journalistic media. While participating in this production, students develop and utilize skills in news, feature and sports writing, layout design, salesmanship, advertising photography, time management and record keeping. Students enrolling in these classes must have available means of transportation to the Ocala business community, must sell ads and should be able to type. Students produce a 300-page yearbook.

DRIVERS' EDUCATION1900310

9-12th Grade - ½ ELECTIVE Credit Prerequisite: **Restricted Driver's License Must be 15 years old at start of class**

An essential feature of the Secondary School Traffic Education Program is the availability of a driver education course to the students at the time they reach the minimum legal driving age. The immediate and practical purpose of the course is to develop a good foundation upon which can be built a lifetime of successful use of traffic facilities. Students will be provided many opportunities to learn the importance of good human relations, emotional maturity, and responsible citizenship. ***Students are required to have a restricted drivers license before assignment to this class or within the first two weeks of class. Students who do not have a Florida Learners Permit can take the Drug Alcohol Traffic Education(DATE) course in the first 2 weeks of class to receive their restricted license. The course includes classroom, driving range, and on the road instruction.***

Major Area of Interest

ROTC AND LEADERSHIP TRAINING

NAVAL SCIENCE - NAVY JROTC - Major: ROTC and Leadership Training 9-12th Grade - One ELECTIVE Credit
Each

Prerequisites: Minimum 2.0 GPA, clean discipline record, physically capable of participation in the normal physical education programs offered by the Dr. D.D. Brown Academy of Hope School System. Naval Science II, III, and IV students must have demonstrated satisfactory progress in Naval Science I prior to enrollment.

NAVAL SCIENCE I - (9-12 grade)1802300

NAVAL SCIENCE II - (10-12 grade)..... 1802310

NAVAL SCIENCE III - (11-12 grade)..... 1802320

NAVAL SCIENCE IV - (12 grade).....1802330

Zero Period Courses **(must be taken all year before school):**

NJROTC (Naval Junior Reserve Officers Training Corps) is an elective course offered during all four years at Dr. D.D. Brown Academy of Hope. Satisfactory performance (minimum 2.0 GPA) is required for entry and continuance in the program. It is expected that students will comply with established grooming standards, maintain exemplary conduct (both in and out of school), and demonstrate the ability and desire to participate in the program's physical fitness activities.

Academic instruction is presented on subjects such as navigation, seamanship, and oceanography as well as Naval orientation and history. Military drill is practiced throughout the course, and is designed to enhance individual pride and self-confidence and to develop a sense of teamwork. Physical training is also required throughout the course to promote personal habits of health and physical fitness. Students are taught the principles of effective management and leadership, and are given extensive opportunities to obtain practical leadership experience, especially in Naval Science II, III, and IV. Participation after school in various academic, community service and athletic activities is encouraged but not required. While students take field trips to various naval installations and have the opportunity to participate in "Mini-Boot Camp," there is no military service commitment associated with the program.

ROTC LEADERSHIP SKILLS DEVELOPMENT.....24003001

12th Grade

One ELECTIVE Credit

Prerequisite: **Teacher Approval**

GIFTED EDUCATION MENTOR PROGRAM 7965040L

11-12th Grade ½ or One ELECTIVE Credit

Prerequisite: STAFFING ONLY

Interested gifted students may register for the Mentor Program by contacting their High School Gifted Consultation Teacher. An application, two teacher recommendations, parent permission, and an interview are required of the eligible Candidate.

The Gifted Mentor Program assists self-motivated, reliable gifted juniors and seniors (with 3.0 or higher GPA's) in obtaining community-based mentorship. The mentorship enables the student to extend their natural interests and talents into the community with a focus on the skills and responsibilities associated with their chosen profession. The program provides opportunities for each student intern or apprentice to accomplish the following:

- explore career options through work experience
- determine which of many talents and abilities hold the most promise in a future professional life
- interact with other highly talented peers and adults

For more information and/or assistance, please call the High School Gifted Consultation Teacher at (352) 671-4900 (Dr. D.D. Brown Academy of Hope).

PERFORMING ARTS ELECTIVES

Zero Period Courses **(must be taken all year before school):**

Major Area of Interest

MUSIC offered online only

- BAND I** - (9-12 grade)1302300
- BAND II** - (10-12 grade).....1302310
- BAND III** - (11-12 grade)1302320
- BAND IV** - (12 grade)1302330

9-12th Grade Performing Fine Art
1 credit

Prerequisite: **Band I (Recommendation by 8th grade Band**

Director)The band curriculum fosters internalization of independence in musicianship, performance techniques, and aesthetic awareness through the rehearsal and performance of varied band literature. First semester entails an application of musical skills in conjunction with marching techniques. Second semester emphasizes the methodology of the symphonic band. Performances are required of this course.

INSTRUMENTAL TECHNIQUES I/II1302420/30

9-12th Grade Performing Fine Art 1 credit

Prerequisite: None

The purpose of this course is to enable students to develop basic performance skills on a selected instrument in a solo or small ensemble setting using varied high school literature. This course is **STRONGLY** recommended for any students taking Band I concurrently, anyone wishing to develop their playing skills further or anyone wishing to learn to play an instrument for the first time. Performances are required of this course.

GUITAR I1301320

9-12th Grade Performing Art Offered online ½ ELECTIVE Credit

Prerequisite: None

The purpose of this course is to enable students to develop basic skills in guitar performance, including interpretation of notation and performance in varied styles.

MUSIC APPRECIATION.....1301310

9-12th Grade Performing Fine Art - ½ ELECTIVE Credit - Prerequisite: None

The purpose of this course is to enable students to develop the knowledge and skills necessary to understand and appreciate how music is used in one’s personal life as well as in varied cultures, societies, and historical periods.

INTRO TO MUSIC PERFORMANCE.....1301300

9-12th Grade Performing Fine Art - ½ ELECTIVE Credit Prerequisite: None

The purpose of this course is to enable students to develop basic skills in vocal and instrumental performance and the knowledge and skills necessary to understand and appreciate music.

CHORUS I/II1303320/30

9-12th Grade - Performing Fine Art - 1 credit

This course will provide experience for students interested in singing with a large ensemble. Performances are required of this course.

Major Area of Interest Drama and Theatre Arts

ACTING I - (9-12 grade).....0400370

ACTING II - (10-12 grade)..... 0400380

ACTING III - (11-12 grade)0400390

ACTING IV - (12 grade)0400400

9-12th Grade Performing Fine Arts - One ELECTIVE Credit each

Prerequisite: Intro to Drama

The content of these courses includes vocal techniques such as breath control, projection, phrasing, diction and expression. Students develop basic improvisational techniques, methods of relaxation and concentration, emotional recall, and the use of the body as a means of expression. Students will be expected to perform a variety of activities for the whole class.

INTRO TO DRAMA.....0400300

9-12th Grade Performing Fine Art - ½ ELECTIVE Credit Prerequisite: None

The purpose of this course is to introduce students to fundamental skills in the multiple elements of theatre as a collaborative art. Students will be expected to perform a variety of activities for the whole class.

CAREER AND TECHNICAL EDUCATION PROGRAMS

(ELECTIVE CLASSES)

Major Area of Interest: BUSINESS EDUCATION

PROGRAMS OF STUDY

WEB DESIGN SERVICES

GOLD SEAL VOCATIONAL SCHOLARSHIP PROGRAM*

Career Pathways Program Articulates with Santa Fe Community College for A.S. in Graphic Design Technology College Credits possible: 9 credits

INTRODUCTION TO INFORMATION TECHNOLOGY 8207310

Grade Level – 9 – 12 - One ELECTIVE Credit Prerequisite: None

***THIS COURSE IS STRONGLY RECOMMENDED FOR ALL STUDENTS BEFORE GRADUATION.**

This course is designed to provide an introduction to information technology concepts and careers as well as the impact information technology has on the world, people, and industry and basic web design concepts. The content includes information technology; career research; operating systems and industry standard software

applications; electronic communications including e-mail and Internet services; basic web commands and design; and emerging technologies. After successful completion of this course, students will have met Occupational Completion Point – Data Code A, Information Technology Assistant – SOC Code 15-1041. **(There is a \$10 lab fee.)**

*Students attending any community college in the state must complete a computer course prior to graduation. If students complete this course with a grade of A or B and enroll at CFCC in an A.S. program, they may be able to earn 3 college credits.

WEB DESIGN I.....8207110 - *9-12th Grades - One ELECTIVE Credit

Prerequisite: Successful completion of Introduction to Information Technology with a letter grade of “C” or higher. *Students in 9th grade may be added by **TEACHER APPROVAL ONLY**.

Using project-based lessons, students will learn Internet skills, PowerPoint, PhotoShop, Desktop Publishing, GIF Animation, HTML, and Dreamweaver. All projects stress technical skills, soft skills, project management, and professional design principles. Industry standard software will be used to complete individual student projects. **There is a \$10 lab fee.**

WEB DESIGN II.....8207120 10-12th Grades - One ELECTIVE Credit

Prerequisite: Web Design I **and Teacher Approval**

In this course, students will continue to build upon skills learned in Web Design I with the addition of Fireworks and Flash. Continued work in Dreamweaver will incorporate elements made in Fireworks and Flash into your web site. Macromedia Fireworks is an easy way to create, optimize, and export interactive graphics into HTML, Dreamweaver, or Flash. Students will create a variety of graphical elements ranging from basic graphical buttons to complex rollover effects and pop-up menus. Macromedia Flash allows you to create just about anything you can imagine and place it on the web as part of a web page or a stand alone application. Complex web site navigation, video and multimedia integration, and traditional animation can all be easily accomplished with Flash. **There is a \$10 lab fee.**

WEB DESIGN III.....8207130 - 11-12th Grade One ELECTIVE Credit

Prerequisite: Web Design II and **Teacher Approval**

In Web Design III students will learn more in-depth web design techniques such as embedding video, audio and animation files as they apply to Flash and Fireworks. Emphasis will be on work-based learning experiences through individual projects as well as through the Dr. D.D. Brown Academy of Hope entrepreneurial design business called CAMELOT Graphics. Completion of Web Design III is designed to prepare students to pass the Industry Certification Exam for Adobe PhotoShop and/or Adobe Dreamweaver. **There is a \$10 lab fee.**

Major Area of Interest: Agriscience and Natural Resources

PROGRAMS OF STUDY

AGRITECHNOLOGY GOLD SEAL VOCATIONAL SCHOLARSHIP

PROGRAM* AGRISCIENCE FOUNDATIONS I.....8106810

9–12th Grade - One ELECTIVE Credit - Prerequisite: None

This course is designed to develop competencies in the areas of agricultural history and the global impact of agriculture; career opportunities; scientific and research concepts; biological and physical science principles; environmental principles; agriscience safety; principles of leadership; and agribusiness, employability, and

human relations skills in agriscience. Laboratory-based activities are an integral part of this course. These include the safe use and application of appropriate technology, scientific testing and observation equipment. Students will be working in the greenhouse, garden area and with the project animals to reinforce classroom learning. FFA is the student organization that relates to this class. Students are strongly encouraged to join FFA. There is a \$10 lab fee.

AGRITECHNOLOGY 1.....8106820 - 10-12th Grade One ELECTIVE Credit

Prerequisite: Agriscience Foundations I

This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the agriculture industry; planning, management, finance, technical and production skills, underlying principles of technology, labor issues, employability skills, leadership, community issues and health, safety and environmental issues. This class is a hands-on class. Students will be working in the greenhouse, garden area and with the project animals to reinforce classroom learning. FFA is the student organization that relates to this class. Students are strongly encouraged to join FFA. **There is a \$10 lab fee.**

Students will take Agritechnology 2 in their third year and Agricultural Education Directed Study in their fourth year to complete the Agritechnology Program. Students may qualify for Gold Seal.

VETERINARY ASSISTING - GOLD SEAL VOCATIONAL SCHOLARSHIP

PROGRAM AGRISCIENCE FOUNDATIONS I.....8106810

9–12th Grade - One ELECTIVE Credit - Prerequisite: None

This course is recommended for the Veterinary Assisting Program but is not required.

VETERINARY ASSISTING I.....8111510

9th-12th Grade One ELECTIVE Credit Prerequisite: None

Students in the Veterinary Assistant Program will learn about the care of animals as well as how to recognize signs of illness and disease. The program also covers interpersonal communication, interaction with clients and their animals, as well as activities typically performed by Veterinarian Assistants. FFA is the student organization that relates to this class. Students are strongly encouraged to join FFA. Students will need scrubs. **There is a \$10 lab fee.**

VETERINARY ASSISTING II.....8111540

10-12th Grade

One ELECTIVE Credit

Prerequisite: **Teacher Approval**

This course is designed to develop competencies in the areas such as global importance of the animal industry; career opportunities; animal behavior; animal welfare; and animal control. FFA is the student organization that relates to this class. Students are strongly encouraged to join FFA. Students will need scrubs. **There is a \$10 lab fee.**

VETERINARY ASSISTING III.....8111550

10-12th Grade

One ELECTIVE Credit

Prerequisite: **Teacher Approval**

This course is designed to develop competencies in the areas of animal digestive systems; animal breeding; preventive medicine and disease control; control of parasites; animal marketing; and analyzing records. FFA is

the student organization that relates to this class. Students are strongly encouraged to join FFA. Students will need scrubs. **(There is a \$10 lab fee.)**

Completion of Veterinary Assisting III is designed to prepare students to pass the Industry Certification Exam for Certified Veterinary Assistant (CVA).

VETERINARY ASSISTING IV.....8111520

This course is designed to develop competencies in the areas of animal restraint and control; veterinary science terminology; basic first aid; animal overpopulation and exotic animals. FFA is the student organization that relates to this class. Students are strongly encouraged to join FFA. Students will need scrubs. **There is a \$10 lab fee.**

Completion of Veterinary Assisting IV is designed to prepare students to pass the Industry Certification Exam for Certified Veterinary Assistant (CVA).

Major Area of Interest: HEALTH OCCUPATIONS -

**PROGRAMS OF STUDY ALLIED HEALTH
GOLD SEAL VOCATIONAL SCHOLARSHIP PROGRAM***

Career Pathways Program Articulates with **College of Central Florida** for A.S. Degree in Emergency Medical Services or Emergency Medical Technician Basic Certification. Possible College Credits: 3 Credits **Articulation also with Community Technical and Adult Education Center for certificates in Phlebotomy, Medical Assisting, Massage Therapy, Hemodialysis Technician, Nursing Assisting, Patient Care Technician Medical Laboratory Assistant, Medical Clinical Laboratory Technician (A.T. Diploma), or Radiography.** Career Pathways Program Articulates with Santa Fe College for an A.S. Degree in Cardiovascular Technology or an A.S. Degree in Respiratory Care. Possible College Credits: 3-6 Credits

MEDICAL SKILLS AND SERVICES.....8400320

9th-12th Grade - One ELECTIVE Credit

The purpose of this class is to provide students with the opportunity to explore careers in the allied health fields. This course will cover the history of health care, the health care delivery system, legal and ethical responsibilities, practice safety and security procedures as well as infection control procedures, including blood borne pathogens. Medical terminology and basic anatomy is the backbone of this health human service career cluster.

HEALTH SCIENCE 18417100

10 -12th Grade

One ELECTIVE Credit * Anatomy and Physiology can be substituted for Health Science 1 The purpose of this program is to provide students with knowledge in all aspects of anatomy and physiology as it relates to diseases of the human body and to provide students with skills that help them in choosing a medical related career field. Students study medical terminology, physiology, microbiology, chemistry, physics, nutrition,

psychology and sociology. Hands on laboratory activities are correlated with theory content.

HEALTH SCIENCE 2 ..8417110 - 11-12th Grade - One ELECTIVE Credit

Prerequisite: Health Science 1 or Anatomy and Physiology

The purpose of this program is to provide students with knowledge that is necessary for entering a medical career. This course provides some common skills performed by the majority of health care workers in hospitals, nursing homes and other care services. Students continue to study medical terminology, legal and ethical responsibilities, safety promotion, employability and communication skills, computer literacy, interpersonal skills, characteristics of health care workers, universal precautions, physiology, math skills, chemistry, psychology and physical examination procedures. Hands on activities, speakers and videos are correlated with theory content. Students at this level are encouraged to join HOSA (Health Occupations of America). Students that join HOSA will also have a chance to do some outside shadowing experiences through the Dr. D.D. Brown Academy of Hope Health Department and participation **in Regional 3 HOSA competitions events. Dues are \$48.00. (There is a \$20.00 lab fee for this class).**

ALLIED HeALTH ASSISTING 3.....841713111–12th Grade

One ELECTIVE Credit each

Prerequisite: **Teacher Approval Necessary students are required to complete an application prior to scheduling.**

This course provides common skills performed by the majority of health care workers in hospitals, nursing homes and other care services. C N A skills provide the students with some hands on Clinical rotations so they will qualify for the state C N A examination.

These classes provide the opportunity to study the characteristics of workers in the major health clusters through a “Shadowing Program” within our medical community in order to identify a personal career goal. Students are required to provide their own transportation, adopt and purchase a uniform (**approximate cost \$60 - \$100**), participate in HOSA functions, required to participate in Region III activities and pay dues for local, regional, state and National HOSA affiliation. (**There is a \$40 lab fee.**)

Completion of Allied Health Assisting III is designed to prepare students to pass the Industry Certification Exam for Certified Nursing Assistant (CNA).

HEALTH DIRECTED STUDIES.....8400100 12th Grade One ELECTIVE Credit

Prerequisite: **Teacher Approval**

The purpose of this course is to provide students with additional competencies in the Applied Health program that will enhance their opportunities for employment in the occupation chosen by the student. (**There is a \$30 lab fee.**)

MAJOR AREA OF INTEREST: INDUSTRIAL EDUCATION

**PROGRAMS OF STUDY AUTOMOTIVE TECHNOLOGY
GOLD SEAL VOCATIONAL SCHOLARSHIP PROGRAM**

Career Pathways Program Articulates with **College of Central Florida** for A.S. Degree in Automotive Management Service Technology College Credits possible with ASE Certification: 15 credits

AUTOMOTIVE TECHNOLOGY 1.....8709410

Grade 9-12

One ELECTIVE Credit

This course is designed as an introductory class for students entering the automotive repair industry. Areas to be covered are: Shop Safety, OSHA, using and handling of hazardous materials, Employee Right to Know information, hand and power tool identification, fastener identification (Metric and American Standard) measuring systems using outside and inside micrometers, dial indicators and calipers. Students will individually complete a hands on tap and die project, drilling, tapping (thread cutting). In the shop students will learn basic hands-on automotive servicing (changing fluid and filter) manual transmission and differential lubrication service, tire servicing (rotation, mounting, balance and flat repair) battery service, load testing and charging, repairing basic light circuits, replacing fuel and air filters. Protective clothing is required. **(There is a \$15 Lab fee.)**

AUTOMOTIVE TECHNOLOGY 28709420 10–11th Grade

One ELECTIVE Credit Prerequisite: **Teacher Approval**

A study of fundamental electrical relations and circuits as applied to the automobile. Topics include series, parallel, and series-parallel circuits; magnetism, direct and alternating current fundamentals; battery, charging, and starting systems. The laboratory component of this course consists of hands-on activities involving theories learned in the classroom. Students use service information, both hard-copy and electronic (CD-ROM). Testing involves batteries, series, parallel, series-parallel circuits, Ohms law and scan tools. Also included is charging and starting systems component identification and service. This completes the requirements for NATEF Electrical/ Electronics and begins the requirements for NATEF Brakes. The course then provides detailed instruction of the brake system, including disc, drum, and anti-lock systems. This course prepares students to take and pass the ASE test. Protective clothing is required. **(There is a \$15 Lab fee.)**

AUTOMOTIVE TECHNOLOGY 3..... 8709430

10-12th Grade - One ELECTIVE Credit

Prerequisite: **Teacher Approval**

This course provides fundamental and diagnostic training in engine performance. Students are prepared to pass the ASE A 6 Engine performance test. Curriculum includes safety, hand tools, related math, and bench skills, use of repair and service manuals, automotive performance systems, diagnostic procedures, and employability skills. This course is designed to provide instruction in automotive electrical and fuel systems and exhaust and emission systems including diagnosis, parts replacement, and troubleshooting and repair. Protective clothing is required. **(There is a \$15 Lab fee.)**

Completion of Automotive Technology III is designed to prepare students to pass the Industry Certification Exam for NATEF Brakes; Electrical/Electronic Systems; Engine Performance; and Suspension & Steering.

AUTOMOTIVE TECHNOLOGY 4..... 8709440 10–12th Grade

One ELECTIVE Credit

Prerequisite: **Teacher Approval**

This course is designed to provide instruction in automotive suspension and steering systems. This includes alignment and tire balance, wheel bearing, and suspension parts replacement. Students are prepared to pass the ASE A- 4 Steering and Suspension test. Curriculum includes safety, hand tools, related

math, and bench skills, use of repair and service manuals, troubleshooting and repair of Steering and Suspension systems. Protective clothing is required. **(There is a \$15 Lab fee.)**

Completion of Automotive Technology IV is designed to prepare students to pass the Industry Certification Exam for NATEF Brakes; Electrical/Electronic Systems; Engine Performance; and Suspension & Steering.

AUTOMOTIVE TECHNOLOGY 5.....8709450

11-12th Grade - One ELECTIVE Credit

Prerequisite: **Teacher Approval**

This course is designed to provide instruction in automotive brakes systems and prepares students to pass the ASE A-5 test. Curriculum includes safety, hand tools, related math, and bench skills, use of repair and service manuals, diagnosis, parts replacement, troubleshooting and repair of brakes systems. Protective clothing is required. **(There is a \$15 Lab fee.)**

Completion of Automotive Technology V is designed to prepare students to pass the Industry Certification Exam for NATEF Brakes; Electrical/Electronic Systems; Engine Performance; and Suspension & Steering.

AUTOMOTIVE TECHNOLOGY 6..... 8709460 11–12th Grade - One ELECTIVE Credit

Prerequisite: **Teacher Approval**

This course is designed to provide instruction for the automotive engine and power train systems, diagnosis, repair and/or replacement of engines, transmissions, drive shafts and the differential. Curriculum includes safety, hand tools, related math, and bench skills, use of repair and service manuals and prepares students to pass the ASE Test. Protective clothing is required. **(There is a \$15 Lab fee.)**

Completion of Automotive Technology VI is designed to prepare students to pass the Industry Certification Exam for NATEF Brakes; NATEF Electrical/Electronic Systems; NATEF Engine Performance; and NATEF Suspension & Steering.

**CARPENTRY AND CABINETMAKING
GOLD SEAL VOCATIONAL SCHOLARSHIP PROGRAM**

CARPENTRY AND CABINETMAKING8722110

9th-12th Grade - One ELECTIVE Credit

The purpose of this course is to develop the competencies essential to the carpentry and cabinetmaking industry. Students should have good math skills and be able to pass a safety test. These competencies include skills and knowledge related to safety practices, understanding all aspects of the industry and the use of hand and power tools and related construction theory. **Assigned projects include making a cutting board; knickknack shelf; and a small boDr. D.D. Brown Academy of Hopese with drawer. Skills learned enable students to build more complex projects.** (There is a \$ 20 lab fee.)

CARPENTRY AND CABINETMAKING II8722120 10-12th Grade

Prerequisite: **Teacher Approval** - One ELECTIVE Credit

The purpose of this course is to develop in-depth knowledge and skills related to safety, manual and power tools, the construction industry in America, math applications, communication, and blueprint reading and to develop the competencies essential to the carpentry and cabinetmaking industry. These competencies relate

to fasteners and hardware, employability skills, customer relations, and entrepreneurship. (There is a \$20 lab fee.)

CARPENTRY AND CABINETMAKING III8722130

11-12th Grade Prerequisite: **Teacher Approval**

One ELECTIVE Credit

This course is designed to provide students with a more in-depth theory and knowledge of building construction and repair. The competencies in this course include communication, employability, and human relations and leadership skills.

*** In Marion County, this class will be classified as an Honors level course. Completion of Carpentry and Cabinetmaking III is designed to prepare students to pass the Industry Certification Exam for NCCER Carpentry.**

CARPENTRY AND CABINETMAKING IV8722140

11-12th Grade

Prerequisite: **Teacher Approval**

One ELECTIVE Credit

The purpose of this course is to develop competencies in identifying codes and regulations, applying math skills, and reading contract documents and specifications.

Completion of Carpentry and Cabinetmaking IV is designed to prepare students to pass the Industry Certification Exam for NCCER Carpentry.

BUILDING CONSTRUCTION – TECHNOLOGY - GOLD SEAL VOCATIONAL SCHOLARSHIP PROGRAM

Career Pathways Program Articulates with Santa Fe Community College for A.S./A.A.S. in Building Construction Technology Possible College Credits: 16 Credits* (If combining Construction with Drafting)

BUILDING CONSTRUCTION TECHNOLOGY 2 8720320

10-12th Grade Prerequisite: **Teacher Approval** One ELECTIVE Credit

The purpose of this course is to develop the competencies necessary for the building, construction and repair industry. These competencies relate to construction components, materials and hardware, masonry skills and theory. **(There is a \$ 20 lab fee.)**

BUILDING CONSTRUCTION TECHNOLOGY 38720330

11-12th Grade Prerequisite: **Teacher Approval**

This course is designed to provide students with a more in-depth theory and knowledge of building construction and repair. The competencies in this course include communication, computer, basic-science, employability, and human-relations and leadership skills. **(There is a \$ 20 lab fee.)**

BUILDING CONSTRUCTION TECHNOLOGY 4 .8720340

11-12th Grade Prerequisite: **Teacher Approval**

The purpose of this course is to develop competencies in identifying codes and regulations, applying math skills, and reading contract documents and specifications. **(There is a \$ 20 lab fee.)**

DRAFTING - GOLD SEAL VOCATIONAL SCHOLARSHIP PROGRAM

Career Pathways Program Articulates with Santa Fe Community College for A.S./A.A.S. in Building Construction Technology Possible College Credits: 16 Credits* (If combining Drafting with Construction) Articulates also with **College of Central Florida** for A.S. Degree in Drafting & Design (Mechanical or Architectural)
Possible College Credits: 9 credits

DRAFTING 1.....8725010 9–12th Grade One ELECTIVE Credit

This course provides students with basic knowledge, skills, and attitudes of drafting, including the use of technical drafting equipment and materials, dealing primarily with engineering drawings and their use.

DRAFTING 28725020 10–12th Grade One ELECTIVE Credit

This course provides students with technical skills dealing with architectural drawings, design problems and their use in the construction industry. Students are introduced to computer aided drafting and will design and draw floor plans, elevations, and electrical plans.

DRAFTING 3... 8725030 - 11–12th Grade - One ELECTIVE Credit

This course provides students with individual study related to computer drawings in architecture. Students complete assigned drafting projects designed to demonstrate their technical knowledge using the computer.

In Marion County, this class will be classified as an Honors level course. Completion of Drafting III is designed to prepare students to pass the Industry Certification Exam AutoCad.

DRAFTING 4 **Prerequisite: Teacher Approval**

11–12th Grade One ELECTIVE Credit

Students work with current software to study architecture and 3D animation and renderings. Students are required to design and complete a project, which consists of a scale model with landscaping. Upon successful completion, the student has acquired skills to work as a competent CAD draftsman or to continue with post secondary education.

In Marion County, this class will be classified as an Honors level course. Completion of Drafting IV is designed to prepare students to pass the Industry Certification Exam AutoCad. Commercial Art GOLD SEAL VOCATIONAL SCHOLARSHIP

PROGRAM COMMERCIAL ART TECH 1.....8718010

9–12th Grade - One ELECTIVE Credit

This course is an introduction into the basics of commercial art. Problem solving skills are developed through the exploration of the elements and principles of design, media techniques, lettering, typography, perspective, basic drawing techniques, and care and use of tools. **(Lab fee: \$20)**

COMMERCIAL ART TECH 28718020

10–12th Grade - One ELECTIVE Credit

Prerequisites: Commercial Art 1 and teacher recommendation

This course is designed for those who are considering the study of commercial art **AFTER HIGH SCHOOL**. Increasingly advanced problem solving skills are developed with an introduction to computer applications, illustration, color theory, and image/text relationships. Students will be learning the business of commercial art as it applies to pricing and presentations. **(Lab fee: \$20)**

COMMERCIAL ART TECH 3.....8718030

10–12th Grade

One ELECTIVE Credit

Prerequisites: Commercial Art 2 and teacher recommendation Students will continue to develop their commercial art skills while creating and marketing their own design company. Opportunities with local businesses will be generated for students to experience creating designs for real work situations. **(Lab fee: \$20)**

COMMERCIAL ART TECH 48718040

11–12th Grade - One ELECTIVE Credit

Prerequisites: **Commercial Art 3 and teacher recommendation**

In this course, students will be encouraged to focus on the advanced development of a particular commercial art such as graphic design, illustration, fashion design, interior design, textile design, etc. Further development of employability skills such as a job search, resume, job application, and interview techniques will be explored. Students will graduate with an art portfolio to use in seeking employment in this field. **(Lab fee: \$20)**

TV PRODUCTION GOLD SEAL VOCATIONAL SCHOLARSHIP

PROGRAM Television Production 1..... 8772110

Grades: 9-12

One ELECTIVE Credit

This is an introductory course of the entire WDr. D.D. Brown Academy of Hope Television Production Program. This program is designed to teach students basic camera operation and non linear editing techniques. Production staff members are REQUIRED to appear “On Air” in addition to working behind the scenes. Students will gain hands-on experience in the use of audio and video mixers, microphones, teleprompters, cameras, and character generators. Students will work extensively on Final Cut Pro and will be required to do research on the internet. This class does occasionally require after school assignments to cover sports and other school-related events at Dr. D.D. Brown Academy of Hope. This program also involves extensive reading and writing assignments.

Lab Fee: \$20

Prerequisites: TEACHER APPROVAL IS REQUIRED FOR ALL ADVANCED TV COURSES Television Production Levels 2-6:

TV 2: Course#: 8772120 TV 3: Course#: 8772130 - In Marion County, this class will be classified as an Honors level course. Completion of TV Production III is designed to prepare students to pass the Industry Certification Exam for Final Cut.

TV 4: Course#: 8772140 - In Marion County, this class will be classified as an Honors level course. Completion of TV Production IV is designed to prepare students to pass the Industry Certification Exam for Final Cut.

TV 5: Course#: 8772150- In Marion County, this class will be classified as an Honors level course. Completion of TV Production V is designed to prepare students to pass the Industry Certification Exam for Final Cut.

TV 6: Course#: 8772160 - In Marion County, this class will be classified as an Honors level course. Completion of TV Production VI is designed to prepare students to pass the Industry Certification Exam for Final Cut.

Advanced TV Description:

Levels 2-6 offer an expanded coverage of interview skills, script writing, technical terminology, camera shots, angles and movements. Students will learn to author full DVD’s. This course includes the use of Mac computers and a variety of computer software: Final Cut Pro, Soundtrack, Motion, and Live Type. All students are expected to be “On Camera” and rotate through various technical positions and will be REQUIRED to submit videos to the Dr. D.D. Brown Academy of Hope Student Media Festival. This class does REQUIRE occasional after-school assignments to cover athletic, academic or social events relating to the school. The students will be responsible for their mini-DV tape that is included in their lab fee. After they have used their primary tape, it is the student’s responsibility to provide additional tapes at their expense to be used for their class projects. **There is a \$20 lab fee and ONLY serious students with a STRONG work ethic should apply.**

Major Area of Interest: Technology Education

PROGRAMS OF STUDY ELECTRONICS

GOLD SEAL VOCATIONAL SCHOLARSHIP PROGRAM

Career Pathways Program Articulates with College of Central Florida for A.S. Degree in Computer Information Administrator.

College Credits Possible: 9 Credits

ELECTRONICS 1 8600910

9–12th Grade - One ELECTIVE Credit

This course provides students with basic knowledge, skills, and attitudes related to electricity and electronics. Instruction utilizes lectures, demonstrations, and student experiments in a laboratory setting. Students will receive 10-30 hours of instruction that may qualify them for OSHA Qualification. **(There is a \$10 Lab fee.)**

ELECTRONICS 2 8600920 -10–12th Grade

One ELECTIVE Credit

Students will learn the basic construction of computers, will build a computer and learn how to troubleshoot electronic equipment. LAN design and the OSI model standards used in networking, Nordx cabling design and construction are also introduced. Students will receive 10-30 hours of instruction that may qualify them for OSHA Qualification.. **(There is a \$10 Lab fee.)**

ELECTRONICS 3 8600930 11–12th Grade One ELECTIVE Credit

Prerequisite: **Teacher Approval**

This course is a continuation of Electronic Technology 2 and provides students with individual study related to electronics, computer assembly and repair. Advanced LAN design and Nordx training is included. Students will receive 10-30 hours of instruction that may qualify them for OSHA Qualification. **(There is a \$10 Lab fee.)** In Marion County, this class will be classified as an Honors level course. Completion of Electronics III is designed to prepare students to pass the Industry Certification Exam for CompTIA A+.

ADVANCED TECHNICAL APPLICATIONS....860190

11-12th Grade - One ELECTIVE Credit

Prerequisite: **Teacher Approval**

Networking and computer repair. **(There is a \$10 Lab fee.)**

In Marion County, this class will be classified as an Honors level course. Completion of Advanced Technical Applications is designed to prepare students to pass the Industry Certification Exam for CompTIA A+.

Major Area of Interest: Public Service Education - PROGRAMS OF STUDY CRIMINAL JUSTICE GOLD SEAL VOCATIONAL CHOLARSHIP PROGRAM Career Pathways Program Articulates with

Major Area of Interest: Public Service Education -PROGRAMS OF STUDY - CRIMINAL JUSTICE GOLD SEAL VOCATIONAL SCHOLARSHIP PROGRAM

Career Pathways Program Articulates with College of Central Florida for A.S. Degree in Criminal Justice Operations

Possible College Credits: 9 Credits

CRIMINAL JUSTICE 18918010

9-12th Grade One ELECTIVE Credit

This course develops competencies in history, goals, career opportunities in criminal justice, ethics and professionalism, constitutional and criminal law, court systems and trial process, the Juvenile Justice System, Corrections Systems, personal and interpersonal communication skills and employability skills in the Criminal Justice System. **(There is a \$10.00 lab fee.)**

CRIMINAL JUSTICE 2.....8918020

10–12th Grade - One ELECTIVE Credit

(There is a \$10.00 lab fee.) CRIMINAL JUSTICE 38918030

11–12th Grade - One ELECTIVE Credit

These courses develop competencies in the characteristics and procedures of patrol, report writing, traffic control, use-of-force matrices, defensive tactics and physical proficiency skills, prevention of sexually transmitted diseases including aids and blood borne pathogens. Other competencies include criminal investigations procedures, photography, fingerprint comparison, computer literacy, job-related math skills, awareness of human diversity, property control procedures, crime prevention programs, and entrepreneurship in criminal justice operations. ***Criminal Justice 3 students will be involved in shadowing law enforcement agencies in Marion County. Anyone interested in Criminal Justice 3 needs prior approval by Mr. Dixon before being scheduled into this course. (There is a \$10.00 lab fee.)***

In Marion County, this class will be classified as an Honors level course. Completion of Criminal Justice III is designed to prepare students to pass the Industry Certification Exam for NOCTI-Criminal Justice.

PUBLIC SERVICE DIRECTED STUDENT EDUCATION.....8900330

12th Grade - One ELECTIVE Credit

Prerequisites: **2.5 GPA and Teacher Approval**

The purpose of this course is to provide students with additional competencies in a Public Service Education program that will enhance their opportunities for employment in the occupation chosen by the student.

(There is a \$10.00 lab fee.)

Completion of Public Service Directed Student Education is designed to prepare students to pass the Industry Certification Exam for NOCTI Criminal Justice.

OR

CRIMINAL JUSTICE OPERATIONS 4.....8918040 12TH Grade

One Elective Credit - Prerequisites: 2.5 GPA and Teacher Approval

(There is a \$10.00 lab fee.)

In the course, the instructor will choose four of nine different options to complete for a full credit course. The choices include: Option 1: Private Security Officer The purpose of this option is to familiarize students with the duties and responsibilities of a Private Security Officer. Completion of Option 1, Private Security Officer, is designed to prepare students to pass the Industry Certification Exam for Private Security Officer.

Option 2: Homeland Security

The purpose of this option is to familiarize students with situations specific to homeland security.

Option 3: Bail Bond Agent

The purpose of this option is to introduce students to the area of bail bonds agents (SOC 12-2099) and advanced training in the bail bonding industry.

Option 4: Police Service Aide

The purpose of this option is to introduce students to employment possibilities in the areas of Parking Enforcement Specialists (SOC 33-3041), Traffic Crash Investigators (SOC 33-3099), and Community Service Officer/Police Service Aides (SOC 33-9099.99), Parking Enforcement Specialist (PES).

Option 5: Crime Scene Technician

The purpose of this option is to prepare students for employment in the field of criminalistics with a specialty in Crime Scene Technology. The student can serve as, but is not limited to, positions of Forensic Science Technician (SOC 194092), Crime Scene Technician, Medical Investigator, Insurance Investigator, Legal Investigator, Forensic Paralegal, Crime Scene Investigator and Laboratory Technician. Students can be employed by state attorneys' offices, public defender offices, medical examiner offices, law firms and private industry.

Option 6: Seaport Security Officer

The purpose of this program is to introduce students to employment opportunities as Seaport Security Officers.

Option 7: Public Safety Telecommunications (Emergency 911 Dispatcher)

The purpose of this program is to introduce students to employment opportunities as an emergency dispatcher, police, fire, ambulance (SOC 43-5031) and emergency medical dispatcher (EMD) (SOC 43-5031).

Option 8: Correctional Officer

The purpose of this option is to introduce students to the field of correctional officer.

Option 9: Geospatial Information Systems (GIS)

Technology

The purpose of this option is to introduce students to GIS technologies from learning the basics of GIS programs, such as launching a map, viewing and editing metadata, to creating new shape files, and eventually to building a local map with data downloaded from the internet. While learning these valuable skills, students will be using the same geospatial tools that GIS Technicians in the industry are using.

TEACHER PREPARATION ACADEMY GOLD SEAL VOCATIONAL SCHOLARSHIP PROGRAM

Career Pathways Program Articulates with College of Central Florida Multiple College Credits Available
The Teacher Academy is designed to help fill the need for teachers by creating an interest in a teaching career among high school students. The program will provide a rigorous four-year high school curriculum comprised of honor classes, dual enrollment opportunities through **College of Central Florida**, Advanced Placement opportunities, and extensive field experience through shadowing and mentoring.

TEACHER ASSISTING 18909010

Prerequisites: **2.5 GPA; Application; Writing Sample; Interview and Teacher Approval** - 9–12th Grade - One ELECTIVE Credit

The purpose of this course is to prepare students to assist teachers in facilitating, conducting and carrying out the objectives of educational programs. Students will learn to write and execute effective lesson plans, understand different learning styles, focus on resolving conflicts and strengthen leadership skills. Instruction will include using technology to improve student learning, learning classroom management strategies, implementing content area reading strategies and grading. Students will have the opportunity to work as teacher aides on campus, engage in peer counseling and tutoring. All students are encouraged to join Florida Future Educators of America. **(There is a \$10 lab fee.)**

TEACHER ASSISTING..... 2909020

10–12th Grade - One ELECTIVE Credit

Prerequisites: **2.5 GPA and Teacher Approval**

This course includes the study of teaching techniques to increase learning, child development, implementation of classroom management plans and participation in field experiences in the elementary schools or middle schools promoting such programs as Teen Trendsetters and/or Junior Achievement. Students **MUST** provide their own transportation. **(There is a \$10 lab fee.)**

TEACHER ASSISTING 3 8909030

Prerequisites: 2.5 GPA and **Teacher Approval**

11–12th Grade One ELECTIVE Credit

Prerequisites: **2.5 GPA and Teacher Approval**

This course will continue to build upon previous instruction. It is designed to develop competencies promoting the career path of becoming a teacher. Students will learn to differentiate instruction to deal with different learning styles at the elementary or middle school level. They will have hands-on experiences developing and implementing materials and strategies to deal with at-risk children in the classroom. Students **ARE REQUIRED** to assist with teacher duties at nearby elementary or middle schools. Students **MUST** provide their own transportation. **(There is a \$10 lab fee.)**

Completion of Teacher Assisting III is designed to prepare students to pass the Industry Certification Exam for Para - Pro.

TEACHER ASSISTING 4.....8909040 - 11-12TH Grade

One ELECTIVE Credit Prerequisites: **2.5 GPA Teacher Assisting III, and Teacher Approval**

This course focuses on experiencing education as a potential career.

Students will have extensive classroom experience to help them become acquainted with the educator as both a person and a professional. They will develop a greater understanding of the history of education as well as insights into the structure and functions of our school system. Students **ARE REQUIRED** to assist with

teacher duties at nearby elementary or middle schools. Students **MUST** provide their own transportation. **(There is a \$10 lab fee.)**

Completion of Teacher Assisting IV is designed to prepare students to pass the Industry Certification Exam for ParaPro.

CAREER & TECHNICAL WORK PROGRAM - Students interested in early release from school to pursue on-the-job training should consider a work program. Students attend school for required subjects for graduation and electives for career preparation and are released from school after their last class. Students receive credit for both work program classes and on-the-job-training. Work Programs can assist students in many ways:

1. Students are offered an opportunity to learn about a career through “hands-on” experience.
2. Students are able to earn money for college and/or expenses during high school.
3. Having an early dismissal time, students are offered flexibility to scheduling dual enrollment classes at **College of Central Florida (CFCC)**.
4. Although on-the-job training does not qualify students for the Gold Seal Scholarship, classes associated with career preparation do!

To be accepted into work programs, **students must have a cumulative GPA of at least 2.0 and good attendance.**

(NOT MORE THAN 10 DAYS PER SCHOOL YEAR). *Students may also be declined for the work program due to poor attendance, excessive tardies or discipline problems.* Also, a student may not participate in on-the-job training if he/she has not passed the required subjects or is not on grade level.

The procedure for applying for the work programs is as follows: **Pick up the forms from Mrs. Hallick, Vocational Administrator.** Fill out the application and teacher recommendation forms; take home and read the agreement portion of the application with parents/guardians; both parent/guardian and student sign the application; turn in the application to Mrs. Hallick. The VA, through the computer system, collects copies of the student’s grade history, attendance record and discipline record. The VA interviews the student and recommends a work program based on the student’s previous class selection(s) and career goal. **The student must have taken a Career & Technical class prior to enrollment or be presently enrolled in a Career & Technical class.**

Cooperative Diversified Education - OJT8300420

12th Grade **SENIORS ONLY**

Prerequisite: The student **MUST** have taken or be concurrently enrolled in a job preparatory program. Also, each student job placement **MUST** be directly related to the job preparatory program in which the student is/was enrolled.

EXCEPTIONAL STUDENT EDUCATION

Dr. D.D. Brown Academy of Hope offers a variety of programs for the exceptional student. Each student is scheduled individually and is placed into courses specifically designed to meet the needs of that student. Each ESE student is given the option of choosing a course of studies for a regular diploma or for a special diploma. Regular diploma students must pass the High School Competency Test and meet all other graduation requirements and/or the Florida Comprehensive Assessment Test (FCAT). *Students must earn a cumulative grade point average of at least a 2.0 on a 4.0 scale (un-weighted) for all courses taken for graduation. (24 credits)*

ESE ELECTIVE COURSES - Major: Workforce Readiness

CAREER EXPERIENCES7980120 (STAFFING ONLY)

9-12th Grade - One ELECTIVE Credit

Community-based training occurs in the student’s natural environments. It teaches functional skills that will increase the possibility of independent survival and an enhanced quality of life. Community-based instruction is designed to enable students to become familiar with various jobs in the community and to enable potential employers to become familiar with the abilities and skills of special students.

CAREER PREPARATION.....7980110 (STAFFING ONLY)

9-12th Grade - One ELECTIVE Credit

The purpose of this program is to provide instruction in employability skills for handicapped students. Individuals will develop a realistic perception of their abilities, skills, and values in order to prepare them for career choices. The content shall include, but not be limited to, job seeking skills; work habits, interviews and applications; and rights, benefits, and responsibilities of employment. Laboratory activities will be provided when appropriate through classroom activities, projects, placement cooperative experiences, and field trips.

CAREER PLACEMENT (ESE ON THE JOB TRAINING, OJT)..... 7980130 (STAFFING ONLY)

9-12th Grade - One ELECTIVE Credit

This program is designed to enable students to gain employability skills in entry-level training sites through actual work experiences in or out of school. The content may include, but not be limited to, the development of positive work attitudes and habits; appropriate hygiene and grooming skills; related safety procedures, appropriate decision making skills, specific job related skills, and self-reliance and initiative settings in the school and community.

English..... 4 credits

Mathematics..... 4 credits

Science..... 3 – 4 credits

Social Studies..... 4 credits

Foreign Language..... 4 credits

(Spanish or French)

IB Elective 1 credit Theory of Knowledge 1 credit

Electives..... 2 credits

TOTAL 24 credits

Elective choices:

All other electives offered by Dr. D.D. Brown Academy of Hope

Other requirements:

4000 word externally graded essay

35 hours of Community Service in 9th grade

35 hours of Community Service in 10th grade

150 hours of CAS (Creative, Action, Service) 11th& 12th grade

INTERNATIONAL BACCALAUREATE COURSE

DESCRIPTIONS ENGLISH – IB ENGLISH I – PREIB.....1001800

This course generates weighted quality points.

9th Grade

One ENGLISH Credit

Prerequisite: Acceptance to the Pre-IB Program This course includes, but is not limited to, instruction in the backgrounds and critical analysis of major literary works representing various genres. Composition instruction is focused upon using the writing process for various purposes and audiences and includes the application of research skills. Vocabulary study includes Greek and Latin roots commonly found on standardized tests. Multi-media presentations, along with formal and informal speaking opportunities are provided. **A summer reading assignment is required.**

ENGLISH II PRE- IB.....1001810

This course generates weighted quality points.

10th Grade - One ENGLISH Credit - Prerequisite: English I – Pre IB

This course includes the study of word literature, composition, speech, vocabulary, grammar, and listening skills. The content includes instruction in the critical analysis of various genres and universal themes found in world literature. Composition instruction emphasizes the logical, creative, and critical aspects of the writing process. Formal and informal speaking opportunities are provided. Language study includes mechanics, usage, and other elements of standard written English. Vocabulary study includes words commonly found on standardized tests. **A summer reading assignment is required.**

ENGLISH III – IB.....1001820 *This course generates weighted quality points.* 11th Grade - One ENGLISH Credit

Prerequisite: English II – Pre IB

This is the beginning of the formal two-year English IB program. **The** first year involves a detailed study of major authors representing poetry, prose, fiction, drama, and world literature. The focus of the course is on the written and oral analysis of the literature studied. The course endeavors to promote accuracy and breadth of vocabulary, precision and fluency of expression in speaking and writing, analytical acuity in interpreting literature, and effective use of grammar and mechanics. During both parts, School Free Choice and Detailed Study, an oral presentation will be required. Students will be prepared for the verbal part of the SAT and ACT.

Summer reading is required. ENGLISH IV IB ..1001830

This course generates weighted quality points. 12th Grade -One ENGLISH Credit - Prerequisite: English III – IB

This second course in the formal two year English-IB program requires the study of works of World Literature read in translation. In conjunction with this part of the course, two externally assessed writing components, each of 1,000 to 1,500 words, are required. In addition, literary works linked by genre and/or period and/or theme and/or type of literary study and methodology involve the student in advance written, oral, and analytic study and participation. A mature and positive attitude is expected from each IB student. **A summer reading assignment partially fulfills course requirements.**

MATHEMATICS – IB

GEOMETRY HONORS.....1201430

This course generates weighed quality points.

9 Grade - One MATH Credit - Prerequisite: Algebra I Honors

Geometry Honors is an in-depth study of Euclidean Geometry with contrasting views of hyperbolic and elliptical geometries. This course emphasizes critical thinking involving proofs and deductive and inductive thinking. Topics covered include lines, planes, angles of polygons, and their areas, volumes, and transformations. A strong background in algebra is required.

ALGEBRA II HONORS.....200340 *This course generates weighed quality points.* 9th-10th Grade - One MATH Credit - Prerequisite: Geometry Honors.

This course is designed to study the structure of algebra including properties of real numbers, relations, functions and graphs, polynomials and rational expressions, quadratic equations and inequalities, functions, rational and irrational numbers, logarithms, complex numbers, word problems, matrices, and sequences. This course also includes the study of probability and statistics, variation and an introduction to trigonometry.

IB PRE-CALCULUS.....1202375

This course generates weighted quality points.

10th- 11th Grade - One MATH Credit

Prerequisite: Recommendation of Algebra II Honors teacher. The purpose of this course is to introduce students to the basic concepts and techniques associated with work in algebraic concepts, functions and equations, circular functions and trigonometry, matrices, and vectors. It is expected that extensive use will be made of graphing calculators in both the development and the application of these topics. Access to computers if recommended.

IB CALCULUS AND DESCRIPTIVE STATISTICS1202810

This course generates weighted quality points.

11th-12th Grade

One MATH Credit

Prerequisite: IB Pre-Calculus

The purpose of this course is to introduce students to the basic concepts and techniques of probability, statistics, differential and integral calculus and their application. It is expected that extensive use will be made of graphing calculators is recommended. This course prepares students for the Mathematics Standard Level IB Exam.

IB MATH ANALYSIS.....1201320

This course generates weighed quality points.

11th Grade - One MATH Credit Prerequisite: Algebra II Honors

The purpose of this course is to introduce students to the basic concepts and techniques associated with the graphing calculator, number sense, algebraic concepts, sets, logic, probability, functions, geometry, trigonometry, financial mathematics, and introductory differential calculus. It is expected that extensive use will be made of graphing calculators in both the development and the application of these topics. Access to computers is recommended.

IB STATISTICS AND INTRODUCTORY DIFFERENTIAL CALCULUS.....1210310 *This course generates weighted quality points.* 12th Grade One MATH Credit -Prerequisite: IB Math Analysis

The purpose of this course it to introduce students to the basic concepts and techniques associated with the graphing calculator, probability, statistics and introductory differential calculus. It is expected that extensive use will be made of graphing calculators in both the development and the application of these topics. Access to computers is recommended. This course prepares students for the Mathematical Studies Standard Level IB exam.

SCIENCE – IB - BIOLOGY I – PRE IB.....2000800

This course generates weighted quality points.

9th Grade - One SCIENCE Credit -Prerequisite: Acceptance into IB Program Curriculum includes the nature of life, scientific tools and the scientific method, chemical compounds of life, the cell, molecular genetics, Mendelian genetics, evolution, cell respiration, kingdoms, and ecology. Emphasis is on learning the process of science. Students will do a research project. A main goal of pre-IB biology is to prepare the student to use laboratory and critical thinking skills they will need to be successful in the IB science courses.

CHEMISTRY I – PRE IB.....2003800

This course generates weighted quality points. 10th Grade

One SCIENCE Credit - Prerequisite: Pre IB Biology

The purpose of this course is to focus on accelerated chemistry with related earth/space science topics. The content should include, but not be limited to, the following: atomic structure, energy, matter and order on earth and in space, the periodic table, bonding, chemical nomenclature, formulas and equations, the mole concept, reaction rate and equilibrium, solutions, acids and bases, electrochemistry and organic chemistry.

CHEMISTRY II – IB.....2003810

This course generates weighted quality points. 11th Grade

One SCIENCE Credit - Prerequisite: Chemistry I – Pre IB

The purpose of this course is to provide an in-depth quantitative study of the development and application of chemistry principles, concepts, and experimental methods. The content should include, but not be limited to, the following: the content specified in the subsidiary-level chemistry syllabus of the International Baccalaureate. This course prepares students for the Chemistry Standard Level IB exam.

PHYSICS I HONORS.....2003390

This course generates weighted quality points.

10th Grade - One SCIENCE Credit - Prerequisite: Biology I – Pre IB

The purpose of this course is to provide opportunities to study the concepts, theories and laws governing the interaction of matter, energy and forces, and their applications through exploratory investigations and activities.

ADV PLACEMENT PHYSICS B.....2003420

This course generates weighted quality points. 11th Grade

One SCIENCE Credit - Prerequisite: Physics I Honors

The purpose of this course is to provide systematic introduction to the main principles of classical and modern physics and emphasize the development of problem-solving ability.

PHYSICS III – IB.....2003850

This course generates weighted quality points.

12th Grade

One SCIENCE Credit

Prerequisite: Physics II – IB

This is a senior level course that continues the curriculum of physics II. After successfully completing this course, the student will be able to apply the principals of mechanics, molecular behavior to thermodynamics, wave behavior, sound and light, electricity and magnetism, atomic and nuclear physics. Laboratory involves application of the scientific method, quantitative relationships, proper use of laboratory apparatus, and safety precautions. A portfolio documenting 60 hours of lab work during the two-year program will be required. This course prepares students for the higher level

physics IB exam.

BIOLOGY II – IB.....20000810

This course generates weighted quality points.

11th Grade

One SCIENCE Credit

Prerequisite: Pre IB Biology

Content to be learned includes biochemistry, cell structures and functions, bioenergetics, Mendelian and molecular genetics, and population's genetics. This is a laboratory course with emphases on scientific method, measurement, apparatus and safety. Students will critically analyze current biological research.

ADV PLACEMENT BIOLOGY.....2000340

This course generates weighted quality points.

11th Grade

One SCIENCE Credit

Prerequisite: Pre IB Biology, Chemistry I Pre-IB, Physics I Pre-IB

The purpose of this course is to provide a study of the facts, principles, and processes of biology and the collection, interpretation, and formulation of hypothesis from available data. Laboratory investigations of selected topics in the content, which also include the use of scientific method, measurement, laboratory apparatus, and safety procedures, are an integral part of this course. Students will take the Advanced Placement Biology Exam in May.

BIOLOGY III – IB.....2000820

This course generates weighted quality points.

12th Grade

One SCIENCE Credit

Prerequisite: Biology II – IB

This is the second course of the two-year biology program. Content includes classification, human biology, plant biology and ecology. This is a laboratory course and includes collection and interpretation of data. A portfolio documenting 60 hours of lab work during the two-year program will be required.

SOCIAL STUDIES – IB

WORLD HISTORY PRE IB.....2109810

This course generates weighted quality points.

GRADE POINT AVERAGE

Grade point average (GPA) is determined by assigning a numerical value (QUALITY POINT), to the letter grade and averaging values for courses taken in a given period. Honor courses, most Pre-IB and IB courses, Advanced Placement courses and certain dual enrollment college courses receive weighted numerical values when calculating.

Some upper level vocational classes are also weighted. The honors weighting applies to class rank within Marion County. Bright Futures and colleges use different weighting criteria for qualification and acceptance.

REGULAR (One Credit) **HONORS** (One Credit)

A = 4 POINTS..... A = 5 POINTS

B = 3 POINTS..... B = 4 POINTS

C = 2 POINTS..... C = 3 POINTS

D = 1 POINT D = 1 POINT

F = 0 POINTS..... F = 0 POINTS

GPA (Grade Point Average) = quality points divided by number of credits attempted

MAJOR AREAS OF INTEREST

Beginning with the class of 2011 to present, students have the opportunity to choose a focus for their studies and pursue courses that are of particular interest to them. Major Areas of Interest, which are part of the new A++ secondary school reform measure, will allow students to define their interest and use their high school experience to become better prepared for higher education and a career of their choosing.

Students will choose a Major Area of Interest that includes four credits in a common area, such as the sequential courses in a career and technical program, fine and performing arts, or an academic content area. Courses taken for a major must be over and above the academic fine arts courses required for graduation. To learn more about the A+ legislation, visit <http://fldoe.org/APlusPlus>.

The following are Major Areas of Interest that are offered at Dr. D.D. Brown Academy of Hope.

- ✓ Advanced Placement
- ✓ Agriscience and Natural Resources Education
- ✓ Business Technology Education
- ✓ Drama-Theatre Arts
- ✓ English
- ✓ Foreign Languages
- ✓ Health Science Education
- ✓ Industrial Education
- ✓ Language Arts
- ✓ Mathematics
- ✓ Music
- ✓ Public Service Education
- ✓ ROTC and Leadership Training
- ✓ Teacher Preparation
- ✓ Technology Education
- ✓ Workforce Readiness Vocational Education programs offered as needed.

Public and Private Institutions - All students qualifying for a Bright Futures Award will receive the specified (cost per credit hour) award amounts established by the Florida Legislature in the General appropriations Act. This amount is subject to change annually. Award amounts for the **2010-11** academic year will be available in summer 2010 after the legislative session.

Current year award amounts can be found at: www.FloridaStudentFinancialAid.org/SSFAD/bf/awardamt.htm

BRIGHT FUTURES GENERAL ELIGIBILITY CRITERIA

- Florida Resident
- Florida High School Graduate
- Not Guilty of a Felony
- Use Award within three years of graduation
- Attend a Florida College or University, Community College or Technical School

FLORIDA ACADEMIC SCHOLARS AWARD

Award Level: Public Institution – Current Award Level \$126.00 per Semester Hour or \$84.00 per Quarter Hour.

Required GPA: 3.5 weighted GPA using the 16 credits below:

4 English, 4 math (Algebra 1 and above), 3 sciences, 3 social sciences, 2 foreign language (in the same language)

Community Service: 75 hours Test Scores: **1270** SAT or **28** ACT

FLORIDA MEDALLION SCHOLARS AWARD

Award Level: Public Institution – Current Award level \$95.00 Per Semester Hour or \$63.33 if attending a 4 year University or \$78.00 for the first two years at a Florida Community College and \$59.00 a semester hour / \$39.33 for quarter hour for subsequent years.

Required GPA: 3.0 weighted GPA using the 16 credits below:

4 English, 4 math (Algebra 1 and above), 3 sciences, 3 social sciences, 2 foreign language (in the same language)

Community Service: None Test Scores: **970** SAT or **20** ACT

FLORIDA GOLD SEAL VOCATIONAL SCHOLARS AWARD

Award Level: Public Institution – \$59.00 per credit hour or \$39.33 per quarter hour.

Required GPA: 3.0 weighted GPA using the 16 credits below:

4 English, 4 Math, 3 Science, 1 American History, 1 World History, ½ American Government, ½ Economics, 1 vocational or performing art or ½ credit in each, 1 Physical Education Vocational credits: 3.5 un-weighted GPA in a minimum of 3 vocational credits in the same vocational program.

Community Service: 120 hours

Test Scores: CPT: Reading 83, Sentence 83, Algebra 72

SAT: Verbal 440, Math 440

ACT: Reading 18, English 17, Math 19

There are other ways to qualify for Bright Futures awards. See your counselor for specific information or visit the FLDOE website at www.myfloridaeducation.com/brfuture.

Talented 20

Graduates from Florida private high schools who rank in the top 20% of their class and who have completed the required 18 core credits for state university admissions.

www.FACTS.org

This is Florida's new, statewide student advising website created so that you can find accurate, up-to-date information for academic and career planning. Getting the facts has never been so easy.

What can FACTS.org help you do?

- High school course planning with your future in mind
- Career guidance programs for deciding on a career path
- Choose the right major
- Search degrees offered in Florida
- Link to Florida colleges and universities' websites
- Apply online for admissions and financial aid
- Learn ways to earn college credit now
- Explore admissions requirements
- Access your transcripts online

Log on for your High School Academic Evaluations!

It's easy. Just follow these steps:

1. Go to www.FACTS.org.
2. Click on *High School Academic Evaluations*.
3. Choose *New User- Create Login ID & Password*.
4. Complete the short form (personal data such as your name, birth date, and SSN/Florida Student Identifier Number must match official school records exactly).
5. Create your Login ID & Password.

6. Click on *Submit*.

DUAL ENROLLMENT PROGRAM

COLLEGE OF CENTRAL FLORIDA

Students at Dr. D.D. Brown Academy of Hope may attend CFCC as a part-time college credit student if the student has exhausted all available course opportunities at the high school level. The student must be at least 16 years of age and must meet freshman-level criteria established by the colleges/universities in regard to placement testing. A 3.0 un-weighted cumulative GPA is required for College Credit Dual Enrollment. A 2.0 un-weighted cumulative GPA is required for Vocational Certificate Dual Enrollment.

Any student considering a dual enrollment program must contact his/her counselor for additional information. The Guidance Counselor, the Assistant Principal for Curriculum and/or the Vocational Administrator for Career and Technical Education and the Principal must approve all programs.

Students must provide their own transportation to College of Central Florida (CCF).

Alternative Education and Credit Sources

Interested in a new approach to high school education? Dr. D.D. Brown Academy of Hope Virtual School School campus at 724 **S. Magnolia Avenue in Ocala**, offers academics connected to technical real world experience.

Students can earn a high school diploma, national competitions, and college credit based on their selection between five academies

Want to work and go to school? Check out Dr. D.D. Brown Academy of Hope Non-Traditional High School Diploma Program!

To apply and find out more – call Dr. D.D. Brown Academy of Hope at 352-369-3119 or 352-438-5464!

Dr. D.D. Brown Academy of Hope School System operates its own virtual school. Courses are over the Internet, and are taught by Dr. D.D. Brown Academy of Hope School teachers certified in the course subject areas. Counselors must approve all coursework in order for the student to enroll in the class. For more information visit <http://www.kingdomchristianacademypcp.org>

FLORIDA VIRTUAL HIGH SCHOOL

Students in Dr. D.D. Brown Academy of Hope may take courses online for credit. School counselors must approve all coursework for the student. For further information, go to www.FLVS.net

NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA) INITIAL

ELIGIBILITY CLEARINGHOUSE

Student athletes who are planning to enroll in college as a freshman and who wish to participate in Division I or Division II athletics must be certified by the NCAA Initial Eligibility Clearinghouse. The NCAA member institutions in January 1993 established the Clearinghouse. The Clearinghouse ensures consistent application of NCAA initial eligibility requirements for all prospective student athletes at all member institutions.

TO BE CERTIFIED BY THE CLEARINGHOUSE FOR DIVISION I and DIVISION II ELIGIBILITY A STUDENT MUST:

2. Graduate from high school. The student should apply for certification before graduation if he/she wishes to participate in athletics as a freshman at the college to which he/she will be admitted. Division I schools require 16 credits for certification. The Clearinghouse will issue a preliminary certification report when the student has all materials submitted. If the student's eligibility information is requested after graduation by a member institution, the Clearinghouse will review the final transcript to make a final certification decision according to NCAA standards.

It is recommended that the student apply for certification at the **BEGINNING** of the senior year. Students may register online at www.ncaaclearinghouse.net. From the home page, click on "Prospective Student-Athletes", which will link the student-athlete to the necessary information. The "Guide For The College-Bound Student-Athlete" may be accessed at www.ncaa.org. See your guidance counselor for more information.

COMMUNITY SERVICE

Community Service is a valuable learning experience for high school students. Volunteer work may be done in a variety of settings and is beneficial to the students when applying to college and for jobs. Community service is a requirement for some scholarships such as Florida Academic Scholars. Students must document community service so that it appears on their high school transcript. They must contact their guidance counselor and/or the Student Activities Director, who records community service points on the student's permanent transcript.

COURSE DESCRIPTIONS

ENGLISH

Four credits in English are required for graduation.

******Honors** courses generate weighted quality points.

These courses are designed to challenge the motivated, self-disciplined student. Students need to have **diligent study habits** since these courses require a minimum of **4 hours** of homework per week, as well as research projects and written reports

ENGLISH I..... 1001310 9th Grade One ENGLISH Credit

Prerequisite: None - The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing,

listening, viewing, speaking, language, and literature.

ENGLISH HONORS I..... 1001320 9th Grade online

One ENGLISH Credit

Prerequisite: Recommendation of 8th grade counselors and teachers. **This course is for the highly motivated student only.** Students must have a “B” or above average in middle school English. Good attendance is mandatory.

ENGLISH II.....1001340

10th Grade One ENGLISH Credit The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and literature through writing essays, oral presentations, reading world literature and usage of the

English language.

ENGLISH HONORS II.....1001350

10th Grade One ENGLISH Credit

Prerequisite: Completion of English I with at least a “B” average. .

Good attendance and writing skills necessary. Teacher recommendation is needed.

ENGLISH III..... 1001370

11th Grade One ENGLISH Credit

The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and literature using listening, speaking and writing assignments.

ENGLISH HONORS III.....1001380

11th Grade

One ENGLISH Credit

Prerequisite: Two English credits. Completion of English II with at least a “B” average. Teacher recommendation is needed.

This course is for highly motivated students who like to read and write. Good attendance is mandatory. Online only

ENGLISH IV.....1001400

12th Grade One ENGLISH Credit

The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and literature using listening, speaking and writing assignments such as essays and research papers. The study of literature includes the changes and development of the language.

ENGLISH HONORS IV.....1001410

12th Grade One ENGLISH Credit Prerequisite: Three English credits. Completion of English III with at least a “B” average. Teacher recommendation is needed.

ADVANCED PLACEMENT ENGLISH LITERATURE & COMPOSITION..... 1001420

12th Grade Online only

One ENGLISH Credit Prerequisites: 1. One Credit-Honors English II or III

2. G.P.A. - 3.0

3. High recommendation from English III teacher

4. High personal motivation

This course is a college level English course that explores major works in the English language, with emphasis on literary analysis and criticism to prepare students for the Advanced Placement Test. Class members take the AP Exam as a requirement for their class grade. Failure to take the AP exam may result in a zero grade for the final exam in this class.

Students enrolled in any Advanced Placement course will be required to take the AP exam in the spring for college credit. There is a book that students are required to read over the summer, prior to beginning the AP English course. This assignment is due on the first day of school in August.

AP ENGLISH LANGUAGE AND COMPOSITION.....1001420

11th Grade One English Credit

Prerequisite: Teacher Recommendation

Includes in-depth study of American literature, critical writing on selected readings, vocabulary, and college admissions preparation. Emphasis is placed on author’s purpose, audience expectations, and rhetorical strategies. Upon completion of course, students will take the AP exam for college credit.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

ENGLISH I THROUGH ESOL.....1002300

ENGLISH II THROUGH ESOL.....1002310

ENGLISH III THROUGH ESOL.....1002320

ENGLISH IV THROUGH ESOL.....1002520

9-12th Grades

One English Credit per course

Prerequisite: Special Staffing Only

E.S.O.L. is designed to help students who need to improve their communication skills. The class promotes an environment that is sensitive to the circumstantial needs of individual students who need to improve their English skills.

MATHEMATICS

Three (3) mathematic courses are required for graduation (4 Mathematic courses are required for the class of 2011 on). Algebra I or the equivalent must be completed to graduate.

ALGEBRA 1A.....1200370

9-12th Grade One Math Credit

The purpose of this course is to develop the algebraic concepts and processes that can be used to solve a variety of real world and mathematical problems. This is the first of a two year sequence of courses. Together, the two courses meet the Algebra 1 graduation requirement.

ALGEBRA 1B..... 1200380

9-12th Grade One Math Credit

The purpose of this course is to develop the algebraic concepts and processes that can be used to solve a variety of real world and mathematical problems. This is the second of a two year sequence of courses. Together, the two courses meet the Algebra I graduation requirement.

ALGEBRA I.....1200310

9-12th grade One MATH Credit

This course is designed to provide the foundation for more advanced mathematics courses and to develop the skills needed to solve mathematical problems. Some topics to be covered will include sets, variables, and properties of the real number system, systems of linear equations, inequalities, polynomials, radical expressions, and

Quadratic equations.

ALGEBRA I HONORS.....1200320

9-12th grade One MATH Credit Prerequisite: Teacher recommendation

Mastery of basic computational skills and related applications with whole numbers, fractions, decimals, and percents. In addition to the course work covered in Algebra I, Algebra I Honors includes the study of functions, direct and inverse variation. A more in-depth study of factoring, radicals, quadratics and graphing are presented. Demonstration of these concepts is reinforced by work on the TI-81 graphing calculator.

GEOMETRY.....1206310

9-12th grade

One MATH Credit

Prerequisites: Algebra I

Geometry is designed to emphasize critical thinking involving the relationships and proofs dealing deductive reasoning. The topics covered include lines, planes, angles, triangles, congruence, inequalities, polygons, and their areas and volumes.

GEOMETRY HONORS.....1206320

9-12th grade One MATH Credit

Prerequisites: Algebra I Honors **and** teacher recommendation Geometry Honors is an in-depth study of Euclidean Geometry with contrasting views of hyperbolic and elliptical geometries. This course emphasizes critical thinking involving proofs and deductive and inductive thinking. Topics covered include lines, planes, angles of polygons, and their areas, volumes and transformations. A strong background in algebra is required.

INFORMAL GEOMETRY.....1206300

10th-12th grade One MATH Credit Prerequisites: Algebra I

This course is designed to develop the geometric knowledge used to solve a variety of real world and mathematical problems. Student will inductively develop geometric relationships with hands on activities and does not include formal proofs. It does not meet university entrance math requirements.

LIBERAL ARTS MATH.....1208300

10-12th Grade One MATH Credit

Prerequisite: Algebra I **and** Geometry or Informal Geometry The purpose of this course is to enable students to strengthen algebraic and geometric concepts and skills necessary for further study of mathematics. The content should include, but not be limited to, the following: exponents and radicals, algebraic expressions and polynomials, equations (linear and quadratic) and inequalities, coordinate geometry, functions, relations and graphs, systems of linear equations and inequalities, properties of two- and three dimensional figures, geometric relationships, and basic concepts of data analysis and probability.

ALGEBRA II.....1200330

10-12th Grade

One MATH Credit

Prerequisites: Algebra I **and** Geometry

This course is designed to study the structure of algebra including properties of real numbers, relations, functions and graphs, polynomials and rational expressions, quadratic equations and inequalities, functions, rational and irrational numbers, logarithms, complex numbers word problems, matrices, series, and sequences.

ALGEBRA II HONORS.....1200340

11-12th Grade One MATH Credit

Prerequisites: Algebra I Honors & Geometry Honors, **and** teacher recommendation. In addition to the course work covered in Algebra II, Algebra II Honors will include the study of probability and statistics, variation, and an introduction to trigonometry.

MATH COLLEGE READINESS.....1200700

(College Review Math) 12th Grade One MATH Credit

Prerequisite: Algebra II

This course follows Algebra II and is designed for students who need to refine their math skills before pursuing further advanced mathematics courses. Topics shall include complex numbers, systems of equations and inequalities, polynomials, conic sections, Exponents, logarithms, trigonometry, statistics, and an ACT/SAT review.

PRE-CALCULUS.....1202340

This course generates weighted quality points.

10-12th Grade One MATH Credit

Prerequisite: At least a **B** average in Algebra Honors I **& II &**

Geometry Honors

The purpose of this course is to introduce students to the basic concepts and techniques associated with work in algebraic concepts, functions and equations, circular functions and trigonometry, matrices and vectors. It is expected that extensive use will be made of graphing calculators in both the development and the application of these topics. Access to computers is recommended.

AP CALCULUS.....1202310 Grade 11-12

Prerequisites: Pre-Cal and teacher recommendation this course is intended for students with thorough knowledge of Algebra, Geometry, and Trigonometry. The course includes single variable calculus: elementary

functions: limits: differentiation and integration of the algebraic, logarithmic, trigonometric and exponential functions: and applications of differentiation and integration.

SCIENCE

Three science credits are required for graduation.

INTEGRATED SCIENCE I.....2002400

9th Grade One SCIENCE Credit

Prerequisite: None - The purpose of this course is to provide opportunities to investigate the theories and ideas associated with the biological, earth, and physical sciences in a way that is relevant and usable. Students construct science knowledge by formulating questions, making predictions, planning experiments, making observations, classifying, interpreting and analyzing data, drawing conclusions and communicating.

INTEGRATED SCIENCE I HONORS.....2002410

9th Grade One SCIENCE Credit

Prerequisite: Teacher recommendation

BIOLOGY I.....2000310

10th Grade One SCIENCE Credit

Prerequisite: None

The purpose of Biology I is to provide students with exploratory experiences and activities in the fundamental concepts of life. Topics covered are laboratory techniques, safety and use of lab apparatus, cell structure and simple biochemical processes, an introduction to genetics, reproduction, a survey of kingdoms, classification and ecological relationships.

BIOLOGY I HONORS.....2000320

10th Grade One SCIENCE Credit

Prerequisite: Minimum B in Integrated Science. Level 3 or higher in FCAT Reading. **Teacher Approval** required. Honors students may expect 3 – 4 hours of homework each week.

AGRISCIENCE FOUNDATIONS I.....8106810

11-12th Grade

One SCIENCE or ELECTIVE Credit

This course is designed to develop competencies in the area of agricultural history; global importance of agriculture; career opportunities; applied scientific and technological concepts; ecosystems; agricultural safety;

principles of integrated pest management; principles of plant and animal growth; economic principles, agricultural marketing; and human relations

skills. **ANATOMY & PHYSIOLOGY – HONORS**2000360

This course generates weighted quality points.

11-12th Grade One SCIENCE or ELECTIVE Credit Prerequisites: Completion of Biology I Honors with at least a **B** average.

Anatomy and Physiology explores the structure and function of the components of the human body. Class activities include the examination & manipulation of plastic models of organs and organ systems, viewing of Anatomy & Physiology Revealed CD-ROM Interactive Cadaver Dissection and Animations, and open discussion of the body's systems. The college level textbook is supplemented with access to Online Study Partner practice and review activities.

Topics of study include Organic Chemistry, Cells, and Cellular Metabolism, Types of Tissues, Skin & Integumentary, Somatic & Special Senses, Blood, Cardiovascular, Skeletal, Muscular, Nervous, Digestion & Nutrition, Respiratory, Reproductive, Human

Development, and Genetics. ***Honors students may expect 4-5 hours of reading and homework each week.***

CHEMISTRY I.....2003340

11-12th Grade One SCIENCE or ELECTIVE Credit

Prerequisite: Completion of both Algebra I and Biology with a B or higher and science teacher recommendation.

Chemistry I is a college preparatory course stressing the elements of General chemistry. Chemical nomenclature and stoichiometry are stressed to provide the student with a suitable background in problem solving to enable him/her to continue the study of chemistry at the college level. There is a relatively extensive vocabulary that must be mastered in order for the student to function effectively in the lecture and laboratory portions of the course. Geometry and Algebra I are recommended as prerequisites for this course.

CHEMISTRY I HONORS.....2003350

11-12th Grade One SCIENCE or ELECTIVE Credit

Prerequisite: Completion of both Algebra I and Biology with a B or higher, concurrent enrollment in Algebra II and science teacher recommendation. For mathematical maturity, Trigonometry or Pre-Calculus is recommended as a co-requisite for this course, although most of the topics may be handled with a good background in Geometry and Algebra I & II.

PHYSICS HONORS..... 2003390

This course generates weighted quality points.

11-12th Grade One SCIENCE or ELECTIVE Credit

Prerequisites: Algebra I, Geometry **and** Algebra II with at least a **B** average in all three courses. *Also enrolled in Pre-Calculus.*

This course provides students with an introductory study of the theories and laws governing the interaction of matter, energy, and the forces of nature. It is a college preparatory course designed to include laboratory work. Physics I Honors is for those students who wish to pursue a career in a field where a good knowledge of physics is required. Examples of these careers include engineering, architecture, many aspects of the medical field, computers, etc. Also, students who may be mathematics majors in college should enroll in this course.

PHYSICAL SCIENCE2003310

11th-12th Grade One SCIENCE Credit

This course gives general overview of chemistry and physics and is designed for those not needing more rigorous chemistry or physics course. It includes concepts of atomic bonding, chemical composition, radioactivity, laws of motion and technology.

PHYSICAL SCIENCE HONORS.....2003320 11TH-12TH GRADE

ONE SCIENCE CREDIT

SOCIAL SCIENCE

Three credits are required for graduation: World History (1), American History (1), American Government (1/2) and Economics (1/2).

AMERICAN HISTORY2100310

11th Grade One SOCIAL STUDIES Credit

Prerequisite: None

The purpose of this course is to enable students to understand the development of the United States within the context of history with a major focus on the post-Reconstruction period. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures, and humanities to solve problems in academic, civic, social, and employment settings.

AMERICAN HISTORY HONORS.....2100320

11TH Grade One SOCIAL STUDIES Credit

Prerequisite: World History Honors Teacher recommendation

AP AMERICAN HISTORY2100330

This course generates weighted quality points.

11-12th Grade One SOCIAL STUDIES Credit

Prerequisite: World History Honors Teacher recommendation.

Students will acquire an in-depth, comprehensive understanding of the development of the United States within the historical context by examining the political, social, economic, religious, military, scientific, and cultural events that affected the nation. Included will be intense exposure to analysis, evaluation, and assessment when concerning historical interpretation as well as a wide factual base. ***Students enrolled in any Advanced Placement course will be required to take the AP exam in the spring for college credit.***

WORLD HISTORY.....2109310

10th Grade One SOCIAL STUDIES Credit

Prerequisite: None

The purpose of this course is to enable students to understand their connections to the development of civilizations by examining the past to prepare for their future as participating members of a global community. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures, and humanities to solve problems in academic, civic, social, and employment settings

WORLD HISTORY HONORS.....2109320

10th Grade One SOCIAL STUDIES Credit

Prerequisite: English teacher recommendation

AMERICAN GOVERNMENT.....2106310

12th Grade ½ SOCIAL STUDIES Credit

Prerequisite: None

The purpose of this course is to enable students to gain an understanding of American government and political behavior that is essential for effective citizenship and active involvement in a democratic American society.

AMERICAN GOVERNMENT HONORS.....2106320

12th Grade ½ Social Studies Credit

Prerequisite: Teacher recommendation

ECONOMICS.....2102310

12th Grade

½ SOCIAL STUDIES Credit

Prerequisite: None

The purpose of this course is to provide students with the knowledge and decision-making tools necessary for understanding how society organizes its limited resources to satisfy its wants. Students will gain understanding of choices they must make as producers, consumers, investors, and taxpayers.

ECONOMICS HONORS.....2102320

12th Grade

½ SOCIAL STUDIES Credit

Prerequisite: None

AP EUROPEAN HISTORY.....2109380

This course generates weighted quality points.

11-12th Grade

One SOCIAL STUDIES Credit

Prerequisite: American History Honors Teacher recommendation.

Students enrolled in any Advanced Placement course will be required to take the AP exam in the spring for college credit.

Students will understand the development of Europe within the context of history by examining connections to the past in order to prepare for the future as participating members of a global community. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings.

PHYSICAL EDUCATION - REQUIRED FOR GRADUATION FOR CLASS OF 2014 TO PRESENT

HOPE- Health Opportunities through Physical

Education.....1506320

9th-10th grade REQUIRED ONE Credit

FOREIGN LANGUAGE

Students who wish to take two credits of a foreign language MUST BEGIN BY THEIR JUNIOR YEAR. Two years of the same foreign language are required for entrance to a four-year university.

FRENCH I0701320

9–12th Grade One ELECTIVE Credit

French I will introduce the French language and culture, basic conversational skills, and cross-cultural understanding. The content will include, but not be limited to, the following: 1) conversational expression in French, 2) comprehension of spoken and written French, 3) oral and written presentation in French, 4) social interaction patterns within French culture(s), 5) connections between the French language and culture(s) and other disciplines, 6) communication patterns of language, and 7) French language usage within and beyond the school setting.

FRENCH II0701330

10-12th Grade One ELECTIVE Credit

Prerequisite: French I

French II reinforces the fundamental skills acquired by the student in French I. Listening, speaking, reading and writing skills are enhanced with an emphasis on cultural awareness.

SPANISH I0708340

10–11th Grade One ELECTIVE Credit

Spanish I will introduce the student to the study of grammar, culture, history, and customs of the Spanish-speaking people. Students will write, speak, and listen in Spanish. Students will study the contributions of Spanish history and language to the United States and the world. Occasional projects will allow students to give oral presentations using Spanish.

SPANISH II0708350

10-12th Grade One ELECTIVE Credit Prerequisite: Spanish I

GENERAL ELECTIVES

INTRODUCTION TO INFORMATION TECHNOLOGY

8207310 Grade Level – 9 – 12 One ELECTIVE Credit Prerequisite: None

***THIS COURSE IS STRONGLY RECOMMENDED FOR ALL**

STUDENTS BEFORE GRADUATION.

This course is designed to provide an introduction to information technology concepts and careers as well as the impact information technology has on the world, people, and industry and basic web design concepts. The content includes information technology; career research; operating systems and industry standard software applications; electronic communications including e-mail and Internet services; basic web commands and design; and emerging technologies. After successful completion of this course, students will have met Occupational Completion Point – Data Code A, Information Technology Assistant – SOC Code 15-1041. (There is a \$10 lab fee.)

*Students attending any community college in the state must complete a computer course prior to graduation. If students complete this course with a grade of A or B and enroll at CFCC in an A.S. program, they may be able to earn 3 college credits.

INTENSIVE LANGUAGE

ARTS.....1000400

9-12th Grades One ELECTIVE Credit

This English course is designed to provide intensive remediation in reading and writing. It is required by Florida Statute 232.245 for students who do not meet district levels of proficiency. Lack of proficiency is a score less than the 25th percentile on a nationally normed achievement test and/or a score of 2 or lower on demand writing samples or the FCAT Writes test. Failure to pass the communications portion of FCAT is also considered lack of proficiency. This class may not take the place of the regularly required English credit, but will be taken in addition to the required English credit.

INTENSIVE MATHEMATICS.....1200400

9-12th Grades One ELECTIVE Credit

This math course is designed to provide intensive remediation in mathematics. It is required by Florida Statute 232.245 for students who do not meet standards of proficiency set by the school district. Lack of proficiency is a score less than the 25th percentile on a nationally normed achievement test. Failure to pass the mathematics portion of the FCAT is also considered lack of proficiency. This class will not take the place of the regularly required math credit but will be taken for multiple credits in addition to the required math credit.

HUMANITIES I (To 1500AD).....0900310

10-12th Grade ½ ELECTIVE Credit Prerequisite: None

This course is designed to examine man’s creative efforts and his world through the study of painting, sculpture, architecture, music, dance, drama, history, literature, philosophy, and religion from Stonehenge to the Italian Renaissance. Students tour the Appleton Museum and participate in other cultural activities when available.

HUMANITIES II (SINCE 1500 A.D.)..... 0900320 10-12th Grade

½ ELECTIVE Credit Prerequisite: None

Humanities II is a continuation of the Humanities curriculum from the Baroque era through Impressionism, Modern Art, and the history of the Cinema. Students will participate in cultural activities when available.

LAW STUDIES.....2106350 9-12th Grade

½ ELECTIVE Credit

Prerequisite: None

Law Studies provide students the opportunity to acquire an understanding of the American legal process. Topics include the criminal process, commercial law, family law, and rights with responsibilities. Experiences of mock trials, visiting court trials, and trips to prison are possible. Student participation is part of the course requirements.

PSYCHOLOGY.....2107300

10-12th Grade - ½ ELECTIVE Credit - Prerequisite: None

This course covers the theories and methods employed by psychologists. Human growth and development, intelligence and conditioning are important aspects of the course content. Psychology also covers emotions, frustration, and abnormal behavior as they relate to contemporary behavior.

SOCIOLOGY.....2108300

10-12th Grade - ½ ELECTIVE Credit - Prerequisite: None Sociology includes the study of the social institutions, classes and social relationships that exist throughout the world. Also included will be the socialization process, social deviations and their interrelationships, and interdependence. Group behavior and a study of personality are important parts of the course study.

JOURNALISM I.....1006300

****This course meets the Fine Arts High School Graduation**

Requirement.

JOURNALISM II.....1006310

JOURNALISM III1006320

JOURNALISM IV.....1006330

Major: English

9-12th Grade

One ELECTIVE Credit each

Prerequisite: **Teacher Approval after application and interview**

The purpose of these courses is to provide introductory and intermediate instruction in writing and production skills related to various journalistic media. While participating in this production, students develop and utilize skills in news, feature and sports writing, layout design, salesmanship, advertising photography, time management and record keeping. Students enrolling in these classes must have available means of transportation to the Ocala business community, must sell ads and should be able to type.

DRIVERS' EDUCATION1900310

9-12th Grade - ½ ELECTIVE Credit Prerequisite: **Restricted Driver's License Must be 15 years old at start of class**

An essential feature of the Secondary School Traffic Education Program is the availability of a driver education course to the students at the time they reach the minimum legal driving age. The immediate and practical purpose of the course is to develop a good foundation upon which can be built a lifetime of successful use of traffic facilities. Students will be provided many opportunities to learn the importance of good human relations, emotional maturity, and responsible citizenship.

Students are required to have a restricted driver's license before assignment to this class or within the first two weeks of class. Students who do not have a Florida Learners Permit can take the Drug Alcohol Traffic Education (DATE) course in the first 2 weeks of class to receive their restricted license. The course includes classroom, driving range, and on the road instruction.

Major Area of Interest

ROTC AND LEADERSHIP TRAINING

NAVAL SCIENCE - NAVY JROTC - Major: ROTC and Leadership Training 9-12th Grade - One ELECTIVE Credit Each

Prerequisites: Minimum 2.0 GPA, clean discipline record, physically capable of participation in the normal physical education programs offered by the Dr. D.D. Brown Academy of Hope School System. Naval Science II, III, and IV students must have demonstrated satisfactory progress in Naval Science I prior to enrollment.

NAVAL SCIENCE I - (9-12 grade)1802300

NAVAL SCIENCE II - (10-12 grade)..... 1802310

NAVAL SCIENCE III - (11-12 grade)..... 1802320

NAVAL SCIENCE IV - (12 grade).....1802330

Zero Period Courses **(must be taken all year before school):**

NJROTC (Naval Junior Reserve Officers Training Corps) is an

elective course offered during all four years at Dr. D.D. Brown Academy of Hope. Satisfactory performance (minimum 2.0 GPA) is required for entry and continuance in the program. It is expected that students will comply with established grooming standards, maintain exemplary conduct (both in and out of school), and demonstrate the ability and desire to participate in the program's physical fitness activities.

Academic instruction is presented on subjects such as navigation, seamanship, and oceanography as well as Naval orientation and history. Military drill is practiced throughout the course, and is designed to enhance individual pride and self-confidence and to develop a sense of teamwork. Physical training is also required throughout the course to promote personal habits of health and physical fitness. Students are taught the

principles of effective management and leadership, and are given extensive opportunities to obtain practical leadership experience, especially in Naval Science II, III, and IV.

Participation after school in various academic, community service and athletic activities is encouraged but not required. While students take field trips to various naval installations and have the opportunity to participate in “Mini-Boot Camp,” there is no military service commitment associated with the program.

ROTC LEADERSHIP SKILLS DEVELOPMENT.....24003001

12th Grade

One ELECTIVE Credit

Prerequisite: **Teacher Approval**

GIFTED EDUCATION MENTOR PROGRAM 7965040L

11-12th Grade ½ or One ELECTIVE Credit

Prerequisite: STAFFING ONLY

Interested gifted students may register for the Mentor Program by contacting their High School Gifted Consultation Teacher. An application, two teacher recommendations, parent permission, and an interview are required of the eligible candidate.

The Gifted Mentor Program assists self-motivated, reliable gifted juniors and seniors (with 3.0 or higher GPA’s) in obtaining community-based mentorship. The mentorship enables the student to extend their natural interests and talents into the community with a focus on the skills and responsibilities associated with their chosen profession. The program provides opportunities for each student intern or apprentice to accomplish the following: - explore career options through work experience - determine which of many talents and abilities hold the most promise in a future professional life - interact with other highly talented peers and adults For more information and/or assistance, please call the High School Gifted Consultation Teacher at (352) 671-4900 (Dr. D.D. Brown Academy of Hope).

PERFORMING ARTS ELECTIVES

Zero Period Courses **(must be taken all year before school):**

Major Area of Interest

MUSIC offered online only

BAND I - (9-12 grade)1302300

BAND II - (10-12 grade).....1302310

BAND III - (11-12 grade)1302320

BAND IV - (12 grade)1302330

9-12th Grade Performing Fine Art

1 credit

Prerequisite: **Band I (Recommendation by 8th grade Band**

Director) The band curriculum fosters internalization of independence in musicianship, performance techniques, and aesthetic awareness through the rehearsal and performance of varied band literature.

First semester entails an application of musical skills in conjunction with marching techniques. Second semester emphasizes the methodology of the symphonic band. Performances are required of this course.

INSTRUMENTAL TECHNIQUES I/II1302420/30

9-12th Grade Performing Fine Art 1 credit

Prerequisite: None

The purpose of this course is to enable students to develop basic performance skills on a selected instrument in a solo or small ensemble setting using varied high school literature. This course is STRONGLY recommended for any students taking Band I concurrently, anyone wishing to develop their playing skills further or anyone wishing to learn to play an instrument for the first time.

Performances are required of this course.

GUITAR I1301320

9-12th Grade Performing Art Offered online ½ ELECTIVE Credit

Prerequisite: None

The purpose of this course is to enable students to develop basic skills in guitar performance, including interpretation of notation and performance in varied styles.

MUSIC APPRECIATION.....1301310

9-12th Grade Performing Fine Art - ½ ELECTIVE Credit - Prerequisite: None

The purpose of this course is to enable students to develop the knowledge and skills necessary to understand and appreciate how music is used in one's personal life as well as in varied cultures, societies, and historical periods.

INTRO TO MUSIC PERFORMANCE.....1301300

9-12th Grade Performing Fine Art - ½ ELECTIVE Credit Prerequisite: None

The purpose of this course is to enable students to develop basic skills in vocal and instrumental performance and the knowledge and skills necessary to understand and appreciate music.

CHORUS I/II1303320/30

9-12th Grade - Performing Fine Art - 1 credit

This course will provide experience for students interested in singing with a large ensemble. Performances are required of this course.

Major Area of Interest Drama and Theatre Arts

ACTING I - (9-12 grade).....0400370

ACTING II - (10-12 grade)..... 0400380

ACTING III - (11-12 grade)0400390

ACTING IV - (12 grade)0400400

9-12th Grade Performing Fine Arts - One ELECTIVE Credit each

Prerequisite: Intro to Drama

The content of these courses includes vocal techniques such as breath control, projection, phrasing, diction and expression. Students develop basic improvisational techniques, methods of relaxation and concentration, emotional recall, and the use of the body as a means of expression. Students will be expected to perform a variety of activities for the whole class.

INTRO TO DRAMA.....0400300

9-12th Grade Performing Fine Art - ½ ELECTIVE Credit Prerequisite: None

The purpose of this course is to introduce students to fundamental skills in the multiple elements of theatre as a collaborative art. Students will be expected to perform a variety of activities for the whole class.

CAREER AND TECHNICAL EDUCATION PROGRAMS

(ELECTIVE CLASSES)

Major Area of Interest: BUSINESS EDUCATION

PROGRAMS OF STUDY

WEB DESIGN SERVICES

GOLD SEAL VOCATIONAL SCHOLARSHIP PROGRAM*

Career Pathways Program Articulates with Santa Fe Community College for A.S. in Graphic Design Technology
College Credits possible: 9 credits

INTRODUCTION TO INFORMATION TECHNOLOGY 8207310

Grade Level – 9 – 12 - One ELECTIVE Credit Prerequisite: None

***THIS COURSE IS STRONGLY RECOMMENDED FOR ALL**

STUDENTS BEFORE GRADUATION.

This course is designed to provide an introduction to information technology concepts and careers as well as the impact information technology has on the world, people, and industry and basic web design concepts. The content includes information technology; career research; operating systems and industry standard software applications; electronic communications including e-mail and Internet services; basic web commands and design; and emerging technologies. After successful completion of this course, students will have met Occupational Completion Point – Data Code A, Information Technology Assistant – SOC Code 15-1041. **(There is a \$10 lab fee).**

*Students attending any community college in the state must complete a computer course prior to graduation. If students complete this course with a grade of A or B and enroll at CFCC in an A.S. program, they may be able to earn 3 college credits.

WEB DESIGN I.....8207110 - *9-12th Grades - One ELECTIVE Credit

Prerequisite: Successful completion of Introduction to Information Technology with a letter grade of “C” or higher. *Students in 9th grade may be added by **TEACHER APPROVAL ONLY.**

Using project-based lessons, students will learn Internet skills, PowerPoint, PhotoShop, Desktop Publishing, GIF Animation, HTML, and Dreamweaver. All projects stress technical skills, soft skills, project management, and professional design principles. Industry standard software will be used to complete individual student projects. **There is a \$10 lab fee.**

WEB DESIGN II.....8207120 10-12th Grades - One ELECTIVE Credit

Prerequisite: Web Design I **and Teacher Approval**

In this course, students will continue to build upon skills learned in Web Design I with the addition of Fireworks and Flash. Continued work in Dreamweaver will incorporate elements made in Fireworks and Flash into your web site. Macromedia Fireworks is an easy way to create, optimize, and export interactive graphics into HTML, Dreamweaver, or Flash. Students will create a variety of graphical elements ranging from basic graphical buttons to complex rollover effects and pop-up menus. Macromedia Flash allows you to create just about anything you can imagine and place it on the web as part of a web page or a stand alone application. Complex web site navigation, video and multimedia integration, and traditional animation can all be easily accomplished with Flash. **There is a \$10 lab fee.**

WEB DESIGN III.....8207130 - 11-12th Grade One ELECTIVE Credit

Prerequisite: Web Design II and **Teacher Approval**

In Web Design III students will learn more in-depth web design techniques such as embedding video, audio and animation files as they apply to Flash and Fireworks. Emphasis will be on work-based learning experiences through individual projects as well as through the Dr. D.D. Brown Academy of Hope entrepreneurial design business called CAMELOT Graphics.

Completion of Web Design III is designed to prepare students to pass the Industry Certification Exam for Adobe Photo-Shop and/or Adobe Dreamweaver. **There is a \$10 lab fee.**

Major Area of Interest: Agriscience and Natural Resources

PROGRAMS OF STUDY

AGRITECHNOLOGY GOLD SEAL VOCATIONAL SCHOLARSHIP

PROGRAM* AGRISCIENCE FOUNDATIONS I.....8106810

9–12th Grade - One ELECTIVE Credit - Prerequisite: None

This course is designed to develop competencies in the areas of agricultural history and the global impact of agriculture; career opportunities; scientific and research concepts; biological and physical science principles; environmental principles; Agriscience safety; principles of leadership; and agribusiness, employability, and human relations skills in agriscience. Laboratory-based activities are an integral part of this course. These include the safe use and application of appropriate technology, scientific testing and observation equipment. Students will be working in the greenhouse, garden area and with the project animals to reinforce classroom learning. FFA is the student organization that relates to this class.

Students are strongly encouraged to join FFA. There is a \$10 lab fee.

FFA is the student organization that relates to this class. Students are strongly encouraged to join FFA. **There is a \$10 lab fee.**

Students will take Agritechnology 2 in their third year and Agricultural Education Directed Study in their fourth year to complete the Agritechnology Program. Students may qualify for Gold Seal.

VETERINARY ASSISTING I.....8111510

9th-12th Grade One ELECTIVE Credit Prerequisite: None

Students in the Veterinary Assistant Program will learn about the care of animals as well as how to recognize signs of illness and disease. The program also covers interpersonal communication, interaction with clients and their animals, as well as activities typically performed by Veterinarian Assistants. FFA is the student organization that relates to this class. Students are strongly encouraged to join FFA. Students will need scrubs. **There is a \$10 lab fee.**

Major Area of Interest: HEALTH OCCUPATIONS - PROGRAMS OF STUDY ALLIED HEALTH

GOLD SEAL VOCATIONAL SCHOLARSHIP PROGRAM*

Career Pathways Program Articulates with **College of Central Florida** for A.S. Degree in Emergency Medical Services or Emergency Medical Technician Basic Certification. Possible College Credits: 3 Credits

Articulation also with Community Technical and Adult Education Center for certificates in Phlebotomy, Medical Assisting, Massage

Therapy, Hemodialysis Technician, Nursing Assisting, Patient Care Technician Medical Laboratory Assistant, Medical Clinical

Laboratory Technician (A.T. Diploma), or Radiography.

Career Pathways Program Articulates with Santa Fe College for an A.S. Degree in Cardiovascular Technology or an A.S. Degree in Respiratory Care. Possible College Credits: 3-6 Credits

MEDICAL SKILLS AND SERVICES.....8400320

9th-12th Grade - One ELECTIVE Credit

The purpose of this class is to provide students with the opportunity to explore careers in the allied health fields. This course will cover the history of health care, the health care delivery system, legal and ethical responsibilities, practice safety and security procedures as well as infection control procedures, including blood borne pathogens. Medical terminology and basic anatomy is the backbone of this health human service career cluster.

HEALTH SCIENCE 18417100

10 -12th Grade

One ELECTIVE Credit * Anatomy and Physiology can be substituted for Health Science 1 The purpose of this program is to provide students with knowledge in all aspects of anatomy and physiology as it relates to diseases of the human body and to provide students with skills that help them in choosing a medical related career field. Students study medical terminology, physiology, microbiology, chemistry, physics, nutrition, psychology and sociology. Hands on laboratory activities are correlated with theory content.

HEALTH SCIENCE 2 ..8417110

11-12th Grade - One ELECTIVE Credit

Prerequisite: Health Science 1 or Anatomy and Physiology

The purpose of this program is to provide students with knowledge that is necessary for entering a medical career. This course provides some common skills performed by the majority of health care workers in hospitals, nursing homes and other care services. Students continue to study medical terminology, legal and ethical responsibilities, safety promotion, employability and communication skills, computer literacy, interpersonal skills, characteristics of health care workers, universal precautions, physiology, math skills, chemistry, psychology and physical examination procedures. Hands on activities, speakers and videos are

correlated with theory content. Students at this level are encouraged to join HOSA (Health Occupations of America). Students that join HOSA will also have a chance to do some outside shadowing experiences through the Dr. D.D. Brown Academy of Hope Health Department and participation **in Regional 3 HOSA competitions events. Dues are \$48.00. (There is a \$20.00 lab fee for this class).**

ALLIED HeALTH ASSISTING 3.....841713111–12th Grade

One ELECTIVE Credit each

Prerequisite: **Teacher Approval Necessary students are required to complete an application prior to scheduling.**

This course provides common skills performed by the majority of health care workers in hospitals, nursing homes and other care services. C N A skills provide the students with some hands on Clinical rotations so they will qualify for the state C N A examination.

These classes provide the opportunity to study the characteristics of workers in the major health clusters through a “Shadowing Program” within our medical community in order to identify a personal career goal. Students are required to provide their own transportation, adopt and purchase a uniform (**approximate cost \$60 - \$100**), participate in HOSA functions, required to participate in Region III activities and pay dues for local, regional, state and National HOSA affiliation. (**There is a \$40 lab fee.**)

Completion of Allied Health Assisting III is designed to prepare students to pass the Industry Certification Exam for Certified Nursing Assistant (CNA).

HEALTH DIRECTED STUDIES.....8400100 12th Grade One ELECTIVE Credit

Prerequisite: **Teacher Approval**

The purpose of this course is to provide students with additional competencies in the Applied Health program that will enhance their opportunities for employment in the occupation chosen by the student. (**There is a \$30 lab fee.**)

MAJOR AREA OF INTEREST: INDUSTRIAL EDUCATION PROGRAMS OF STUDY AUTOMOTIVE TECHNOLOGY GOLD SEAL VOCATIONAL SCHOLARSHIP PROGRAM

Career Pathways Program Articulates with **College of Central Florida** for A.S. Degree in

Automotive Management Service Technology

College Credits possible with ASE

Certification: 15 credits

AUTOMOTIVE TECHNOLOGY 1.....8709410

Grade 9-12

One ELECTIVE Credit

This course is designed as an introductory class for students entering the automotive repair industry. Areas to be covered are: Shop Safety, OSHA, using and handling of hazardous materials, Employee Right to Know information, hand and power tool identification, fastener identification (Metric and American Standard) measuring systems using outside and inside micrometers, dial indicators and calipers. Students will individually complete a handson tap and die project, drilling, tapping (thread cutting). In the shop students will learn basic hands-on automotive servicing (changing fluid and filter) manual transmission and differential lubrication service, tire servicing (rotation, mounting, balance and flat repair) battery service, load testing and charging, repairing basic light circuits, replacing fuel and air filters.

Protective clothing is required. **(There is a \$15 Lab fee).**

AUTOMOTIVE TECHNOLOGY 28709420 10–11th Grade

One ELECTIVE Credit Prerequisite: **Teacher Approval**

A study of fundamental electrical relations and circuits as applied to the automobile. Topics include series, parallel, and series-parallel circuits; magnetism, direct and alternating current fundamentals; battery, charging, and starting systems. The laboratory component of this course consists of hands-on activities involving theories learned in the classroom. Students use service information, both hard-copy and electronic (CD-ROM). Testing involves batteries, series, parallel, series-parallel circuits, Ohms law and scan tools. Also included is charging and starting systems component identification and service.

This completes the requirements for NATEF Electrical/ Electronics and begins the requirements for NATEF Bakes. The course then provides detailed instruction of the brake system, including disc, drum, and anti-lock systems. This course prepares students to take and pass the ASE test.

Protective clothing is required. **(There is a \$15 Lab fee).**

AUTOMOTIVE TECHNOLOGY 3..... **8709430**

10-12th Grade - One ELECTIVE Credit

Prerequisite: **Teacher Approval**

This course provides fundamental and diagnostic training in engine performance. Students are prepared to pass the ASE A 6 Engine performance test. Curriculum includes safety, hand tools, related math, and bench skills, use of repair and service manuals, automotive performance systems, diagnostic procedures, and employability skills. This course is designed to provide instruction in automotive electrical and fuel systems and exhaust and emission systems including diagnosis, parts replacement, and troubleshooting and repair.

Protective clothing is required. **(There is a \$15 Lab fee).**

Completion of Automotive Technology III is designed to prepare students to pass the Industry Certification Exam for NATEF Brakes; Electrical/Electronic Systems; Engine Performance; and Suspension & Steering.

AUTOMOTIVE TECHNOLOGY 4..... 8709440 10–12th Grade

One ELECTIVE Credit

Prerequisite: **Teacher Approval**

This course is designed to provide instruction in automotive suspension and steering systems. This includes alignment and tire balance, wheel bearing, and suspension parts replacement.

Students are prepared to pass the ASE A- 4 Steering and Suspension test. Curriculum includes safety, hand tools, related math, and bench skills, use of repair and service manuals, troubleshooting and repair of Steering and Suspension systems. Protective clothing is required. **(There is a \$15 Lab fee.)**

Completion of Automotive Technology IV is designed to prepare students to pass the Industry Certification Exam for NATEF Brakes; Electrical/Electronic Systems; Engine Performance; and Suspension & Steering.

AUTOMOTIVE TECHNOLOGY 5.....8709450

11-12th Grade - One ELECTIVE Credit

Prerequisite: **Teacher Approval**

This course is designed to provide instruction in automotive brakes systems and prepares students to pass the ASE A-5 test. Curriculum includes safety, hand tools, related math, and bench skills, use of repair and service manuals, diagnosis, parts replacement, troubleshooting and repair of brakes systems. Protective clothing is required. **(There is a \$15 Lab fee.) Completion of Automotive Technology V is designed to prepare students to pass the Industry Certification Exam for NATEF Brakes; Electrical/Electronic Systems; Engine Performance; and Suspension & Steering.**

AUTOMOTIVE TECHNOLOGY 6..... 8709460

11–12th Grade - One ELECTIVE Credit Prerequisite: **Teacher Approval**

This course is designed to provide instruction for the automotive engine and power train systems, diagnosis, repair and/or replacement of engines, transmissions, drive shafts and the differential. Curriculum includes safety, hand tools, related math, and bench skills, use of repair and service manuals and prepares students to pass the ASE Test. Protective clothing is required. **(There is a \$15 Lab fee.)**

Completion of Automotive Technology VI is designed to prepare students to pass the Industry Certification Exam for NATEF Brakes; NATEF Electrical/Electronic Systems; NATEF Engine Performance; and NATEF Suspension & Steering.

CARPENTRY AND CABINETMAKING GOLD SEAL VOCATIONAL SCHOLARSHIP PROGRAM

CARPENTRY AND CABINETMAKING8722110

9th-12th Grade - One ELECTIVE Credit

The purpose of this course is to develop the competencies essential to the carpentry and cabinetmaking industry. Students should have good math skills and be able to pass a safety test. These competencies include skills and knowledge related to safety practices, understanding all aspects of the industry and the use of hand and power tools and related construction theory. **Assigned projects include making a cutting board; knickknack shelf; and a small bookshelf with drawer. Skills learned enable students to build more complex projects. (There is a \$ 20 lab fee).**

CARPENTRY AND CABINETMAKING II8722120 10-12th Grade

Prerequisite: **Teacher Approval** - One ELECTIVE Credit

The purpose of this course is to develop in-depth knowledge and skills related to safety, manual and power tools, the construction industry in America, math applications, communication, and blueprint reading and to develop the competencies essential to the carpentry and cabinetmaking industry. These competencies relate to fasteners and hardware, employability skills, customer relations, and entrepreneurship. (There is a \$20 lab fee.)

CARPENTRY AND CABINETMAKING III8722130

11-12th Grade Prerequisite: **Teacher Approval**

One ELECTIVE Credit

This course is designed to provide students with a more in-depth theory and knowledge of building construction and repair. The competencies in this course include communication, employability, and human relations and leadership skills.

*** In Marion County, this class will be classified as an Honors**

level course. Completion of Carpentry and Cabinetmaking III is designed to prepare students to pass the Industry Certification Exam for NCCER Carpentry.

CARPENTRY AND CABINETMAKING IV8722140

11-12th Grade

Prerequisite: **Teacher Approval**

One ELECTIVE Credit

The purpose of this course is to develop competencies in identifying codes and regulations, applying math skills, and reading contract documents and specifications.

Completion of Carpentry and Cabinetmaking IV is designed to prepare students to pass the Industry Certification Exam for NCCER Carpentry.

BUILDING CONSTRUCTION – TECHNOLOGY - GOLD SEAL VOCATIONAL SCHOLARSHIP PROGRAM

Career Pathways Program Articulates with Santa Fe Community College for A.S./A.A.S. in Building Construction Technology Possible College Credits: 16 Credits* (If combining Construction with Drafting)

BUILDING CONSTRUCTION TECHNOLOGY 2 8720320

10-12th Grade Prerequisite: **Teacher Approval** One ELECTIVE Credit

The purpose of this course is to develop the competencies necessary for the building, construction and repair industry. These competencies relate to construction components, materials and hardware, masonry skills and theory. **(There is a \$ 20 lab fee.)**

BUILDING CONSTRUCTION TECHNOLOGY 38720330

11-12th Grade Prerequisite: **Teacher Approval**

This course is designed to provide students with a more in-depth theory and knowledge of building construction and repair. The competencies in this course include communication, computer, basic-science, employability, and human-relations and leadership

skills. **(There is a \$ 20 lab fee.)**

BUILDING CONSTRUCTION TECHNOLOGY 4 .8720340

11-12th Grade Prerequisite: **Teacher Approval**

The purpose of this course is to develop competencies in identifying codes and regulations, applying math skills, and reading contract documents and specifications. **(There is a \$ 20 lab fee).**

DRAFTING - GOLD SEAL VOCATIONAL SCHOLARSHIP PROGRAM

Career Pathways Program Articulates with Santa Fe Community College for A.S./A.A.S. in Building Construction Technology Possible College Credits: 16 Credits* (If combining Drafting with Construction) Articulates also with **College of Central Florida ADVANCED TECHNICAL APPLICATIONS....860190**

11-12th Grade - One ELECTIVE Credit

Prerequisite: **Teacher Approval**

Networking and computer repair. **(There is a \$10 Lab fee.)**

In Marion County, this class will be classified as an Honors level course. Completion of Advanced Technical Applications is designed to prepare students to pass the Industry Certification Exam for Comp TIA A+.

Major Area of Interest: Public Service Education - PROGRAMS OF STUDY CRIMINAL JUSTICE GOLD SEAL VOCATIONAL SCHOLARSHIP PROGRAM Career Pathways Program Articulates with

Major Area of Interest: Public Service Education -PROGRAMS OF STUDY - CRIMINAL JUSTICE GOLD SEAL VOCATIONAL SCHOLARSHIP PROGRAM

Career Pathways Program Articulates with College of Central Florida for A.S. Degree in

Criminal Justice Operations Possible College Credits: 9 Credits

CRIMINAL JUSTICE 18918010

9-12th Grade One ELECTIVE Credit

This course develops competencies in history, goals, career opportunities in criminal justice, ethics and professionalism, constitutional and criminal law, court systems and trial process, the Juvenile Justice System, Corrections Systems, personal and interpersonal communication skills and employability skills in the Criminal Justice System. **(There is a \$10.00 lab fee.) CRIMINAL JUSTICE 2.....8918020**

10–12th Grade - One ELECTIVE Credit

(There is a \$10.00 lab fee.) CRIMINAL JUSTICE 38918030

11–12th Grade - One ELECTIVE Credit

These courses develop competencies in the characteristics and procedures of patrol, report writing, traffic control, use-of-force matrices, defensive tactics and physical proficiency skills, prevention of sexually transmitted diseases including aids and blood borne pathogens. Other competencies include criminal investigations procedures, photography, fingerprint comparison, computer literacy, job-related math skills, awareness of human diversity, property control procedures, crime prevention programs, and entrepreneurship in criminal justice operations. ***Criminal Justice 3 students will be involved in shadowing law enforcement agencies in Marion County. Anyone interested in Criminal Justice 3 needs prior approval by Mr. Dixon before being scheduled into this course. (There is a \$10.00 lab fee.)***

In Marion County, this class will be classified as an Honors level course. Completion of Criminal Justice III is designed to prepare students to pass the Industry Certification Exam for NOCTI-Criminal Justice.

PUBLIC SERVICE DIRECTED STUDENT EDUCATION.....8900330

12th Grade - One ELECTIVE Credit

Prerequisites: **2.5 GPA and Teacher Approval**

The purpose of this course is to provide students with additional competencies in a Public Service Education program that will enhance their opportunities for employment in the occupation chosen by the student. **(There is a \$10.00 lab fee).**

Completion of Public Service Directed Student Education is designed to prepare students to pass the Industry Certification Exam for NOCTI Criminal Justice. OR

CRIMINAL JUSTICE OPERATIONS 4.....8918040 12TH Grade

One Elective Credit - Prerequisites: 2.5 GPA and Teacher Approval (There is a \$10.00 lab fee.)

In the course, the instructor will choose four of nine different options to complete for a full credit course. The choices include: Option 1: Private Security Officer The purpose of this option is to familiarize students with the duties and responsibilities of a Private Security Officer. Completion of Option 1, Private Security Officer, is designed to prepare students to pass the Industry Certification Exam for Private Security Officer.

Option 2: Homeland Security - The purpose of this option is to familiarize students with situations specific to homeland security.

Option 3: Bail Bond Agent

The purpose of this option is to introduce students to the area of bail bonds agents (SOC 12-2099) and advanced training in the bail bonding industry.

Option 4: Police Service Aide

The purpose of this option is to introduce students to employment possibilities in the areas of Parking Enforcement Specialists (SOC 33-3041), Traffic Crash Investigators (SOC 33-3099), and Community Service Officer/Police Service Aides (SOC 33-9099.99), Parking Enforcement Specialist (PES).

Option 5: Crime Scene Technician

The purpose of this option is to prepare students for employment in the field of criminalistics with a specialty in Crime Scene Technology.

The student can serve as, but is not limited to, positions of Forensic Science Technician (SOC 194092), Crime Scene Technician, Medical Investigator, Insurance Investigator, Legal Investigator, Forensic Paralegal, Crime Scene Investigator and Laboratory Technician. Students can be employed by state attorneys' offices, public defender offices, medical examiner offices, law firms and private industry.

Option 6: Seaport Security Officer

The purpose of this program is to introduce students to employment opportunities as Seaport Security Officers.

Option 7: Public Safety Telecommunications (Emergency 911 Dispatcher) The purpose of this program is to introduce students to employment opportunities as an emergency dispatcher, police, fire, ambulance (SOC 43-5031) and emergency medical dispatcher (EMD) (SOC 43-5031).

Option 8: Correctional Officer

The purpose of this option is to introduce students to the field of correctional officer.

Option 9: Geospatial Information Systems (GIS)

Technology

The purpose of this option is to introduce students to GIS technologies from learning the basics of GIS programs, such as launching a map, viewing and editing metadata, to creating new shape files, and eventually to building a local map with data downloaded from the internet. While learning these valuable skills, students will be using the same geospatial tools that GIS Technicians in the industry are using.

TEACHER PREPARATION ACADEMY GOLD SEAL VOCATIONAL SCHOLARSHIP

PROGRAM

Career Pathways Program Articulates with College of Central Florida Multiple College Credits Available

The Teacher Academy is designed to help fill the need for teachers by creating an interest in a teaching career among high school students. The program will provide a rigorous four-year high school curriculum comprised of honor classes, dual enrollment opportunities through **College of Central Florida**, Advanced Placement opportunities, and extensive field experience through shadowing and mentoring.

TEACHER ASSISTING 18909010

Prerequisites: **2.5 GPA; Application; Writing Sample; Interview and Teacher Approval -**

9–12th Grade - One ELECTIVE Credit

The purpose of this course is to prepare students to assist teachers in facilitating, conducting and carrying out the objectives of educational programs. Students will learn to write and execute effective lesson plans, understand different learning styles, focus on resolving conflicts and strengthen leadership skills. Instruction will include using technology to improve student learning, learning classroom management strategies, implementing content area reading strategies and grading. Students will have the opportunity to work as teacher aides on campus, engage in peer counseling and tutoring. All students are encouraged to join Florida Future Educators of America. **(There is a \$10 lab fee.)**

TEACHER ASSISTING..... 2909020

10–12th Grade - One ELECTIVE Credit

Prerequisites: **2.5 GPA and Teacher Approval**

This course includes the study of teaching techniques to increase

learning, child development, implementation of classroom management plans and participation in field experiences in the elementary schools or middle schools promoting such programs as Teen Trendsetters and/or Junior Achievement. Students **MUST** provide their own transportation. **(There is a \$10 lab fee.)**

TEACHER ASSISTING 3 8909030 Prerequisites: 2.5 GPA and **Teacher Approval** 11–12th Grade One ELECTIVE Credit

Prerequisites: **2.5 GPA and Teacher Approval**

This course will continue to build upon previous instruction. It is designed to develop competencies promoting the career path of becoming a teacher. Students will learn to differentiate instruction to deal with different learning styles at the elementary or middle school level. They will have hands-on experiences developing and implementing materials and strategies to deal with at-risk children in the classroom. Students **ARE REQUIRED** to assist with teacher duties at nearby elementary or middle schools. Students **MUST** provide their own transportation. **(There is a \$10 lab fee.)**

Completion of Teacher Assisting III is designed to prepare students to pass the Industry Certification Exam for Para - Pro.

TEACHER ASSISTING 4.....8909040 - 11-12TH Grade

One ELECTIVE Credit Prerequisites: **2.5 GPA Teacher Assisting III, and Teacher Approval**

This course focuses on experiencing education as a potential career.

Students will have extensive classroom experience to help them become acquainted with the educator as both a person and a professional. They will develop a greater understanding of the history of education as well as insights into the structure and functions of our school system. Students **ARE REQUIRED** to assist with teacher duties at nearby elementary or middle schools. Students **MUST** provide their own transportation. **(There is a \$10 lab fee.)**

Completion of Teacher Assisting IV is designed to prepare students to pass the Industry Certification Exam for ParaPro.

CAREER & TECHNICAL WORK PROGRAM - Students interested in early release from school to pursue on-the-job training should consider a work program.

Students attend school for required subjects for graduation and electives for career preparation and are released from school after their last class. Students receive credit for both work program classes and on-the-job-training.

Work Programs can assist students in many ways:

1. Students are offered an opportunity to learn about a career through “hands-on” experience.
2. Students are able to earn money for college and/or expenses during high school.
3. Having an early dismissal time, students are offered flexibility to scheduling dual enrollment classes at **College of Central Florida (CFCC)**.
4. Although on-the-job training does not qualify students for the Gold Seal Scholarship, classes associated with career preparation do!

To be accepted into work programs, **students must have a cumulative GPA of at least 2.0 and good attendance.**

(NOT MORE THAN 10 DAYS PER SCHOOL YEAR). *Students may also be declined for the work program due to poor attendance, excessive tardies or discipline problems.* Also, a student may not participate in on-the-job training if he/she has not passed the required subjects or is not on grade level. The procedure for applying for the work programs is as follows: **Pick up the forms from Mrs. Crowell, Vocational Administrator.** Fill out the application and teacher recommendation forms; take home and read the agreement portion of the application with parents/guardians; both parent/guardian and student sign the application; turn in the application to Mrs. Hallick. The VA, through the computer system, collects copies of the student's grade history, attendance record and discipline record. The VA interviews the student and recommends a work program based on the student's previous class selection(s) and career goal. **The student must have taken a Career & Technical class prior to enrollment or be presently enrolled in a Career & Technical class.**

Cooperative Diversified Education - OJT8300420

12th Grade **SENIORS ONLY**

Prerequisite: The student **MUST** have taken or be concurrently enrolled in a job preparatory program. Also, each student job placement **MUST** be directly related to the job preparatory program in which the student is/was enrolled.

EXCEPTIONAL STUDENT EDUCATION

Dr. D.D. Brown Academy of Hope offers a variety of programs for the exceptional student. Each student is scheduled individually and is placed into courses specifically designed to meet the needs of that student.

Each ESE student is given the option of choosing a course of studies for a regular diploma or for a special diploma.

Regular diploma students must pass the High School Competency Test and meet all other graduation requirements and/or the Florida Comprehensive Assessment Test (FCAT).

Students must earn a cumulative grade point average of at least a 2.0 on a 4.0 scale (un-weighted) for all courses taken for graduation. (24 credits)

ESE ELECTIVE COURSES - Major: Workforce Readiness

CAREER EXPERIENCES7980120 (STAFFING ONLY)

9-12th Grade - One ELECTIVE Credit

Community-based training occurs in the student's natural environments. It teaches functional skills that will increase the possibility of independent survival and an enhanced quality of life. Community-based instruction is designed to enable students to become familiar with various jobs in the community and to enable potential employers to become familiar with the abilities and skills of special students.

CAREER PREPARATION.....7980110 (STAFFING ONLY)

9-12th Grade - One ELECTIVE Credit

The purpose of this program is to provide instruction in employability skills for handicapped students. Individuals will develop a realistic perception of their abilities, skills, and values in order to prepare them for career choices. The content shall include, but not be limited to, job seeking skills; work habits, interviews and applications; and rights, benefits, and responsibilities of employment. Laboratory activities will be provided when appropriate through classroom activities, projects, placement cooperative experiences, and field trips.

CAREER PLACEMENT (ESE ON THE JOB TRAINING, OJT)..... 7980130 (STAFFING ONLY)

9-12th Grade - One ELECTIVE Credit

This program is designed to enable students to gain employability skills in entry-level training sites through actual work experiences in or out of school. The content may include, but not be limited to, the development of positive work attitudes and habits; appropriate hygiene and grooming skills; related safety procedures, appropriate decision making skills, specific job related skills, and self-reliance and initiative settings in the school and community.

English..... 4 credits

Mathematics..... 4 credits

Science..... 3 – 4 credits

Social Studies..... 4 credits

Foreign Language..... 4 credits

(Spanish or French)

IB Elective 1 credit Theory of Knowledge 1 credit

Electives..... 2 credits

TOTAL 24 credits

Elective choices:

All other electives offered by Dr. D.D. Brown Academy of Hope

Other requirements:

4000 word externally graded essay

35 hours of Community Service in 9th grade

35 hours of Community Service in 10th grade

150 hours of CAS (Creative, Action, Service) 11th& 12th grade

INTERNATIONAL BACCALAUREATE COURSE

DESCRIPTIONS ENGLISH – IB ENGLISH I – PREIB.....1001800

This course generates weighted quality points.

9th Grade

One ENGLISH Credit

Prerequisite: Acceptance to the Pre-IB Program

This course includes, but is not limited to, instruction in the backgrounds and critical analysis of major literary works representing various genres. Composition instruction is focused upon using the writing process for various purposes and audiences and includes the application of research skills. Vocabulary study includes Greek and Latin roots commonly found on standardized tests. Multi-media presentations, along with formal and informal speaking opportunities are provided. **A summer reading assignment is required.**

ENGLISH II PRE- IB.....1001810

This course generates weighted quality points.

10th Grade - One ENGLISH Credit - Prerequisite: English I – Pre IB

This course includes the study of word literature, composition, speech, vocabulary, grammar, and listening skills. The content includes instruction in the critical analysis of various genres and universal themes found in world literature. Composition instruction emphasizes the logical, creative, and critical aspects of the writing process. Formal and informal speaking opportunities are provided. Language study includes mechanics, usage, and other elements of standard written English. Vocabulary study includes words commonly found on standardized tests. **A summer reading assignment is required.**

ENGLISH III – IB.....1001820 *This course generates weighted quality points.* 11th Grade - One ENGLISH Credit

Prerequisite: English II – Pre IB

This is the beginning of the formal two-year English IB program. **The** first year involves a detailed study of major authors representing poetry, prose, fiction, drama, and world literature. The focus of the course is on the written and oral analysis of the literature studied. The course endeavors to promote accuracy and breadth of vocabulary, precision and fluency of expression in speaking and writing, analytical acuity in interpreting literature, and effective use of grammar and mechanics. During both parts, School Free Choice and Detailed Study, an oral presentation will be required. Students

will be prepared for the verbal part of the SAT and ACT. **Summer reading is required. ENGLISH IV IB ..1001830**

This course generates weighted quality points. 12th Grade -One ENGLISH Credit - Prerequisite: English III – IB
This second course in the formal two year English-IB program requires the study of works of World Literature read in translation. In conjunction with this part of the course, two externally assessed writing components, each of 1,000 to 1,500 words, are required. In addition, literary works linked by genre and/or period and/or theme and/or type of literary study and methodology involve the student in advance written, oral, and

analytic study and participation. A mature and positive attitude is expected from each IB student. **A summer reading assignment partially fulfills course requirements.**

MATHEMATICS – IB

GEOMETRY HONORS.....1201430

This course generates weighed quality points.

9 Grade - One MATH Credit - Prerequisite: Algebra I Honors
Geometry Honors is an in-depth study of Euclidean Geometry with contrasting views of hyperbolic and elliptical geometries. This course emphasizes critical thinking involving proofs and deductive and inductive thinking. Topics covered include lines, planes, angles of polygons, and their areas, volumes, and transformations. A strong background in algebra is required.

ALGEBRA II HONORS.....200340 *This course generates weighed quality points.* 9th-10th Grade - One MATH Credit - Prerequisite: Geometry Honors.

This course is designed to study the structure of algebra including properties of real numbers, relations, functions and graphs, polynomials and rational expressions, quadratic equations and inequalities, functions, rational and irrational numbers, logarithms, complex numbers, word problems, matrices, and sequences. This course also includes the study of probability and statistics, variation and an introduction to trigonometry.

IB PRE-CALCULUS.....1202375

This course generates weighted quality points.

10th- 11th Grade - One MATH Credit

Prerequisite: Recommendation of Algebra II Honors teacher. The purpose of this course is to introduce students to the basic concepts and techniques associated with work in algebraic concepts, functions and equations, circular functions and trigonometry, matrices, and vectors. It is expected that extensive use will be made of graphing calculators in both the development and the application of these topics. Access to computers if recommended.

IB CALCULUS AND DESCRIPTIVE STATISTICS1202810

This course generates weighted quality points.

11th-12th Grade

One MATH Credit

Prerequisite: IB Pre-Calculus

The purpose of this course is to introduce students to the basic concepts and techniques of probability, statistics, differential and integral calculus and their application. It is expected that extensive use will be made of graphing calculators is recommended. This course prepares students for the Mathematics Standard Level IB exam.

IB MATH ANALYSIS.....1201320

This course generates weighed quality points.

11th Grade - One MATH Credit Prerequisite: Algebra II Honors

The purpose of this course is to introduce students to the basic concepts and techniques associated with the graphing calculator, number sense, algebraic concepts, sets, logic, probability, functions, geometry, trigonometry, financial mathematics, and introductory differential calculus. It is expected that extensive use will be made of graphing calculators in both the development and the application of these topics. Access to computers is recommended.

IB STATISTICS AND INTRODUCTORY DIFFERENTIAL CALCULUS.....1210310 *This course generates weighted quality points.* 12th Grade One MATH Credit -Prerequisite: IB Math Analysis

The purpose of this course it to introduce students to the basic concepts and techniques associated with the graphing calculator, probability, statistics and introductory differential calculus. It is expected that extensive use will be made of graphing calculators in both the development and the application of these topics. Access to computers is recommended. This course prepares students for the Mathematical Studies Standard Level IB exam.

SCIENCE – IB - BIOLOGY I – PRE IB.....2000800

This course generates weighted quality points.

9th Grade - One SCIENCE Credit -Prerequisite: Acceptance into IB Program Curriculum includes the nature of life, scientific tools and the scientific method, chemical compounds of life, the cell, molecular genetics, Mendelian genetics, evolution, cell respiration, kingdoms, and ecology. Emphasis is on learning the process of science.

Students will do a research project. A main goal of pre-IB biology is to prepare the student to use laboratory and critical thinking skills they will need to be successful in the IB science courses.

CHEMISTRY I – PRE IB.....2003800

This course generates weighted quality points. 10th Grade

One SCIENCE Credit - Prerequisite: Pre IB Biology

The purpose of this course is to focus on accelerated chemistry with related earth/space science topics. The content should include, but not be limited to, the following: atomic structure, energy, matter and order on earth and in space, the periodic table, bonding, chemical nomenclature, formulas and equations, the mole concept, reaction rate and equilibrium, solutions, acids and bases, electrochemistry and organic chemistry.

CHEMISTRY II – IB.....2003810

This course generates weighted quality points. 11th Grade

One SCIENCE Credit - Prerequisite: Chemistry I – Pre IB

The purpose of this course is to provide an in-depth quantitative study of the development and application of chemistry principles, concepts, and experimental methods. The content should include, but not be limited to, the following: the content specified in the subsidiary-level chemistry syllabus of the International Baccalaureate. This course prepares students for the Chemistry Standard Level IB exam.

PHYSICS I HONORS.....2003390

This course generates weighted quality points.

10th Grade - One SCIENCE Credit - Prerequisite: Biology I – Pre IB

The purpose of this course is to provide opportunities to study the concepts, theories and laws governing the interaction of matter, energy and forces, and their applications through exploratory investigations and activities.

ADV PLACEMENT PHYSICS B.....2003420

This course generates weighted quality points. 11th Grade One SCIENCE Credit - Prerequisite: Physics I Honors

The purpose of this course is to provide systematic introduction to the main principles of classical and modern physics and emphasize the development of problem-solving ability.

PHYSICS III – IB.....2003850

This course generates weighted quality points.

12th Grade

One SCIENCE Credit

Prerequisite: Physics II – IB

This is a senior level course that continues the curriculum of physics II. After successfully completing this course, the student will be able to apply the principals of mechanics, molecular behavior to thermodynamics, wave behavior, sound and light, electricity and magnetism, atomic and nuclear physics. Laboratory involves application of the scientific method, quantitative relationships, proper use of laboratory apparatus, and safety precautions. A portfolio documenting 60 hours of lab work during the two-year program will be required. This course prepares students for the higher level physics IB exam.

BIOLOGY II – IB.....20000810

This course generates weighted quality points.

11th Grade

One SCIENCE Credit

Prerequisite: Pre IB Biology

Content to be learned includes biochemistry, cell structures and functions, bioenergetics, Mendelian and molecular genetics, and population's genetics. This is a laboratory course with emphases on scientific method, measurement, apparatus and safety. Students will critically analyze current biological research.

ADV PLACEMENT BIOLOGY.....2000340

This course generates weighted quality points.

11th Grade

One SCIENCE Credit

Prerequisite: Pre IB Biology, Chemistry I Pre-IB, Physics I Pre-IB The purpose of this course is to provide a study of the facts, principles, and processes of biology and the collection, interpretation, and formulation of hypothesis from available data. Laboratory investigations of selected topics in the content, which also include the use of scientific method, measurement, laboratory apparatus, and safety procedures, are an integral part of this course. Students will take the Advanced Placement Biology Exam in May.

BIOLOGY III – IB.....2000820

This course generates weighted quality points.

12th Grade

One SCIENCE Credit

Prerequisite: Biology II – IB

This is the second course of the two-year biology program. Content includes classification, human biology, plant biology and ecology. This is a laboratory course and includes collection and interpretation of data. A portfolio documenting 60 hours of lab work during the two-year program will be required.

SOCIAL STUDIES – IB

WORLD HISTORY PRE IB.....2109810

This course generates weighted quality points.

9th Grade

One SOCIAL STUDIES Credit

Prerequisite: Acceptance into IB Program

The purpose of World History Honors is to provide students the opportunity to acquire an understanding of the chronological development of civilization by examining the political, economic, social, religious, military, dynastic, scientific, and cultural events that have affected humanity. Two documented historical research papers and weekly essays are part of the curriculum.

ADV PLACEMENT EUROPEAN HISTORY...2109380

This course generates weighted quality points.

10th Grade

One SOCIAL STUDIES Credit

Prerequisite: World History Pre IB with a final grade of B The study of European history since 1450 introduces students to cultural, economic, political and social developments that played a fundamental role in shaping the world in which they live. In addition to providing a basic narrative of events and movements, the goals of the AP program in European history are to develop an understanding of the principal themes, develop an ability to analyze historical evidence and historical interpretation, and to develop an ability to express historical understanding in writing. The textbook is college level. Students will take the Advanced Placement exam in May.

AMERICAN GOVERNMENT PRE- IB.....2106800

This course generates weighted quality points.

10th Grade - ½ SOCIAL STUDIES Credit - Prerequisite: World History Pre IB

This course includes an analytical study of those documents, which shape our political traditions. Within the course content students study the three branches of state and federal governments and - acquire an appreciation of the political party system and how it affects government policy. Interest groups and participation in the democratic process are covered. A research paper is required.

ECONOMICS HONORS.....2102320 - This course generates weighted quality points. 10th Grade - ½ SOCIAL STUDIES Credit

Prerequisite: World History Pre IB

Students become familiar with the major characteristics of the three major economic systems in the world and how basic economic questions are answered. Supply and demand, banking, savings and investments, the stock market, and consumer subjects such as insurance, credit, and budgeting will be covered. Students are expected to write thoughtful essays on a variety of economic subjects related to the economic.

ADV PLACEMENT US HISTORY.....2100330

This course generates weighted quality points. 11th Grade

One SOCIAL STUDIES Credit

Prerequisite: Teacher Recommendation- B in 10th grade history Students will acquire an in-depth, comprehensive understanding of the development of the United States within the historical context by examining the political, social, economic, religious, military, scientific, and cultural events that have affected the nation. Included will be intense exposure to analysis, evaluation, and assessment when concerning historical interpretation as well as a wide factual base. Students will qualify to take the Advanced Placement Exam in May.

AMERICAN HISTORY IB.....2100810

This course generates weighted quality points. 11th Grade

One SOCIAL STUDIES Credit - Prerequisite: 10th grade IB history credit

The purpose of this course is to acquire an in-depth comprehensive understanding of the chronological development of the American people by examining the political, economic, social, religious, military, scientific, and cultural events that have affected the nation. Implicit in this course is an understanding of the historical method, the inquiry process, historical reasoning and interpretation, and the issues of external and internal validity.

HISTORY of AMERICAS.....2100800

This course generates weighted quality points.

12th Grade

One SOCIAL STUDIES Credit

Prerequisite: IB American History or AP US History

History of the Americas provides the IB student with a college-prep curriculum interweaving the distinct histories of the American Nations, including the United States, Canada, Latin America, and the Caribbean Islands. Units include the colonial period, women and minorities within the regions, cultural clashes and exchanges, 20th century political, social, and economic movements; and modern hemispheric relations. Special emphasis is placed on the effects of U.S. policy of regions. A 2,000 word internal assessment will be required.

FOREIGN LANGUAGE – IB

FRENCH I – PRE –IB.....0701800

This course generates weighted quality points.

Prerequisite: Acceptance into the IB program

9th Grade

One FOREIGN LANGUAGE Credit

The purpose of this course is to introduce students to the French language and its culture. Communicative skills and cross-culture understanding are developed. Content includes beginning skills in listening and speaking with special attention to pronunciation. An introduction to reading and writing is included as well as fundamentals of grammar and culture.

FRENCH II – PRE-IB.....0701810

This course generates weighted quality points.

‘Prerequisite: Pre-IB French I

10th Grade

One FOREIGN LANGUAGE Credit

The purpose of this course is to provide students with a preparatory course to meet the requirements of the IB program. The course is designed to reinforce the basic skills already acquired. The content includes the expansion of the listening, speaking and writing skills. The students read short passages and write simple compositions.

FRENCH III – PRE-IB.....0701820

This course generates weighted quality points.

11th Grade

One FOREIGN LANGUAGE Credit

Prerequisite: Pre-IB French II

French III – IB provides students with a preparatory course to meet the requirements of the IB program. This course is designed to enable students to comprehend more advanced language structures, read authentic materials, and speak with greater fluency.

FRENCH IV – IB.....0701830

This course generates weighted quality points.

12th Grade

One FOREIGN LANGUAGE Credit

Prerequisite: French III-Pre IB

The purpose of this course prepares students to take the IB examination. The course is designed to expand and fine tune comprehension and language production skills already acquired. Authentic literary works are read and analyzed. Compositions are written and recordings are made to demonstrate language mastery.

SPANISH I - PRE-IB.....0708800

This course generates weighted quality points.

Prerequisite: Acceptance into IB program

9th Grade

One FOREIGN LANGUAGE Credit

The first level of Spanish teaches the basic grammatical structures, vocabulary, and idiomatic expressions. Listening and speaking are emphasized, as reading and writing skills are also developed. A strong component of this course is the exploration of the Spanish culture and civilization.

SPANISH II – PRE-IB.....0708810

This course generates weighted quality points

Prerequisite: Spanish I – Pre-IB

10th Grade

One FOREIGN LANGUAGE Credit

This course introduces complex grammatical structures, develops thematic vocabulary, and further expands the speaking, reading, and writing skills. The cultural component explores specific aspects of the Spanish culture and civilization.

SPANISH III – PRE-IB.....0708820

This course generates weighted quality points.

11th Grade

One FOREIGN LANGUAGE Credit

Prerequisite: Spanish II – Pre-IB

Listening, speaking, reading, and writing skills are developed through the study of a wide range of texts. Authentic materials are used in order to give the students maximum exposure to the language. The teaching of complex grammatical structures is integrated with the study of the three major themes and acquisitions of language skills. The themes to be explored are groups (individuals, families, communities, and nations), changes (scientific, technical, environmental and political) and leisure (arts, travel, sports, music, and communication).

SPANISH IV – IB.....0708830

This course generates weighted quality points. 12th Grade One FOREIGN LANGUAGE Credit - Prerequisite: Spanish III – Pre-IB

The further expansion of language skills and the extended exploitation of the three themes are the core of this course. Students gain a sound linguistic base and develop the ability to communicate accurately and effectively in speech and writing.

IB ELECTIVE COURSES INFORMATION TECHNOLOGY IN A GLOBAL

SOCIETY I0200890

This course generates weighted quality points. 11th Grade

One ELECTIVE Credit

This course prepares students to become critical thinkers and problem solvers. Students develop a portfolio that evaluates the social and ethical impact on society as humans interact with technology in the information age. This portfolio consists of four 1000 word papers. Students become proficient in the use of advanced technological tools as they apply these skills in the preparation of their research project.

INFORMATION TECHNOLOGY IN A GLOBAL

SOCIETY II.....0200900

This course generates weighted quality points.

12th Grade

One ELECTIVE Credit

Prerequisite: Information Technology Global Society IB

The purpose of this course is to evaluate the impact of information technology on individuals and society. It explores the advantages and disadvantages of the use of digitized information at the local and global level. The content should include, but not be limited to, the following, exploration and adaptation of new technological advances as tools for analysis, use of modern information system to process and analyze information, development of a systematic problem-solving approach to the processing and analysis of information, integration of various disciplines and perspectives in evaluation and solving problems, identification and use of information tools that will enhance and communicate ideas and facilitate life-long learning, understanding of the local and global impact of information technology and the potential of networking that is a regular part of a constantly changing society, use of new technologies as methods to enhance and expand our knowledge of the world and to meet the needs of society, promote an understanding of the social significance of information technology for individuals, communities and organizations, analyze and evaluate the ethical considerations arising from the widespread use of information technology at the local and global level, recognize that people can hold diverse opinions about the impact of information technology on individuals and societies.

INQUIRY SKILLS- PRE-IB.....17003609

9th – 10th grade

1 Credit

This course is for 9th and 10th grade Pre-IB students. It will focus on developing study skills, critical thinking skills, problem solving skills, and writing skills. The students will also work on SAT preparation and research guidelines with an interdisciplinary focus. Topics for the senior IB extended essay will also be addressed and guidance given.

MUSIC III-IB.....1300820

This course generates weighted quality points.

11th Grade

One ELECTIVE Credit

This course will develop the International Baccalaureate students' understanding of the techniques of listening, analysis, performing and composing through the use keyboard, computer-assisted music writing and applied instrument or voice medium.

MUSIC IV-IB.....1300830

This course generates weighted quality points.

12th Grade

One ELECTIVE Credit

The purpose of this course is to develop the IB students' mastery of techniques in the areas of listening, analysis, performing, and composing through the use of keyboard, computer-assisted writing, and student preferred applied instrument or voice medium. The content should include, but not limited to, the following: historical perspectives of western and non-western music, study of music through analysis and performance, individual music performance skill development.

PSYCHOLOGY I IB.....2107800

This course generates weighted quality points.

11th Grade

One ELECTIVE Credit

IB Psychology provides students with the opportunity to acquire an understanding of human behavior, behavioral interaction, and the progressive development of individuals. The content will include behavioral, cognitive, psychodynamic, humanistic and biological perspectives. A simple experiment is required.

ADV PLACEMENT

PSYCHOLOGY.....2107350

This course generates weighted quality points

11th Grade

One ELECTIVE Credit

Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavioral interaction, and the progressive development of individuals. This will better prepare them to understand their own behavior and the behavior of others. Students will qualify to take the Advanced Placement Exam in May.

PSYCHOLOGY II – IB.....2107810

This course generates weighted quality points.

12th Grade

One ELECTIVE Credit

Prerequisite: Psychology I – IB

Students acquire an understanding of research methodology as applied to the study of human behavior. They apply knowledge of research design, error control and statistical analysis of empirical data to the study of human behavior. The content should include, but not be limited to, the following: research designs, research error, research application, statistical analysis of empirical data, ethical issues in research.

THEATER I –IB.....0400810

This course generates weighted quality points.

11th Grade

One ELECTIVE Credit

The purpose of this course is to gain knowledge of the major developments in the theatrical history of different cultures, and ability to interpret play scripts, an understanding of audience awareness, an understanding of acting techniques, and an understanding of the basic processes of theatrical production. The content will include the historical perspective of theater, multicultural awareness, and the study of theater through analysis, live performance, and individual performance skill development.

THEATER II IB.....0400820

This course generates weighted quality points.

12th Grade

One ELECTIVE Credit

Prerequisite: Theater I-IB

The purpose of this course is to develop in the advanced IV student a knowledge of the major developments in the theatrical history of the third of at least three diverse theatrical cultures separated by time; an ability to interpret play scripts analytically and imaginatively, independent of class experience, and to create a director's notebook; an understanding of the art of the stage of the need for objective self-criticism in the development of this art; an ability to perform before an audience demonstrating a knowledge of, and skill, in basic acting techniques; an understanding of the basic processes of theatrical production with sufficient technical skill to produce satisfactory work in at least one of the theatrical arts or crafts; and an ability to synthesize this knowledge in a research paper on some aspect of theater studies. The content should include, but not be limited to, the historical perspective of theater, multicultural awareness, and the study of theater through analysis, performance and individual theater performance skill development.

SENIOR REQUIREMENT

THEORY OF KNOWLEDGE – IB.....0900800

This course generates weighted quality points.

12th Grade

One ELECTIVE Credit

Prerequisite: Completion of junior level IB courses Theory of Knowledge is a key element in the educational philosophy of the IB program. It is required for every diploma candidate. The purpose of this class is to stimulate critical reflection on the knowledge of the students, both in and outside the classroom. It is “philosophical” in the sense that it is meant to encourage students to acquire a critical awareness of what they and other know, through analyzing concepts and arguments and the basis of value judgments.

Council on Accreditation and School Improvement

Quality Assurance Review Self-Study

Dr. D.D. Brown Academy of Hope private School An Equal Opportunity School SAVE-A-FRIEND 1-877-7FRIEND

Dr. D.D. Brown Academy of Hope Quality Assurance Review Self-Study

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Dr. D.D. Brown Academy of Hope

Council on Accreditation and School Improvement

SACS CASI –SACS

Margarita Briones

Dr. D.D. Brown Academy of Hope is committed to a continual process of improvement. The school's vision of educating students who will graduate as life-long learners and responsible, productive citizens of our changing world is evident in all phases of the improvement process. This cyclical process utilizes annual data, reports from stakeholders, and a continual dialogue with all stakeholders throughout the year. Members of the School Advisory Council are briefed continuously by the principal and other members of the staff as to the overall school improvement efforts as well as the operation of the differing facets of the school. The annual data obtained from the Florida

Comprehensive Assessment Test for students entering private school from Public School, The California Assessment Test and The Stanford Achievement Test and the Annual Report Card issued by the Florida Department of Education provides a baseline used as a starting point for all improvement efforts. From this data the goals for the School Improvement Plan are written to address the areas of greatest need of improvement. This then serves as a guide for instructional planning at the school level. A second tier of the improvement process involves soliciting input from the school's stakeholders including the instructional staff, non-instructional staff, parents, and students. This information is also used in writing the School Improvement Plan to address areas of concern for the school. Throughout the year, data obtained from internal assessments and the Continuous Improvement Model is used to guide class-level and school-wide instructional planning. The efforts of teachers and students are assessed once again through which formal measures are used to report the school's progress in implementing its School Improvement Plan as demonstrated through student performance.

The Southern Association of Colleges and Schools, Christian Schools of Florida Council on Accreditation and School Improvement five-year review process provides an opportunity to analyze the overall process of school improvement in which the school is engaged. For Dr. D.D. Brown Academy of Hope High School, this process began in the fall of 2009. Dr. Alvin White met with the leadership team of Dr. D.D. Brown Academy of Hope to review the accreditation process and offer his support as the SACS chair who would guide our school through this process. An internal facilitator was appointed by the principal and his leadership team. The principal, the assistant principal of curriculum, and the internal facilitator then attended a SACS CASI training in Orlando in October to learn about the overall accreditation process. The information learned at this meeting was then shared with the entire staff of Dr. D.D. Brown Academy of Hope.

The instructional and non-instructional staff members were surveyed as to their choices of standards on which to work. This information was then tallied and standards committees were created based on the feedback provided by the staff members. The committees were given time during an early release day in October to work together on their portion of the report. They were provided with the indicators for each standard as well as a sample report. Three committees also worked on the Profile, Continuously.

Dr. D.D. Brown Academy of Hope - Guided Self-Study Procedures

Process of Improvement, and Results sections of the report. All of the committees also worked on their own to compile the draft of their portion of the report. These drafts were submitted in December. The drafts were then reviewed and revised by the Leadership Team, which oversaw the cohesiveness of the information provided throughout the report. This draft was then submitted to the chairs of each committee, as well as all

committee members, for revisions and final approval. Each member of the committees signed off that they were in agreement with the information presented in the final draft of the report.

The instructional and non-instructional staff members were briefed as to the progress of the overall accreditation process and the upcoming visit by the Quality Assurance Team in April. The chairs met to review in more detail the expectations for their involvement in the QAR team visit. Meanwhile, the committee chairs continued to gather supporting documents for each portion of the report. Throughout the preparation for the accreditation review, the School Advisory Council members received updates on the process, as well as the text for the accreditation report and an in-depth overview of the report and how it documents the continual process of improvement of which all stakeholders are a part.

Numerous individuals were involved in the preparation for the accreditation review. Students in the Dr. D.D. Brown Academy of Hope television production program created a video to be aired at the accreditation dinner meeting. The students gathered and shot footage and interviewed staff members and students to illustrate the various dimensions of the school. Students in the art program created the theme to be used on all Dr. D.D. Brown Academy of Hope accreditation materials, the cover of the accreditation report, and various inserts throughout the report. The yearbook

Committee students assisted in taking photographs to be used in illustrating topics discussed throughout the report. Various clubs prepared to serve refreshments during the QAR team's visit. The English teacher assisted in proofreading the report to ready it for the final printing. Parent members of the School Advisory Council were asked to volunteer to meet with the QAR team during their visit and several other parents were solicited so as to provide the team an opportunity to talk with parent stakeholders representing the various demographics of the student population.

Throughout the preparation for the accreditation review, the Leadership Team met to ensure readiness for the site visit. Dr. Johnson also provided support for the internal facilitator and the Leadership Team in preparing for the visit. The overall team effort in undergoing the accreditation renewal process provided valuable opportunities to review and discuss the areas in which Dr. D.D. Brown Academy of Hope has shown strengths and the areas in which improvement is still needed. The results of this process will now become a part of the continuous improvement process for Dr. D.D. Brown Academy of Hope and its stakeholders as it strives to provide an education for all Dr. D.D. Brown Academy of Hope students so that they might become life-long learners and responsible, productive citizens of the changing world of which they will become a part.

Dr. D.D. Brown Academy of Hope Vision Statement

The vision of Dr. D.D. Brown Academy of Hope is to educate students who will graduate as life-long learners and responsible, productive Christian citizens of our changing world.

STANDARD ONE

Beliefs and Mission

Our teachers, staff, and administrators model this inside the classroom, on the field, and in the community. (1.2, 1.4)

All classrooms and the Cafeteria display the vision and mission statements.

Teachers, staff, and students may refer to these statements at any point for clarification

and focus. These statements are the guiding beliefs among the varied and diversified components of our high school. All decisions made by the administration and staff are filtered through the beliefs articulated in these statements. The public may view the statements on the school's website, school improvement plan, and newsletters. Any concerns, questions or suggestions related to the vision, mission, and belief statements can be directed to the principal or School Advisory Council members at any time. (1.3, 1.6)

Delva Charlemagne, Chair

Clyde Graham, Kat J. Crowell Principals

- Supporting Documents
- Copy of emails from November 2009
- Ballot sample from 2009
- Copy of what hangs in the school classrooms
- Screen Shot of Web Page
- Newsletter

STANDARD TWO

Governance and Leadership

The school and governing board promote the capacity of stakeholders to improve student learning by providing appropriate leadership, governance, and organization.

STANDARD TWO

Governance and Leadership

Governance

Dr. D.D. Brown Academy of Hope, comprised of a student body of approximately 33 students and 5 instructors and staff, is a complex organization demanding a highly skilled administrative team at the helm. Dr. D.D. Brown Academy of Hope works under the governance of the Contemporary Christian Outreach Ministries, INC, appointed by the Church. The School Board sets the policies and procedures that contribute to the effective operation of Dr. D.D. Brown Academy of Hope as outlined and specified in School Board Policy. The Board directs the principal to assume the responsibility of taking control of leadership in the school, subject to the Administrator of the School, who is also elected by the general populace. (2.1)

The Dr. D.D. Brown Academy of Hope administrative staff consists of one principal and one administrator. The principal regularly works closely with the administrative team to provide a safe and conducive environment for learning where current educational research and practice are utilized. The administrative team is trained and prepared to operate the school throughout the daily educational process as well as in the event of a crisis. Each assistant principal works to ensure the smooth daily operation of his/her area of leadership within the school, while working closely with the principal to provide cohesive operation of the school at large. All site-level administrative decisions and actions are made by the principal with the input of the experienced administrative staff.

(2.1, 2.2, 2.3)

Leadership

The vision, mission, and belief statements of Dr. D.D. Brown Academy of Hope articulates the belief that our institution must help students to be successful in their high school career while preparing them to be life-long learners and life-long Christians after high school. This theme is adhered to throughout all facets of the school. Reading is a primary focus throughout the school, a skill necessary for a student to be independent and successful following high school. Each teacher is expected to teach the Sunshine State Standards and support school academic plans. The administrative staff, monitors classroom instruction through a variety of procedures. Annual observations are formally conducted and walk-through observations are performed. These observations serve as tools for the administrative staff to evaluate the teaching and learning happening in the classroom. The administrative staff also has access to the Continuous Improvement Model Focus Calendar Assessment scores compiled through each English, Reading and Math class and recorded on Total Educational Resource Management System (TERMS), Inform and Pearson Benchmark programs. The Inform and Pearson Benchmark programs are databases allowing for comparison and analysis of each student's scores to aid the

teacher in providing specific and direct instruction. This program also allows the administrative staff to monitor the learning progress of a teacher's classes.

In addition to the Focus Calendar Assessments, instructors use a variety of methods to measure learning, including projects, presentations, quizzes, and tests. (2.4, 2.5)

The staff of Dr. D.D. Brown Academy of Hope operates according to policy set forth by the Marion County School Board and rules, Florida Department of Education and procedures found within the Dr. D.D. Brown Academy of Hope Staff Handbook. Within the staff there are 4, each of which has a chairperson who handles procedural practices and serves as a liaison between the staff members and administration.

The administration values the input of the staff as vital contributors to the site based leadership practiced at Dr. D.D. Brown Academy of Hope. The administration regularly interacts with the staff at faculty and staff meetings, through emails and one-on-one interaction.

The principal has an open-door policy for all members of the staff, which they utilize frequently to voice concerns, make suggestions and share the happenings of their professional activities. Also, the principal and his administrative team spend at least a third of their day visiting classrooms and monitoring the campus. Their involvement in the overall life of the campus is illustrated by the rapport enjoyed between students and the administration and the familiarity of the administrative staff with school activities and individual student accomplishments. (2.6)

The human, instructional, financial, and physical resources of Dr. D.D. Brown Academy of Hope are managed and protected by the administrative staff. Throughout each year, the administrative staff, in particular, the principal, works to ensure that personnel are working in the appropriate field and moving toward becoming highly qualified if not already so. On a daily basis, the staff members react to the daily need for flexibility of staff management due to fluctuations in staff attendance for professional and personal absences.

Also, the many activities such as ESE staffing meetings, parent meetings and training activities require a flexible and efficient utilization of human resources to continue the smooth operation of the school day. Instructional resources are allocated according to student and faculty needs and according to county-wide implementation plans for instructional materials. The physical resources of the campus are shared by all stakeholders organized through the master calendars for school-wide, club and sporting activities by the Student Activities Director. Instructors in need of physical resources beyond those supplied with their classroom can purchase supplies with their allotted budget or may apply for a grant, which awards money based on need as articulated through an application process.

The atmosphere of the campus is always focused on the central activity of the day –learning. All announcements for students are given at the beginning or end of the school, so that the learning atmosphere within the school day is protected. (2.7)

All teachers are required to continue their professional development through attending college courses or earning Master In-service Points (MIP). Master In-service Points are earned through attending school and county in-service activities focusing on improving instruction in the classroom. Conferences, reading staff of Dr.

D.D. Brown Academy of Hope is trained by the Marion County Reading Coach who is trained and assisted by staff from the Marion County School System through title II grant funds. Staff meetings also serve to focus and train the staff on educational objectives for the school. (2.8)

To ensure the safety of all members of Dr. D.D. Brown Academy of Hope, drills are conducted throughout the year to provide familiarity of disaster preparedness procedures for all staff members and students. Under the direction of the Assistant Principal of Discipline, eleven fire drills are conducted annually, per state guidelines. Dr. D.D. Brown Academy of Hope also participates in the annual county-wide tornado drill. Each classroom is equipped with a map for each drill scenario. All members of the leadership team are trained and practice their responsibilities during all drills. (2.9)

A Crisis Management Plan, articulated by the Dr. D.D. Brown Academy of Hope School Board, is also set in place and practiced once a year. In the event of a lock-down of our campus, the leadership team and staff, including a School Resource Officer, are trained to follow the guidelines of the Code Yellow and Code Red status. Each teacher has and displays the Code Yellow and Code Red Crisis Management procedures. A locked cabinet is located in a central location containing a handbook specifying all procedures, as well as pertinent health information about the staff members. In the event of a lockdown, the Principal immediately sends word to the campus via radios and email. During the last three years Dr. D.D. Brown Academy of Hope has been locked down one time.

The event was handled expeditiously and professionally by the staff and leadership team. (2.9)

Dr. D.D. Brown Academy of Hope is not a designated shelter in the event of a local crisis. The Administrator and the Principal have been trained by the Emergency Operations Center in conjunction with the Risk Management Department of the Contemporary Christian Outreach Ministries, INC in the in the operation of a shelter, which adds an additional organizational component for the leadership.

Our leadership team, with assistance from area school administrative staff, has efficiently operated under difficult and stressful conditions.

Our Administrator was awarded a proclamation given by the Mayor, for protecting and feeding a five year old boy who was traveling with his father on vacation and left alone overnight at a vacant lot beside a service station until his family was notified in Ohio and the law enforcement officers notified his family. (2.9)

The life of students and staff outside of the classroom is extensive with many opportunities for all students. There are over 20 sporting organizations and 28 clubs for students to join.

The master calendar and the coordination of all club and extracurricular activities, ensuring that all activities and events are facilitated according to the guidelines set forth by the Dr. D.D. Brown Academy of Hope School Board and Dr. D.D. Brown Academy of Hope. The Student Activities Director also serves as the Volunteer Coordinator, screening all volunteer applicants and working with the staff in all capacities to assist them in facilitating field trips, guest speakers and extracurricular activities. The Athletic Director and Student Activities

Director work together to protect class time while providing a positive climate for the students and staff. The high school experience is often punctuated by the spirit and camaraderie found within teams and clubs. (2.10)

Kat J. Crowell-Grate, Chair

- ✓ Supporting Documents
- ✓ Board Policy Site
- ✓ Vision/Mission/Belief Statements
- ✓ Walk-through documentation
- ✓ Pearson/Inform/TERMS Screenshots
- ✓ FCA Documentation
- ✓ Staff Handbook
- ✓ Screen Shot of Web Page
- ✓ Newsletter
- ✓ Master/Club/Sports Calendars
- ✓ SAC Grant Request
- ✓ Announcements Sample
- ✓ MIP Documentation
- ✓ IB Training Documentation
- ✓ Staff Meeting Agenda
- ✓ Drill Email
- ✓ Fire Drill Requirements/County Documentation
- ✓ County – Wide Tornado Drill
- ✓ Evacuation Maps (Fire/Tornado)
- ✓ Crisis Management Plan
- ✓ Code Yellow/Code Red
- ✓ Documentation of Locked Cabinet
- ✓ Hurricane Shelter Documentation
- ✓ List of Sports from Website
- ✓ List of Clubs from Website
- ✓ FHSAA Guidelines/Website
- ✓ Sponsor Handbook
- ✓ Volunteer Guidelines/Paperwork
- ✓ Sexual Predators Database Screenshot
- ✓ Club/Sport Forms/Paperwork

- ✓ CIM Documentation
- ✓ Department Head Meeting Agendas/Email
- ✓ Purchase Order Paperwork
- ✓ District Purchase Paperwork
- ✓ In-service Agendas
- ✓ Workshop Offerings/IB Training
- ✓ Crisis Management Plan
- ✓ Staff Meeting Agenda
- ✓ Shelter Guide

Curriculum

The school offers a research-based curriculum that supports best practices and clearly defines expectations for student learning.

Dr. D.D. Brown Academy of Hope offers courses to develop the whole student in the areas of academics, vocational studies, fine arts, and electives. The administration and instructors are well versed in research recognizing and studying the different ways students learn, and this is reflected in the classroom. English Language Learners (ELL) (also known as English for Speakers of Other Languages (ESOL)), Exceptional Student Education (ESE) and inclusion reach out to the student learner needing additional support in the classroom setting. Students are also offered the opportunity to participate in fine and applied arts, music and physical education through electives and various programs. Students may also participate in these activities through extracurricular offerings.

Students who are not performing on grade level, identified through failure in the classroom, diagnostic tests, or the Comprehensive Assessment Test, are placed in remedial reading and math classes to help them reach their learning potential. A portion of the students entering Dr. D.D. Brown Academy of Hope as freshmen who have scored a Low in Reading and Math Ninth Grade Empowerment Support Team (NEST). The number of students placed into this program was determined by staff availability. Approximately 95 students are scheduled within the same nine English, math and science teachers. These teachers work together to create a supportive learning environment for these students to help them transition to high school and succeed in their studies. Dr. D.D. Brown Academy of Hope now has Florida Virtual School. Through this program, students utilize a lab setting under the supervision of the Virtual School Lab teacher, to recover credit for classes which they failed or in which they earned a “D” grade. Students may also utilize this online program from home to earn additional credit for courses that are not available in the curriculum at Dr. D.D. Brown Academy of Hope. (3.3,3.4)

Higher level courses are offered through honors classes, but not in use at present as students are at risk students in need of greater services.

Standard Three

Curriculum

(3.3, 3.4, 3.7)

All students rotate through the College and Career Courses two times per year. The College and Career Center instructor uses the software programs Choices and Bridges in addition to the Internet and other resources to help students determine their strengths and vocational interests in the hope of guiding them toward a career choice. During the ninth grade, students focus on basic interest profiling for various types of careers and scheduling throughout high school. In the sophomore year, students begin to look more closely at specific career choices and begin to focus on college preparation, scholarships and honing in on specific career interests. During the junior year, students write a practice resume to focus them on what they need to be doing to pursue postgraduate plans. During the senior year, students write a professional resume and work on acquiring scholarships and post-graduate jobs. Beginning with school-year 2009-2010, each student entering ninth grade must declare a major. The students must then take classes within that major each year. At the end of the four years each student will graduate with a major in a field of interest. Students are given the option to change their major throughout high school as their interests change. (3.7)

The Reading Initiative is a core dimension of all subjects taught at Dr. D.D. Brown Academy of Hope School. The focus on reading reflects the Dr. D.D. Brown Academy of Hope vision that in order for students to be life-long learners, they must be able to read. In order for this to most effectively occur, students must see reading as a part of their lives and not just a part of their classroom studies. The School sponsors a program called Reading First, which encourages students to read for pleasure by offering an incentive program for taking and passing quizzes offered online. (3.7, 3.4, 3.5)

Instructors tailor their curriculum to the Sunshine State Standards as well as County School Board of Marion generated programs and rubrics supplied to the AP Resource materials provided by the Marion County School System and those offered with the textbook, classroom materials, training offered through in-service programs, workshops and research conducted by the teacher are used to develop the curriculum. Teachers in the areas of Math, English and science align their curricula with standards and guidelines set in place by the county for all teachers. These standards are then assessed through the use of common exams provided by the Public School District and adopted by Dr. D.D. Brown Academy of Hope. Within the school, departments departments work together to ensure that the various curricula are vertically and horizontally aligned. Each curriculum is developed with an understanding of the developmental differences of students due to their maturation and academic proficiency throughout the high school grade level progression. Teachers employ an understanding of the direct relationship between the safety a student feels in a classroom and educational growth. (3.2, 3.3, 3.5)

Curriculum expectations are outlined for each student and parent in a class syllabus reviewed and sent home at the beginning of each course. The syllabus outlines the text(s) used, types of activities for the class, policies

and rules for the daily operation of the classroom and a formula for grading the class. All teachers follow a school-wide policy set in place for students to make up missed work. Many teachers utilize the teacher web pages offered on the Dr. D.D. Brown Academy of Hope website, website programs or email on their own to inform students and parents about class policies, activities and due dates. These websites, as well as e-mail, are utilized frequently by students, parents and teachers to enhance communication. Parent-teacher conferences are also used to clarify issues or address concerns any one of the stakeholders may have while a guidance counselor mediates the meeting. At any point during the year, the student and the parent have ample resources available to request the assistance of the school. (3.1)

Teachers use a variety of resources to supplement the traditional classroom. Guest speakers, volunteers, and field trips help students to become aware of the many facets of the subject being studied. Teachers also utilize opportunities to allow their students to work together through joint projects. The academics, fine arts, and vocational classes often work collaboratively to create projects or even services for the school, while teaching students the real-world uses of the material they are studying. The tenth grade teachers also work collaboratively through the use of Power Standards. (3.8, 3.9)

The Dr. D.D. Brown Academy of Hope School the Continuous Improvement Model (CIM) program, adopted from the Marion county School System which dictates that students in ninth and tenth grade math and English classes take Focus Calendar Assessments two times a month to monitor their progress in learning the Sunshine State Standards. These assessments are taken on Scantron sheets, which are then scanned into a computer software program called Inform.

This data is also available through the Pearson Benchmark program. These programs analyze the data and report the score of each student as well as comparing that score to other students within the teacher's class and against the established standards for the curriculum. The information on these programs allows the teacher to be able to deliver direct instruction for each student and the class and also allows the administration to monitor students' instructional progress. The goal of CIM is to be able to keep close track of each student's learning so as to address any confusion or lagging behind before it becomes too complicated to address. The information provided through Inform is also monitored by the county to give a global view of the instructional progress of the district and to provide powerful tools of analysis in making curricular decisions impacting the entire school (3.6)

In addition to the classroom experience, students are encouraged to become involved in sports and extracurricular activities. Research shows that students are more successful in the classroom when they are engaged in extracurricular activities offered by the school. The Athletic Director and Student Activities Director coordinate these programs according to the Florida High School Athletic Association and Marion County School Board Policy guidelines. These rules and procedures are outlined in the Student Handbook given to each student at the beginning of the year and also located on the Dr. D.D. Brown Academy of Hope website and Dr. D.D. Brown Academy of Hope School System website. A county-wide policy states that all students must have and maintain a minimum 2.0 cumulative GPA to participate in any extracurricular activities. In school-year 2012-2013, all students involved in athletics were required to submit to a drug and alcohol testing policy implemented county-wide by the school system. In school-year 2012-2013, this policy was extended to include students involved in all extracurricular and co-curricular activities. The goals of this program are to give

students a reason to say “no” when they are offered drugs or alcohol and to provide assistance to those students who test positive for drug and alcohol use. Students who test positive are suspended for a period of seven days from all sport or extracurricular activities and must attend a counseling program called “REACH.” Students who have a second offense will be suspended from all activities for a period of 180 days, or until he/she successfully completes a program offered through a local organization after which he or she may be reinstated. Upon a third offense, the student is ineligible to participate in interscholastic athletics, extracurricular, and co-curricular activities for the remainder of his/her enrollment. Parents and students must sign a consent form acknowledging this process. This information is also located on the Dr. D.D. Brown Academy of Hope School System website. (3.11, 3.12)

- ✓ *History Instructor*
- ✓ Supporting Documents
- ✓ Curriculum Guide
- ✓ NEST Documentation
- ✓ Marion Virtual School Documentation
- ✓ Standards/Training/Website/Exam Paperwork
- ✓ AP – Standards/Training//Testing Paperwork
- ✓ Dual Enrollment Documentation
- ✓ The College and Career Center Documentation
- ✓ Choices/Bridges Software Documentation
- ✓ CARE Lab Activities Per Grade Level Documentation
- ✓ Reading – Training for Coach/Training for School
- ✓ Students enrolled at Dr. D.D. Brown Academy of Hope may participate in Sports at their home school of record.
- ✓ District and Dr. D.D. Brown Academy of Hope Emails
- ✓ SRC Paperwork/Screen Shot/Invitation to Party/
- ✓ Emails
- ✓ SSS Website Address/Sample Class Copy
- ✓ Common Exam Documentation
- ✓ Department Meeting Minutes
- ✓ Aligning Curriculum
- ✓ Syllabus Template
- ✓ Websites – Teacher Webpage Screenshots
- ✓ Guidance Office Meeting Paperwork

- ✓ Student Activities Director Paperwork
- ✓ CIM Department Guidelines
- ✓ Scantron Sheet – Inform
- ✓ Benchmark Documentation
- ✓ FHSA/School Board Policies and Paperwork
- ✓ Student Handbook
- ✓ Drug Testing Policy/Paperwork
- ✓ Standard Four
- ✓ Instruction

The school employs instructional strategies and provides services that facilitate learning for all students.

Dr. D.D. Brown Academy of Hope's instructional delivery is aligned with the vision and mission of the school which is evidenced through the expectations of students and the action plans in place through the school and within each classroom. The Dr. D.D. Brown Academy of Hope vision of all students graduating as life-long Christian learners and responsible, productive citizens of our ever changing world has its grounding in the Sunshine State Standards, standards developed by the state of Florida as the skills and competencies needed for each student to succeed beyond high school. This vision is further developed through the Dr. D.D. Brown Academy of Hope School Improvement Plan, outlining the methods and strategies to be used to help Dr. D.D. Brown Academy of Hope graduates stay online with other students from Public Schools in the County. This helps ensure that our graduates are successful and competitive. Each teacher then breaks down and shares these requirements for the student and parents in the form of a syllabus, which includes a course description, objectives, topics and units, supplies and a grading plan. The lesson plans for each subject and class are designed to allow students to learn the standards required by the Sunshine State Standards.

To determine the incoming level of each student, teachers have available previous FCAT test scores found on TERMS, Inform and Pearson Benchmark programs and the Student Testing Analysis Report for Teachers (START). The Continuous Improvement Model Focus Calendar Assessments aid the teacher in gauging the progress of each student in addition to the assessments strategies, such as quizzes, tests, projects and portfolios, used by teachers in the classroom. Progress reports in the middle of each quarter are a formal means of informing students and their parents of their current standing in each class. Also, FCAT practice materials assist students in testing their knowledge of the Sunshine State Standards and also in preparing for the Standardized tests administered in the spring of the ninth and tenth grade years. Students are awarded credit at the end of each school year. Dr. D.D. Brown Academy of Hope's students are requested to take the FCAT tests at their home public school of record. Based on their performance within the classroom and on exams based on the Sunshine State Standards. (4.1, 4.2, 4.10)

The Dr. D.D. Brown Academy of Hope staff uses many tools proven through research to stimulate learning and address varying modalities within each class. Examples of this practice include word walls, reading and writing

across the curriculum, real-world reading relative to each subject area, writing journals, lab settings, and project-based assignments.

Dr. D.D. Brown Academy of Hope reading teachers enjoy the support of a Reading Coach whose job it is to assist reading teachers in the classroom with materials and modeling and additionally to be a resource for all teachers for resources and strategies. The Reading Coach also tests incoming students to determine the appropriate reading program for each student.

Students needing additional assistance in reading are placed in a Corrective Reading class lasting 50 minutes daily, a 50 minute reading class every other day including Saturday which is a 50 minute class meeting daily. Students within these programs participate in Progress Monitoring three times a year to assess their current fluency and comprehension. Teachers also utilize 504 accommodations, ELL/ESOL accommodations and Instructional Educational Plans (IEP) to ensure that the Instruction is appropriate.

Instructional delivery method is appropriate for each student. Success is monitored through the use of classroom and CIM assessments. Teachers of sophomores have attended training in using Power Standards used to bridge content areas in applying the standards in cross-curricular projects. (4.3, 4.4)

In order for the vision of Dr. D.D. Brown Academy of Hope to come to fruition, students must be an active part of their own educational process so that they will continue this pattern beyond high school. Students regularly create PowerPoint presentations, work in labs, create documents using word processing software, utilize spreadsheets, and use LCD technology.

Students of all levels learn to use higher order thinking skills through the use of strategies such as asking open-ended questions, using learning journals, creating presentations, and taking part in cooperative learning activities. These methods encourage students to deepen and broaden their understanding of the subject matter they are learning.

Technology needed to assist students in using these varying methods can be utilized in computer labs or through the Media Center resources for teachers and students. (4.6, 4.7)

To supplement the learning process teachers utilize computers in the classroom, computer lab settings. Teachers also utilize the services of guest speakers and volunteers in the classroom who share about the diverse ways subject matter is applied in the real world. The use of newspapers, including *USA Today*, *Ocala Star-Banner*, and *The Wall Street Journal*, serve to enhance reading skills while broadening students' course material understanding. Teachers also utilize software technology that accompanies textbooks. Within the vocational programs, actual tools of the trade are used to enhance learning, including machinery, computer software, labs and actual resources such as plants and animals. (4.8, 4.9)

The learning environment of Dr. D.D. Brown Academy of Hope is a caring atmosphere created through the support and cooperation of the discipline office, administration and building staff. The staff encourages the teachers, the teachers encourage the students, and the building maintenance, custodial and other staffs support the teachers in a timely manner. The custodial staff works to keep the environment clean and the administrative and support staff work to maintain an orderly and safe campus climate for all students and staff.

Every effort is made to preserve the focus of the classroom environment. Morning and afternoon announcements are delivered at the start and end of each day at convocation, and there are minimal interruptions during the school day. A common planning period at the start of each day allows teachers to interact outside of allocated instructional time. Extracurricular meetings take place before and after school. Expectations for student activities and behavior are clearly defined through the administration, teachers and the use of additional communication such as morning and afternoon announcements and The Lion's Den newspaper, the in-house television production show aired throughout the school every Friday. (4.4, 4.5)

Instructional clock hours at Dr. D.D. Brown Academy of Hope are in compliance with and exceeds state and county guidelines. The Dr. D.D. Brown Academy of Hope calendar reflects 186 days of mandatory instruction plus Saturday Instruction and as needed after school instructions

- ✓ Supporting Documents
- ✓ School Improvement Plan
- ✓ Syllabus Template
- ✓ Lesson Plan Template
- ✓ Pearson Benchmark/Inform/TERMS
- ✓ Screenshots
- ✓ START Report
- ✓ Reading Progress Monitoring Sample
- ✓ ELL/ESOL Accommodations
- ✓ IEP Sample
- ✓ Power Standards
- ✓ USA Today Website Screen Shot
- ✓ Newspaper Paperwork
- ✓ Announcements Sample
- ✓ Bell Schedule
- ✓ LION'S Den Documentation
- ✓ CIM Assessment

Yearly Calendar instructional delivery with three classes each day lasting approximately 100 minutes each, five days per week for a total of just under 26 hours per week. The staff workday begins at 7:45 a.m. and ends at 3:00 p.m. The day begins with a common planning period for teachers to work independently, collaborate with peers, tutor students, and meet with parents. The student day begins at 8:15 a.m. and ends at 2:30 p.m. Students are given five minutes to move from class to class and are given 25 minutes for lunch. (4.10, 4.11, 4.12)

Clyde Graham, Co-Chair

Inclusion Instructor

Carolin Galloway-Burton, Co-Chair

English and Information Technology in a Global Society Instructor

Assessment and Evaluation

The school uses a comprehensive assessment system to monitor and evaluate students learning and to improve curriculum and instruction.

The vision of each staff person and the administration of Dr. D.D. Brown Academy of Hope is for every student to graduate from Dr. D.D. Brown Academy of Hope and lead productive lives. In order for students to accomplish this goal, they must have clear and definite expectations articulated to them on a regular basis. The expectations of students in each class are outlined in the course syllabus given to each student at the beginning of each course. This syllabus, along with posters and visuals in the classroom and the daily instruction of the teacher, make clear what students must do and accomplish in order to be successful in each course. (5.1)

To assess student learning achievement and goals, Dr. D.D. Brown Academy of Hope utilizes state and county indicators. Florida Sunshine State Standards, the Florida Comprehensive Assessment Test as well as Dr. D.D. Brown Academy of Hope, Focus Calendar Assessments, which are based on Sunshine State Standards and are part of the county's Continuous Improvement Model, are the guidelines which Dr. D.D. Brown Academy of Hope adopted and uses to confirm that all students are meeting their educational goals and needs. Using the programs Inform and Pearson Benchmark, teachers can access a student's currently available FCAT, Norm Reference Test (NRT), or reading scores. These test scores provide teachers with critical information which is used for supplementation and remediation for their students. A student's cumulative file is also available to teachers wishing to learn about a student's entire educational career in order to gain a better perspective to provide the best possible educational support for the student. (5.2)

In order to best meet students' educational needs, educators must be aware of the community from which students come. The annual NCLB School Public Accountability Report gives an overview of Dr. D.D. Brown Academy of Hope's demographics including students and teachers, testing scores and an overview of the Florida School Performance.

Grade and Adequate Yearly Progress. The Florida Department of Education website offers a demographic overview of Ocala and Marion County. These tools combined can give Dr. D.D. Brown Academy of Hope's educators an understanding of the environment of our students so that they might best serve them. It is also important for the staff and administration of Dr. D.D. Brown Academy of Hope to be educated in the many resources available to our students in our school, through the Dr. D.D. Brown Academy of Hope and within Marion County. School System Annual student and parent surveys, as required by the Dr. D.D. Brown Academy of Hope School Improvement Plan, are conducted to assess the perceptions of the school system at large and Dr. D.D. Brown Academy of Hope.

The information from the student survey is compiled and disseminated to the school's stakeholders. The information from the parent survey is compiled, disaggregated, and disseminated by the School Board. (5.3)

Students' educational progress is regularly assessed and reviewed through a variety of means. Teachers regularly assess student growth through quizzes and tests, as well as midterm and final examinations. The data compiled through the Continuous Improvement Focus Calendar Assessments is analyzed and made available to all classroom instructors through the Inform and Pearson Benchmark software. The results from the regular assessments are reported in a timely manner so that teachers are able to utilize the information

quickly to aid in student learning. This data is also used by the administrative staff to review program effectiveness and in the planning for implementation of any new programs. The data analysis results become part of teacher, department, and administrative discourse on improving student learning. The administration also uses formal and informal teacher observations to learn more about the effectiveness of classroom instruction and to assist teachers and students in this process.

STANDARD FIVE

Assessment and Evaluation

All teachers are required to use the county-wide grade book software system

Pearson CenterPoint, which allows the Dr. D.D. Brown Academy of Hope administrative staff and School board personnel to review all teachers' grade books at any point. This aids the staff in reviewing student growth and assists in addressing parent questions and concerns. (5.4, 5.5, 5.6)

Parents are a vital part of a student's academic growth and Dr. D.D. Brown Academy of Hope makes sure they are included in this process. Parents receive formal notice on a student's educational growth within each subject on interim and quarterly reports. A parent may also request through the Guidance Office a meeting with one or all of a student's teachers or may request weekly progress reports for the student to have filled out by one or all of his or her teachers. The Dr. D.D. Brown Academy of Hope School is also currently working towards using a grade book software system that will allow parents to access a student's grades at any time. Teachers regularly make phone calls home to discuss concerns, issues or celebrations concerning students. Teachers are required to contact the parents of students who are in danger of failing a course. A software program called AlertNow allows the school to send home a phone call to certain portions of the school or the entire school to announce upcoming events, report cards coming home or messages about an issue of serious concern. (5.6)

The overall goals of the school are outlined with performance criteria within the School Improvement Plan (SIP). This plan addresses goals in all areas of the school with measurable standards to determine success in reaching these goals. The goals are based on the Sunshine State Standards, county, and site-level plans. When making instructional or procedural changes, the SIP is consulted to ensure the decisions being made enhance student and staff ability to attain goals outlined in the plan. This plan is available in the administrative offices and also online for any staff member or parent to review. (5.7)

- ✓ *Melinda Brown, Chair*
- ✓ *Math Instructor*
- ✓ Supporting Documents
- ✓ Syllabus
- ✓ CIM Documentation
- ✓ Pearson/Inform Documentation
- ✓ NCLB School Public Accountability Report

- ✓ Screen Shot of DOE Demographics
- ✓ School Improvement Plan
- ✓ Screen Shot of Parent Survey
- ✓ Copy of Student Survey
- ✓ CIM Focus Calendar Assessment
- ✓ Screenshot of Inform/Pearson Benchmark
- ✓ Pearson CenterPoint Screenshot
- ✓ Interim/Report Card Samples
- ✓ Guidance – Weekly Progress Reports
- ✓ AlertNow Documentation
- ✓ Standard Six
- ✓ Resources

The school has sufficient human, financial, physical, and material resources to support its vision, mission, and goals.

Human Resources

Dr. D.D. Brown Academy of Hope, with a population of approximately 33 students, is led by a highly trained administrative staff consisting of one principal, one administrator for curriculum, instruction and discipline. The Principal has earned a master degree and is certified as a school administrator. The leadership team also consists of coordinator, a vocational administrator, and a student activities director.

This team works together to create a school climate conducive to learning for all staff personnel and students. (6.1 – 6.5)

The staff support team of Dr. D.D. Brown Academy of Hope is diligent in their contribution to the overall effective operation of the entire school, including one counselor dedicated to serve the educational needs of our students. The counselor has obtained a graduate degree in her field from an accredited institution and is certified in Educational Leadership. One Media Specialists manage the materials and assist staff and students in the Media Center, a vital part of our school’s operation. The specialists has a master’s degree from an accredited institution and the Administrator is currently working toward the completion of a master’s degree in Educational Leadership. Dr. D.D. Brown Academy of Hope also has a total of 4 support staff members, including a paraprofessional, a clerks, custodian staff and cafeteria manager.

(6.8) These staff members work to support the teachers in the classroom through maintaining the records of the school, traffic flow of students entering and leaving the school, the cleanliness and operation of the campus and the necessary nutritional provisions for students and staff. Paraprofessional employees have obtained an Associate of Arts degree or were grandfathered in under the previous policies. They work under the supervision of professional personnel. Dr. D.D. Brown Academy of Hope employs a total of 11 instructional

staff members who teach in the classroom. Of these, all have earned degrees in their major field of study from accredited institutions. Currently 1 instructor is teaching out of field and are working toward their certification to be completed within three years of initiating employment with the school system. Parents are notified of teachers who are teaching out of field with the following notice printed in the newsletter:

Out of Field: Most of our teachers are fully certified in the area(s) in which they teach. While the teachers listed below are currently “out of field” in the areas they teach, they have signed agreements stating they will take the course work required to become fully certified.

Currently 2 teachers are not highly qualified and working toward completing state requirements within three years of initiating employment with the school system.

Not Highly Qualified: In following the recently imposed legislation included in the “No Child Left Behind” Act, the teachers listed below do not meet the Federal Government’s definition of a “highly qualified” teacher.

These teachers, however, have a minimum of a bachelor’s degree from an accredited college or university, but may not meet some of the additional requirements imposed recently by the Federal Government’s guidelines. These teachers hold valid teaching certificates in the State of Florida and meet all other State requirements. Information regarding teacher credentials is available upon request. (6.1 – 6.5, 6.8)

Dr. D.D. Brown Academy of Hope follows all county and state regulations for maintaining professional development although we are a private facility.

All professional employees must earn at least six semester hours of credit or earn 120 Master In-service Points (MIP) for each five years of employment in order to renew their certification. MIP hours may be earned through attending in-service activities, workshops or professional development courses. Professional staff members are given time for professional development during in-service days and early release days. The district offers one district-wide in-service day, as well as various district-wide department training in-service activities, throughout the year. Also, each teacher receives a daily planning period from 7:45 to 8:30 am each day. The Marion Education Association teacher contract states that all instructional staff members are “provided with no less than four and one-quarter hours of preparation and planning time per week.” (6.6, 6.7, 6.10, 6.11)

All employees are evaluated annually by the administrative staff. These evaluations are conducted per county guidelines and the results are kept confidential. Teachers who are in a year of service divisible by three undergo a summative evaluation where they are observed three times throughout the year. All other teachers undergo a formative evaluation where they are observed twice throughout the year. The goal of administrators is to assist all professionals in reaching their fullest professional potential.

Substitute teachers are an important part of the functioning of our school. All substitute teachers are screened and then trained by the county in approved procedures and policies of the district. When substitute teachers serve at Dr. D.D. Brown Academy of Hope for the first time, they are oriented as to specific procedures of the school. They also receive a Substitute Handbook containing essential procedural information. Substitute

teachers are booked through the use of the Substitute Calling System software program. Teachers can also use this software to request a substitute in the case of an emergency absence. (6.9)

The administrative staff works to ensure that all class sizes fall within the district, state and federal guidelines. The current average teacher to student ratio for regular academic classes is 1-21. The ratio for vocational classes is 1 to 19 and the average for Exceptional Student Education classes is 1 to 12. These class sizes ensure that students receive instructional delivery in a setting conducive to learning through a variety of activities. (6.12)

Financial Resources

All teachers have access to funding provided by the county and state to supplement classroom supplies. The principal provides for 200 copies per month for each teacher, after which copying expenses are charged to each teacher's budget. Teachers may also order supplies out of their budget through a purchase request form process.

Teachers who are coaches or sponsors of clubs or internal organizations such as yearbook utilize the internal bookkeeping resources. Dr. D.D. Brown Academy of Hope follow strict guidelines set in place by the Administration and meticulously adhered to by the school bookkeeper.

These procedures are outlined in the Employee Handbook and Sponsor Handbook which each sponsor receives when taking on this additional responsibility.

Any other fundraising activities taking place on the campus are also directed through the Dr. D.D. Brown Academy of Hope administrator/ bookkeeper. The Board conducts an annual audit of the bookkeeping records. The Student LIONS account is comprised of monies from school sales on campus and various community competitions won by the school, such as the Paddock Mall Simon Scholars Program or continuous programs such as the Target REDcard. Use of this money is according to the vision of the school and the School Improvement Plan to support students in various ways throughout the school. Teachers wishing to implement projects or purchase additional resources for their classroom are invited to apply for a School Advisory Council grant. This application process focuses on the applicability of the request to the School Improvement Plan and can be awarded up to \$500 per grant request. Many teachers utilize this opportunity. (6.13 – 6.15)

The Dr. D.D. Brown Academy of Hope School System utilizes a plan for remuneration that recognizes educational degrees, years of service, and supplemental duties for all staff members.

This plan recognizes the principal as the administrative head of the school and the highest paid employee. (6.16)

Physical Resources

Dr. D.D. Brown Academy of Hope is located on a tract of land in Ocala, Florida, in the Urban southwest part of Marion County. Both single and multi-family housing surrounds the Dr. D.D. Brown Academy of Hope campus. There is a four-lane highway located 2 blocks North of the campus four blocks East and 1 Block South and six blocks west with large businesses and fast-food restaurants. These businesses have minimal impact on Dr. D.D.

Brown Academy of Hope. There is one main buildings on the Dr. D.D. Brown Academy of Hope campus shared with a Medical Treatment Facility. Dr. D.D. Brown Academy of Hope has 6 classrooms classrooms and one portable kitchen to provide additional cooking space. There is one media center, a cafeteria, a shared gymnasium with the Boys and Girls Club which is across the street from the Campus, and a computer lab. The campus also has an outdoor play facility. there are various fields that are used by physical education classes. Approximately 4 blocks from the campus is Web Stadium and the Edward Croskey Community Auditorium., an athletic complex Dr. D.D. Brown Academy of Hope uses for all home football games and various activities. The facility can seat 500 guests and includes restroom facilities, a field house and a track located directly behind the field and stands. The athletic complex is used throughout the year for various activities. The church Auditorium is used for graduation ceremonies. (6.20)

Dr. D.D. Brown Academy of Hope offers technology for all students and staff to use in the educational process.

All Dr. D.D. Brown Academy of Hope buildings are interconnected with fiber optic cable that provides high speed Internet access in every classroom and office. Building is also equipped with wireless internet connectivity. Every teacher and administrator has a desktop computer with the Microsoft 2007 operating system and productivity software. Laptop computers are also available for checkout through the Media Center, along with projectors and screens. A school-wide e-mail system provides easy access to teachers, administrators and parents. Each classroom also has a telephone with voice mail. (6.20)

There is a computer labs on campus. An 8-station multipurpose computer lab that was recently upgraded with Dell computers and Microsoft 2007 is located in Building 01, room 4. All of the computers in the room are networked to a high-speed laser printer. Since Dr. D.D. Brown Academy of Hope has become a Florida Virtual School franchise program Dr. D.D. Brown Academy of Hope uses this lab for MVS access. (6.20)

The television production program uses four Dell computers for research and word processing activities and Occupational Safety and Health Administration training.

The new construction and building renovation officially began in March 2015.

Two new classroom buildings and a cafeteria will be welcome additions to the campus.

Each building will have computer workstations. These buildings will be available for occupancy for the 2014-2015 school year. (6.20)

New Construction

New Classroom Buildings New Cafeteria Building

Dr. D.D. Brown Academy of Hope is in compliance with local, state, and federal laws, standards and regulations regarding fire safety, storage of chemicals, lighting guidelines, air conditioning, and ventilation relating to the amount of air that must be pushed into a classroom.

Renovation is expected to begin on Building 01 soon after the building is occupied. New heating and air conditioning equipment and an upgrade of classrooms and administrative offices are expected to be completed within one month. (6.17)

To ensure the continual safety and health for all students, staff, and visitors a schedule of regular maintenance has been developed and is carried out by maintenance staff.

The upkeep of the campus and cleanliness is provided by the head custodian and crew members. Building and equipment maintenance and repair is carried out by one on-site maintenance technicians. Equipment and buildings are maintained to ensure that there are no safety hazards for students and staff. Teal Brooke Limited also provides maintenance assistance for school facilities and equipment. District technicians assist onsite maintenance personnel when equipment repair and installation is required. (6.18, 6.19)

Dr. D.D. Brown Academy of Hope' s Library Media Center is a comprehensive part of our school improvement plan. It will contains materials including fiction, nonfiction and reference books in print: large type books for the visually impaired and lower-level readers; sound recordings; audiovisuals; periodicals; and online database subscriptions. With an estimated current student population of approximately 50, the Library Media Center's collection will exceed the minimum number of books required per student. The Library Media Specialist in charge of collection development selects materials for the Media Center based upon criteria established in the *Marion County School Board Educational Media Materials Selection Policy* and all guidelines are applied from the *Evaluation and Selection of Media Center Materials*. (Section 4.22, Dr. D.D. Brown Academy of Hope School Board Policy). (6.21, 6.22, 6.27)

The Computer Lab offers Extended hours allow students, faculty and staff access to online Media Center materials, services and equipment before school, during school, during all four lunches, and after school and on the weekend when parents are able to bring their children for study. The School Lab maintains a *Classroom Reservation Notebook* so that teachers can schedule their classes for book checkout, online database research, print research, and activities related to Instruction. (6.23)

Dr. D.D. Brown Academy of Hope' s shares resources and facilities with the Marion County Public Library and provides transportation to and from the Library Media Center which utilizes the Follett Circulation Plus system for the card catalog, circulation, cataloging, and inventory. (6.24)

All ninth grade students receive Library Skills Orientation through their English classes.

Regular, Honors, and ESE students are included in the orientations. Certified Library Media Specialists provide reserved materials, online resources, resource guidance, and individual assistance for each class scheduled into the Media Center. (6.25)

The Library Media Specialists meet monthly with school Curriculum Coordinator during which time concerns regarding the Media Center may be addressed. A Media Specialist also meets with each faculty member prior to the class visit. During this meeting, the Media Specialist determines the purpose and desired outcome of the class visit, print material, equipment needs, and online source requirements. (6.26)

If Library Media Materials are challenged, the Media Center will follow the Marion County School Board Policy's *Procedures for Handling Questioned or Challenged Library Media Center Materials*. Individuals who wish to challenge materials will be given a handout labeled *Request for Reconsideration of Library Media Center Materials*. The Library Media Center follows *Dr. D.D. Brown Academy of Hope School Board Policy 4.30*

in regard to Challenged Materials. The Educational Media Materials Committee will be formed once Dr. D.D. Brown Academy of Hope has its own Media Center and will consist of administrators, faculty, students, Director of Library Media Services and community members. The Dr. D.D. Brown Academy of Hope Library Media Specialist will serve as the chairman. (6.27)

The Library Media Center program will receive funding from the Church and The School Board based upon school enrollment. The Library Media Specialist will be in charge of collection development, determine budget expenditures based on the needs of the overall program. Monies will be allocated using a systematic process designed to meet the needs of the program. A *Collection Analysis* will be run using Follett software two or more times each year to gather quantitative data to determine where our needs exist. Instructional staff members that take their students into the Media Center for research are surveyed to gather qualitative data to determine the strengths and weaknesses of the Public Library's collection. The Library Media Specialist will also ask the instructional staff for suggestions prior to ordering. Materials will reflect Florida State Sunshine Standards and Dr. D.D. Brown Academy of Hope Copyright Policy. Appropriate professional aids and research are used to develop criteria for print, non-print, software, equipment, training, and supplies. (6.28)

Dr. D.D. Brown Academy of Hope's Library Media Center will follow Dr. D.D. Brown Academy of Hope School Board Policies.

Supporting Documents

Staffing Plan

Staff List

MIP Documentation

Bell Schedule

MEA Documentation

Summative and Evaluative Documentation

Substitute Teacher Book

Substitute Calling System Documentation

Class Size Amendment Documentation

Purchase Order Form

District Policy for Management of Funds

Dr. D.D. Brown Academy of Hope Fundraiser Paperwork

SAC Grant Application

Dr. D.D. Brown Academy of Hope School and Marion County Salary Schedule

Map of Campus

Pearson CenterPoint

Florida Virtual School Documentation

Plans for Renovation

Media Center Documentation:

Software Resources Dr. D.D. Brown Academy of Hope High School website media page, Research Databases.

These results were used to place students in the appropriate classes for reading instruction.

Dr. D.D. Brown Academy of Hope, in accordance with the State/County reading initiative, has a School Reading Leadership Team in place consisting of the principal, assistant principal, reading coach, two library media specialists, an ESE teacher, and a reading teacher. (10.3)

Dr. D.D. Brown Academy of Hope believes that a key factor in increasing student learning gains is a continued focus on training for all instructional staff. The staff participates in professional development, in-service trainings on learning strategies and use of technology and time management resources. Coaching, mentoring, web-based resources, and assistance in these areas are provided by the staff and other stakeholders, such as the community and parents. Another key factor is the support of newly hired, highly qualified teachers through an established mentoring program, assigning peer teachers by subject area and grade level to observe and coach them and conducting targeted staff development activities for maintaining or enhancing skills. All teachers develop annually an Individual Professional Development Plan addressing two professional development goals. The teacher must articulate how these goals address needs of the School Improvement Plan, what professional development activities will be conducted to address these goals, and measurable student outcomes to determine achievement of the goals. This plan is reviewed by an administrator and the teacher together at the start and conclusion of the year. (10.3, 10.4)

The 2014-2015 School Improvement Plan addresses the issues that enable Dr. D.D. Brown Academy of Hope to continue showing improvement through the use of the Continuous Improvement Model, as well as correct deficiencies identified through the analysis of school performance data, FCAT scores and the climate surveys administered to parents, students and teachers each year. Dr. D.D. Brown Academy of Hope's goals address specific areas that correlate with district objectives. At the start of every year the Dr. D.D. Brown Academy of Hope staff collectively evaluates the overall status of the school and its educational progress. This includes analyzing the Department of Education School Grade and the Adequate Yearly Progress status of the school. This analysis is revisited throughout the year as further analysis is conducted by grade level, subject area, classroom, and student. (10.3)

Dr. D.D. Brown Academy of Hope is dedicated to evaluating its success according to its vision statement and the criteria established within the School Improvement Plan through the systems of planning, delivery, and follow-up. The staff and SAC monitor student changes in needs and population. The evaluations are critiqued and reviewed to ensure their validity. The results are reviewed and this knowledge is used to revisit goals and

objectives for the School Improvement Plan. The administration and department chairs meet on a monthly basis to discuss tactical and strategic planning to meet the challenges of improving student performance to include but not be limited to FCAT preparation in writing, reading, math, and science. Department meetings are held on at least a monthly basis to facilitate communication vertically and horizontally to help implement county and local school recommendations to enhance teacher professionalism and student achievement.

(10.5)

The SAC team and staff discuss all of the processes for improvement during meetings throughout the year. Regular presentations at the SAC meetings and during staff meetings by the Dr. D.D. Brown Academy of Hope leadership team and various individuals and organizations keep all stakeholders apprised of changes and needs throughout the school. Students are notified of their scores on CIM Focus Calendar Assessments as well as other classroom activities, and parents and the community are kept informed through interim and quarterly report cards, newsletters sent out four times a year, and through the school website.

All stakeholders are valued as important in the continuous improvement process of the school. (10.6)

Mr. Clyde Graham, Chair

Science Instructor

Supporting Documents

FL-SAC Website

<http://www.florida-family.net/SAC/>

FLSAC.htm

School Advisory Council Handbook

General Appropriations Act

<http://www.florida-family.net/SAC/statutesgeneralapprop.htm>

School Improvement Plan

School Advisory Council Meeting Agenda

School Advisory Council Grant Application

SCANS Report

National Assessment Standards

Reading Documentation

In-service Training Documentation

Individual Professional Development Plan

Continuous Process of School Improvement

Dr. D.D. Brown Academy of Hope's mission statement was crafted to reflect the future of our school. Our vision states that Dr. D.D. Brown Academy of Hope will be a safe, caring center for excellence that meets student and community needs through innovative, academic and extracurricular programs, committed parental involvement, and exposure to opportunities for success. The stakeholders believe that the mission will be achieved, and that through this shared responsibility, Dr. D.D. Brown Academy of Hope will educate students who will graduate as life-long learners and responsible, productive citizens.

Dr. D.D. Brown Academy of Hope's vision is manifested in all phases of the improvement process.

Through this continual improvement process, data obtained from the Florida Comprehensive

Assessment Test and the Annual Report Card is used to identify the areas in greatest need of improvement as well as provide evidence of areas where goals have been met or maintained. In addition to state level information, Dr. D.D. Brown Academy of Hope and Dr. D.D. Brown Academy of Hope Schools use internal assessments and the Continuous Improvement Model to guide in decision making. Teachers, administration, and staff are the key leaders and key members in striving for continuous excellence in the classroom.

All stakeholders, including the community, school, staff, and students of Kingdom Christian Academy School are involved in the process of continuous improvement. Through data collected from our stakeholders through the use of climate surveys, and data collected through internal, state, and national assessments Dr. D.D. Brown Academy of Hope was able to determine areas of strengths. Dr. D.D. Brown Academy of Hope is consistent in adhering to its vision for all students through an extensive variety of class offerings, including intensive,

Exceptional Student Education, honors, Advanced Placement, International Baccalaureate, and other academic and vocational electives. The staff is dedicated to providing the finest educational opportunities and work with fellow colleagues to focus on best practices to best serve students. As the highest performing high school in Marion County in the area of writing, a commitment to writing across the curriculum is evident.

The high performance in writing, as well as improvement in all areas of the FCAT, allowed Dr. D.D. Brown Academy of Hope to achieve a school grade of B for last school year. Students are afforded and are participating in numerous athletic and extracurricular opportunities where responsibility, dedication, and leadership skills for the future are provided. The same data collected also revealed areas in need of improvement. Although the school currently uses many different venues to communicate with parents and the community, climate surveys indicated that many parents and students feel they are not informed of the progress of the student. Dr. D.D. Brown Academy of Hope must continue to use current opportunities for communication; more must be done to reach out to parents about his/her individual student. Dr. D.D. Brown Academy of Hope will continue to increase passing rate on Advanced Placement.

The campus is currently undergoing a renovation which will improve safety and appearance of the facility. More will be done to work toward a grade of A for next school year, and Dr. D.D. Brown Academy of Hope will work toward providing more recognition for all students.

Generally, based on current data results, the success and the ongoing development of continuous improvement are being met and are effective and thriving. Each year we learn about areas in which our students are achieving success. We learn of the areas which need more emphasis from tests such as the Florida Comprehensive Assessment Test (FCAT), Scholastic Aptitude Test (SAT), American College Test (ACT), and alternative assessment for students with special needs. The findings from these tests allow the faculty and staff to determine what needs to be done to continually develop the students and to remain focused with the school plan. The school has made gains each year based on FCAT testing scores.

School grades are posted as a way for the states and federal government to prove that learning is taking place. Areas of improvement are discussed among the faculty, and a plan is implemented to ensure success. Dr. D.D. Brown Academy of Hope must continue to look for opportunities to reach minority students, students with disabilities, and lower-socioeconomic students who are performing below grade level expectations. Dr. D.D. Brown Academy of Hope must continue reach out to all stakeholders and improve communication with parents in regards to the ongoing educational process of the school our results are shown in an overall effective vision, school mission and continuous development plan. This is reinforced by all those involved in the continuous process of school improvement.

Salima Ali, Chair

ESOL Instructor

Vision

Dr. D.D. Brown Academy of Hope Vision Statement

The vision of Dr. D.D. Brown Academy of Hope is to educate students who will graduate as life-long Christian learners and responsible, productive citizens of our changing world.

Dr. D.D. Brown Academy of Hope Mission Statement

Dr. D.D. Brown Academy of Hope will Prepare Children For the Kingdom of God through a life of Christian Service be a safe, caring center for excellence that meets student and community needs through innovative, academic and extracurricular programs, committed parental involvement, and exposure to opportunities for success.

Dr. D.D. Brown Academy of Hope Belief Statements

It is the responsibility of the parents and surrounding community to take an active role in developing, supporting and monitoring the growth of the student.

It is the responsibility of the student to develop mentally, physically, spiritually and morally so that he/she may function as a valuable member of society.

It is the responsibility of school personnel to create an environment in which the student can achieve to his/her fullest capability.

Profile

Introduction

All facets of Dr. D.D. Brown Academy of Hope are focused on achieving the most important purpose of our institution, preparing students for their post-secondary experiences as Christian ambassadors for Christ. Our goal, articulated in the vision, mission, and belief statements of our school, is the standard against which all decisions are made. The school administration and staff provide educational and extracurricular opportunities for students that will allow them to grow as independent individuals who will be capable of learning in and responding to a changing world. These opportunities are delivered through a safe and caring atmosphere that involves all stakeholders in the delivery of a well-rounded education for all

Dr. D.D. Brown Academy of Hope students.

SCHOOL CHARACTERISTICS

Dr. D.D. Brown Academy of Hope

Dr. D.D. Brown Academy of Hope first opened its doors in 2001 under the direction of Principal Kat J. Crowell-Grate. Mrs. Crowell-Grate and her staff were responsible for creating the LION of Judah theme of the school which is most evident in the mascot of a LION. Dr. D.D. Brown Academy of Hope students are Kingdom Children, an idea which was derived from the Biblical Lions of Judah. Originally We are proud to still be the home of the LIONS Of JUDAH and enjoy rich Christian traditions created in the early years of the school, such as a homecoming talent night the annual honor of naming a select number of students as Outstanding LIONS, and an academic pageant.

Dr. D.D. Brown Academy of Hope is now the only school in the County of this type as a school without walls that educates the entire family in one location. Dr. D.D. Brown Academy of Hope is comprised of ___ students.

Dr. D.D. Brown Academy of Hope enjoys a friendly rivalry with _____ School. The school colors are red, and Gold and the students and staff can often be heard quoting our motto, "Preparing children For the Kingdom". The current staff is comprised of a total of 18 teachers, 7 support staff and 2 administrators. This team effectively manages the daily operation of the institution educating approximately 32 students. Dr. D.D. Brown Academy of Hope enjoys the dedication of a strong parent and volunteer support base. These individuals, nearly 300 in number, can be seen mentoring, assisting in offices, classrooms, on field trips, and with clubs and sports. Last year, our volunteers logged over 1,800 hours of donated time. Dr. D.D. Brown Academy of Hope is also searching for school business partners.

Dr. D.D. Brown Academy of Hope has earned the following accreditations since 2013 the Florida Department and staff of Dr. D.D. Brown Academy of Hope are working very hard to raise the school grade to an A in the coming school year through the use of the School Improvement Plan, which focuses on areas of needed improvement.

Dr. D.D. Brown Academy of Hope is currently undergoing a renovation to the campus during which two new classroom buildings and a new cafeteria will be added. Also, Building 01 and Building 04 will be renovated.

Although the facilities of the school are in need of repair, the heart of the school is most certainly its students, teachers, and staff. Time and again, the administration receives compliments from visitors to the campus about the friendliness of the student body and staff. Dr. D.D. Brown Academy of Hope students come from many different backgrounds, but they are all part of the same body of spirit and this shines beyond any fading exterior.

Understanding the profile of Dr. D.D. Brown Academy of Hope involves an overview of the community from which our students come, the characteristics of Dr. D.D. Brown Academy of Hope itself, the characteristics of the administration and staff of Dr. D.D. Brown Academy of Hope, and the characteristics of the students who comprise the student body of Dr. D.D. Brown Academy of Hope. This overview provides a firm foundation for understanding the complexities of our educational institution and how to best serve our students and their families.

Community Characteristics

Ocala is known as the Horse Capital of the World. Large oak trees, horse farms, and rolling hills make Ocala, a picturesque location in North Central Florida. Ocala is also home of the Ocala National Forest with its 383,000 acres of land which include hiking trails, natural springs for swimming, and camping areas. The Cross Florida Greenway also offers hiking, biking, and camping. Silver Springs Attraction provides fun and educational experiences and Wild Waters Water Park next door is open throughout the summer. Families also have available to them the Appleton Museum of Art, the Discovery Science Center, the Ocala Civic Theatre, and the Ocala-Dr. D.D. Brown Academy of Hope Veterans Memorial Park. These unique locations make Ocala and Dr. D.D. Brown Academy of Hope quality area for raising families and enjoying outdoor and educational experiences.

Ocala, with a population of 50,000, is the largest city in Marion County. Surrounding communities include Belleview, Lady Lake, McIntosh, Silver Springs Shores, Reddick, The Villages, Wildwood, and Williston. Ocala's

population is approximately 70% White Non-Hispanic, 22% Black, 6% Hispanic, and 4% other races. Seventy-nine percent of the population 25 years or older has a high school or higher education, 19.4% have a bachelor's degree or higher, and 7.5% have a graduate or professional degree. The 2013 county average unemployment rate was 3.6%. The median household income is 75 \$31,851. The average cost of a single-family house in 2004 was approximately \$109,600.

Students have resources for learning in Dr. D.D. Brown Academy of Hope beyond the school system. The Dr. D.D. Brown Academy of Hope Library Headquarters is located in Ocala and there are eight branches of the library in the surrounding communities. Central Florida Community College, recently currently celebrated its 50th anniversary, has changed from a two-year institution into a four year institution and has a new name of College of Central Florida and Rasmussen College offer students the opportunity to attend post-secondary private school in their own community. Within a range of about 70 miles there are other collegiate choices including the University of Florida, Santa Fe Community College, Saint Johns River Community College, Stetson University, Seminole Community College, Saint Leo University, and University of Phoenix-Orlando Campus.

Electives

At present, Dr. D.D. Brown Academy of Hope presents academic students with numerous academic, general, vocational, performing arts, and ESE electives to bolster their schedules.

Dr. D.D. Brown Academy of Hope administration and guidance staff knows that electives aid in developing the whole student in preparation for admission to postsecondary institutions and future careers. For the 2010-2011 school year, these courses include:

- ✓ Academic Electives
- ✓ Social Studies
- ✓ Humanities I and II
- ✓ Law Studies
- ✓ Psychology
- ✓ Sociology
- ✓ Philosophy
- ✓ Anatomy and Physiology
- ✓ Chemistry Honors, IB
- ✓ Physics Honors, IB
- ✓ Physical Science
- ✓ English
- ✓ Drama I-IV
- ✓ Mathematics
- ✓ Advanced Topics in Mathematics

- ✓ Calculus –
- ✓ Liberal Arts Mathematics
- ✓ Math Analysis –Statistics with Calculus
- ✓ General Electives
- ✓ Computing for College and Careers
- ✓ Driver’s Education
- ✓ Leadership Skills Development
- ✓ Naval JROTC
- ✓ Vocational Electives
- ✓ Accounting Applications I
- ✓ Electrical Apprenticeship
- ✓ Computer repair and analysis
- ✓ Fiber optic apprentice ship
- ✓ Web Design
- ✓ Piano and Organ Instruction
- ✓ Computer and Business Skills
- ✓ Electronics I – III
- ✓ Independent Ed Direct Studies
- ✓ Introduction to Childcare Training
- ✓ Keyboarding and Business Skills
- ✓ Teacher Assisting I – IV
- ✓ Web Design I-II
- ✓ Performing Arts Electives
- ✓ Guitar
- ✓ Intro to Music Performance
- ✓ Music Appreciation
- ✓ Intro to Drama
- ✓ Acting I - IV
- ✓ ESE Electives
- ✓ Career Experiences
- ✓ Career Preparation

✓ Career Placement (ESE On the Job Training, OJT)

✓

Extracurricular Activities

Dr. D.D. Brown Academy of Hope is proud to have over clubs and organizations including co-curricular, vocational, service, and special interest clubs. The members of these clubs are nurtured by faculty and staff who, in many cases, volunteer their time to add to the student life at Dr. D.D. Brown Academy of Hope and to give students opportunities beyond their classroom experiences.

Students also have the opportunity to become involved in sports. There are over _____

Students involved in over ___ organizations. Students are given opportunities to learn about teamwork, camaraderie, and leadership. Dr. D.D. Brown Academy of Hope is proud of the accomplishments of all and

Co-curricular Programs

Dr. D.D. Brown Academy of Hope is fortunate to have active, competitive co-curricular programs such as Health Occupation, TV, Drama, Agriculture, and The Health, Teacher Assisting, and Criminal Justice programs are actively involved in the community through their extensive shadowing, mentoring, and internship programs. To prepare our students with appropriate higher-level academic content tied to related work, our Cabinet Making students operate an entrepreneurial engraving business which involves the manufacture and design of nameplates, plaques, and other items for the Dr. D.D. Brown Academy of Hope School and several local businesses. In addition, our Agriculture students operate a school-based business called *Creations* and our TV Production students create, edit, and produce of the Year, and Graduation Videos. Finally, several of our programs offer students 10-30 hours of instruction that may qualify them for industry OSHA certification.

Naval Junior ROTC Program

The Naval Science (Navy JROTC) program is being looked into for students to participate at their home school of record and will be an integral part of the Dr. D.D. Brown Academy of Hope curriculum; since, as an elective class that is offered all four years, it may help qualify students for college ROTC scholarships, as well as appointments to any of the four major service academies. While the program does not recruit young men and women for military service, the competencies gained do allow entry at advanced pay grades.

Dr. D.D. Brown Academy of Hope would like to hire two JROTC instructors. One instructor is a retired Navy officer and the second is a retired Master Sergeant in the Marine Corps. With approximately cadets enrolled annually, their primary goals include the development of positive character traits and practical leadership skills. Cadets are encouraged to pursue excellence in academics, physical fitness and becoming well-disciplined in all areas of their personal lives. In short, they are taught to be “team players” who will grow into positive contributors to our society.

Extracurricular activities include academic, athletic, and drill competitions at field meets

Throughout the state as well as participating in numerous community service events.

Dr. D.D. Brown Academy of Hope has been a consistent leader at many of these competitions which include some of the finest units in the country. Some cadets earn the opportunity to participate in summer leadership academies and all have opportunities to visit active military installations. We are especially proud of the success of our past cadets. Numerous graduates have gone on to become leaders in each of the military services as well as the civilian community. With hard work, we expect many of today's cadets to follow in their footsteps.

Budget

The principal of the school is responsible for allocating the annual budget. The district Provides money for the district reading program. Instructional materials for ESE and core curriculum courses are also purchased by the district.

Student Expectations

All students are informed of the school's expectations for their behavior while a student at Dr. D.D. Brown Academy of Hope. This information is contained in the district Code of Conduct given to each student in a Student Planner, which each student receives at the beginning of the school year for free due to an allocation for this expense by the School Advisory Council. The district Code of Conduct is a progressive discipline plan implemented at the school level with support services provided for students when needed. The discipline staff and instructors work together to protect the classroom and school setting to deter disruptive behavior. The Annual Discipline Review committee comprised of instructional and non-instructional staff and headed by the Assistant Principal of Discipline meets to review policy and procedures concerning discipline, attendance, and the facility.

Safety

The staff and administration of Dr. D.D. Brown Academy of Hope ensure the safe operation of the school. This is especially important during the current construction phase. Signs are posted to direct visitors to the front office where they must sign in through the Keeping Track of software which prints a bright yellow name tag to aid in identifying visitors on campus. All staff personnel wear school identification badges. In accordance with the Jessica Lundsford

Act, the employees of any business that have a signed contract with any organization within our school must have Level II screening completed by the county office prior to being allowed on campus. All volunteers must

fill out appropriate volunteer paperwork which includes a self-reporting process and a check of the Florida Sexual Predators Database. The Safety Committee, consisting of members of the discipline team, teachers, the school custodian, and the cafeteria manager, reviews safety concerns for the staff and students and then addresses these concerns in a timely manner. All staff and students participate in emergency drills to ensure safe procedures should the school enter an emergency situation. In spite of the open nature of the layout of the campus, teamwork and diligence on the part of staff and students help to maintain a safe environment.

STAFF CHARACTERISTICS

Administration

Dr. D.D. Brown Academy of Hope has a strong leadership team that believes in and supports the vision of the school. The principal is very dedicated and has a strong administrative staff of Assistant Principal of Curriculum, Assistant Principal of Instruction, and Assistant Principal of Discipline. The administrator to teacher ratio is one to 26. The total leadership team also includes a vocational administrator, an International Baccalaureate coordinator, an athletic director, and a student activities director. Two deans of discipline assist the Assistant Principal of Discipline. No new administrators were hired for the 2013-2014 school year; however, the position of Curriculum Coordinator was dissolved and replaced with the position of Assistant Principal of Curriculum. The staff person who was the Curriculum Coordinator interviewed for the new AP position and was subsequently hired. The leadership team sets the climate for success by communicating to all stakeholders the extreme importance of reaching the goal of ongoing improved student achievement and their sincere appreciation for all that is done toward that end. The principal and his leadership team consistently work toward keeping all stakeholders informed of the school's progress.

Instructional Staff

The Dr. D.D. Brown Academy of Hope instructional staff is a diverse, caring group of individuals who are working together to provide educational opportunities for all students. This year Dr. D.D. Brown Academy of Hope High School hired 18 new instructors and retained two instructors who are job sharing and teaching part-time. The new instructors were acclimated to the Dr. D.D. Brown Academy of Hope School system through the Professional Orientation Program, a school-based induction program, and the support of a mentor/peer teacher. These new teachers attended weekly meetings during the first semester with the Dr. D.D. Brown Academy of Hope administration for training in grading procedures, class management, technology, and best practices. These teachers then met monthly with the administrative staff during the second semester.

The instructional staff has a total of 28 active employees. Dr. D.D. Brown Academy of Hope is proud to have a highly accomplished instructional staff. The Dr. D.D. Brown Academy of Hope staff members support the development of the whole student and often volunteer in positions outside of their classroom to provide extracurricular opportunities for students.

Areas of Concern

While Dr. D.D. Brown Academy of Hope is excelling in numerous areas, there is still room for improvement and the Dr. D.D. Brown Academy of Hope staff and administration are continually working toward that end.

Dr. D.D. Brown Academy of Hope students are performing above district and state levels in math, reading, and writing according to the Florida Comprehensive Assessment Test scores.

However, our minority students, students with disabilities, and lower-socioeconomic students are performing below grade level expectations. In order to better reach these students, level one and two ninth and tenth grade students are scheduled into intensive math and reading courses. The eleventh and twelfth grade students who are not meeting graduation requirements in reading or math are also placed in intensive reading and math classes. These academic strategies are designed to better reach the students in these low-performing areas.

Dr. D.D. Brown Academy of Hope must continue to demonstrate a commitment to reaching all stakeholders through various means of communication. The school and IB newsletters, website, marquee, and report cards are all steady means of communication between the school and home. However, there must be a continued focus on the communication between the teacher in the classroom and the parent at home. The anticipated new grade book online software to be in place next year will be a welcome means for live updates on grades for student and parent access. It is hoped this will aid in fostering a continual line of communication between teachers, parents, and students. The climate surveys for parents and students are an important means of obtaining baseline data used throughout the year to assess how the school is meeting its own expectations and those of the stakeholders. Dr. D.D. Brown Academy of Hope must strive to increase participation of parents in the survey process. Also, although all students had the opportunity to fill out the survey in a classroom setting, nearly 20% of the students chose to mark no opinion as an answer choice for most questions. An effort must be made to share with students that their opinions are taken seriously and reviewed by all stakeholders, which will hopefully encourage them to take the time to fully complete the survey.

Dr. D.D. Brown Academy of Hope District State

At a community college in Florida during Fall 2013 34.3% 33.5% 30.9 %. At a state university in Florida during Fall 2013 26.7% 13.8% 21.5%. At a technical education center in Florida during Fall 2013 .955% .577% 1.13 %

Parental involvement at Dr. D.D. Brown Academy of Hope is always encouraged. Open House, School Advisory Council meetings, and various academic, athletic, and club parent meetings offer opportunities for parents to be engaged in the activities of Dr. D.D. Brown Academy of Hope. However, the onus is on the school to continually reach out into the community in a variety of ways to encourage parents to be a part of the ongoing educational process of the school. Taking advantage of opportunities to hold meetings and/or tutoring at local facilities would provide opportunities to interact with the school community.

Kat Crowell, Chair

Assistant Principal of Instruction

Continual Process of Improvement

Dr. D.D. Brown Academy of Hope is committed to the continual process of enacting, monitoring, and analyzing our plan for school improvement. The School Improvement Plan is the map for providing a quality education for all of our students. This plan focuses on the areas of Dr. D.D. Brown Academy of Hope that show a need for improvement. The areas of improvement are determined by the previous year's data, including Continuous Improvement Model data, and the climate surveys for staff, parents, and students. The School Improvement Plan, developed by the staff and administration of Dr. D.D. Brown Academy of Hope and the School Advisory Council, explicitly states goals and measurable outcomes to monitor improvement. These goals then become a part of the school-wide instructional planning. All decisions made are aligned with the School Improvement Plan. Administrators ensure that teachers are administering the school-wide instructional plan through the use of walk-through observations, formal classroom observations, informal and formal conferences. The departmental chairs also work with the teachers in their department to assist in the implementation of the plan. Departmental chair meetings provide an opportunity for discussion with the administrative staff concerning the instructional plan and items related to the School Improvement Plan. Also, staff meetings provide an opportunity to disseminate information and data, discuss best-practices, and address areas of concern. Throughout the year the Continuous Improvement Model serves to assist teachers, the administration, in monitoring and analyzing on-going student learning. A benchmark assessment in the fall provides baseline data and monthly assessments provide incremental data to give teachers the best possible evaluation of learning as it occurs in the classroom. All of these means provide the administration and staff with the tools necessary to provide instruction that will meet each student's needs.

This continuous process is repeated on an annual basis. The year's data is again analyzed to determine areas of strength and areas of needed improvement. The stakeholders then set about writing the School Improvement Plan, to be used to guide the next year of student growth.

Communicating Efforts to Improve Student Learning

Communication with stakeholders is an essential part of the learning process for our staff and students. School and newsletters, the school website, interim and quarterly report cards, AlertNow phone calls, and the School Advisory Council meetings include methods Dr. D.D. Brown Academy of Hope uses to communicate with parents throughout the year. As student learning effectively involves the whole student, we strive to develop the each student through a well-rounded education including sports and extracurricular activities in addition to academic offerings. We encourage parents to be a part of the entire high school experience. The monthly meetings of the School Advisory Council are utilized to share with all stakeholders information regarding the improvement efforts

of the school. The principal and the administrative staff as well as other staff persons Quality Assurance regularly present updates to the members of the School Advisory Council regarding the many facets of the school. We believe it is important for all stakeholders to feel they understand the operation of the entire school and how it is working at all times for the benefit of students. The staff members are a continual part of the improvement process. Staff meetings, department meetings, and educational software are all methods of informing the staff members regarding the progress of the school. At the beginning of each year the staff studies disaggregated data in preparation for best instructing students. Throughout the year a variety of meetings, Continuous Improvement Model assessments, and internal assessments keep the staff and administration informed as to the progress of the school as it is implementing its improvement plan.

Internal System Management

The instructional planning for the school is analyzed throughout the year to ensure alignment with the School Improvement Plan. Administrative, department chair, department, and staff meetings all serve to maintain the integrity of the plan and provide an on-going dialogue about the school's efforts for improvement. All stakeholders have input regarding concerns and issues they would like to see addressed in order to best serve students. Throughout the improvement process there is continual focus on providing a seamless transition from year to year. This cyclical process is regarded as instrumental in preparing our students for their future.

Dr. D.D. Brown Academy of Hope offers a rich curriculum of academic, vocational, and elective courses to provide our students with many choices and opportunities throughout their high school career. The master schedule is set every spring by the principal, the assistant principal of curriculum, and the assistant principal of instruction. Guidance counselors assist students and their parents in making the right choices for them. Teachers also offer guidance for students in selecting their classes. Additionally, the in-house television production program shares curricular offerings with the school.

Our students deserve a dedicated, caring, and professional staff focused on providing a high quality education for each student in the school. Thus, high standards are held for the staff of Dr. D.D. Brown Academy of Hope. An annual professional evaluation system is administered to every member of the school staff. This system provides an opportunity for administrators to observe teachers in their classroom setting and work with them one-on-one. Administrators have the opportunity to formally praise, encourage, and/or redirect when necessary. Teachers new to the school system or their particular subject area are given additional support through a district and school-level induction program.

These teachers are in particular need of assistance and guidance as they begin their own pursuit of excellence. Also, all other staff members are evaluated annually based on their job-related performance. Learning is enhanced by various means of financial support of the classroom. In addition to the budget provided by the district to purchase academic materials, there are other resources available to teachers. The School Advisory Council is allocated money every year per student. The members of this organization use these funds to support a variety of activities and needs centered around student learning. Additionally, teachers may request funds through the School Advisory Council Grants. Many teachers also choose to pursue grants on their own. Parents and businesses in the community regularly support learning in the classroom through volunteering and assisting teachers in a variety of ways. The principal maintains an internal account dedicated exclusively to expenses supporting student activities. Also, many co-curricular clubs do fundraising to supplement their academic pursuits in and out of the classroom.

Student learning is at the center of all that we do at Dr. D.D. Brown Academy of Hope. Whether in the classroom, on the field, or in the community our staff is working to fulfill its vision for the future where our

students will have the best of opportunities available to them. They will be responsible, productive citizens able to continually adapt through the learning process to a changing world. Dr. D.D. Brown Academy of Hope is moving towards the future.