



FT. PIERCE WESTWOOD HIGH SCHOOL

~WE EXPECT SUCCESS~



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9-12 Course Catalog 2013—2014

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Principal's Message



Mrs. Ucola Barrett-Baxter

Dear Students, Parents and/or Guardian(s),

First, let me say to the students of Fort Pierce Westwood how proud I am to once again be a part of the panther family. I am excited about what has happened here and anxiously look forward to what we will accomplish in future years.

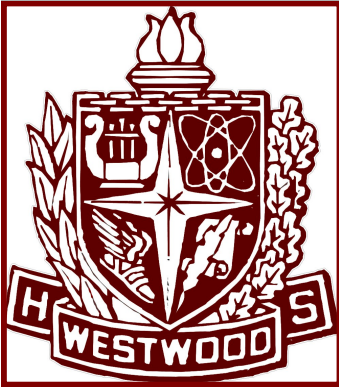
Fort Pierce Westwood is rooted in years of tradition and there have been panther supporters since 1977. We thank you for your continued support over the years and will continue to need that support as we change the face of Westwood.

Our focus at Westwood is to continue to improve instruction and engagement. Our motto is "In order to get what we've never had, we must do what we've never done." Therefore, I challenge all students at Westwood to commit themselves to their educational careers and to achieving academic success. As a staff we are committed to ensuring that all of our students not only graduate with a high school diploma but also be successful after high school whether it be in college, military or the workforce. In order to prepare students for their future experiences, teachers collaborate to plan common assessments and lessons that meet the rigor of the standards and provide students with authentic practice to demonstrate mastery. Students are expected to come to class each and every day prepared to work and partake in the experiences that have been carefully crafted for them.

Working together with staff, students, parents and community, Fort Pierce Westwood High School can and will be a premier academic institution.

Go Panthers!

U. Barrett-Baxter



Westwood Alma Mater

Grandest of all
schools, You have
taught us pride and
honor, And life's
Golden Rules. Gray
and Maroon our
banner, Symbol of
great years gone
by, Sing a song of
praise to you,
WESTWOOD HIGH.



**MOA Students
during a laboratory
assignment..**

Fort Pierce Westwood High School Beliefs

"In order to get what we've never had, we must do what we've never done"

- ◆ It is our duty and responsibility as educators to advocate for every student and value their voice
- ◆ We believe that every child can learn and every child can learn more than he or she is currently learning
- ◆ Increasing time for student learning by any of the following: increasing the school day or year and/or increasing student contact time
- ◆ Create and maintain a safe, supportive and orderly learning environment with high expectations for all
- ◆ Commit to enhancing intellectual and emotional connections through a personalized approach in both instruction and interpersonal relationships
- ◆ Encourage and foster positive, working relationships with students, families and the community
- ◆ Increased oversight of instruction by maintaining a curriculum focus that is rigorous, meaningful and relevant to a wide range of academic and career opportunities
- ◆ Commit to the implementation of school-wide initiatives with fidelity.
- ◆ Greater accountability for analyzing and applying student data
- ◆ Participate in the decision making process by working collaboratively with others to plan to increase student achievement
- ◆ Building a positive learning of culture for all stakeholders of the school community

Small Learning Communities

Ft. Pierce Westwood High School is committed to designing small learning communities for our students. Research tells us that smaller learning communities create a safer place to learn where more students are successful. Small learning communities bolster achievement. Students in small schools tend to do better on aptitude tests as well as have better attendance.

Freshmen and sophomore are

grouped together in their own academy, so that the students may bond together as a class and receive extra support as they transition from middle school to high school. Teachers have common students and a common planning time.

Students then transition into the upper level in 11th and 12th Grade. The upper level consists of students in academy programs that are based on career options identified as im-

portant to the business and local community.

Our 11th—12th Grade Academies are...

Marine & Oceanographic Academy (MOA)

Human & Environmental Academy (HES)

Global & Business Academy (GBS)

Freshman Seminar is class that will help students foster a positive attitude towards high school by providing a safe place to transition from middle school. Students work on cultivating study skills, test taking skills and work on setting long and short term goals.

AVID (Advancement Via Individual Determination) elective courses are designed to prepare students for success in four-year colleges and universities. The courses emphasize rhetorical reading, analytical writing, collaborative discussion strategies, tutorial inquiry study groups, preparation for college entrance and placement exams, college study skills and test taking strategies, note taking and research. All AVID seniors are required to develop and present a portfolio representing their years of work and in the AVID program as well as complete the requirements for the Seminar course.

Informative Websites

www.facts.org

www.volunteermatch.com

www.fastweb.com

www.floridastudentfinancialaid.org

www.fafsa.ed.gov

To view the St. Lucie County Schools Student Progression Plan, go to:

www.stlucie.k12.fl.us

Guidance Services

The FPWHS Guidance Counselors assist students in developing a realistic picture of their progress in relation to their potential. The guidance staff provides academic advising, orientation services, consultation with parents and teachers, college and career advising, referral services, coordination of standardized testing, assistance to students, parents, teachers and other professionals in developing a sound education program.

Exceptional Student Education

All students currently enrolled or determined eligible for Special Education Services will be contacted by the case manager. A copy of the IEP will be on file at the school if developed in St. Lucie County. Please visit our ESE website at www.stlucie.k12.fl.us/includes/ESE/index.htm.

Homebound and Hospitalized Program

The district's Homebound and Hospitalized Program (HHP) has been established to provide instruction to the pupil who must be out of school for at least three weeks due to illness or convalescence, as certified by a licensed physician, psychiatrist, or clinical psychologist. Parents can contact their student's guidance counselor in the event their student must be at home due to illness.

ESOL/ELL

The ESOL (English for Speakers of Other Languages) program, also currently known as ELL (English Language Learners) program is designed to provide assistance to students where the primary language spoken at home is other than English. ESOL is the method of instruction in this program.

Guidance/Student Services

Mr. Lesley	Assistant Principal
Ms. Dampier	Guidance Director GB 11th-12th
Ms. Buchanan	PRIDE Counselor 9th Grade
Mr. Lima	10th Grade SWAG Counselor
Ms. Miller	HES Counselor 11th-12th Grade
Ms. Edwards	MOA Counselor 9th-12th

Other Related Services

Ms. Depace	ESE Co-Chair
Mr. Chapman	ESE Co-Chair

Schedule Changes

Students will be able to request changes to their schedules beginning the second day of each semester. The student must submit a completed *Request for a Schedule Change* form no later than four days following the beginning of each semester. Changes are done on a first come, first serve basis in priority order. No schedule change requests or changes will occur after the second week of the semester except as a result of an ability level change. An ability level conference must consist of the student, parent, teacher, counselor and administrator. Schedule changes will only be considered for the following reasons:

- Student has already completed course work.
- A missing course is needed for graduation or program/major completion.
- Student has failed the prerequisite course for the class.

The Path to Graduation

The word “graduation” comes from the Latin word “gradus” which means “to step.” Thus graduation is not only an end, but a beginning as students transition from high school to life post-high school. For many of our students, life after high school means attending a community college, technical college, or university, working within our community, serving in the military, and/or raising a family.

A high school diploma will ensure that a student has competence in basic skills. This diploma ensures that a student has had opportunity to demonstrate what they know and can do with a K-12 education. A student’s diploma should signify that a student is ready for a changing world.

Preparing for graduation is an important part of a student’s learning experience and begins in kindergarten. By middle school students on the path to graduation are preparing for life post-high school, through career exploration opportunities and opportunities to meet the Florida Sunshine State Standards. St. Lucie County students are assessed and monitored K-12 to ensure their achievement. At Ft. Pierce Westwood High School there are many programs and safety nets in place to ensure not only that a student graduates, but also that he or she will have a plan for life after high school.

Awarding Credit Towards Graduation

Definition of Credit

Course credit will be awarded on a semester basis. All courses are offered as semester courses. One full credit is equal to a minimum of 135 hours of instruction in a designated course of study that embeds student performance standards. (F.S. 1003.436). High School credit is awarded to students who demonstrate 60% mastery of course performance standards as evidenced by classroom tests, district benchmark tests, teacher observation, class projects, homework, and other activities identified by the teacher.

Making Up Missed Class Work/Homework

Students who are absent, as defined by school board policy, or who are attending field trips or other school sponsored student activities not related to classes, may earn credit by making up all missed work. The student will be allowed two days make-up time for each day absent, not to exceed ten school days for make-up work.

School Sponsored Activities in Lieu of Classes

A student who attended a school-sponsored activity shall be considered as being present for instruction.



STUDENTS ENTERING GRADE NINE IN 2010-2011 SCHOOL YEAR

Subject Area	Graduation Requirements		
	24 Credit Program	Three Year, 18 Credit College Preparatory Program	Three Year, 18 Credit Career Preparatory Program
English	4 credits with major concentration in composition, reading for information, and literature	4 credits with major concentration in composition and literature	4 credits with major concentration in composition and literature
Mathematics	4 credits, one of which must be Algebra 1 or its equivalent and one of which must be Geometry or its equivalent	4 credits, one of which must be Algebra 1 or its equivalent or a higher-level mathematics course from the list of courses that qualify for state university system (SUS) admission, and one of which must be Geometry or its equivalent	4 credits, one of which must be Algebra 1 or its equivalent and one of which must be Geometry or its equivalent
Science	3 credits in science, two of which must have a laboratory component	3 credits in science, two of which must have a laboratory component	3 credits in science, two of which must have a laboratory component
Social Studies	1 credit World History 1 credit U.S. History .5 credit U.S. Government .5 credit Economics	1 credit World History 1 credit U.S. History .5 credit U.S. Government .5 credit Economics	1 credit World History 1 credit U.S. History .5 credit U.S. Government .5 credit Economics
World Languages	Not required for high school graduation; but required for admission into state universities	2 credits in the same language or demonstrated proficiency in a second language	Not Required
Fine Arts and Performing Arts, Speech and Debate, or Practical Arts	1 credit in Fine or Performing Arts, Speech and Debate, or Practical Arts (eligible courses specified in Course Code Directory)	Not Required	Not Required
Physical Education	1 credit in Physical Education to include the integration of Health	Not Required	Not Required
Electives	8 credits	2 credits	3 credits in single vocational/career education program and 1 elective credit <i>or</i> credits in single career/technical certificate dual enrollment and 1 elective credit <i>or</i> credits in vocational/career education (including 3 credits in one sequential career and technical education program) – pending legislative action*
Total	24 credits	18 credits	18 credits
Grade Point Average (GPA) Requirements	Cumulative GPA of 2.0 on a 4.0 scale	Cumulative GPA of 3.5 on a 4.0 scale in required courses and a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits	Cumulative weighted GPA of 3.0 on a 4.0 scale in the required courses and a weighted or unweighted grade that earns at least 2.0 points or its equivalent in each of the 18 required credits
State Assessment Requirements	Passing scores on the Grade 10 FCAT 2.0 Reading or scores on a standardized test that is concordant with passing scores on the FCAT 2.0 (ACT or SAT) Algebra 1 EOC Assessment is required and the results will count as 30 percent of the final course grade, if enrolled. The final grade for U.S. History or U.S. History Honors must include a minimum 30 percent of the U.S. History EOC Assessment, effective for students enrolled in the course in 2012-2013.		
Special Notes			
All courses earned toward the three-year, 18-credit college preparatory program must satisfy admission requirements for the State University System. To determine which courses meet State University System admission requirements, please use the Comprehensive Course Table. At least 6 of the 18 credits must be completed in courses that include dual enrollment, AP, IB, AICE, or are specifically listed as rigorous by the Florida Department of Education.			

STUDENTS ENTERING GRADE NINE IN 2011-2012 SCHOOL YEAR

Subject Area	Graduation Requirements		
	24-Credit Program	Three-Year, 18-Credit College Preparatory Program	Three-Year, 18-Credit Career Preparatory Program
English	4 credits with major concentration in composition, reading for information, and literature	4 credits with major concentration in composition and literature	4 credits with major concentration in composition and literature
Mathematics	4 credits, one of which must be Algebra 1 or its equivalent and one of which must be Geometry or its equivalent	4 credits, one of which must be Algebra 1 or its equivalent or a higher-level mathematics course from the list of courses that qualify for state university system (SUS) admission, and one of which must be Geometry or its equivalent	4 credits, one of which must be Algebra 1 or its equivalent and one of which must be Geometry or its equivalent
Science	3 credits in science, two of which must have a laboratory component and one of which must be Biology 1 or an equivalent course or a series of courses	3 credits in science, two of which must have a laboratory component and one of which must be Biology 1 or an equivalent course or a series of courses	3 credits in science, two of which must have a laboratory component and one of which must be Biology 1 or an equivalent course or a series of courses
Social Studies	1 credit World History 1 credit U.S. History .5 credit U.S. Government .5 credit Economics	1 credit World History 1 credit U.S. History .5 credit U.S. Government .5 credit Economics	1 credit World History 1 credit U.S. History .5 credit U.S. Government .5 credit Economics
World Languages	Not required for high school graduation; but required for admission into state universities	2 credits in the same language or demonstrated proficiency in a second language	Not Required
Fine Arts and Performing Arts, Speech and Debate, or Practical Arts	1 credit in Fine or Performing Arts, Speech and Debate, or Practical Arts (eligible courses specified in Course Code Directory)	Not Required	Not Required
Physical Education	1 credit in Physical Education to include the integration of Health	NotRequired	NotRequired
Electives	8 credits	2 credits	3 credits in single vocational/ career education program and 1 elective credit <u>or</u> credits in single career/technical certificate dual enrollment and 1 elective credit <u>or</u> credits in vocational/career education (including 3 credits in one sequential career and technical education program) – pending legislative action*
Total	24 credits	18 credits	18 credits
Grade Point Average (GPA) Requirements	Cumulative GPA of 2.0 on a 4.0 scale	Cumulative GPA of 3.5 on a 4.0 scale in required courses and a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits	Cumulative weighted GPA of 3.0 on a 4.0 scale in the required courses and a weighted or unweighted grade that earns at least 2.0 points or its equivalent in each of the 18 required credits
State Assessment Requirements	Students must earn passing scores on the Grade 10 FCAT 2.0 Reading (or scores that are concordant with the passing scores on the Grade 10 FCAT 2.0 Reading) Students must earn a passing score or attain an equivalent score on the Algebra 1 EOC Assessment in order to earn course credit. Geometry and Biology 1 EOC Assessment is required and the results will constitute 30 percent of the student's final course grade, if enrolled. The final grade for U.S. History or U.S. History Honors must include a minimum 30 percent of the U.S. History EOC Assessment.		
Special Notes All courses earned toward the three-year, 18-credit college preparatory program must satisfy admission requirements for the State University System. To determine which courses meet State University System admission requirements, please use the Comprehensive Course Table. At least 6 of the 18 credits must be completed in courses that include dual enrollment, AP, IB, AICE, or are specifically listed as rigorous by the Florida Department of Education. At least one course within the 24-credit program must be completed through online learning.			

STUDENTS ENTERING GRADE NINE IN 2012-2013 SCHOOL YEAR

Subject Area	Graduation Requirements		
	24-Credit Program	Three-Year, 18-Credit College Preparatory Program	Three-Year, 18-Credit Career Preparatory Program
English	4 credits with major concentration in composition, reading for information, and literature	4 credits with major concentration in composition and literature	4 credits with major concentration in composition and literature
Mathematics	4 credits, one of which must be Algebra 1 or its equivalent, one of which must be Geometry or its equivalent, and one of which must be Algebra 2 or a series of courses equivalent to Algebra 2	4 credits, one of which must be Algebra 1 or its equivalent or a higher-level mathematics course from the list of courses that qualify for state university system (SUS) admission, one of which must be Geometry or its equivalent, and one of which must be Algebra 2 or a series of courses equivalent to Algebra 2	4 credits, one of which must be Algebra 1 or its equivalent, one of which must be Geometry or its equivalent, and one of which must be Algebra 2 or a series of courses equivalent to Algebra 2
Science	3 credits in science, two of which must have a laboratory component and one of which must be Biology 1 or an equivalent course or a series of courses	3 credits in science, two of which must have a laboratory component and one of which must be Biology 1 or an equivalent course or a series of courses	3 credits in science, two of which must have a laboratory component and one of which must be Biology 1 or an equivalent course or a series of courses
Social Studies	1 credit World History 1 credit U.S. History .5 credit U.S. Government .5 credit Economics	1 credit World History 1 credit U.S. History .5 credit U.S. Government .5 credit Economics	1 credit World History 1 credit U.S. History .5 credit U.S. Government .5 credit Economics
World Languages	Not required for high school graduation; but required for admission into state universities	2 credits in the same language or demonstrated proficiency in a second language	Not Required
Fine Arts and Performing Arts, Speech and Debate, or Practical Arts	1 credit in Fine or Performing Arts, Speech and Debate, or Practical Arts (eligible courses specified in Course Code Directory)	Not Required	Not Required
Physical Education	1 credit in Physical Education to include the integration of Health	Not Required	Not Required
Electives	8 credits	2 credits in electives	3 credits in single vocational/career education program and 1 elective credit <u>or</u> credits in single career/technical certificate dual enrollment and 1 elective credit <u>or</u> credits in vocational/career education (including 3 credits in one sequential career and technical education program) – pending legislative action
Total	24 credits	18 credits	18 credits
Grade Point Average (GPA) Requirements	Cumulative GPA of 2.0 on a 4.0 scale	Cumulative GPA of 3.5 on a 4.0 scale in required courses and a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits	Cumulative weighted GPA of 3.0 on a 4.0 scale in the required courses and a weighted or unweighted grade that earns at least 2.0 points or its equivalent in each of the 18 required credits
State Assessment Requirements	Students must earn passing scores on the Grade 10 FCAT 2.0 Reading (or scores that are concordant with the passing scores on the Grade 10 FCAT 2.0 Reading). Students must earn a passing score or attain an equivalent score on the Algebra 1, Geometry, and Biology 1 EOC Assessment in order to earn course credit. The final grade for U.S. History or U.S. History Honors must include a minimum 30 percent of the U.S. History EOC Assessment.		
Special Notes All courses earned toward the three-year, 18-credit college preparatory program must satisfy admission requirements for the State University System. To determine which courses meet State University System admission requirements, please use the Comprehensive Course Table. At least 6 of the 18 credits must be completed in courses that include dual enrollment, AP, IB, AICE, or are specifically listed as rigorous by the Florida Department of Education. At least one course within the 24-credit program must be completed through online learning.			

STUDENTS ENTERING GRADE NINE IN 2013-2014 SCHOOL YEAR

Subject Area	Graduation Requirements				
	24-Credit Program		Three-Year, 18-Credit College Preparatory Program		Three-Year, 18-Credit Career Preparatory Program
English	4 credits with major concentration in composition, reading for information, and literature		4 credits with major concentration in composition and literature		4 credits with major concentration in composition and literature
Mathematics	4 credits, one of which must be Algebra 1 or its equivalent, one of which must be Geometry or its equivalent, and one of which must be Algebra 2 or a series of courses equivalent to Algebra 2		4 credits, one of which must be Algebra 1 or its equivalent, or a higher-level mathematics course from the list of courses that qualify for state university system (SUS) admission, one of which must be Geometry or its equivalent, and one of which must be Algebra 2 or a series of courses equivalent to Algebra 2		4 credits, one of which must be Algebra 1 or its equivalent, one of which must be Geometry or its equivalent, and one of which must be Algebra 2 or a series of courses equivalent to Algebra 2
Science	1 credit Biology 1 or an equivalent course or a series of courses 1 credit in chemistry or physics or a series of courses equivalent to chemistry or physics 1 credit in a science course equally rigorous to biology, chemistry and physics (two credits must have a laboratory component)		1 credit Biology 1 or an equivalent course or a series of courses 1 credit in chemistry or physics or a series of courses equivalent to chemistry or physics 1 credit in a science course equally rigorous to biology, chemistry and physics (two credits must have a laboratory component)		1 credit Biology 1 or an equivalent course or a series of courses 1 credit in chemistry or physics or a series of courses equivalent to chemistry or physics 1 credit in a science course equally rigorous to biology, chemistry and physics (two credits must have a laboratory component)
Social Studies	1 credit World History 1 credit U.S. History .5 credit U.S. Government .5 credit Economics		1 credit World History 1 credit U.S. History .5 credit U.S. Government .5 credit Economics		1 credit World History 1 credit U.S. History .5 credit U.S. Government .5 credit Economics
World Languages	Not required for high school graduation; but required for admission into state universities		2 credits in the same language or demonstrated proficiency in a second language		Not Required
Visual and Performing Arts, Speech and Debate, or Practical Arts	1 credit in Fine or Performing Arts, Speech and Debate, or Practical Arts (eligible courses specified in Course Code Directory)		Not Required		Not Required
Physical Education	1 credit in Physical Education to include the integration of Health		Not Required		Not Required
Electives	8 credits		2 credits		3 credits in single vocational/career education program and 1 elective credit <u>or</u> credits in single career/technical certificate dual enrollment and 1 elective credit <u>or</u> credits in vocational/career education (including 3 credits in one sequential career and technical education program) – pending legislative action
Total		24 credits		18 credits	18 credits
Grade Point Average (GPA) Requirements	Cumulative GPA of 2.0 on a 4.0 scale		Cumulative GPA of 3.5 on a 4.0 scale in required courses and a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits		Cumulative weighted GPA of 3.0 on a 4.0 scale in the required courses and a weighted or unweighted grade that earns at least 2.0 points or its equivalent in each of the 18 required credits
State Assessment Requirements	The final grade for U.S. History or U.S. History Honors must include a minimum 30 percent of the U.S. History EOC Assessment. Students must earn a passing score or attain an equivalent score on the Algebra 1, Geometry, and Biology 1 EOC Assessment in order to earn course credit. English/language arts statewide assessment requirements are yet to be determined.				
Special Notes All courses earned toward the three-year, 18-credit college preparatory program must satisfy admission requirements for the State University System. To determine which courses meet State University System admission requirements, please use the Comprehensive Course Table. At least 6 of the 18 credits must be completed in courses that include dual enrollment, AP, IB, AICE, or are specifically listed as rigorous by the Florida Department of Education. At least one course within the 24-credit program must be completed through online learning.					

Bright Futures Scholarships

Initial Eligibility Requirements must be met prior to graduation from a Florida high school. Students must apply by submitting a Florida Financial Aid Application at www.FloridaStudentFinancialAid.org during their last year in high school.

	Florida Academic Scholars Award (FAS)	Florida Medallion Scholars Award (FMS)	Florida Gold Seal Vocational Scholars Award (GSV)
Award Amount (A student may receive funding for only one amount (FAS, FMS, or GSV). The highest award earned by the student will be selected. * Award amounts will differ at the quarter or clock hour institutions.	Public Institution: An amount equal to 100% of tuition and fees (including lab fees up to \$300 per semester) plus \$300 per semester for college related expenses (excluding summer term) prorated by term and hours. Private Institution- Fixed award amount based on 100% of the average tuition and fees covered at a comparable Florida public institution including the \$300 per semester* provided for college-related expenses prorated.	NEW- Public Community College- An amount equal to 100% of tuition and fees (including lab fees up to \$300 per semester). Other Public Institutions- An amount equal to 75% of tuition and fees including lab fees up to \$300 per semester. Private Institutions— Fixed award amount based on 75% of the average tuition and fees covered at a comparable Florida public institution prorated by term and hours.	Public Institution- An amount equal to 75% of tuition and fees (including lab fees up to \$300 per semester). Private Institution- Fixed award amount based on 75% of the average tuition and fees covered at a comparable Florida public institution prorated by term and hours
Grade Point Average (GPA) Weighting for more challenging higher level courses is prescribed by law as .50 per course per year.	3.5 weighted GPA using the credits listed below, combined with the test scores and community service hours listed below. (Note: GPAs are not rounded.)	3.0 weighted GPA using the credits listed below, combined with the test scores listed below. (Note: GPAs are not rounded.)	3.0 weighted GPA using the 15.5 credits listed below for a 4-year Diploma and a 3.5 unweighted GPA in a minimum of 3 vocational credits in one vocational program, combined with the scores listed below. (See Other Ways to Qualify for 3-year graduation options.) (Note: GPAs are not rounded.)
Required Credits See the comprehensive course table on the Bright Futures website to identify courses that count toward each award level.	Courses must include 15 credits of college preparatory academic courses. 4 English (3 with substantial writing) 3 Mathematics (Algebra I and above (except students entering 9th grade in 2008– who must complete 4 years of mathematics) 3 Natural Science (2 lab sciences) 3 Social Science 2 Foreign Language (in the same-Language.) Total: 15 credits May use up to an additional 3 credits from courses in the academic areas listed above and/or AP, IB, or AICE fine arts courses to raise the GPA.	Courses must include credits of college preparatory academic courses. 4 English (3 with substantial writing) 3 Mathematics (Algebra I and above) (except students entering 9th grade in 2008– who must complete 4 years of mathematics) 3 Natural Science (2 lab sciences) 3 Social Science 2 Foreign Language (in the sameLanguage.) Total: 15 credits May use up to an additional 3 credits from courses in the academic areas listed above and/or AP, IB, or AICE fine arts courses to raise the GPA.	4-year Diploma Credits must include 15.5 core credits required for high school graduation. 4 English (3 with substantial writing) 3 Mathematics (including Algebra I) (except students entering 9th grade in 2008– who must complete 4 years of mathematics) 3 Natural Science 3 Social Science (Am. Hist, World Hist., Am. Gov't, and Economics) 1 Practical Arts or Performing Arts or .5 credit each .5 Life Management Skills .5 Personal fitness .5 Physical Education Total: 15.5 credits Plus a minimum of 3 vocational Job-Preparatory or Technology Education Program Credits in one vocational
Community Service	75 Hours as approved by the district or school	No requirement	No requirement
Required Test Scores	See details on page: 9	See details on page: 9	See details on page 9
Other Ways to Qualify	See www.facts.org .		

Required Test Scores for a Bright Futures Scholarship

See page 7 for more information about Bright Futures Scholarships

Florida Academic Scholars Award (FAS)	Florida Medallion Scholars Award (FMB)	Florida Gold Seal Vocational Scholars Award (GSV)																
<p>Best composite score of 1270 SAT Reasoning Test (based on the combined Critical Reading and Math Sections only) or 28 ACT (excluding the writing section).</p> <p>Note: The new writing sections for the SAT and ACT will not be used in the composite.</p> <p>SAT subject tests are not used for Bright Futures Eligibility.</p> <p>ACT Scores are rounded up for scores with .5 and higher. SAT scores do not require rounding</p>	<p>Best composite score of 970 SAT Reasoning Test (based on the combined Critical Reading and Math Sections only) or 20 ACT (excluding the writing section).</p> <p>Note: The new writing sections for the SAT and ACT will not be used in the composite.</p> <p>SAT subject tests are not used for Bright Futures Eligibility.</p> <p>ACT Scores are rounded up for scores with .5 and higher. SAT scores do not require rounding</p>	<p>Students must earn a minimum score on each section of the CPT or SAT or ACT.</p> <p>Sections of different test types may not be combined.</p> <p>CPT:</p> <table><tr><td>Reading</td><td>83</td></tr><tr><td>Sentence Skills</td><td>83</td></tr><tr><td>Algebra</td><td>72</td></tr></table> <p>SAT Reasoning Test:</p> <table><tr><td>Critical Reading</td><td>440</td></tr><tr><td>Math</td><td>440</td></tr></table> <p>ACT:</p> <table><tr><td>English</td><td>17</td></tr><tr><td>Reading</td><td>18</td></tr><tr><td>Math</td><td>19</td></tr></table>	Reading	83	Sentence Skills	83	Algebra	72	Critical Reading	440	Math	440	English	17	Reading	18	Math	19
Reading	83																	
Sentence Skills	83																	
Algebra	72																	
Critical Reading	440																	
Math	440																	
English	17																	
Reading	18																	
Math	19																	

Grade Point Average

Grades are based on a 4-point system. Grade Point Averages (GPAs) are computed on a 4.0 scale. Letter grades in all courses are given the same point value. The maximum GPA is a 4.0. The system is utilized to determine eligibility for graduation, extracurricular activities and Florida Bright Futures Scholarship awards. Each semester the GPA is computed on a 4-point scale and recorded on the student's transcript.

Grading Policy and Grade Forgiveness on Reporting on Student Transcripts

The forgiveness policy for required courses shall be limited to replacing a "D" or "F" grade with a grade of "C" or higher earned subsequently in the same or comparable course.

Any course grade not replaced according to a district school board forgiveness policy must be included in the calculation of the cumulative grade point average required for graduation.

All forgiven courses and grades must be included on a student's transcript as an accurate reflection of the student's record of achievement.

Courses can be retaken for grade forgiveness at our credit retrieval program after school, at Indian River State College, or through Florida Virtual School. Students who are interested in this must see a Guidance Counselor to sign up. NCAA does not accept all methods of credit recovery so see your Counselor for details.

Grade Point Average Conversion

Grade	Percent	Grade Point	Description
A	90-100	4	Outstanding progress
B	80-89	3	Above Average Progress
C	70-79	2	Average Progress
D	60-69	1	Lowest acceptable progress
F	0-59	0	Not Acceptable
I	0	0	Incomplete

Other High School Graduation Requirement Information

See high school counselor for assistance with Algebra I equivalents. Courses or series of courses deemed "equivalent" for satisfying the Algebra I graduation requirements are: Algebra I, Algebra I Honors, Algebra Ia and Ib, Applied Mathematics I and II, Integrated Mathematics I and II, and Pre-AICE Math. Pacesetter Mathematics I is not available to students entering grade 9 in 2008-2009.

Students seeking admission to a SUS institution must complete an additional mathematics academic unit of Algebra I or higher (bringing the mathematics requirements to 4 units) [Rule 6.002, B.O.G.].



Transfer Students

Students who transfer to a St. Lucie County school from any other public school in the United States will be placed in comparable classes and all records from the previous school are accepted.

A student who transfers from a school outside the St. Lucie County School District including foreign schools with inadequate or incomplete records will be administratively placed.

For students entering high school in St. Lucie County from another district or state, the student must be in attendance for at least twenty (20) days, or demonstrate knowledge in the subject matter in order to receive a grade for that grading period.

Promotion Policy (Grade Level Classification)

Minimum district-wide standards for promotion are defined in the district's student progression plan. To move from grade 9 to grade 10, a student must earn 5 credits. To move from grade 10 to grade 11, a student must earn 11 credits. To move from grade 11 to grade 12, a student must earn 17 credits.

Each student who does not meet the minimum performance expectations defined by the state for the statewide assessment tests in reading, writing, science, and math must continue to be provided remedial or supplemental instruction until the expectations are met or the student graduates from high school or is not subject to compulsory attendance. Note: Students who have been retained and are enrolled in a summer program will be re-evaluated at the end of the summer in terms of minimum requirements.

The time required to complete high school will depend on the time necessary to earn required credits for graduation. The awarding of other than a standard diploma does not preclude a student with disabilities from returning to school until a standard diploma is awarded or the student ages out.

In grades 9-11, students may be promoted on a semester basis. A student in the 11th grade may be promoted to the 12th grade at the end of first semester provided it is determined by the principal that it is possible for the student to meet the graduation requirements at the end of the regular school term.

A student's final report card for a school year shall contain a statement indicating end of the year status regarding performance, behavior, attendance, and promotion.

Students are required to enroll in seven courses or equivalent programs each year. However, students who need additional credits in their 5th year and are eligible to graduate at the end of the current school year may enroll for the number of class periods needed to meet graduation requirements. A student may retake a course during the regular school year or summer school which the student has passed with a "D" and for which the student has received credit in order to raise the student's cumulative GPA to 2.0. The student may only earn credit once for the course.

In computing the final cumulative GPA, elective courses with the lowest grades may be dropped from calculation of GPA while maintaining a minimum of 24 credits required for graduation.



Westwood's Mascot

Did you know that students who participate in after school activities and sports have higher GPAs, better attendance, and are less likely to drop out than students who do not involve themselves in after school activities and sports?



Westwood vs. Central

Grade Requirements for Interscholastic Activities

Interscholastic Activities

1. Students entering 9th grade must maintain a cumulative GPA of 2.0 or above on a 4.0 scale in the courses required for graduation.
2. Students in the 9th or 10th grade must maintain a GPA of 2.0 or above in the semester preceding participation or a cumulative GPA of 2.0 or above. If the student's GPA falls below the cumulative 2.0, the student must enter a contractual agreement with the district, the appropriate extracurricular governing association and the student's parent.
3. Additionally, a student must maintain satisfactory conduct and, if a student is convicted of or found to have committed a felony or delinquent act (which would have been a felony if committed by an adult), regardless of whether adjudication is withheld, the student's participation in interscholastic extracurricular activities is contingent upon established and published school board policy.
4. Students who are exempt from attending a full day must maintain the GPA required. (F.S. 1006.15).

NCAA and NAIA

There are two major athletic associations in the United States that regulate who may participate in college sports: The National Collegiate Athletic Association (NCAA) and the National Association of Intercollegiate Athletics (NAIAO).

NAIA Eligibility Regulations

A freshman must meet two of the following three entry requirements:

1. Score 18 on the ACT or 1860 on the SAT I.
2. Overall grade point average of 2.0
3. Graduate in the top half of the high school graduating class.

NCAA Eligibility

To be considered a qualifier at a Division I institution and be eligible for financial aid, practice and competition during freshman college year, a student must:

1. Graduate from high school.
2. Have a minimum combined test score on the SAT verbal and math sections or a minimum sum of scores on the ACT as indicated on the index scale in the next column:

Core GPA	SAT I	ACT
3.550 and up	400	37
2.5	800	68
2.375	870	72
2.250	930	77
2.125	960	81
2.000	1010 and up	86 and up

3. Have a core GPA in at least 14 core courses in the following areas:

English	4 years
Math	2 years
Natural or Physical Science	2 years
Social Science	2 years
Additional Course in Math, English, or Science	1 year

And 3 years in:

Additional academic courses in any of the above areas or foreign language, philosophy or nondoctrinal religion course.

To be a qualifier at a Division II institution, you must:

1. Graduate from high school.
2. Present a minimum grade-point average of 2.000 in at least 13 core courses.
3. Present a minimum 820 combined score on the SAT verbal and math sections or a minimum sum score on the ACT of 68.

In order to participate in Division I or II college sports as a freshman, a student must register and be certified by the NCAA Clearinghouse. The above requirements are subject to revision

Grade Weighting Policy

The following criteria will be used in all District high schools to assign extra weight of .02 or .04 to specific courses. These weighted factors are to be used when calculating the weighted grade point averages of students to determine class rank within a graduating class in St. Lucie County.

Course weighting factors:

1. All courses with Honors in Title (.02)
2. All Advanced Placement (AP) and AICE Courses (.04)
3. All Group 3 Math/Science/Foreign Language Courses not designated at AP (.02)
4. Approved Dual Enrollment Courses (.04)

In order to receive a weighted grade for course, a student must take a course included on the District's list of Approved Weighted Dual Enrollment Courses and receive permission from the high school principal to register for a class.

Honors Weighting Point System

A weight factor of .02 is assigned for each semester for advanced academic course that is taken in high school. A weight factor of .04 will be assigned for each semester of Ad-

vanced Placement coursework or equivalent Dual Enrollment coursework. The weight factor is added for each semester of advanced courses with a grade of C or higher. The cumulative weight is added to the cumulative GPA to determine the student's GPA. The maximum honors GPA is determined by adding the cumulative honors points to the cumulative GPA based on a 4-point scale. For example, if a student took four advanced courses during each semester of high school and earned a grade of C or higher in each, his honors would be worth an additional .64 ($32 \times .02 = .64$). This weight would be added to his/her cumulative GPA ($4.0 + .64 = 4.64$).

While the criteria for determining weight and Honor Diploma eligibility will remain the same, the exact list of courses meeting the criteria may vary from year to year.

Advanced Level Courses for Honors Diploma

Courses assigned additional weight are the only courses that meet the advanced level coursework requirements for an Honors Diploma.

Honor Recognition

Students achieving academic excellence will be recognized for their scholastics on a quarterly basis, based on the following criteria:

4.0	Principal's Honor Roll
3.5-3.99	High Honor Roll
3.0-3.49	Honor Roll

Students receiving a failing grade in any course will not be eligible to participate in honor roll celebrations.

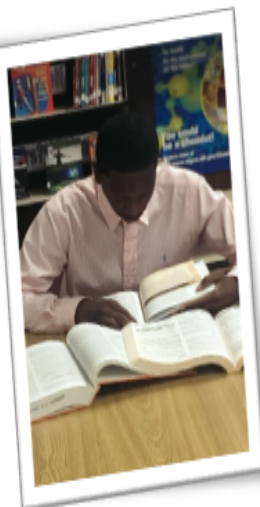
Career and College Center

The Career and College Center is located in the Guidance Office. Special Career and College passes are available from your guidance counselor.

Students may use the Career Center before and after school hours and during lunch periods with the permission of the Career Specialist. Career assessment and planned presentations are available in the Career Center by the Career Specialist, Mrs. Dana Caputo, who shares time between Ft. Pierce Westwood and Ft. Pierce Central.

Students can use the computerized program for self-assessment of interests, abilities, experiences and values. The computer uses student assessment information to recommend occupations that they want to explore as a future career. The internet program also provides information about trade and vocational schools, two and four year colleges and universities, as well as military opportunities. Counselors are available by appointment to discuss information, plan future goals, and recommend coursework in high school that will prepare them for the future.

Did you know that students who participate in after school activities and sports have higher GPAs, better attendance, and are less likely to drop out than students who do not involve themselves in after school activities and sports?





**We are proud to be
Panthers.**

“Do not follow
where the path
may lead. Go
instead where
there is no path
and leave a
trail.”

Unknown



**“Once a Panther,
always a Panther”**

Career and College Planning

Jobs in the 21st century require high academic and technical skills. There will be more than 20,000 new job titles created in the next year. To prepare for this challenging labor market, it is necessary for students as early as 7th and 8th grade to begin thinking about the types of occupations they may want to pursue.

Academies are a type of school-within-school that provide a college preparatory curriculum with a career-related theme. Academies provide a challenging, coherent course sequence that are a road map to future career goals. They share two basic features:

First, academies are small learning communities. An academy comprises a cluster of students who have some of the same teachers for at least one year, and who share several classes each year. Teachers from academic and technical disciplines meet with each other on a regular basis, and share in the decision-making related to curriculum, content and instruction.

Second, academies combine college-preparatory curriculum and a career theme. Academic courses that meet high school graduation and college entrance requirements are linked with technical courses that focus on the academy.

Extracurricular Activities

Academics is the number one priority at Westwood High School. However, athletics is an integral part of the whole high school experience. All athletes must maintain a 2.0 cumulative GPA to compete in sports. Studies have proven that students who are involved in extracurricular activities tend to do better in the classroom and develop time management skills that they use throughout life. It is our goal to have all Panthers at Westwood High enjoy a healthy and positive experience in athletics. Completion of one semester with a grade of “C” or better in a marching band class or in JROTC shall satisfy one half credit requirement in physical education.



Westwood Band & “Pink” Panthers

After School Activities and Clubs

Westwood High School offers an array of sports for our students to participate in.

Fall:

Swimming (Boys & Girls)
Volleyball (Girls)
Football (Boys)
Bowling (Boys & Girls)
Cross Country (Boys & Girls)
Golf (Boys & Girls)

Spring:

Baseball (Boys)
Softball (Girls)
Tennis (Boys & Girls)
Track (Boys & Girls)
Flag Football (Girls)

Winter:

Soccer (Boys & Girls)
Basketball (Boys & Girls)
Weightlifting (Girls)
Wrestling (Boys & Girls)

Students are required to maintain a 2.0 GPA or higher to participate in any of our sports.



Students explore their own interests in Smaller Learning Communities.

Smaller Learning Communities emphasize rigorous, relevant curriculum and instruction.



Students in smaller learning communities feel more connected to the school.

Smaller Learning Communities

The Smaller Learning Communities (SLCs) model is the structure we have chosen to personalize Westwood High School. This research-based model for high school allows students to choose an area of interest and to be scheduled into their classes with students of similar interests. We also know from the research that the world in which our students will live in requires that they be critical thinkers who can problem-solve at high levels and use technology to find, synthesize, and apply information to solve problems and create solutions.

Opportunities for making connections among various academic disciplines, career and interest areas, and the world at large can be more readily assured in Smaller Learning Communities.

Students in this structure can choose career and technical courses that provide exploration and development of skills and expertise in a career area. In addition, students may select from a wide array of courses from our Comprehensive Course selections. Regardless of choice of community, all students may take Honors and Advanced Placement courses.

Senior options will provide opportunities for dual enrollment, early college admission, paid and unpaid internships. Planning for post-secondary education will be an integral part of the process.

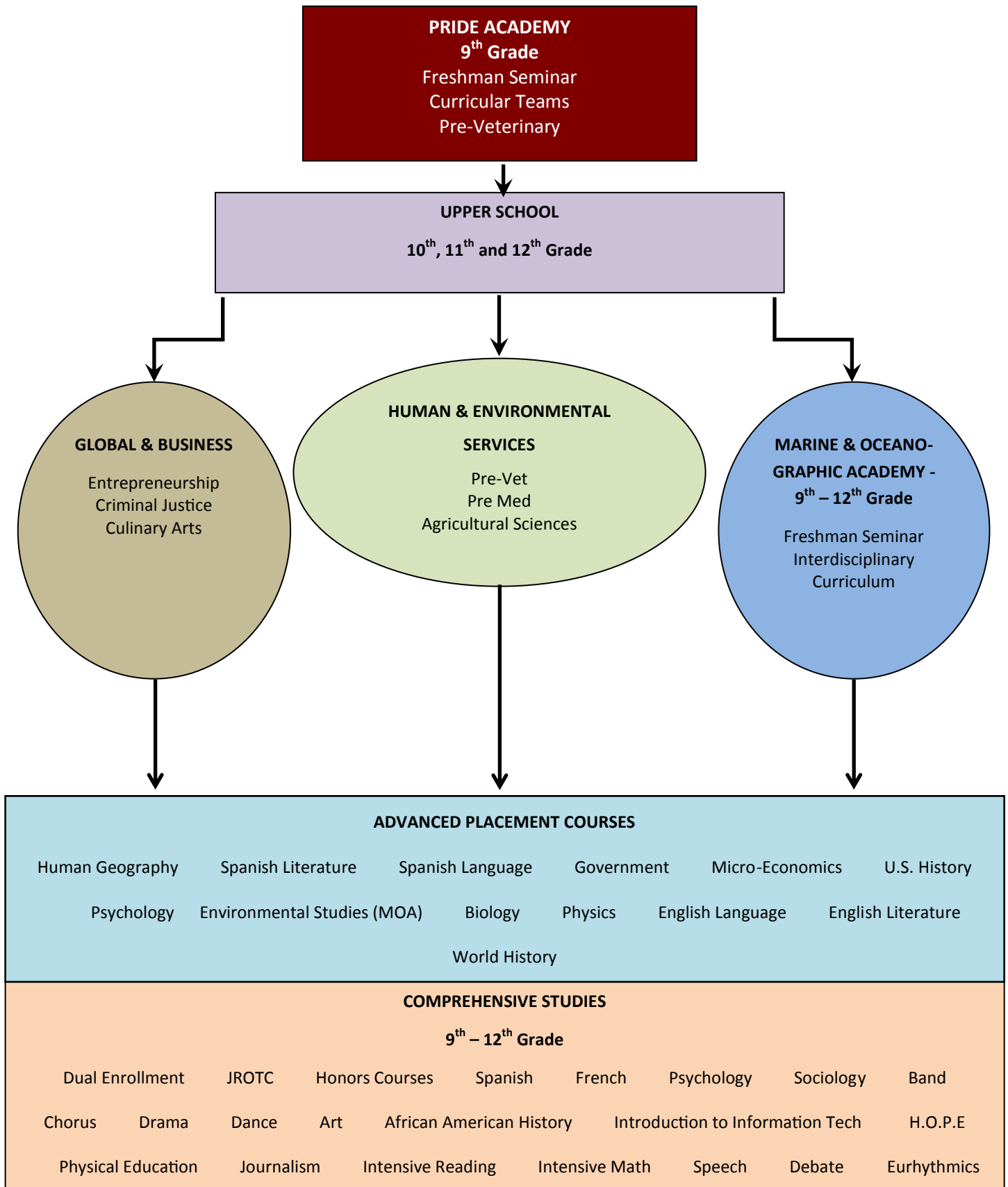
Benefits of Smaller Learning Communities

- Emphasizes rigorous, relevant curriculum and instruction.
- Provides continuous program improvements.
- Provides for student personalization.
- Encourages students to feel more connected to school.
- Provides students with mentoring and guidance.
- Connects students to opportunities within the community for continued learning and work options.
- Studies show students in smaller learning communities have improved grades, test scores, and graduation rates compared to students who are not in smaller learning communities.
- Students in smaller learning communities also have better attendance rates.
- Smaller learning communities create increased school spirit.

“The best teacher is one who, through establishing a personal relationship frees the student to learn. Learning can only take place in the student, and the teacher can only create the conditions for learning. The atmosphere created by a good interpersonal relationship is the major condition for learning.”

—C.H. Patterson (*Humanities Education*, 1973, p.98)

Ft. Pierce Westwood Small Learning Communities



PRIDE Academy – Panther Responsibility in Delivering Excellence (9th Grade Academy)

Ninth graders are adolescents undergoing the difficult transition from middle school to high school. As they face the social, emotional, physical, and intellectual challenges of this stage of their development, it is easy for them to feel overwhelmed, confused and alone. The goal of the PRIDE Academy is to create a support-rich environment that maximizes student success in the first year of high school. Our commitment is to ease the transition into high school and help more students stay in school and progress towards graduation.

Highlights include:

- Teams of core academic teachers, a resource teacher, a guidance counselor, dean, and an administrator who collaborate and share responsibility for success.
- A pyramid of interventions including parent involvement, support services, and after-school tutoring.
- Team Time (Academic Intervention)
- Senior Mentoring.
- Required Freshmen Seminar Class.
- Student led conferences provide a structure whereby students describe their own academy progress and performance to their parents.

The Freshmen Seminar class is an essential component of our ninth grade academy. Strong emphasis will be on self-awareness and career exploration. A major objective of the Freshmen Seminar class will be for students to identify a purpose and focus for their studies toward senior project and graduation. The class will teach study skills, goal setting, and organizational skills required for successful transition to high school and beyond.

The Freshman Seminar course will also be used to help ninth grade students explore career academy options for their high school course selections. The Freshman Seminar course will also be used to help 9th grade students explore the career academy options in each small learning community so that they can choose their high school course selections with great awareness.

Upper School Small Learning Communities

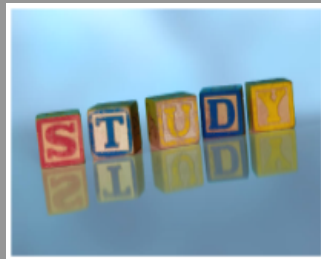
In 9th Grade the focus is students transitioning to a high school environment as well as exploring the many career options and educational pathways open to students as they progress through school.

The Upper School is composed of all Panther 10th, 11th and 12th graders and is home to our three career academies. By 11th grade students have focused on a major and are completing all the necessary course work to qualify for a "Gold Seal" in a career pathway. The focus is on preparing students for high school and beyond.

⇒ ***Students may begin taking Pre-Veterinary, Agricultural Biotechnology and Marine and Oceanographic Academy courses in the 9th grade.***

Highlights Include:

- Parent communication through team conferencing and technology.
- Teams of core academy teachers who share a common planning for integrated instruction.
- The structure includes a dedicated administrator and guidance staff to support each academy.
- Engaging curricula using best practices, career components, and learning strategies.
- Research-based best practices (WOW, Rigor and Relevance, CRIS, cooperative learning, multi-sensory activities, high interest reading materials, differentiated instruction, and real-life projects, etc).
- Personalized learning through a facility design that encourages collaboration among teachers.



Two Westwood students participating in a luncheon for Student Council Members.

Career Technical Education Pathways/ High School Majors

Students at FPWHS participate in a career focused pathway that provides a major area of study. Students must complete a major consisting of four approved courses. Programs of study require courses that must be taken in sequential order. As completers, students gain opportunities for industry certification, articulated college credits and the Gold Seal Scholarship. The chart below lists required courses in each career academy as well as recommended and elective courses.

Entrepreneurship (GBS)	Criminal Justice (GBS)	Culinary Arts (GBS)
Freshman Seminar	Freshman Seminar	Freshman Seminar
Principles of Entrepreneurship	Criminal Justice Operations I	Culinary Arts I
Business Management/Law	Criminal Justice Operations II	Culinary Arts II
Business Ownership	Criminal Justice Operations III	Culinary Arts III
	Criminal Justice Operations IV	Culinary Arts IV

Veterinary (HES)	Agricultural Sciences (HES)	Allied Health (HES)
Freshman Seminar	Freshman Seminar	Freshman Seminar
Veterinary I	Ag Foundations	Health Science I
Veterinary II	Agritechnology I	Health Science II
Veterinary III	Agritechnology II	Allied Health Assist III
Veterinary IV	Agritechnology III	
Veterinary Directed Study	Ag Directed Study—Senior Seminar	

Marine & Oceanographic Academy

The Westwood High School's Marine and Oceanographic Academy (MOA) of the St. Lucie County School District is a high school program which targets a diverse population of students from all neighborhoods in the county. This academy, located on the campus of Florida Atlantic University's world renowned Harbor Branch Oceanographic Institution, is a district wide attractor program available to students from any zone. Eligibility for WHS/MOA includes demonstrated proficiency of level 3 or above in FCAT math and reading assessments (or the equivalent for students without FCAT scores), strong teacher recommendation, and excellent discipline and attendance records. A specifically selected teaching team working with a full time site administrator has been dedicated by St. Lucie County and Fort Pierce Westwood High School to the students and specific curriculum that makes WHS/MOA unique. Integration of core curriculum to focus on marine and oceanographic studies is the feature that identifies WHS/MOA as an exceptional program. Each subject has been selected for its appropriateness to this integration while never compromising the need to provide each student with the background necessary for comfortable transition to the most challenging college or university programs of higher studies. Engaging, hands-on field and laboratory studies are conducted by the MOA staff in conjunction with FAU/Harbor Branch scientists who teach students for 20% of their science classes. All classes are taught at the highest level available including Advanced Placement and on campus Dual Enrollment.

9th Grade Curriculum

Freshman Seminar

Algebra 1 , Geometry 1 or Algebra 2 Honors

AP Human Geography

English 1 Honors

Marine Science Honors

Integrated or Physical Science Honors

Spanish 1

Various electives on main campus (ROTC, Band, etc.)

10th Grade Curriculum	11th Grade Curriculum	12th Grade Curriculum
Geometry, Algebra 2, or Pre-Calculus Honors	Algebra 2, Pre-Calculus or Calculus Honors or Statistics and Probability	Pre-Calculus, Calculus, Liberal Arts or DE*Intermediate Algebra and DE*College Algebra or Statistics and Probability
AP World History	AP US History	Government and Economics
English 2 Honors	AP Language and Composition	AP Literature and Composition
Physics Honors	Chemistry Honors, Solar Energy, Limnology	AP Environmental Science, Solar Energy, Limnology, AP Biology or AP Physics (** pathway choice)
Biology Honors	DE* Oceanography	DE* Marine Ecology, DE*Robotics, DE*Aquaculture, DE*Biotechnology, or DE*Climate and Weather (**pathway choice)
Spanish 2	DE* Marine Biology	Research (E2020)
Humanities	Speech	Journalism
Various electives on main campus (ROTC, Band, etc.)	HOPE	
	Various electives on main campus (ROTC, Band, etc.)	

*Dual Enrollment classes taught on the MOA campus for both college and high school credit

**Pathway choices are Ocean Engineering, Marine Biotechnology, Aquaculture, Environmental Science

Ft. Pierce Westwood High School offers several elective courses through our Comprehensive Studies that may not be included in our career pathways or major areas of study. These elective courses are listed below.

Physical Education Electives	Performing Arts	Foreign Languages
Advanced Weight Training	Band I, Band II, Band III, Band IV	French I
Beginning Weight Training	Voc Ens I	French II
Beginning Power Weight Training	Voc Ens II	French III
Comp Fitness	Voc Ens III Voc Ens IV	Spanish I
HOPE (PE/Health)	Music Appreciation	Spanish II
Intermediate Weight Training	Draw Paint I	AP Spanish Language
Individual Dual Sports I	Draw Paint II	AP Spanish Literature
Individual Dual Sports II	Debate	
Individual Dual Sports III	Speech	
Team Sports I		
Team Sports II		

Additional Electives included in Comprehensive Studies

JROTC	Psychology	Sociology
Journalism	Intensive Reading	Intensive Math
Intro to Information Technology		Volunteer
Reading College Success		
Creative Writing I		
Creative Writing II		
Critical Thinking		
Career Research		



From the moment you enter an AP classroom, you'll notice the difference—in the teacher's approach to the subject, in the attitude of your classmates, in the way you start to think. In AP classrooms, the focus is not on memorizing facts and figures. Instead you'll engage in intense discussions, solve problems collaboratively, and learn to write clearly and persuasively.

Advanced Placement Courses

The College Board's Advanced Placement (AP) Program is a national program consisting of more than 30 college-level courses and exams offered at participating high schools. Subjects range from art to statistics. Students who earn a qualifying grade of 3 or above on an AP exam can earn college credit or advanced placement or both, depending on the college or university. Students in Florida's public secondary schools enrolled in AP courses do not have to pay to take the exams.

AP English Language

AP English Literature

AP Biography

AP Environmental Science

AP Psychology

AP Spanish Literature

AP American History

AP American Government

AP Human Geography

AP Economics

AP Spanish Language

AP World History



Westwood Students on a professional dress day



Dual Enrollment and Early Admission

Dual enrollment is a program that allows high school students to simultaneously earn college or vocational credit toward a post-secondary diploma, certificate, or degree at a Florida public institution that will also count as a credit toward a high school diploma. Students are permitted to take dual enrollment courses on a part time basis during school hours, after school, or during summer term. Dual enrollment students do not have to pay registration, matriculation, or laboratory fees. Early admission is similar to dual enrollment, except that students are enrolled in a college/university course or courses full time. They earn credits simultaneously toward a college degree and a high school diploma.

Students must be able to meet the following eligibility criteria:

1. Be a student in Florida public or non-public secondary school or home education program.
2. For Florida public or nonpublic school students, have a 3.0 weighted GPA to enroll in college courses, or a 2.0 unweighted grade point average to enroll in vocational certificate courses.
3. Pass an appropriate section of the college placement test.
4. Have the written permission of the Principal or liaison before enrolling in a course.
5. Meet any additional admissions criteria set by the post-secondary institution.

Florida Virtual High School

Florida Virtual High School is an internet-based high school serving the students and teachers in the State of Florida. St. Lucie County is affiliated with Florida Virtual High School. The for-credit coursework of the school is based on the Sunshine State Standards. Students are eligible to participate in these courses by registering online and having their parent and guidance counselor approve their request online. FLVS approved courses are subject to the same prerequisites as the high school curriculum.



Westwood Students on the Patio for lunch.

FLORIDA VIRTUAL SCHOOL COURSES

Art/Visual Arts

AP Art History
Art History and Criticism I Honors
Creative Photography I

Business Technology

Computing for Colleges and Careers
Personal and Family Finance
Web Design II

English

AP English Language and Composition
AP English Literature and Composition
English I for Credit Recovery
English 2 for Credit Recovery
English 3 for Credit Recovery

English 4 for Credit Recovery
English I
English II
English III
English IV
Reading for College Success

Foreign Language

AP Spanish Language
Chinese I
Chinese II
Chinese III
French I
French II
Latin I Latin II
Latin III
Spanish for Spanish Speakers
Spanish I
Spanish II
Spanish III

Health/Physical Education

Adaptive PE IEP or 504 Plan
Fitness Lifestyle Design
HOPE
Life Management Skills
Personal Fitness

Journalism

Journalism I

Leadership Skills Development

Leadership Skills Development **Math-**

ematics

AP Calculus AB
AP Calculus BC
AP Statistics
Adv Algebra w/ Financial Applications
Algebra 2 for Credit Recovery
Algebra I
Algebra II
Calculus
Geometry
Liberal Arts Mathematics
Pre-Calculus

Music

Guitar I
Music Appreciation

Research & Critical Thinking

Critical Thinking and Study Skills

Safety & Driver Education

Driver Ed/Traffic Safety

Science

AP Biology
AP Environmental Science
Biology I
Chemistry I
Earth Space Science
Forensic Science
Marine Science
Physical Science
Physics I

Social Studies

AP Human Geography
AP Macroeconomics
AP Microeconomics
AP Psychology
AP US Government
AP US History
Economics
Laws Studies
Psychology I
Sociology
US Government
US History
World History

******Language Arts & Reading******

Language is an essential part of social development. If students are to be educated and productive citizens in society, they must develop fundamental and advanced language skills that will enable them to communicate their ideas effectively. Four years of English are required for graduation. Students will be placed in the appropriate English course on the basis of scores on standardized tests, past performance in classes, and teacher recommendations. There are a variety of elective classes available to students who are interested in additional language development.

Course Number: 1000410 **Course Title:** 9-12 Intensive Reading Credit: 1.0

Major Concepts/Content. The purpose of this course is to provide instruction that enables students to develop and strengthen reading skills and develop independent reading endurance.

Course Number: 1001310 **Course Title:** English I Credit: 1.0

Major Concepts/Content. 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. **Will meet graduation requirements for English.**

Course Number: 1001320, D, 3 **Course Title:** English Honors I Credit: 1.0

Major Concepts/Content. 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. **Will meet graduation requirements for English.**

Course Number: 1001340 **Course Title:** English II Credit: 1.0

Major Concepts/Content. The purpose of this course is to enable students to further develop fundamental reading and writing skills and strategies to ensure successful literacy experiences. **Will meet graduation requirements for English.**

Course Number: 1001350, B, D, F, 10013503 **Course Title:** English Honors II Credit: 1.0

Major Concepts/Content. 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. **Will meet graduation requirements for English.**

Course Number: 1001360 **Course Title:** English III Credit: 1.0

Major Concepts/Content. The purpose of this course is to enable students to further develop fundamental reading and writing skills and strategies to ensure successful literacy experiences. **Will meet graduation requirements for English.**

Course Number: 1001380, B, D, F, 10013503 **Course Title:** English Honors III Credit: 1.0

Major Concepts/Content. 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. **Will meet graduation requirements for English.**

Course Number: 1001400 **Course Title:** English IV Credit: 1.0

Major Concepts/Content. The purpose of this course is to enable students to further develop fundamental reading and writing skills and strategies to ensure successful literacy experiences. **Will meet graduation requirements for English.**

Course Number: 1001410, B, D, F, 10013503 **Course Title:** English Honors IV Credit: 1.0

Major Concepts/Content. 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. **Will meet graduation requirements for English..**

Course Number: 1001405 **Course Title:** English IV Florida College Prep Credit: 1.0

Major Concepts/Content: The course incorporates reading and writing study through writing a variety of informative text using grade-level writing craft and through the in-depth reading and analysis of informational selections in order to develop critical reading and writing skills necessary for success in college courses. This course prepares students for successful completion of Florida college English courses. The benchmarks reflect the Florida College Competencies necessary for entry-level college courses and are also related to the College and Career Readiness (CCR) anchor standards, the exit standards of the Florida's K-12 Common Core Standards. **Will meet graduation requirements for English.**

Course Number: 1009320 **Course Title:** Creative Writing I Credit: 1.0

Major Concepts/Content. The purpose of this course is to enable students to develop and use grade 9-10 writing and language skills for creative expression in a variety of literary forms. Studying and modeling a variety of genres will be emphasized at this level of creative writing.

Course Number: 1009330 **Course Title:** Creative Writing II Credit: 1.0

Major Concepts/Content. The purpose of this course is to enable students to develop and use grade 11-12 writing and language skills for creative expression in a variety of literary forms. Studying and modeling a variety of genres will be emphasized at this level of creative writing.

******Language Arts & Reading******

Course Number: 1001420, B, D, F, 10013503 **Course Title:** Advanced Placement English Language Credit: 1.0
Major Concepts/Content: Advanced Placement English Language and Composition. **Will meet graduation requirements for English**

Course Number: 1001430, B, D, F, 10013503 **Course Title:** Advanced Placement English Literature Credit: 1.0
Major Concepts/Content: Advanced Placement English Literature and Composition. **Will meet graduation requirements for English**

Course Number: 1002300 **Course Title:** English I Through ESOL Credit: 1.0
Major Concepts/Content: 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. **Will meet graduation requirements for English.**

Course Number: 1002310 **Course Title:** English II Through ESOL Credit: 1.0
Major Concepts/Content: 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. **Will meet graduation requirements for English.**

Course Number: 1002320 **Course Title:** English III Through ESOL Credit: 1.0
Major Concepts/Content: 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. **Will meet graduation requirements for English.**

Course Number: 1002520 **Course Title:** English IV Through ESOL Credit: 1.0
Major Concepts/Content: 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. **Will meet graduation requirements for English.**

Course Number: 1700370 **Course Title:** Critical Thinking and Study Skills Credit: 1.0
Major Concepts/Content: The purpose of Critical Thinking and Study Skills is to enable students to develop learning strategies, critical-thinking skills, and problem-solving skills to enhance their performance in academic and nonacademic endeavors. The content should include, but not be limited to, the following: learning strategies; strategies for acquiring, storing and retrieving information; strategies for oral and written communication; time management and organizational skills; critical-thinking operations, processes, and enabling skills; problem-solving skills and strategies; test-taking skills and strategies for linking new information with prior knowledge.

Course Number: 1700380 **Course Title:** Career Research & Decision Making Credit: 1.0
Major Concepts/Content: The content should include, but not be limited to, the following: goal -setting and decision making processes, self-assessment, sources of career information, occupational fields and educational requirements- post secondary education and training opportunities- writing, listening, viewing and speaking skills for applications and interviews, financial planning and sources of educational financial assistance, career planning.

Course Number: 1007300 **Course Title:** Speech
Major Concepts/Content: The purpose of this course is to develop students' beginning awareness, understanding, and application of language arts as it applies to oral communication concepts and strategies in a variety of given settings.

Course Number: 1006300 **Course Title:** Journalism Credit: 1.0
Major Concepts/Content: Journalism 1 is designed to develop basic entry-level skills required for careers in the writing and editing industry. Students will produce writing appropriate to journalistic media; organize and use production modes appropriate to journalistic media, including desktop publishing, keyboarding, photography, commercial art, and television production; plan a set for television production; and perform lighting activities for a planned production.

Course Number: 1007330 **Course Title:** Debate
Major Concepts/Content: The purpose of this course is to develop students' beginning awareness, understanding, and application of language arts as it applies to oral communication concepts and strategies for public debate in a variety of given settings.

******Mathematics******

Mathematics courses provide students with the basic concepts and relationships fundamental to living in a highly technical society. Understanding the nature of mathematics encourages critical thinking, precise expression and analytical approaches to problem solving. Three years of mathematics are required for graduation; however, students are encouraged to take a fourth year of mathematics in twelfth grade. Placement in a particular mathematics course is determined on the basis of scores on standardized tests, past performance in courses and teacher recommendations. Students are encouraged to grow in mathematical awareness and competency consistent with their individual potential. Some classes require a scientific or graphic calculator.

Course Number: 1200310, B, D, E, F, 12003102 **Course Title:** *Algebra I* Credit: 1.0

Major Concepts/Content. 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. **Will meet graduation requirements for Mathematics.**

Course Number: 1200320, D, 12003203 **Course Title:** *Algebra I Honors* Credit: 1.0

Major Concepts/Content. 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. **Will meet graduation requirements for Mathematics.**

Course Number: 1200330B, D, F, 12003307, 12003308 **Course Title:** *Algebra II* Credit: 1.0

Major Concepts/Content: The purpose of this course is to continue the study of algebra and to provide the foundation for applying algebraic skills to other mathematical and scientific fields. **Will meet graduation requirements for Mathematics.**

Course Number: 1200340, D, 12003403, 12003405 **Course Title:** *Algebra II Honors* Credit: 1.0

Major Concepts/Content: The purpose of this course is to continue the study of algebra and to provide the foundation for applying algebraic skills to other mathematical and scientific fields. **Will meet graduation requirements for Mathematics.**

Course Number: 1200400, 2, 6, E, Q, **Course Title:** *Intensive Mathematics* Credit: 1.0

Major Concepts/Content. The purpose of this course is to enable students to develop mathematics skills and concepts through remedial instruction and practice.

Course Number: 1200700 **Course Title:** *Math for College Readiness* Credit: 1.0

Major Concepts/Content. The purpose of this course is to strengthen the skill level of high school seniors who have completed Algebra I, II and Geometry and who wish to pursue credit generating mathematics courses at the college level. **Will meet graduation requirements for Mathematics.**

Course Number: 1202340 **Course Title:** *Pre-Calculus* Credit: 1.0

Major Concepts/Content. The purpose of this course is to enable students to develop concepts and skills in advanced algebra, analytic geometry, and trigonometry. **Will meet graduation requirements for Mathematics.**

Course Number: 1206310B, D, E, F, K Q, 7 **Course Title:** *Geometry* Credit: 1.0

Major Concepts/Content. The purpose of this course is to develop the geometric relationships and deductive strategies that can be used to solve a variety of real world and mathematical problems. **Will meet graduation requirement for Mathematics.**

Course Number: 1206320, 3, 5 **Course Title:** *Geometry Honors* Credit: 1.0

Major Concepts/Content. The purpose of this course is to develop the geometric relationships and deductive strategies that can be used to solve a variety of real world and mathematical problems. **Will meet graduation requirement for Mathematics.**

Course Number: 12083007 **Course Title:** *Liberal Arts Mathematics* Credit: 1.0

Major Concepts/Content. The purpose of this course is to enable students to strengthen algebraic and geometric concepts and skills necessary for further study of mathematics. **Will meet graduation requirements for Mathematics**

Course Number: 1208300 **Course Title:** *Liberal Arts Mathematics II* Credit: 1.0

Will meet graduation requirements for Mathematics

*******Science*******

Students are required to complete 3 years of science for graduation. After completion of requirements, students are encouraged to take physics and at least one A.P. class to better prepare them for college. Through the electives, the department offers a broader study of the human body in Anatomy and Physiology, the relationship of living things to each other in Environmental Science and the study of plants/animals in the ocean in Marine Science. All science courses are designed to promote a sense of inquiry through laboratory experiences and to develop critical thinking skills. **Eleventh** grade students must take the science FCAT in the spring.

Course Number: 2000310B, D, E, F, 7 **Course Title:** Biology I Credit: 1.0

Major Concepts/Content. The purpose of this course is to provide exploratory experiences and laboratory and real-life applications in the biological sciences. **Will meet graduation requirement for Science.**

Course Number: 2000320 **Course Title:** Biology I Honors Credit: 1.0

Major Concepts/Content. The purpose of this course is to provide exploratory experiences and laboratory and real-life applications in the biological sciences. **Will meet graduation requirement for Science.**

Course Number: 2000340 **Course Title:** Advanced Placement Biology Credit: 1.0

Major Concepts/Content. 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 hypotheses from available data. The content should include, but not be limited to, the following: the content specified by the Advanced Placement Program. **Will meet graduation requirement for Science.**

Course Number: 2003310B, D, E, F, K, 2,7 **Course Title:** Physical Science Credit: 1.0

Major Concepts/Content. Laboratory investigations which 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. **Will meet graduation requirement for Science.**

Course Number: 2003310, D, 3 **Course Title:** Physical Science Honors Credit: 1.0

Major Concepts/Content. Laboratory investigations which 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. **Will meet graduation requirement for Science.**

Course Number: 2003340 **Course Title:** Chemistry I Credit: 1.0

Major Concepts/Content. The purpose of the course is to study the composition, properties and changes associated with matter. The content should include classification of nature, structure and changes, atomic theory, periodic law, bonding, chemical formula, chemical and nuclear reactions, balancing equations, stoichiometry, reaction rates and equilibrium, acid and base chemistry, behavior of gases, dynamics, nuclear energy and the environment. **Will meet graduation requirement for Science.**

Course Number: 2003350 **Course Title:** Chemistry I Honors Credit: 1.0

Major Concepts/Content. The purpose of the course is to study the composition, properties and changes associated with matter. The content should include classification of nature, structure and changes, atomic theory, periodic law, bonding, chemical formula, chemical and nuclear reactions, balancing equations, stoichiometry, reaction rates and equilibrium, acid and base chemistry, behavior of gases, dynamics, nuclear energy and the environment. **Will meet graduation requirement for Science.**

Course Number: 2003380 **Course Title:** Physics Credit: 1.0

Major Concepts/Content. The purpose of this course is to provide opportunities to study concepts, theories and laws governing the interaction of matter, energy and forces and their applications through exploratory investigations and activities. The content should include, but not be limited to the motion, dynamics wave characteristics conservation of energy and momentum heat and the thermodynamics, electricity magnetism interactions among science technology and society. **Will meet graduation requirement for Science.**

Course Number: 2003390 **Course Title:** Physics Honors Credit: 1.0

Major Concepts/Content. The purpose of this course is to provide opportunities to study concepts, theories and laws governing the interaction of matter, energy and forces and their applications through exploratory investigations and activities. The content should include, but not be limited to the motion, dynamics wave characteristics conservation of energy and momentum heat and the thermodynamics, electricity magnetism interactions among science technology and society. **Will meet graduation requirement for Science.**

Course Number: 2002540

Course Title: *Solar Energy*

Credit: 1.0

Major Concepts/Content.

Will meet graduation requirement for Science.

Course Number: 2000390

Course Title: *Limnology*

Credit: 1.0

Major Concepts/Content.

Will meet graduation requirement for Science.

Course Number: 2001380

Course Title: *Advanced Placement Environmental Science*

Credit: 1.0

Major Concepts/Content. This course provides students with the opportunity to understand the following concepts: human population dynamics; renewable and nonrenewable resources; distribution, ownership, use degradation; environmental quality; global changes and their consequences; environment and society; trade-offs and decision making; and choices for the future. Laboratory investigations and research of selected topics in the content, which include the use of the scientific method, measurement, laboratory apparatus, and safety procedures, are in integral part of the course.

Will meet graduation requirement for Science.

******Social Studies******

Social Studies courses help prepare students to be knowledgeable, responsible, and active citizens of the community, nation and the world. Students are required to successfully complete three credits in Social Studies for graduation. Ninth grade students are required to take World History. American History is taken in the eleventh grade. American Government and Economics are two semester courses which are required for twelfth grade students. All three courses fulfill the requirements for the Florida Academic Scholars Certificate and for admission to the Florida state university system. Elective courses are available for those students who wish to specialize in a particular field or area of study.

Course Number **9100110/210** **Course Title:** *Freshman Seminar*

Credit: 1.0

Major Concepts/Content: The purpose of this course is to acquaint students with career opportunities, job requirements, and tasks performed in a variety of career and technical occupations.

Course Number: 2103400 **Course Title:** *Advanced Placement Human Geography*

Credit: 1.0

Major Concepts/Content: The purpose of this course is to enable students to develop higher levels of concepts and skills related to Human Geography.

Course Number: 2109310B,D,E,F,K **Course Title:** *World History*

Credit: 1.0

Major Concepts/Content: 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. **Will meet graduation requirement for World History.**

Course Number: 2109320 **Course Title:** *World History Honors*

Credit: 1.0

Major Concepts/Content: 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. **Will meet graduation requirement for World History.**

Course Number: 2109420, 3 **Course Title:** *Advanced Placement World History*

Credit: 1.0

Major Concepts/Content: Students 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 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. **Will meet graduation requirement for World History.**

Course Number: 2109310 **Course Title:** *American History*

Credit: 1.0

Major Concepts/Content: Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events which occurred before the end of Reconstruction. **Will meet graduation requirement for American History.**

Course Number: 2109320 **Course Title:** *American History Honors*

Credit: 1.0

Major Concepts/Content: Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events which occurred before the end of Reconstruction. **Will meet graduation requirement for American History.**

******Social Studies******

Course Number: 2109330 **Course Title:** *Advanced Placement American History* Credit: 1.0
Major Concepts/Content. Advanced Placement American History. **Will meet graduation requirement for American History.**

Course Number: 2102310 **Course Title:** *Economics* Credit: .5
Major Concepts/Content. 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. Economics is a class that explores how our government and our economy work and interact. Students will not only learn about how our government works and what their rights and responsibilities as a citizen are, but will also have an opportunity to explore the mysterious world of economics. Students will study basic macro-economic theories, compare economic systems, explain economic cycles, and understand the inner workings of a market economy. **Will meet graduation requirement for Economics.**

Course Number: 2102320 **Course Title:** *Economics Honors* Credit: .5
Major Concepts/Content. 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. Economics is a class that explores how our government and our economy work and interact. Students will not only learn about how our government works and what their rights and responsibilities as a citizen are, but will also have an opportunity to explore the mysterious world of economics. Students will study basic macro-economic theory, compare economic systems, explain economic cycles, and understand the inner workings of a market economy. This course will go at a faster pace than Economics and involve deeper study. **Will meet graduation requirement for Economics.**

Course Number: 2102360 **Course Title:** *Advanced Placement Economics* Credit: .5
Major Concepts/Content. Advanced Placement Economics. **Will meet graduation requirement for Economics.**

Course Number: 2106310 **Course Title:** *American Government* Credit: .5
Major Concepts/Content. 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. **Will meet graduation requirement for American Government.**

Course Number: 2106320 **Course Title:** *American Government Honors* Credit: .5
Major Concepts/Content. 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. **Will meet graduation requirement for American Government.**

Course Number: 2106420 **Course Title:** *Advanced Placement American Government* Credit: .5
Major Concepts/Content. Advanced Placement American Government. **Will meet graduation requirement for Economics.**

Course Number: 2107300 **Course Title:** *Psychology* Credit: .5
Major Concepts/Content. Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction and the progressive development of individuals. This will better prepare them to understand their own behavior and the behavior of others.

Course Number: 2108300 **Course Title:** *Sociology* Credit: .5
Major Concepts/Content. Through the study of sociology, students acquire an understanding of group interaction and its impact on individuals in order that they may have a greater awareness of the beliefs, values and behavior patterns of others. In an increasingly interdependent world, students need to recognize how group behavior affects both the individual and society. The content should include, but not be limited to, the following: methods of study employed by sociologists; social institutions and norms; social classes; relationships between the sexes; racial and ethnic groups; societal determinants; group behavior; socialization process, including the transmission of group behavior; social deviation; social conflict; social stratification; social participation; and role of social organizations and institutions, including their interrelationships and interdependence.

******Foreign Language******

It is imperative to master more than one language. Major universities and colleges require foreign language for admission. In order to receive a scholarship to a university in the state of Florida system or receive a Bright Futures scholarship, a student must complete two (2) years of foreign language as part of his/her curriculum. Today's workforce demands and rewards multilingualism more than ever before. Foreign language students score higher in reading achievement, vocabulary, cognitive learning and total reading ability. Miami Senior High offers courses in foreign language as follows:

Course Number: 0701320 **Course Title:** *French I*

Credit: 1.0

Major Concepts/Content. The purpose of this course is to enable students to begin to acquire proficiency in French through a linguistic, communicative, and cultural approach to language learning. Emphasis is placed on the development of listening, speaking, reading, and writing skills and on acquisition of the fundamentals of applied grammar. Cross cultural understanding is fostered and real-life applications are emphasized throughout the course. **Will meet the graduation requirement for foreign language.**

Course Number: 0701330 **Course Title:** *French II*

Credit: 1.0

Major Concepts/Content. The purpose of this course is to enable students to enhance proficiency in French through a linguistic, communicative, and cultural approach to language learning. There is continued emphasis on the development of listening, speaking, reading, and writing skills and on acquisition of the fundamentals of applied grammar. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course. **Will meet the graduation requirement for foreign language.**

Course Number: 0708340 & 07083403 **Course Title:** *Spanish I*

Credit: 1.0

Major Concepts/Content. The purpose of this course is to enable students to begin to acquire proficiency in Spanish through a linguistic, communicative, and cultural approach to language learning. Emphasis is placed on the development of listening, speaking, reading, and writing skills and on acquisition of the fundamentals of applied grammar. Cross cultural understanding is fostered and real-life applications are emphasized throughout the course. **Will meet the graduation requirement for foreign language.**

Course Number: 0708350 & 0708350 **Course Title:** *Spanish II*

Credit: 1.0

Major Concepts/Content. The purpose of this course is to enable students to enhance proficiency in Spanish through a linguistic, communicative, and cultural approach to language learning. There is continued emphasis on the development of listening, speaking, reading, and writing skills and on acquisition of the fundamentals of applied grammar. Cross cultural understanding is fostered and real-life applications are emphasized throughout the course. **Will meet the graduation requirement for foreign language.**

Course Number: 0708400 **Course Title:** *Advanced Placement - Spanish Language*

Credit: 1.0

Major Concepts/Content. The purpose of this course is to develop oral and written fluency in Spanish. **Will meet the graduation requirement for foreign language.**

Course Number: 0708410 **Course Title:** *Advanced Placement-Spanish Literature*

Credit: 1.0

Major Concepts/Content. The purpose of this course is to develop oral and written fluency in Spanish. **Will meet the graduation requirement for foreign language**

******Music & Performing Arts******

All students are required to take 0.5 credits (one semester) of fine arts to meet the state requirements for graduation. Introductory courses are available as well as advanced courses for students who wish to specialize in a specific medium of expression. Most fine arts courses are one full credit. The following courses are available:

Course Number: 1301310 **Course Title:** *Music Appreciation* Credit: 1.0

Major Concepts/Content. 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. **Will meet graduation requirement for Performing Fine Arts.**

Course Number: 1302300, 3 **Course Title:** *Band I* Credit: 1.0

Major Concepts/Content. The purpose of this course is to enable students to develop basic technical skills on wind or percussion instruments through the refinement and performance of high school band literature. Emphasis will be placed on the development of skills in interpretation of notation and expressive markings, individual and ensemble performance, and critical listening. **Will meet graduation requirement for Performing Fine Arts.**

Course Number: 1302310, 3 **Course Title:** *Band II* Credit: 1.0

Major Concepts/Content. The purpose of this course is to enable students to develop intermediate-level technical skills on wind or percussion instruments through the refinement and performance of high school band literature. Emphasis will be placed on the development of skills in interpretation of notation and expressive markings, individual and ensemble performance, and critical listening. **Will meet graduation requirement for Performing Fine Arts.**

Course Number: 1302320, 3 **Course Title:** *Band III* Credit: 1.0

Major Concepts/Content. The purpose of this course is to enable students to develop basic technical skills on wind or percussion instruments through the refinement and performance of high school band literature. Emphasis will be placed on the development of skills in interpretation of notation and expressive markings, individual and ensemble performance, and critical listening. **Will meet graduation requirement for Performing Fine Arts.**

Course Number: 1302330, 3 **Course Title:** *Band IV* Credit: 1.0

Major Concepts/Content. The purpose of this course is to enable students to develop intermediate-level technical skills on wind or percussion instruments through the refinement and performance of high school band literature. Emphasis will be placed on the development of skills in interpretation of notation and expressive markings, individual and ensemble performance, and critical listening. **Will meet graduation requirement for Performing Fine Arts.**

Course Number: 1302420 **Course Title:** *Instrumental Techniques I* Credit: 1.0

Major Concepts/Content. 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. Performance techniques, music knowledge, critical analysis, and aesthetic response are emphasized. **Will meet graduation requirement for Performing Fine Arts.**

Course Number: 1302430 **Course Title:** *Instrumental Techniques II* Credit: 1.0

Major Concepts/Content. The purpose of this course is to enable students to develop intermediate-level performance skills on a selected instrument in a solo or small ensemble setting using varied high school literature. Performance techniques, music knowledge, critical analysis, and aesthetic response are emphasized. **Will meet graduation requirement for Performing Fine Arts.**

Course Number: 1303440 **Course Title:** *Vocal Ensemble I* Credit: 1.0

Major Concepts/Content. The purpose of this course is to enable students to develop basic performance techniques in a small ensemble setting through the study of varied high school choral literature. Emphasis will be placed on vocal independence, expressiveness, and stylistic authenticity. **Will meet graduation requirement for Performing Fine Arts**

Course Number: 1303450 **Course Title:** *Vocal Ensemble II* Credit: 1.0

Major Concepts/Content. The purpose of this course is to enable students to develop intermediate-level performance techniques in a small ensemble setting through the study of varied high school choral literature. Emphasis will be placed on vocal independence, expressiveness, and stylistic authenticity. **Will meet graduation requirement for Performing Fine Arts.**

Course Number: 1303460 **Course Title:** *Vocal Ensemble III* Credit: 1.0

Major Concepts/Content. The purpose of this course is to enable students to develop intermediate-level performance techniques in a small ensemble setting through the study of varied high school choral literature. Emphasis will be placed on vocal independence, expressiveness, and stylistic authenticity. **Will meet graduation requirement for Performing Fine Arts.**

******ART******

Course Number: 0104320 **Course Title:** *Drawing and Painting I*

Credit: 1.0

Major Concepts/Content. The purpose of this course is to enable students to develop basic perceptual, observational, and compositional skills necessary to communicate a range of subject matter, symbols, ideas, and concepts using knowledge of drawing and painting media, processes.

Course Number: 0104330 **Course Title:** Drawing and Painting II

Credit: 1.0

Major Concepts/Content. The purpose of this course is to enable students to continue developing perceptual, observational, and compositional skills using knowledge of drawing and painting media and processes.

******Health & Personal Fitness******

The physical education curriculum is designed to develop an appreciation for and understanding of specific forms of physical activity. Most of the instructional time in the physical education courses is devoted to skill development. Participatory activities, demonstrations, and lectures are all a part of the physical education curriculum. All students are required to complete one semester each of personal fitness and life management skills for graduation. Individual and Dual Sports exposes students to lifetime activities such as tennis, golf, bowling and badminton. The Physical Education / Athletic Coaching Matrix are emphasized. Understanding the principles for fitness and the rules and strategies to developing a sound body and mind are fundamental to this discipline

Course Number: 1501390 **Course Title:** *Comp Fitness* Credit: 0.5
Major Concepts/Content. The purpose of this course is to enable students to develop understanding of fitness concepts, design a personal fitness program, and develop an individualized level of health-related fitness. **Will meet graduation requirements for Physical Education**

Course Number: 1502410 **Course Title:** *Individual and Dual Sports I* Credit: 0.5
Major Concepts/Content. The purpose of this course is to enable students to develop knowledge and skills in specified individual and dual sports and to maintain or improve health-related fitness. **Will meet graduation requirements for Physical Education.**

Course Number: 15024201 **Course Title:** *Individual and Dual Sports II* Credit: 0.5
Major Concepts/Content. The purpose of this course is to enable students to develop knowledge and skills in specified individual and dual sports and to maintain or improve health-related fitness. **Will meet graduation requirements for Physical Education.**

Course Number: 15024301 **Course Title:** *Individual and Dual Sports III* Credit: 0.5
Major Concepts/Content. The purpose of this course is to enable students to develop knowledge and skills in specified individual and dual sports and to maintain or improve health-related fitness. **Will meet graduation requirements for Physical Education.**

Course Number: 1503350 **Course Title:** *Team Sports I* Credit: 0.5
Major Concepts/Content. The purpose of this course is to enable students to acquire basic knowledge of team sports play, develop skills in specified team sports, and maintain or improve health-related fitness. **Will meet graduation requirements for Physical Education.**

Course Number: 1503360 **Course Title:** *Team Sports II* Credit: 0.5
Major Concepts/Content. The purpose of this course is to enable students to develop knowledge of team sports play, develop skills in specified team sports, and maintain or improve health-related fitness. **Will meet graduation requirements for Physical Education.**

Course Number: 1506320 **Course Title:** *HOPE - Physical Education Variation* Credit: 1.0
Major Concepts/Content. The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness. **Will meet graduation requirement for Physical Education with the integration of health topics.**

Course Number: 1501360 **Course Title:** *Advanced Weight Training* Credit: 0.5
Major Concepts/Content. The purpose of this course is to enable students to develop advanced knowledge and skills in weight training, further improve muscular strength and endurance, and further enhance self-image. **Will meet graduation requirements for Physical Education.**

Course Number: 1501340 **Course Title:** *Beginners Weight Training* Credit: 0.5
Major Concepts/Content. The purpose of this course is to enable students to acquire basic knowledge and skills in weight training, improve muscular strength and endurance, and begin to enhance self-image. **Will meet graduation requirements for Physical Education.**

Course Number: 1501410 **Course Title:** *Beginners Power Weight Training* Credit: 0.5
Major Concepts/Content. The purpose of this course is to enable students to acquire basic knowledge and skills in power weight training and to maintain or improve health-related fitness. **Will meet graduation requirement for Physical Education.**

******Health & Personal Fitness******

Course Number: 1501350 **Course Title:** *Intermediate Weight Training* Credit: 0.5

Major Concepts/Content. The purpose of this course is to enable students to develop intermediate knowledge and skills in weight training, further improve muscular strength and endurance, and further enhance self-image. **Will meet graduation requirement for Physical Education.**

Course Number: 1502470 **Course Title:** *Recreation* Credit: 0.5

Major Concepts/Content. The purpose of this course is to enable students to develop knowledge and skills in recreational activities and maintain or improve health-related fitness. **Will meet graduation requirement for Physical Education.**

******RESERVE OFFICER TRAINING CORPS (ROTC) ******

The ROTC gives students the chance to participate in their education and learn to be a better citizen. The program provides students with the tools and skills needed to succeed in high school, but far more important, these tools and skills will be useful throughout the remainder of the student's life. The program teaches students to appreciate the ethical values that underlie good citizenship, develop leadership potential and learn to live and work cooperatively with others. Students also learn to think logically and communicate effectively both orally and in writing as well as appreciate the importance of physical fitness in maintaining good health.

Course Number: 1801300 **Course Title:** *Leadership Education and Training I* Credit: 1.0

Major Concepts/Content. The purpose of this course is to enable students to develop knowledge of the history, customs, traditions, and purpose of the Army JROTC. The course includes development of basic leadership skills including leadership principles, values, and attributes. Students should master appreciation for diversity. Active learning strategies are integrated throughout the course with an emphasis on writing skills and oral communication techniques. Financial planning as well as physical fitness, diet, nutrition, healthy lifestyles, awareness of substance abuse and prevention, and basic first aid measures is included. An overview of the globe and geography and basic map reading skills are incorporated. A study of the United States Constitution, Bill of Rights, responsibilities of United States citizens, and the federal justice system is also provided.

Course Number: 1801310 **Course Title:** *Leadership Education and Training II* Credit: 1.0

Major Concepts/Content. The purpose of this course is to enable students to expand on skills taught in Leadership Education and Training. This course introduces the concepts of equal opportunity, fair treatment of minorities, and prevention of sexual harassment. It provides instruction on leadership skills, leadership theories, as well as the basic principles of management. It provides self assessments that help students determine their skill sets and opportunities to teach using accepted principles and methods of instruction. It emphasizes community projects to assist in drug prevention efforts. It also includes dietary guidelines, fitness, and map-reading and orienteering skills. It discusses the significant events that helped shape and develop the Constitution and government and teaches the role of political parties in the election process.

Course Number: 1801320 **Course Title:** *Leadership Education and Training III* Credit: 1.0

Major Concepts/Content. The purpose of this course is to enable students to expand on the skills taught in Leadership Education and Training II. This course allows cadets to investigate the interrelationships of the services while they continue to build their leadership development and decision-making skills. It includes negotiation skills and management principles. It emphasizes staff procedures and opportunities to handle various leadership situations as well as prevent violence and manage anger. The research, identification, planning, and execution of service learning activities are included. This course gives cadets the opportunity to apply basic concepts of strategies for career exploration and planning. It teaches how to create a career portfolio and plan for college or work. Financial management principles are studied. Skills for orienteering and/or land navigation are developed. The course also includes studies in the federal judicial system and how historical events have shaped social systems.

Course Number: 1801330 **Course Title:** *Leadership Education and Training IV* Credit: 1.0

Major Concepts/Content. The purpose of this course is to enable students to expand on the skills taught in Leadership Education and Training III. This course focuses on creating a positive leadership situation, negotiating, decision making, problem solving, team development, project management, and mentoring. Students will demonstrate leadership potential in an assigned command or staff position within the cadet battalion organizational structure. The course teaches cadets how to use emotional intelligence in leadership situations as well as how to maintain a positive attitude. It provides instruction on etiquette, daily planning, financial planning, and careers. It includes requirements for the practical application of leadership duties. It emphasizes physical fitness through healthy individual and group competition. The interactions between groups of people and how they affect the area's cultural, economic, and political characteristics are discussed. Concepts of democracy and freedom and their influence on local governments are also included.

******AVID******

Course Number: <u>1700400</u>	Course Title: AVID I	Credit: 1.0
Course Number <u>1700410</u>	Course Title : AVID II	Credit: 1.0
Course Number <u>1700420</u>	Course Title : AVID III	Credit: 1.0
Course Number <u>1700390</u>	Course Title : AVID IV	Credit: 1.0

AVID (Advanced Via Individual Determination) elective courses at all grade levels are designed to prepare students for success in four-year colleges and universities. The courses emphasize rhetorical reading, analytical writing, collaborative discussion strategies, tutorial inquiry study groups, preparation for college entrance and placement exams, college study skills and test taking strategies, note taking and research. All AVID seniors are required to develop and present a portfolio representing their years of work in the AVID program as well as complete the requirements for Seminar course.

******Criminal Justice******

Course Number: 8918010 **Course Title:** *Criminal Justice Operations I* Credit: 1.0

Major Concepts/Content: Criminal Justice Operations I is designed to introduce students to the fields of law enforcement, the court system, and the correctional system. The content includes career opportunities in these fields, court system, correctional system, interpersonal and communication skills, and employability skills.

Course Number: 8918020 **Course Title:** *Criminal Justice Operations II* Credit: 1.0

Major Concepts/Content: Criminal Justice Operations I is designed to develop competencies in patrol, traffic control, defensive tactics and physical proficiency skills, and first aid and cardiopulmonary resuscitation skills.

Course Number: 8918020 **Course Title:** *Criminal Justice Operations II* Credit: 1.0

Major Concepts/Content: Criminal Justice Operations I is designed to develop competencies in crime and accident investigation procedures, forensic science tasks, crime prevention, and property control procedures.

******Culinary Arts******

Course Number: 8800510 **Course Title:** *Culinary Arts I* Credit: 1.0

Major Concepts/Content: Culinary Arts I was developed as part of a three-credit core. Students will develop competence in understanding the history of the food service industry and identifying careers in that industry; following directions and applying math skills; using communication skills; demonstration of basic food handling techniques; basic safety procedures; demonstration of basic employability skills (punctuality, appearance, etiquette); identification of the elements of a successful food service operation; identification and use of commercial skills and equipment; basic concepts of food science; following standard recipes; basic nutrition information (nutrients, labels); identification of the front and back-of-the-house duties; and participation in introductory food preparation labs.

Course Number: 8800520 **Course Title:** *Culinary Arts II* Credit: 1.0

Major Concepts/Content: Culinary Arts II was developed as part of a three-credit core. Students will develop competence in understanding the duties and responsibilities in hospitality industry and ways to achieve job advancement; understanding technical materials; working in a management; inventory control; advanced principles of food science (fermentation, leavening agents, emulsion, acids/bases, starches); following and modifying recipes; using nutrition skills to evaluate menus; performing front-of-the-house duties (greeting and escorting guests, transporting and serving meals, carrying trays); performing back of the house duties (receiving and storing good supplies); and participation in food preparation labs appropriate for this skill level.

Course Number: 8800530 **Course Title:** *Culinary Arts III* Credit: 1.0

Major Concepts/Content: This course was developed as part of a three-credit course. Students will develop competence in entrepreneurship; career trends in the food service industry; computer literacy; leadership; community service; practicing profitable procedures; obtaining SafeStaff food handler certification; practicing environmentally sound procedures; additional principles of food science (function of sugar, types of cooking methods, the chemistry of protein, categories and function of lipids); following and modifying recipes; restaurant industry trends; merchandising techniques; participation in food preparation labs appropriate for this skill level; and food presentation and display techniques.

Course Number: 8800540 **Course Title:** *Culinary Arts IV* Credit: 1.0

Major Concepts/Content: This course was developed for students to develop competence in career advancement opportunities; food identification, selection and purchasing; advanced cooking and baking skills; communication skills; math skills; scientific principles of cooking and baking and quality standards of food preparation and presentation.

******Health Science******

Course Number: 8417100 **Course Title:** Health Science I Credit: 1.0

Major Concepts/Content: The purpose of Health Science I is to prepare a student for employment as an allied health aide, medical assistant, medical laboratory assistant, occupational therapy aide, physical therapy aide, respiratory therapy aide or radio logic aide. Students will perform skills representative of one of to three areas of allied health care in the laboratory and clinical settings. Major areas of allied health are defined as physical therapy, emergency, radiation, laboratory and respiratory medicine, and occupational therapy. Other areas of health, medicine, dentistry, or veterinary may be included, with instructor provided competencies. Students will describe an overview of the human body, including organization and chemical processes; use correct medical terminology relating to body structure and function; identify cells and tissues microscopically and macroscopically and relate their specialized functions; identify and discuss the structure and function of the body systems in health and disease; and identify and explain factors relating to the transmission of disease.

Course Number: 8417110 **Course Title:** Health Science II Credit: 1.0

Major Concepts/Content: The purpose of Health Science II is to prepare a student for employment as an allied health aide, medical assistant, medical laboratory assistant, occupational therapy aide, physical therapy aide, respiratory therapy aide or radio logic aide. Students will perform skills representative of one of to three areas of allied health care in the laboratory and clinical settings. Major areas of allied health are defined as physical therapy, emergency, radiation, laboratory and respiratory medicine, and occupational therapy. Other areas of health, medicine, dentistry, or veterinary may be included, with instructor provided competencies. Students will demonstrate knowledge of the health care delivery system and health occupations; demonstrate an understanding of and apply wellness and disease concepts; recognize and practice safety and security procedures; recognize and respond to emergency situations; recognize and practice infection control procedures; demonstrate computer literacy; demonstrate employability skills; demonstrate knowledge of blood borne disease, including AIDS; and apply basic math and science skills.

Course Number: 8417131 **Course Title:** Health Science III Credit: 1.0

Major Concepts/Content: The purpose of Health Science III is to prepare a student for employment as an allied health aide, medical assistant, medical laboratory assistant, occupational therapy aide, physical therapy aide, respiratory therapy aide or radio logic aide. Students will perform skills representative of one of to three areas of allied health care in the laboratory and clinical settings. Major areas of allied health are defined as physical therapy, emergency, radiation, laboratory and respiratory medicine, and occupational therapy. Other areas of health, medicine, dentistry, or veterinary may be included, with instructor provided competencies. Students will perform skills representative of at least three major allied health areas in the school laboratory before beginning the clinical phase; and successfully complete a clinical rotation in at least three major allied health areas.

******Veterinary Assisting ******

Course Number: 8111510 **Course Title:** *Veterinary Assisting I* Credit: 1.0

Major Concepts/Content. This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Agriculture, Food and Natural Resources career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the veterinary assisting industry within the Agriculture, Food and Natural Resources career cluster.

Course Number: 8111540 **Course Title:** *Veterinary Assisting II* Credit: 1.0

Major Concepts/Content. This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Agriculture, Food and Natural Resources career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the veterinary assisting industry within the Agriculture, Food and Natural Resources career cluster.

Course Number: 8111550 **Course Title:** *Veterinary Assisting III* Credit: 1.0

Major Concepts/Content. This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Agriculture, Food and Natural Resources career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the veterinary assisting industry within the Agriculture, Food and Natural Resources career cluster.

******Agritechnology ******

Course Number: 8106810 **Course Title:** Agriscience Foundations Credit: 1.0

Course Number: 8106820 **Course Title:** Agritechnology 1 Credit: 1.0

Course Number: 8106830 **Course Title:** Agritechnology 2 Credit: 1.0

This program is a planned sequence of instruction consisting of three courses. Planned and supervised agricultural experiences (SAE) must be provided through one or more of the following: (1) directed laboratory experience, (2) student project, (3) placement for experience, or (4) cooperative education.

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Agriculture, Food and Natural Resources career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Agriculture, Food and Natural Resources career cluster.

The content includes but is not limited to instruction in animal and plant production and processing; agriculture marketing; agricultural mechanics; employability skills; mathematics; basic sciences; communications; and human-relation skills.

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.



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