

| | 9th | 10th | 11th | 12th |
|--|---|--|--|--|
| English & Literature | Ancient Greek Literature Honors | European Literature Honors | American Literature Or AP English Composition | Modern Literature Honors Or AP English Literature |
| | Composition I (One Semester) | Composition II (One Semester) | Or ENC1101/1102 | Or ENC1101/1102 |
| History | World Civilizations Honors | European History Honors | American History Honors | Western Civilizations Honors |
| Mathematics | Geometry Honors Or Algebra II Honors | Algebra II Honors Or Pre-Calculus Honors | Pre-Calculus Honors Or AP Calculus AB Or MAC1105/STA2023 | Probability & Statistics Honors Or MAC1105/STA2023 Or AP Calculus AB Or AP Calculus BC |
| | Biology 1 Honors Or Chemistry 1 Honors | Chemistry 1 Honors Or Physics 1 Honors | Physics 1 Honors Or AP Science | AP Science Or Anatomy & Physiology Honors Or DE Biology (BSC2010C) |
| World Language | Latin I Or Latin II | Latin II Or Latin III Honors Spanish I Or Elective/PFA | Latin III Honors Latin IV Honors Spanish 2 Or Elective/PFA | Latin IV Honors AP Latin Or Elective/PFA |
| Required Classical Curriculum | Semantics and Logic Honors (One Semester) | Great Books Honors | Rhetoric (One Semester) | Moral Philosophy (One Semester) Senior Thesis (One Semester) |
| Additional FL HS Graduation Requirements | Personal Financial Literacy Honors (One Semester) | HOPE (Health Opportunities through Physical Education) | Economics with Financial Literacy Honors (One Semester) | American Political System: Process and Power Honors (One Semester) |
| Practical, Performing or Fine Arts | PFA (One Semester) | | PFA (One Semester) | |
| Electives | Elective (Two Semesters) | Elective (One Semester) | Elective (Three Semesters) | Elective (Three Semesters) |

State of Florida H. S. Credit Requirements

| Graduation Subject | CCA Course sequence / FLDOE Course & Course Code |
|--|--|
| English (1 credit) | Ancient Literature (#1020870) |
| English (1.0 Credit) | Humane Letters II Hon (#1005384) |
| English (1.0 Credit) | American Literature Honors (#1020810) / AP Lang (#1001420)/ ENC1101 |
| English (1.0 Credit) | Humane Letters IV Hon (#1005354)/ AP Lit (#1001430)/ ENC1102 |
| Algebra 1 (1.0 Credit) | Alg 1 Hon (#1200320) |
| Geometry (1.0 Credit) | Geometry Hon (#1206320) |
| Math (1.0 Credit) | Alg II hon (#1200340) |
| Math (1.0 Credit) | Precalculus Hon (#1202340) /Prob Stat Hon (#1210300)/MAC1105 |
| World History (1.0 Credit) | Humane Letters II Hon – History (#2109343) |
| American History (1.0 Credit) | Visions & Countervisions Hon (#2100480) |
| American Government (.5 credit) | The American Political System: Process and Power Honors (#2106460) |
| Economics (.5 credit) | Economics w/ Financial Lit Hon (#2102345) |
| Biology (1.0 Credit) | Biology 1 Hon (#2000320) |
| Science (1.0 Credit) | Chemistry I Hon (#2003350) |
| Science (1.0 Credit) | Physics I Hon (#2003390) |
| Practical or Performing Fine Art (1.0 Credit) | Any total of 1.0 credit of PFA Courses |
| World Language 1 (1.0 Credit) | Latin I (#0706300) |
| World Language 2 (1.0 Credit) | Latin II (#0706310) |
| HOPE (State required PE) (1.0 Credit) | HOPE (#3026010) |
| Personal Financial Literacy (0.5 Credit) | Personal Financial Literacy Honors (#2102374) |
| Elective (5.5 Credits) | CCA Students will have 13.5 Credits of “Electives” Electives being defined as courses taken above the minimum required in any given subject matter, as well as courses designated by FLDOE as “elective” courses. |

| Course | Textbook |
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| Ancient Literature (#1020870) | Quarter 1: Homer, The Odyssey and The Iliad Quarter 2: Homer, The Iliad; Greek Poetry and Drama, Oedipus Cycle (plus excerpts from Agamemnon, Eumenides, and Aristotle's Poetics) Quarter 3: Roman worldview; Ovid, The Metamorphoses; Virgil, The Aeneid Quarter 4: Virgil, The Aeneid; Shakespeare, Julius Caesar |
| Humane Letters II Hon (#1005384) | <input type="checkbox"/> King Arthur & His Knights of the Round Table, Roger Lancelyn Green (summer reading) <ul style="list-style-type: none"> • Gawain and the Green Knight, trans. J.R.R. Tolkien (GGK) • Beowulf, trans. Seamus Heaney (BW) • Canterbury Tales (selections) by Geoffrey Chaucer (CT) • Hamlet by William Shakespeare (H) • Paradise Lost by John Milton (PL) • A Tale of Two Cities by Charles Dickens (TTC) • Selected lyric poetry |
| American Literature Honors (#1020810) | Quarter 1: <input type="checkbox"/> Mark Twain's The Adventures of Huckleberry Finn (1884) <input type="checkbox"/> Nathaniel Hawthorne's The Scarlet Letter: A Romance (1850) <input type="checkbox"/> Arthur Miller's The Crucible (1953) Quarter 2: <input type="checkbox"/> Herman Melville's Moby-Dick; or, The Whale (1851) Quarter 3: <input type="checkbox"/> Ralph Waldo Emerson's "Self-Reliance" (1841) <input type="checkbox"/> Henry David Thoreau's "On the Duty of Civil Disobedience" (1849) <input type="checkbox"/> Willa Cather's My Antonia (1918) <input type="checkbox"/> August Wilson's The Piano Lesson* (1987) <input type="checkbox"/> William Shakespeare's The Tempest: Sea Storm (1611) Quarter 4: <input type="checkbox"/> selected short stories of Eudora Welty, Flannery O'Connor (no relation!), Katherine Anne Porter, Ralph Ellison, et alia* <input type="checkbox"/> William Faulkner's The Reivers* (1962) |
| AP English Language and Composition (#1001420) | |
| Humane Letters IV Hon (#1005354) | Pride & Prejudice by Jane Austen <ul style="list-style-type: none"> • A Good Man is Hard to Find, and Other Stories by Flannery O'Connor • Crime and Punishment by Fyodor Dostoevsky • The Death of Ivan Ilyich by Leo Tolstoy • Metamorphosis by Franz Kafka • One Day in the Life of Ivan Denisovich by Alexander Solzhenitsyn • Murder in the Cathedral, "The Wasteland," and "Four Quartets" by T.S. Eliot • King Lear by William Shakespeare • A large quantity of 19th and 20th century lyric poetry • Occasional literary essays, philosophical excerpts, speeches, and short stories |
| AP English Literature (#1001430) | |

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| Alg 1 Hon (#1200320) | (on hand) |
| Geometry Hon (#1206320) | (on hand) |
| Alg II hon (#1200340) | (From same publisher as Alg 1 and Geometry Books) |
| Precalculus Hon (#1202340) | |
| Prob Stat Hon (#1210300) | |
| Eastern & Western Heritage Hon 2100460 Eastern & Western Heritage 2100370 (World Civilizations) | Spielvogel, Jackson. Western Civilization. Vol. 1. 11th edition. Cengage Learning, 2021. |
| Humane Letters II Hon – History (#2109343) (World History) | N.B. Western Civilization II Western Civilization: Volume II: Since 1500 11th Edition |
| Visions & Countervisions Hon (#2100480) (United States History) | (On Hand) Gateway to U.S. History with Revised Civics and Government Standards, 2022, 1st Edition United States History, Modern Times, Honors Florida Edition, 2024, 1st Edition |
| Humane Letters IV Hon – History 2109347 (Modern History/Western Civilizations) | Bennett, William J. America The Last Best Hope Volume II: From a World at War to the Triumph of Freedom. Nashville: Thomas Nelson, 2007. Bennett, William J. America The Last Best Hope Volume I: From the Age of Discovery to a World at War. Nashville: Thomas Nelson, 2006. Chapters 11-13. Remarque, Erich Maria. All Quiet on the Western Front. Translated by A. W. Wheen. New York: Ballantine, 1982. Washington, Booker T. Up from Slavery. Mineola: Dover Thrift, 1995. Wiesel, Elie. Night. New York: Hill and Wang, 2006. |
| The American Political System: Process and Power Honors (#2106460) (American Government) | United States Government & Civics, Honors, Florida Edition, 2024, 1st Edition Florida Magruder's American Government Interactive Honors, 2024, 1st Edition |
| Economics w/ Financial Lit Hon (#2102345) | Economics with Financial Literacy, Florida Edition, 2024, 1st Edition Economics with Financial Literacy, Honors, Florida Edition, 2024, 1st Edition |
| Biology 1 Hon (#2000320) | (on Hand) |
| Chemistry I Hon (#2003350) | |
| Physics I Hon (#2003390) | |

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| Latin I (#0706300) | Wheelock's Latin, 7th ed., Frederic M. Wheelock and Richard A. LaFleur |
| Latin II (#0706310) | Wheelock's Latin, 7th ed., Frederic M. Wheelock and Richard A. LaFleur |
| HOPE (#3026010) | |
| Personal Financial Literacy Honors (#2102374) | Foundations of Financial Literacy, 2023, 11th Edition |
| Semantics and Logic Honors #1004300 | Traditional Logic I & II, Memoria Press |
| Great Books Hon | Republic, Plato (selections) Essays, G.K. Chesterton (selections) Selected texts by Peter Kreeft, Leon Kass, Flannery O'Connor, et al. |
| Speech #1007305 | Selections from Mill's On Liberty, Silence Dogood No. 8 Excerpts from Seneca and Epictetus Excerpts from Marcus Aurelius Patrick Henry- "Give Me Liberty or Give Me Death" The Declaration of Independence; Lincoln- "On the Perpetuation of Our Political Institutions" Douglass- "What to the Slave is the Fourth of July"; Lincoln- Gettysburg Address Lincoln's Second Inaugural Excerpt from Vaclav Havel's "Power of the Powerless"; Solzhenitsyn- "Live Not by Lies" Reagan- "Address to Members of the British Parliament" |
| Philosophy | Moral Philosophy Readings Packet The Four Loves by C.S. Lewis |
| Fundamental Research 1700305 | (Whichever book they are basing their thesis on and MLA formatting handbook) |

Ninth Grade - Literature & History

Ancient Greek Literature Honors Course Description:

FLDOE Course and Course Code: Ancient Literature Honors #1020870)

FLDOE Graduation Subject area: 1.0 Credit of English

Founder's Course Description: 9th Grade Literature covers the essential question: who am I, and why am I here? What is the work of my life, and how will I be remembered by those who come after me? The poets of the ancient world recorded stories that continue to influence later generations and civilizations; gods and myths are present in our popular imagination, and this course attempts to introduce you to the original texts. By reading these narratives, we come to know ourselves, as the Oracle at Delphi put it. Over the course of this year, we learn how to read texts closely and understand how the poetic imagination connects us to universal truths.

Course Schedule

- Quarter 1: Homer, The Odyssey and The Iliad
- Quarter 2: Homer, The Iliad; Greek Poetry and Drama, Oedipus Cycle (plus excerpts from Agamemnon, Eumenides, and Aristotle's Poetics)
- Quarter 3: Roman worldview; Ovid, The Metamorphoses; Virgil, The Aeneid
- Quarter 4: Virgil, The Aeneid; Shakespeare, Julius Caesar

World Civilizations Honors Course Description:

FLDOE Course and Course Code: Eastern and Western Heritage (#2100460)

FLDOE Graduation Subject Area: 1.0 credit of Elective

Founder's Course Description: In this course, students explore the foundations of western civilization from the first cities in Mesopotamia to the end of the Roman Empire. Students learn about these ancient cultures through their writings and the other material goods they left behind. They study Mediterranean and Near Eastern geography and resources, religion and myth, law and morality, conflict and commerce during the Bronze Age civilizations (Sumer, Egypt, Babylonia, etc.), the Persian and Greek empires, and the Roman Republic and Empire. Students are taught how to read and interpret ancient written sources (in translation) and are expected to summarize and compare the assigned selections. At the end of the course, students will have a strong grasp of how civilizations formed and fell, how ancient people saw and understood the world around them, and the choices they made when presented with the eternal challenges of being human.

FLDOE Course Description: The primary content emphasis for this course pertains to the study of the world's earliest civilizations to the ancient and classical civilizations of Africa, Asia, and Europe. Content will include, but is not limited to, the birth of civilizations throughout the world, including the origins of societies from Mesopotamia, Africa, China, India, and Mesoamerica from the perspective of cultural geography, growth, dissemination, and decline of four classic civilizations of India, China, Greece, and Rome, the role of isolation and interaction in the development of the Byzantine Empire, African and Mesoamerican civilizations, India, China, Japan, and Europe, and the emergence of social, political, economic, and religious institutions and ideas.

Tenth Grade – Literature & History

European Literature Honors Course Description:

FLDOE Course and Course Code: Humane Letters 2 Honors (#1005384)

FLDOE Graduation Subject Area: 1.0 Credit of English

Founder's Course Description: The purpose of this course is to engage students with the great poems, plays, and novels of British literature from the Anglo-Saxon through the Romantic periods. By studying these great works of the English language, students develop an imaginative love of their own language and an attention to its particularities and terrain. Students will develop skills of close reading, analyzing these works for form (literary conventions) and content (ideas and themes). This course aims to form polite and attentive high-level readers who love literature and are able to respond to it with elevated thought, respectful discussion, and eloquent writing.

WORKS READ

- King Arthur & His Knights of the Round Table, Roger Lancelyn Green (summer reading)
- Gawain and the Green Knight, trans. J.R.R. Tolkien (GGK)
- Beowulf, trans. Seamus Heaney (BW)

(CT)

- Hamlet by William Shakespeare (H)

- A Tale of Two Cities by Charles Dickens (TTC)
- Selected lyric poetry

FLDOE Course Description: This course defines what students should understand and be able to do by the end of 10th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

This course is designed to be paired with Humane Letters 2 – History. Emphasizing the classical approach to teaching and learning, this course fosters reading, discussion, and writing based on ideas contained within the great books of the modern European tradition. In this course students strive to better understand the world around them by thinking critically about the deeds, positions, and disputes of those who came before us. Through careful reading, thoughtful discussion, and persuasive writing, students will sharpen their abilities to think analytically and critically. Recommended texts for this course include, but are not limited to: Henry V by Shakespeare, Pride and Prejudice by Austen, A Tale of Two Cities by Dickens, and Crime and Punishment by Dostoevsky.

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

European History Honors Course Description:

FLDOE Course and Course Code: Humane Letters 2 History Honors (#2109343)

FLDOE Graduation Subject area: 1.0 Credit of World History

Founder's Course Description: A survey of the history of Western Civilization from the adoption of Christianity by the Roman Empire through the French Revolution. In this course, students will develop analytical skills and obtain factual knowledge necessary to deal enthusiastically with issues throughout European history. Emphasis is placed on critical and evaluative thinking skills and interpretation of primary texts.

FLDOE Course Description: Emphasizing the classical approach to teaching and learning, this social studies course fosters reading, discussion, and writing based on ideas contained within the great books of the modern European tradition. This course is designed to be paired with Humane Letters 2 - Literature.

Students study European history from the Late Middle Ages to the end of World War Two, with a special focus placed on political and societal change. Within the scope of this course, these changes are explored through the study of works of history, political philosophy, and imaginative literature. Political and societal changes include, but are not limited to, the historical development and theoretical justification of modern constitutional government. Additionally, students will explore questions concerning the basis of property rights, the birth and growth of modern ideologies in the 19th and 20th centuries, and the causes and effects of revolution. Recommended texts for this course include, but are not limited to: Locke's Second Treatise of Government and Rousseau's Discourse on Inequality.

Standards-based course content for each time period should include, but not be limited to:

- Late Middle Ages: Understand how the Black Death, the Hundred Years' War, and tensions within the Medieval Church led to ruptures in medieval society that paved the way for the Renaissance.
- The Renaissance: Determine how the Renaissance period opened the door for humanistic thinking, more nationalized monarchies, and open calls for social/political reform. Special emphasis may be placed the writings of Machiavelli, Castiglione and Mirandola.
- The Reformation: Recognize the central tenets of the Reformation and the Counter-Reformation, noting especially the diverse beliefs among Protestant groups and the social/political impact of the movement.
- The Age of Religious Wars: Examine the violent nature of confessional wars across Europe in the 16th and 17th centuries, noting especially the gradual shift toward considerations of domestic and international society adopted by the polities.
- European State Consolidation (English Constitutionalism and French Absolutism): Analyze the means by which England and France consolidated political power in the hands of the state, noting especially the political theory behind Constitutionalism and Absolutism. Examine the intricacies of the English Civil War, the legacy of Oliver Cromwell, the significance of the Glorious Revolution, and counterexample of Louis XIV's absolutism.
- Scientific Revolution: Discuss the ideas associated with major thinkers of the 16th and 17th centuries who emphasized empiricism and a new philosophy of science. Explain why this new epistemology was "revolutionary" and was poised to supplant more traditional means of knowing.
- 18th-Century Thought and Life: Recognize the most salient aspects of the Old Regime, noting the social, political, economic, and intellectual tensions that existed therein that paved the way towards the French Revolution. Careful attention is given to the Enlightenment, including its major thinkers and their calls for reform of religion, politics and society.
- The French Revolution and the Modern Nation-State: Discuss the political, intellectual, industrial, and societal themes that lead to the French Revolution and its aftermath. Recognize the common themes in the definition and formation of modern European nation-states.
- 19th-Century Thought, Politics, and Culture: Investigate the many new threads which are woven together to create the aspirations, ambitions, and tensions which set the stage for the World Wars.

end of WWI and the beginning of WWII. Examine how WWII created the early conditions of the Cold War and modernity more generally.

Eleventh Grade – Literature & History

American Literature Course Description:

FLDOE Course and Course Code: American Literature Honors: (#1020810)

FLDOE Graduation Subject Area: 1.0 Credit of English

Founder's Course Description: In English III, we study American Literature exclusively. By encountering our tradition's most significant literary works on their own terms—and in relation to the Old World and to Modernity as a New World enterprise—we strive to gain better understanding of what makes the language of our writing characteristically American and of how prose and poetic texts reveal our distinctly American identity. We will attend to how authors, over these past four centuries, have expressed our collective self-understanding and experiences imaginatively, and appreciate how deeply the American imagination has been rooted in biblical narratives.

Works Read:

- Quarter 1: Mark Twain's *The Adventures of Huckleberry Finn* (1884), Nathaniel Hawthorne's *The Scarlet Letter: A Romance* (1850), Arthur Miller's *The Crucible* (1953)
- Quarter 2: Herman Melville's *Moby-Dick*; or, *The Whale* (1851)
- Quarter 3: Ralph Waldo Emerson's "Self-Reliance" (1841), Henry David Thoreau's "On the Duty of Civil Disobedience" (1849), Willa Cather's *My Antonia* (1918), August Wilson's *The Piano Lesson** (1987), William Shakespeare's *The Tempest: Sea Storm* (1611)
- Quarter 4: selected short stories of Eudora Welty, Flannery O'Connor (no relation!), Katherine Anne Porter, Ralph Ellison, et alia*, William Faulkner's *The Reivers** (1962)

AP English Language and Composition (#1001420) Course Description:

FLDOE Graduation Subject Area: 1.0 credit of English

The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text—from a range of disciplines and historical periods.

The course skills are organized within nine units that scaffold student development of the analysis and composition skills required for college credit. For each unit, the teacher selects a theme or topic and then chooses texts, typically short nonfiction pieces, that enable students to practice and develop the reading and writing skills for that unit.

Each unit culminates in a Personal Progress Check, made up of 1) a free-response question and scoring rubric for the teacher to administer in class or online and 2) online multiple-choice questions that provide each student with personalized feedback and the teacher with a class summary of skills.

The following big ideas serve as the foundation of the course, enabling students to create meaningful connections among concepts. Each big idea correlates with an enduring understanding, a long-term takeaway related to the big idea:

- Rhetorical Situation: Individuals write within a particular situation and make strategic writing choices based on that situation.
- Claims and Evidence: Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments.
- Reasoning and Organization: Writers guide understanding of a text's lines of reasoning and claims through that text's organization and integration of evidence.
- Style: The rhetorical situation informs the strategic stylistic choices that writers make.

Course Skills

The following skill categories, tied to the big ideas, describe what skills students should develop during the course:

- Rhetorical Situation – Reading: Explain how writers' choices reflect the components of the rhetorical situation.
- Rhetorical Situation – Writing: Make strategic choices in a text to address a rhetorical situation.
- Claims and Evidence – Reading: Identify and describe the claims and evidence of an argument.
- Claims and Evidence – Writing: Analyze and select evidence to develop and refine a claim.
- Reasoning and Organization – Reading: Describe the reasoning, organization, and development of an argument.
- Reasoning and Organization – Writing: Use organization and commentary to illuminate the line of reasoning in an argument.
- Style – Reading: Explain how writers' stylistic choices contribute to the purpose of an argument.

Dual Enrollment English Composition I (ENC1101) Course Description:

FLDOE Graduation Requirement: 1.0 Credit of English. (THIS COURSE IS 1 SEMESTER IN DURATION)

This course embodies the fundamentals of effective expression with emphasis on the various forms of expository writing, logical and imaginative thinking, and reading for understanding. The course provides instruction in sentence structure, diction, organization of short essays, correct usage of standard American English documentation skills and writing with sources. This course includes reading and writing competencies.

This course fulfills the Gordon Rule writing requirement and must be completed with a grade of C or higher pursuant to State Board of Education Rule 6A-10.030.

Dual Enrollment English Composition II – Writing about Texts(ENC1102) Course Description:

FLDOE Graduation Requirement: 1.0 Credit of English. (THIS COURSE IS 1 SEMESTER IN DURATION)

This course focuses on understanding and writing about texts. The student will develop a proficiency in evaluating written, visual and filmic texts and in writing analytically about these texts. This course provides a solid introduction to research writing as well as writing skills.

This course fulfills the Gordon Rule writing requirement and must be completed with a grade of C or higher pursuant to State Board of Education Rule 6A-10.030.

American History Honors Course Description:

FLDOE Course and Course Code: Visions and Countervisions Honors (#2100480)

FLDOE Graduation Subject Area: 1.0 Credit of American History

Founder's Course description: "United States History" surveys the history of the United States from its colonial origins to the present. Special focus is given to understanding the words and deeds of great Americans in terms of their implications for American Constitutionalism and citizenship. The first semester will explore American history from the colonial period to Reconstruction, and then the second semester will capture the many transformations having taken place from the end of the Civil War into the present. By the end of the course, students should have developed both an understanding of the ideas and events that continue to drive the history of the United States, and also a basic capacity to analyze the past with a view to solving the problems of the present.

FLDOE Course Description: Visions and Countervisions: Europe, the U.S. and the World from 1848 - The grade 9-12 Visions and Countervisions course consists of the following content area strands: World History, American History, Geography, and Humanities. The primary content emphasis for this course pertains to the chronological study of major concepts and trends evidenced in the United States, Europe, and the world from 1848 to the present. Content should include, but is not limited to, the visions of revolution, nationalism, and imperialism evidenced in European history from 1848 to 1918, international politics from 1918 to 1945 emphasizing post-war Europe, cultural identities following nationalist and independent movements, the development and rise of communism, domestic issues affecting the United States from 1880 to the present, and the United States economic, political, and social policies and their effects on the world from 1898 to the present.

Twelveth Grade – Literature & History

Modern Literature Honors Course Description:

FLDOE Course and Course Code: Humane Letters 4 Honors (#1005354)

FLDOE Graduation Subject Area: 1.0 Credit of English

Founder's Course Description: In this course we will apprentice under the great literary minds of late modernity as we address the existential and philosophical questions resident to our age. We will be given the opportunity to grow in wisdom by practicing the art of listening to one another and to our literary guides. By engaging the lived realities of our culture at their foundations by meditative reading, contemplative discussion, and reflection in writing, we will not only prepare ourselves for a more meaningful life, we will practice having one. Paying attention to these great works of literary art will teach us to see ourselves, each other, and our world with a greater sense of enchantment, moral clarity, and insight. If we are courageous enough in our efforts, we will participate in an ever-growing experience of the good life here and now, and on into the future.

Reading list:

- Pride & Prejudice by Jane Austen
- A Good Man is Hard to Find, and Other Stories by Flannery O'Connor
- Crime and Punishment by Fyodor Dostoevsky
- The Death of Ivan Ilyich by Leo Tolstoy
- Metamorphosis by Franz Kafka
- One Day in the Life of Ivan Denisovich by Alexander Solzhenitsyn
- Murder in the Cathedral, "The Wasteland," and "Four Quartets" by T.S. Eliot
- King Lear by William Shakespeare

- Occasional literary essays, philosophical excerpts, speeches, and short stories

FLDOE Course Description: This course is designed to be paired with Humane Letters 4 – History. Emphasizing the classical approach to teaching and learning, this course is devoted to reading, discussing, and writing based-on great works from Roman antiquity through the 19th century. In this course students strive to better understand the world around them through the evolution of the ideas of those who came before us. Through careful reading, thoughtful discussion, and persuasive writing, students will sharpen their abilities to think analytically and critically. Recommended texts for this course include, but are not limited to: Aeneid, Augustine’s Confessions, Aquinas’ Treatise on Law, Dante’s Inferno, Machiavelli’s Prince, the philosophy of Descartes, and The Brothers Karamazov (The recommended texts list entirely overlaps with Humane Letters 4—History, but the two complementary courses make use of these texts for different purposes).

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

AP English Literature and Composition (#1001430) Course Description:

FLDOE Graduation Subject Area: 1.0 credit of English

The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work’s structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

The course content is organized into nine units, arranged in a logical, suggested sequence. Teachers create their own curricula by selecting and sequencing texts and tasks, and students develop the skills of literary analysis and composition as they repeatedly practice analyzing poetry and prose, then compose arguments about interpretations of literary works. At the end of each unit, teachers have the option of assigning Personal Progress Checks to gauge student progress.

The suggested unit organization is as follows:

- Short Fiction (Units 1, 4, 7)
- Poetry (Units 2, 5, 8)
- Longer Fiction or Drama (Units 3, 6, 9)

The following big ideas serve as the foundation of the course, enabling students to create meaningful connections among concepts. Each big idea correlates with an enduring understanding, a long-term takeaway related to the big idea:

- **Character:** Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.
- **Setting:** Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting.
- **Structure:** The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader’s interpretation of a text.
- **Narration:** A narrator’s or speaker’s perspective controls the details and emphases that affect how readers experience and interpret a text.
- **Figurative Language:** Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.
- **Literary Argumentation:** Readers establish and communicate their interpretations of literature through arguments supported by textual evidence

Dual Enrollment English Composition I (ENC1101) Course Description:

FLDOE Graduation Requirement: 1.0 Credit of English. (THIS COURSE IS 1 SEMESTER IN DURATION)

This course embodies the fundamentals of effective expression with emphasis on the various forms of expository writing, logical and imaginative thinking, and reading for understanding. The course provides instruction in sentence structure, diction, organization of short essays, correct usage of standard American English documentation skills and writing with sources. This course includes reading and writing competencies.

This course fulfills the Gordon Rule writing requirement and must be completed with a grade of C or higher pursuant to State Board of Education Rule 6A-10.030.

Dual Enrollment English Composition II – Writing about Texts(ENC1102) Course Description:

FLDOE Graduation Requirement: 1.0 Credit of English. (THIS COURSE IS 1 SEMESTER IN DURATION)

This course focuses on understanding and writing about texts. The student will develop a proficiency in evaluating written, visual and filmic texts and in writing analytically about these texts. This course provides a solid introduction to research writing as well as writing skills.

Western Civilization Honors Course Description:

FLDOE Course and Course Code: Humane Letters 4 Honors (#2109347)

FLDOE Graduation Subject Area: 1.0 Credit of World History

Founder's Course Description: This course examines the history of the modern world, beginning with the French Revolution. Through a combination of lectures compiled from the textbook and readings from primary sources, students will gain an understanding of the actions and motivations of today's prominent figures and state actors. Though our focus is firmly on Western actors, we will explore the histories of Japan, China, Russia, the Middle East, and several regions of Africa, in addition to European modern history.

FLDOE Course Description: Humane Letters 4 - History is an integrated blending of History and Literature that centers on Western civilization from the Classical Roman world to Modernity. Emphasizing the classical approach to teaching and learning, this course fosters reading, discussion, and writing based on great works. This course is designed to be paired with Humane Letters 4 - Literature.

After three years of studying the linear and internal historical development of specific Western political entities (the United States; the several political units of Europe; ancient Greece, Rome, and Israel), Humane Letters 4—History takes a topical and comparative approach to all of these historical entities previously studied. The course theme is diachronic and transnational innovation within an historical and intellectual tradition of continuity. The selected texts present case studies in which innovative fusions occur between the concrete historical culture of an author and another text, author, or idea far removed in time and/or space. Students will be guided towards the features of texts which cause them to be considered a part of the 'great conversation,' which is the history of the development of thought in Western civilization. This development will be considered as both the cause of historical change and the effect of historical contingencies. Recommended texts for this course include, but are not limited to: Aeneid, Augustine's Confessions, Aquinas' Treatise on Law, Dante's Inferno, Machiavelli's Prince, the philosophy of Descartes, and The Brothers Karamazov (The recommended texts list entirely overlaps with Humane Letters 4—Literature, but the two complementary courses make use of these texts for different purposes).

Humane Letters 4 – History Learning Outcomes:

- Outline the mytho-historical parallels between Homer and the Aeneid; explain how Vergil fuses these elements to create a unique account of the origin and destiny of the Roman people
- Identify the lines of Aquinas' thought that are derived from the Christian and Augustinian tradition, and contrast these with Aristotelian innovations.
- Analyze how the spread and influence of the Latin language influenced Western civilization.
- Discuss how Dante fuses Christian monotheistic ideas into the form of epic poetry.
- Identify the ways in which contemporary politics inform Dante's epic narrative techniques, and explain the ways in which this might have led to an historical evolution in the sense of European (Italian) identity
- Describe the political influence of the church and its relation to secular sources of power which forms the cultural context of Machiavelli's Prince; explain how this text marks a departure from the Constantinian fusion of church and state power.
- Contrast the authority of Descartes' philosophical method with the traditional authorities of church and state; explain how Descartes may be considered a revolutionary turning point within modernity
- Examine the conflict between religious thought and strains of modernist philosophy (rationalism, idealism, nihilism).

Mathematics –

Algebra I Honors (#1200320) Course Description:

FLDOE Graduation Subject Area: 1.0 Credit of Algebra 1

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

Geometry Honors (#1206320) Course Description:

FLDOE Graduation Subject Area: 1.0 Credit of Geometry

In Geometry Honors, instructional time will emphasize five areas: (1) proving and applying relationships and theorems involving two-dimensional figures using Euclidean geometry and coordinate geometry; (2) establishing congruence and similarity using criteria from Euclidean geometry and using rigid transformations; (3) extending knowledge of geometric measurement to two-dimensional figures and three-dimensional figures; (4)

Algebra II Honors (#1200340) Course Description:

FLDOE Graduation Subject Area: 1.0 Credit of Math

In Algebra 2 Honors, instructional time will emphasize six areas: (1) developing understanding of the complex number system, including complex numbers as roots of polynomial equations; (2) extending arithmetic operations with algebraic expressions to include polynomial division, radical and rational expressions; (3) graphing and analyzing functions including polynomials, absolute value, radical, rational, exponential and logarithmic; (4) extending systems of equations and inequalities to include non-linear expressions; (5) building functions using compositions, inverses and transformations and (6) developing understanding of probability concepts.

Precalculus Honors (#1202340) Course Description:

FLDOE Graduation Subject Area: 1.0 Credit of Math

In Precalculus Honors, instructional time will emphasize six areas: (1) extending right triangle trigonometry to unit circle trigonometry and trigonometric functions; (2) extending understanding of functions to trigonometric; (3) developing understanding of conic sections; (4) representing and performing operations with complex numbers and vectors in the coordinate plane; (5) extending understanding of relations in the plane using parametric representations, including polar coordinates and (6) analyzing arithmetic and geometric sequences and series.

AP Calculus AB (#1202310) Course Description:

FLDOE Graduation Subject Area : 1.0 Credit of Math

AP Calculus AB is designed to be the equivalent of a first semester college calculus course devoted to topics in differential and integral calculus.

PREREQUISITES

Before studying calculus, all students should complete the equivalent of four years of secondary mathematics designed for college-bound students: courses that should prepare them with a strong foundation in reasoning with algebraic symbols and working with algebraic structures. Prospective calculus students should take courses in which they study algebra, geometry, trigonometry, analytic geometry, and elementary functions. These functions include linear, polynomial, rational, exponential, logarithmic, trigonometric, inverse trigonometric, and piecewise-defined functions. In particular, before studying calculus, students must be familiar with the properties of functions, the composition of functions, the algebra of functions, and the graphs of functions.

Students must also understand the language of functions (domain and range, odd and even, periodic, symmetry, zeros, intercepts, and descriptors such as increasing and decreasing). Students should also know how the sine and cosine functions are defined from the unit circle and know the values of the trigonometric functions at the numbers 0 , $\pi/6$, $\pi/4$, $\pi/3$, $\pi/2$, and their multiples.

The course content is organized into eight commonly taught units, which have been arranged in the following suggested, logical sequence:

- Unit 1: Limits and Continuity
- Unit 2: Differentiation: Definition and Fundamental Properties
- Unit 3: Differentiation: Composite, Implicit, and Inverse Functions
- Unit 4: Contextual Applications of Differentiation
- Unit 5: Analytical Applications of Differentiation
- Unit 6: Integration and Accumulation of Change
- Unit 7: Differential Equations
- Unit 8: Applications of Integration

Each unit is broken down into teachable segments called topics. In addition, the following big ideas serve as the foundation of the course, enabling students to create meaningful connections among concepts and develop deeper conceptual understanding:

- Change: Using derivatives to describe rates of change of one variable with respect to another or using definite integrals to describe the net change in one variable over an interval of another allows students to understand change in a variety of contexts.
- Limits: Beginning with a discrete model and then considering the consequences of a limiting case allows us to model real-world behavior and to discover and understand important ideas, definitions, formulas, and theorems in calculus.
- Analysis of Functions: Calculus allows us to analyze the behaviors of functions by relating limits to differentiation, integration, and infinite series and relating each of these concepts to the others.

AP Calculus BC (#1202320) Course Description:

FLDOE Graduation Subject Area: 1.0 Credit of Math

AP Calculus BC is similar to AP Calculus AB. It explores the same concepts and applications, only it adds a few new topics. In other words, AP Calculus BC covers more content than AP Calculus AB, though both courses require you to apply the same skills.

The two courses cover content and skills that are introduced in a first-semester calculus course at the college level. All topics in the eight units of AP Calculus AB are included in AP Calculus BC.

- Limits and continuity (Unit 1)
- Differentiation: Definition and fundamental properties (Unit 2)
- Differentiation: Composite, implicit, and inverse functions (Unit 3)
- Contextual applications of differentiation (Unit 4)
- Analytical applications of differentiation (Unit 5)
- Integration and accumulation of change (Unit 6)
- Differential equations (Unit 7)
- Applications of integration (Unit 8)

These topics are only taught in AP Calculus BC:

- Additional techniques of integration (Unit 6)
- Euler's method and logistic models with differential equations (Unit 7)
- Arc length and distance traveled along a smooth curve (Unit 8)
- Parametric equations, polar coordinates, and vector-valued functions (Unit 9)
- Infinite sequences and series (Unit 10)

Prob stat w/ apps Honors (#1210300) Course Description:

FLDOE Graduation Subject Area: 1.0 of Math

In Probability and Statistics Honors, instructional time will emphasize four areas: (1) creating and interpreting data displays for univariate and bivariate categorical and numerical data; (2) comparing and making observations about populations using statistical data, including confidence intervals and hypothesis testing; (3) extending understanding of probability and probability distributions and (4) developing an understanding of methods for collecting statistical data, including randomized trials.

Dual Enrollment – College Algebra (MAC1105) Course Description:

FLDOE Graduation Requirement: 1.0 Credit of Math. (THIS COURSE IS 1 SEMESTER IN DURATION)

The major topics included in this course are linear equations and inequalities; quadratic equations and inequalities; relations and functions; graphs; systems of equations and inequalities; exponential and logarithmic functions; and applications. A review of algebraic techniques is also included in this course as well as a review of polynomials, factoring, exponents, roots and radicals. This course fulfills the Gordon Rule computation requirement and must be completed with a grade of C or higher (pursuant to State Board of Education Rule 6A-10.030).

Dual Enrollment – Elementary Statistics (STA2023) Course Description:

FLDOE Graduation Requirement: 1.0 Credit of Math. (THIS COURSE IS 1 SEMESTER IN DURATION)

This course is designed to introduce students to the fundamentals of descriptive and inferential statistics with a pronounced emphasis on inference. The major topics include methods for analyzing sets of data, probability, probability distributions, estimation, confidence intervals, hypothesis testing, simple linear regression, and correlation. Students with a grade of C or better in MGF 1106 satisfy the prerequisite. This course fulfills the Gordon Rule computation requirement and must be completed with a grade of C or higher (pursuant to State Board of Education Rule 6A-10.030).

Science –

Biology 1 honors (#2000320) Course Description:

FLDOE Graduation Subject Area: 1.0 Credit of Biology

The major themes are: Life is emergent, organized and complex; living systems change through time; living systems interact with their environment and depend on other systems; living systems are related to members of other generations by genetic material passed along during reproduction; growth of an individual conforms to a well defined pattern of differentiation controlled by the organism's genetic makeup; living systems require matter and energy to maintain organization; and living systems maintain a relatively stable internal environment through their regulatory mechanisms and behavior.

Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course.

Chemistry 1 honors (#2003350) Course Description:

FLDOE Graduation Subject Area: 1.0 Credit of Science

This class will provide students with the opportunity to study the composition, properties, and changes associated with matter. Topics included are heat, changes of matter, atomic structure, the periodic table, bonding, formulas, equations, mole concept, gas laws, reactions, solutions, equilibrium

usage and safety.

Physics 1 honors (#2003390) Course Description:

FLDOE Graduation Subject Area: 1.0 Credit of Science

This class will provide students with an in-depth study of the theories and laws governing the interaction of matter, energy and the forces of nature. Some topics included are kinematics, dynamics, energy, work and power, heat, thermodynamics, wave characteristics, light, electricity, magnetism, and nuclear physics. Laboratory activities will include: the use of the scientific method, measurements, laboratory apparatus usage and safety.

Anatomy & Physiology Honors (#2000350) Course Description:

FLDOE Graduation Subject Area: 1.0 Credit of Science

This course will provide students with a foundation in the structure and functions of the components of the human body. Topics include anatomical terminology, cells and tissues, systems of the body, disease and inheritance. Laboratory activities will provide insight into the scientific method, measurements, and apparatus usage.

AP Chemistry (#2000320) Course Description:

*paired with Chemistry 2 Honors.

FLDOE Graduation Subject Area: 2.0 Credits of Science

The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry.

Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore content such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year.

PREREQUISITES

Students should have successfully completed a general high school chemistry course and Algebra II.

LABORATORY REQUIREMENT

This course requires that 25 percent of instructional time engages students in lab investigations. This includes a minimum of 16 hands-on labs (at least six of which are guided inquiry). It is required that students keep a lab notebook throughout.

The course content is organized into nine commonly taught units, which have been arranged in the following suggested, logical sequence:

- Unit 1: Atomic Structure and Properties
- Unit 2: Molecular and Ionic Compound Structure and Properties
- Unit 3: Intermolecular Forces and Properties
- Unit 4: Chemical Reactions
- Unit 5: Kinetics
- Unit 6: Thermodynamics
- Unit 7: Equilibrium
- Unit 8: Acids and Bases
- Unit 9: Applications of Thermodynamics

Each unit is broken down into teachable segments called topics. In addition, the following big ideas serve as the foundation of the course, enabling students to create meaningful connections among concepts and develop deeper conceptual understanding:

- Scale, Proportion, and Quantity: Quantities in chemistry are expressed at both the macroscopic and atomic scales, and relationships exist both within and between these two scales.
- Structure and Properties: Properties of substances observable at the macroscopic scale emerge from the structures of atoms and molecules and the interactions between them.
- Transformations: Chemistry is about the rearrangement of matter, both macroscopically and sub-microscopically.
- Energy: Energy plays important roles in characterizing and controlling chemical systems

AP Biology (#2000320) Course Description:

*paired with Genetics Honors.

FLDOE Graduation Subject Area: 2.0 Credits of Science

The AP Biology course is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions.

Students should have successfully completed high school courses in biology and chemistry.

LABORATORY REQUIREMENT

This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices.

Students should be able to describe how to collect data, use data to form conclusions, and apply their conclusions to larger biological concepts. Students should report recorded data and quantitative conclusions drawn from the data with appropriate precision (i.e., significant figures). Students should also develop an understanding of how changes in the design of the experiments would impact the validity and accuracy of their results. Many questions on the AP exam are written in an experimental context, so these skills will prove invaluable for both concept comprehension and exam performance.

The AP Biology course is organized into commonly taught units of study that provide a suggested sequence for the course. These units comprise the content and skills colleges and universities typically expect students to master to qualify for college credit and/or placement.

This content is grounded in big ideas, which are crosscutting concepts that build conceptual understanding and spiral throughout the course.

Following are the big ideas of the course and a brief description of each:

- Evolution
 - The process of evolution drives the diversity and unity of life.
- Energetics
 - Biological systems use energy and molecular building blocks to grow, reproduce, and maintain dynamic homeostasis.
- Information Storage and Transmission
 - Living systems store, retrieve, transmit, and respond to information essential to life processes.
- Systems Interactions
 - Biological systems interact, and these systems and their interactions exhibit complex properties

AP Physics (#2000320) Course Description:

*paired with Physics 2 Honors.

FLDOE Graduation Subject Area: 2.0 Credits of Science

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion.

PREREQUISITES

Students should have completed Geometry and be concurrently taking Algebra II or an equivalent course. Although the Physics 1 course includes basic use of trigonometric functions, this understanding can be gained either in the concurrent math course or in the AP Physics 1 course itself.

LABORATORY REQUIREMENT

This course requires that 25% of instructional time be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to demonstrate the foundational physics principles and apply the science practices. Colleges may require students to present their laboratory materials from AP science courses before granting college credit for laboratory work, so students are encouraged to retain their notebooks, reports, and other materials.

The course content is organized into seven commonly taught units, which have been arranged in the following suggested, logical sequence:

- Unit 1: Kinematics
- Unit 2: Dynamics
- Unit 3: Circular Motion and Gravitation
- Unit 4: Energy
- Unit 5: Momentum
- Unit 6: Simple Harmonic Motion
- Unit 7: Torque and Rotational Motion

Each unit is broken down into teachable segments called topics. In addition, the following big ideas serve as the foundation of the course, enabling students to create meaningful connections among concepts and develop deeper conceptual understanding:

- Systems: Objects and systems have properties such as mass and charge.
- Fields: Fields existing in space can be used to explain interactions.
- Force Interactions: The interactions of an object with other objects can be described by forces.
- Change: Interactions between systems can result in changes in those systems.
- Conservation: Changes that occur as a result of interactions are constrained by conservation laws.

Dual Enrollment –Biology (BSC2010C) Course Description:

FLDOE Graduation Requirement: 1.0 Credit of Science. (THIS COURSE IS 1 SEMESTER IN DURATION)

This course, an introduction to the principles of biology, includes studies of cellular organization, genetics and evolution. This course fulfills the General Education Requirements and the laboratory requirement needed by many students who plan to transfer to a four-year institution..

Required Classical Curriculum -

These courses are **required** curriculum components of the Cornerstone Classical Academy course sequence.

Semantics and Logic Honors Course Description:

FLDOE Course and Course Code: Semantics and Logic Honors (#1004300)

FLDOE Graduation Subject area: 0.5 credit of Elective

Founder's course description (Logic II/Formal Logic): This course will focus on the laws that allow for correct thinking within the structuring of arguments. While it may be true, as Aristotle says, that humans are rational (reason-using) animals, thinking well is difficult — more difficult than we usually recognize. In everyday life, we allow time for practice on the basic skills involved in other pursuits that we take seriously, such as sport, music, dance, driving, et cetera, yet often we fail to recognize that we need the same practice in thinking itself. This course will allow time for such practice.

FLDOE Course description: The purpose of this course is to provide students knowledge of the principles of semantics and logic using texts of high complexity and advanced integrated language arts study.

Honors and Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

General Notes

The content should include, but not be limited to, the following:

- active reading of advanced texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of informational texts from varied literary periods to examine:
- semantic concepts of text and changes across literary periods
- arguments and claims supported by textual evidence, including logical fallacies
- power and impact of language
- inductive and deductive reasoning
- critical and aesthetic response
- writing for varied purposes
- developing and supporting argumentative claims
- crafting coherent, supported informative/expository texts
- writing to sources using text- based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

Composition I Course Description:

FLDOE Course and Course Code: Writing 1 (#1009300)

FLDOE Graduation Subject Area: 0.5 credit of Elective

Founder's Course description: Students read, discuss, and analyze great literature throughout their years at Founders. Reading initiates an act of learning that is more fully completed by the process of writing. Grammar and Composition supports 9th graders in two ways: figuring out what to say in writing assignments as well as determining how to say it. To become efficient, eloquent writers, students will deepen their understanding of grammar as the structure of language and will practice writing by learning and practicing the conventions of composition. In this course, students will concentrate on the writing process—*invention, organization, and style*—through training in the basic essay form and standard variations and will extend proficiency in the writing process to the disciplines of literature and history.

FLDOE Course description: The purpose of this course is to enable students to develop and use developmental writing and language skills in a variety of writing formats for argumentative, informative, and literary analysis purposes to ensure preparation for college and career readiness.

General Notes

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society. Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The content should include, but not be limited to, the following:

- text craft and structure
 - development of stated or implied theme(s) throughout a literary text
- analyze the central idea(s), implied or explicit, and its development throughout a text
- explain how figurative language contributes to tone and meaning in text(s)
- identify rhetorical appeals in a text (logos, pathos, ethos)
- paraphrase content from grade-level texts
- compare and contrast how authors from different time periods address the same or related topics
- write personal or fictional narratives using narrative techniques, precise words and phrases, and figurative language
 - write and support a claim using logical reasoning, relevant evidence, elaboration, and a logical organizational structure
 - write expository texts to explain and/or analyze information from multiple sources
 - improve writing by planning, revising, and editing, considering feedback from adults and peers
 - follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level
 - using appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations

Composition II Course Description:

FLDOE Course and Course Code: Writing 2 (#1009310)

FLDOE Graduation Subject Area: 0.5 credit of Elective

The purpose of this course is to enable students to continue development and use of grade-level writing and language skills in a variety of writing formats for argumentative, informative, and narrative purposes to ensure preparation for college and career readiness.

General Notes

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society. Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

- The content should include, but not be limited to, the following:
 - active reading of exemplar writing models to examine
 - effects of figurative, denotative, and connotative language choice
 - influence on idea development of sentence structures, sentence rhythm, and grammatical choices
 - reciprocal nature of content and form
 - writing for varied purposes, including
 - developing and supporting argumentative claims
 - crafting coherent, supported informative/expository texts
 - responding to literature for personal and analytical purposes
 - writing narratives to develop real or imagined events
 - digital writing platforms
 - writing to sources using text-based evidence and reasoning
 - collaboration amongst peers

Great Books Honors Course Description:

FLDOE Course and Course Code: Great Books Honors (#1020860)

FLDOE Graduation subject area: 1.0 credit of English

Founder's course description (Paideia – Intro to Philosophy/Great Books): In ancient Greece, the term paideia referred to the education that helped one become noble and good, aiming at all-around excellence of character, mind, and body. So Paideia is the education that develops our basic humanity and its capabilities for great things. To be noble and good, it is obvious that a person must act rightly, but we can forget that this means also thinking well about the most important things, with genuine understanding of the world and of the place of the human being within it. Truth is the foundation.

To grow toward this understanding, we will reflect on universal and permanent questions. 'What is justice? What is beauty? What is goodness? (And what evil?) What are the main outlines of human nature?' Our guides will be authors who embody the Western tradition and express its 'perennial (timeless) philosophy.'

Texts (all texts will be supplied in class):

- Republic, Plato (selections)
- Essays, G.K. Chesterton (selections)
- Selected texts by Peter Kreeft, Leon Kass, Flannery O'Connor, et al.

FLDOE Course description: The purpose of this course is to enable students, using texts of high complexity, to develop knowledge of great literature through advanced integrated educational experiences of reading, writing, and language.

Emphasis will be on representative "great books," including ones with varied cultural influences, highlighting the major genres, themes, issues, and influences associated throughout the literary period.

General Notes

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society. Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The content should include, but not be limited to, the following:

- explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
 - elements of literature
 - arguments and claims supported by textual evidence
 - power and impact of language

- personal critical and aesthetic response
- writing for varied purposes
- developing and supporting argumentative claims
- crafting coherent, supported expository texts
- responding to literature for personal and analytical purposes
- collaboration amongst peers

Rhetoric Course Description:

FLDOE Course and Course Code: Speech 1 (#1007305)

FLDOE Graduation Subject Area: 0.5 credit of Elective

Founder's Course Description: This course is designed to introduce students to the third and highest art of the Trivium: Rhetoric. Aristotle defined Rhetoric as "the ability, in each particular case, to see the available means of persuasion." Throughout the semester, students will gain this ability by (a) learning the different "means of persuasion" which have been handed down by the tradition of Western Rhetoric; (b) discovering through the analysis of famous texts how to "see" which "means" will best serve each "particular case"; and (c) applying their growing knowledge of rhetoric through the composition of rhetorical analyses and a researched argument of their own.

FLDOE Course Description: This course is designed to build student facility in structuring various types of speeches, researching information, audience analysis, presentation of speeches and building self confidence in public speaking situations. Students will critique speeches, paying attention to content, organization, language, and delivery style, and produce and present well-structured, developed speeches.

General Notes

The content should include, but not be limited to, the following:

- learning and practicing a variety of speech formats
- learning and demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion
- eye contact and body movements
- voice register and choices of language
- use of standard English
- using research and writing skills to support selected topics and points of view
- across a range of disciplines
- using a range of sources, including digital
- collaboration amongst peers, especially during the drafting and practicing stages

Moral Philosophy Course Description:

FLDOE Course and Course Code: Philosophy (#2105340)

FLDOE Graduation Subject area: 0.5 Credit of Elective

Founder's Course description: What is a life well lived? What does it mean to have a well-ordered soul? In this course we will think through the sources and basic structures of the moral life, of right and wrong, good and evil. We will work to understand the rational basis for morality, comparing and evaluating different answers that have been offered to this question. Can one rationally understand morality? Is it based on feelings and opinions or something more? What is the place of the virtues in the moral life? How does morality relate to human happiness and fulfillment? What is the place Moral Philosophy (ἠθικὴ) 2 of love (in its different forms) in human life? Such questions will provide the basic structure and agenda of the course.

Texts:

- Moral Philosophy Readings Packet
- The Four Loves by C.S. Lewis

FLDOE Course Description: The primary content emphasis for this course pertains to the study of the fundamental questions pertinent to all areas of human activity and inquiries. Content should include, but is not limited to, an introduction to classical and modern philosophies, the fundamental principles of philosophical thought, such as semantics, logic, inductive and deductive reasoning, and social, political and religious philosophies.

Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

- Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
- Making close reading and rereading of texts central to lessons.
- Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
- Requiring students to support answers with evidence from the text.
- Providing extensive text-based research and writing opportunities (claims and evidence).

Senior Thesis Course Description:

FLDOE Course and Course Code: Fundamental Research (#1700305)

FLDOE Graduation Subject Area: 0.5 Credit of Elective

Founder's course description: The senior thesis represents the final threshold of your education at Founders Classical Academy. At this point we, your teachers, have prepared you as well as possible for a responsible life as a free human being and citizen. However, education is a lifelong process, and whether you choose to attend college or not, you will soon become the primary caretaker of your education. Deciding what it is you need to know and then making a plan to learn it are part of your responsibilities as an adult and a marker that you are, indeed, classically educated. Before you graduate, you have to prove to your teachers that you can apply the lessons you have learned by investigating - on your own initiative and with relative independence - a question of fundamental importance to mankind. Your ability to conduct this investigation prudently, thoroughly, and independently is a measure of how successful your education at FCA has been. Furthermore, the senior thesis represents university-level work, and as such it serves as excellent preparation for those of you who will be moving on to college.

COURSE MATERIALS

The only required reading for this class is the student's primary text of choice which should have already been chosen prior to the start of this school year (with the exception of seniors who may not have attended FCA last year). Regarding style and formatting guides, no specific handbook will be assigned for the purpose of this project. Consult with your instructor or advisor to ensure that you end up using a format that is consistent and appropriate for your text and topic. You may also visit <https://owl.english.purdue.edu/owl/> for basic information regarding academic style and formatting.

FLDOE Course Description: The purpose of this course is to enable students to develop fundamental knowledge of the steps in the writing a thesis paper based on the research process.

The content should include, but not be limited to, the following:

- nature and purpose of research
- research questions and hypotheses
- review of literature and other resources
- primary and secondary sources
- directed investigations
- organization of information
- report formats, styles, and content
- critical analysis of research
- submission of a major thesis paper

Additional FL HS Graduation Requirements

Personal Financial Literacy (#2102374)

Graduation Subject area: 0.5 credit of Personal Financial Literacy

This grade 9-12 course consists of the following content area and literacy strands: Economics, Financial Literacy, Mathematics, Languages Arts for Literacy in History/Social Studies and Speaking and Listening. Basic economic concepts of scarcity, choice, opportunity cost, and cost/benefit analysis are interwoven throughout the standards and objectives. Emphasis will be placed on economic decision-making and real-life applications using real data.

The primary content for the course pertains to the study of learning the ideas, concepts, knowledge and skills that will enable students to implement beneficial personal decision-making choices; to become wise, successful, and knowledgeable consumers, savers, investors, users of credit and money managers; and to be participating members of a global workforce and society.

Content should include, but not be limited to:

- cost/Benefit analysis of economic decisions
- earning an income
- understanding state and federal taxes
- utilizing banking and financial services
- balancing a checkbook and managing a bank account
- savings, investment and planning for retirement
- understanding loans and borrowing money, including predatory lending and payday loans
- understanding interest, credit card debt and online commerce
- how to prevent identify fraud and theft
- rights and responsibilities of renting or buying a home
- understanding and planning for major financial purchases
- understanding the costs and benefits of insurance
- understanding the financial impact and consequence of gambling
- avoiding and filing bankruptcy
- reducing tax liability.

Economics with Financial Literacy Honors (#2102345) Course Description:

FLDOE Graduation Subject Area: 0.5 Credit of Economics

Economics - The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

The American Political System: Process and Power Honors (#2106460)

FLDOE Graduation Subject Area: 0.5 Credit of American Government

FLDOE Course Description: This course must include a comparative discussion of political ideologies, such as communism and totalitarianism, that conflict with the principles of freedom and democracy essential to the founding principles of the United States.

The American Political System: Process and Power Honors – The grade 9-12 The American Political System: Process and Power Honors course consists of the following content area strands: American History, Geography, Civics and Government. The primary content for the course pertains to the study of the political system in America and the dynamics of political issues. Content should include, but is not limited to, the nature of political behavior, power acquisition, maintenance, and extension, classical and modern political theorists, comparison of political systems, evolution of democratic political systems, functions of the three branches of government at the local, state and national levels, Florida government, including the Florida Constitution, municipal and county government, constitutional framework, federalism, and separation of power, including study of the Declaration of Independence, the U.S. Constitution, and the Federalist Papers, evolving role of political parties and interest groups in determining government policy, political decision-making process, the role of women and diverse cultural groups in the development of our political system, and career opportunities available in the government system.

Additional content that may be included in the Grade 12 NAEP Civics assessment includes:

- Distinctive characteristics of American society
- Unity/diversity in American society
- Civil society: nongovernmental associations, groups
- Nation-states
- Interaction among nation-states
- United States, major governmental, nongovernmental international organizations
- The NAEP frameworks for Civics may be accessed at: <http://www.nagb.org/publications/frameworks/civicsframework.pdf>

Health Opportunities through Physical Education- 1.0 Credit Required for Grad

HOPE – State Require PE Course

Graduation subject area: 1.0 Credit of PE

Performing or Practical Fine Arts – 1.0 Credit Required for Graduation

Music Course offerings –

Instrumental, Choral, General Music, Eurhythmics, and General Music Theory.

Graduation subject area: 0.5 – 1.0 Credit of PFA (per course)

Visual Arts Offerings -

Art Appreciation, Comprehensive Art, Ceramics/Pottery, Digital Arts, Drawing/Painting, Fabrics, Photography, Printmaking, Sculpture, AP Art History, AP Drawing

Graduation subject area: 0.5-1.0 Credit of PFA (per course)

Theatrical Art Offerings -

Dance, Theatre, Theatre History and Literature, and Play Writing

Graduation subject area: 0.5 – 1.0 Credit of PFA (Per course)

Literary Arts –

Literature and the Arts 1 Honors, Literature and the Arts 2 Honors, Creative Writing

Graduation subject area: 0.5 Credit of PFA

Oral Communication Arts-

Speech and Debate

Graduation subject area: 0.5-1.0 Credit of PFA

Electives –

(Offerings to be considered)

Electives are courses that students have the ability to select based on their interests.

Leisure activities

Sport courses – Basketball, Golf, Soccer, Volleyball, Tennis, etc., Fitness Courses – Self Defense, Recreational Activities, Outdoor Education, etc

Graduation subject area: 0.5 credit of elective (per course)

Health

Personal Health, First Aid Safety, Care and Prevention of Injuries, etc.

Graduation subject area: 0.5 credit of elective (per course)

Psychology

AP Psychology, Psychology 1 and Psychology 2, Sociology, Humanities 1 Honors, Humanities 2 Honors

Graduation Subject Area: 0.5-1.0 Credit of Elective (per course)

Print, Broadcast and Online Media

Fundamentals of Journalism, Journalism (1-4), Journalism Honors (5-8), Social Media

Graduation Subject Area: 0.5-1.0 Credit of Elective (per course)

Research and Critical thinking -

Critical Thinking Skills, Career/Research & Decision Making

Graduation Subject Area: 0.5 Credit of elective (per course)

History and Political Science Electives

Florida History, Visions and their Pursuits, American Economic Experience: Scarcity and Choice, AP Microeconomics, AP Comparative Government & Politics, Philosophy Honors: Ethics, Political Science, Law Studies, Legal Systems and Concepts, International Law, International Relations, Constitutional Law, Engaged Citizenship Through Service-Learning

Graduation Subject area: 0.5-1.0 credit of Elective (per course)

Leadership Electives

Approaches to Leadership Honors, Leadership Skills Development, Leadership Strategies Honors, Leadership Techniques Honors, Voluntary Public Service, Peer Counseling 1-4

Graduation Subject area: 0.5-1.0 credit of Elective (per course)