



# TREASURE COAST HIGH SCHOOL



## 2011 – 2012

*PATH TO GRADUATION*

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## 9-12 Course Catalog 2011-2012

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## About Treasure Coast High School

Treasure Coast High School (TCHS), founded during the 2006-2007 school year, is Saint Lucie County's newest high school. TCHS is home to 2,500 students in grades 9-12. Students begin their journey on the path to graduation as members of the 9th grade, STARS Academy. In the STARS Academy, students take their core courses and also take a special course, Freshman Seminar, designed to help students transition from middle school to high school and help them plan their high school learning. Students then become members of the 10th grade Explorer Academy. By their junior year,

students are members of the Upper School where they join one of three academies: Technology, Public Service and Culinary and General Studies.

All students take courses in the global community as well, such as world languages and physical education.

Personalization is an important part of a student's experience at TCHS. All students will be members of an advisory group that will meet frequently to ensure students are on track for graduation and post-high school life.

There are many special programs offered including:

Advanced Placement Courses, Advanced International Certificate of Education (AICE) program, Exceptional Student Education (ESE), and the Dual Enrollment and Early Admissions Program.

Seniors demonstrate the culmination of a K-12 education through a senior culminating project presented to staff and community.

Our teachers have common planning so that they can coordinate cross-curricular projects, linear instruction as well discuss student progress and needs.

### Principal's Message

The vision for Treasure Coast High School is grounded in the belief that all students can be successful in high school when immersed in a caring, challenging, relevant learning environment.

The facility, organizational structure, curricular and extra-curricular opportunities available at TCHS have been thoughtfully researched and developed based on best

practices, model schools and a passion for students. The faculty and staff have been selected due to their expertise and desire to help students succeed. It is our pledge that your education at TCHS will be personalized and you will feel a life-long connection to Titan Territory.

Student voice is a key component of Treasure Coast High School and will continue

to be a central focus for decision-making. Parent involvement is encouraged through volunteerism, school advisory membership and student-led conferences.

Please use this course catalog to make careful choices about your future. Your guidance counselor and adult advocate are available to help you as you develop your four-year high school plan.

## Small Learning Communities

Treasure Coast High School is committed to the "small learning communities" design for our students. Research on the practices of best high schools tells us that smaller learning communities create a safer place to learn where more students are successful. Small learning communities have a smaller gap in achievement between different groups of students. Students in small

schools tend to do better on aptitude tests. Students in small learning communities demonstrate better attendance.

Freshmen are grouped together by team so that students can bond 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 onto 10th grade teams. Tenth grade students begin their career-related coursework. The upper level consists of 11th and 12th grade students in academy programs that are based on career options identified as important to the business and local community. See page 15 for an outline of our small learning community structure.

## Advisory

Through Advisory periods, students will acquire skills to foster a positive school environment and feel personally involved in the success of Treasure Coast High School.

Small groups of tenth, eleventh and twelfth grade students are randomly assigned to meet with an educator who serves as an advocate for student needs while teaching teamwork and cooperation skills. To facilitate this period, a modified day schedule was created to allow groups to meet once a week for students to establish a personal connection to one educator on a consistent basis. The advisory teacher can serve as an adult advocate for the student throughout high school. The teacher keeps the same group of students from tenth through twelfth grades.

Ninth grade students participate in “Team Time” where they return to their small learning community team and receive specific support and interventions based on their needs.

Research from the National Association for Secondary School Principals (NASSP) demonstrates that students perform better in school with advisory because they feel more connected to school and have a stronger safety net.

The focus is on personalization, team building, communication skills and the development of personal and interpersonal skills.

Seniors in advisory will have the opportunity to mentor younger students in such activities as college planning, orientation to the courses offered at the school, and preparing for senior year and the Titan Culminating Project.

### Informative Websites

[www.facts.org](http://www.facts.org)

[www.volunteermatch.com](http://www.volunteermatch.com)

[www.fastweb.com](http://www.fastweb.com)

[www.floridastudentfinancialaid.org](http://www.floridastudentfinancialaid.org)

[www.fafsa.ed.gov](http://www.fafsa.ed.gov)

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

[www.stlucie.k12.fl.us](http://www.stlucie.k12.fl.us)

## Guidance Services

The TCHS 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 each student’s Individual Education Plan is on file at the school and accessed by all teachers assigned to the student. Please visit our ESE website at [www.stlucie.k12.fl.us/includes/ESE/](http://www.stlucie.k12.fl.us/includes/ESE/)

### 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

The ESOL (English for Speakers of Other Languages) program is designed to provide assistance to students where the primary language spoken at home is other than English. ESOL is a specialized program that focuses on English language instruction.

### 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.
- All other changes are at administrative discretion.

## Guidance/Student Services

Ms. Kalvaitis	Guidance Director 11th-12th Letters A-C
Ms. Mincey	9th Letters M-Z 10th Letters S-Z
Ms. Pitts	9th Letters A-L 10th Letters O-R
Mr. Rudmann	11th-12th Letters D-M
Ms. Vielot	10th Letters A-N
Ms. White	11th-12th Letters N-Z

## Other Related Services

Ms. Belgraves	Career Specialist
Ms. Mann-Matteson	ESE Director
Ms. Lagana	ESE Director



TCHS: Preparing Titans for a Lifetime!

**“Graduation is not only an end, but a beginning as students transition to life post-high school.”  
-Bridgette Hargadine**



Titan Media Center

### **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.

#### **School Sponsored Activities in Lieu of Classes**

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

### **Required Competencies for Graduation**

#### **Florida Comprehensive Assessment Test (FCAT)**

The Florida Department of Education has developed the Next Generation Sunshine State Standards in reading, writing, math, and science. Pupil achievement in these standards will be assessed by the state through high school.

St. Lucie County Schools will report to the state on student progress in the standards. Participation in FCAT testing is mandatory for all students. Students who are in the Department of Juvenile Justice program are also required to pass the FCAT for graduation.

#### **Making Up Missed Class Work/Homework**

Students who are excused absent, as defined by school board policy, 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.

Makeup work for unexcused absences will receive a maximum grade of 59%. See the School Board of St. Lucie County Student Progression Plan for details.

St. Lucie County Schools will follow the state recommendations for test adaptations and modifications of procedures as necessary for students in the exceptional student education (ESE) program and for students who are English Speakers of Other Languages (ESOL).

Students who do not qualify for district or statewide assessments as determined by their IEP shall be administered as alternative assessment with score reports to the state.

See page 6 for new requirements for students entering 9th grade.

## Graduation Requirements for Students Entering Ninth Grade

### In 2007-2008 School Year and Thereafter (Additional requirements on page 6)

Note: At least 6 of the 18 credits for the 3 year, College Prep Program must be in courses that include dual enrollment, Advanced Placement (AP), International Baccalaureate (IB), and Advanced International Certificate of Education (AICE), or are specifically listed as rigorous by the Department of Education. See page 10 for additional information.

Subject Area	Graduation Requirements of 24-Credit Program	Graduation Requirements of 3-year/18-Credit College Prep Program	Graduation Requirements of 3-year/18-Credit Career Prep 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 I or its equivalent, or a higher-level mathematics course	3 credits at the Algebra I level or above from the list of courses that qualify for state university admission	3 credits, one of which must be Algebra I or its equivalent
Science	3 credits in Science, two of which must have a laboratory component	3 credits in Natural Science, two of which must have a laboratory component	3 credits in Natural Science, two of which must have a laboratory component
Social Studies	1 credit World History 1 credit American History .5 credit American Govt. .5 credit Economics	1 credit World History 1 credit American History .5 credit American Govt. .5 credit Economics	1 credit World History 1 credit American History .5 credit American Govt. .5 credit Economics
Foreign Language	Not required for high school graduation, but required for admission into state universities and Bright Futures Scholarships	2 credits in the same language or demonstrated proficiency in a second language	Not Required
Fine/Performing Arts	1 credit in Fine or Performing Arts, Speech and Debate, or specified Practical Arts	Not Required	Not Required
Physical Education	1 credit in Physical Education to include the integration of health	Not Required	Not Required
Electives	8 credits in elective courses	3 credits in electives	3 credits in single vocational/career education program and 2 credits in electives <b>OR</b> 3 credits in single career/technical certificate dual enrollment and 2 credits in electives <b>OR</b> 5 credits in vocational/career education (including 3 credits in one sequential career and technical education program)
<b>Total</b>	<b>24 credits</b>	<b>18 credits</b>	<b>18 credits</b>
FCAT	See page 6 for more requirements.	See page 6 for more requirements.	See page 6 for more requirements.
GPA	Cumulative GPA of 2.0 on a 4.0 scale	Cumulative GPA of 3.5 on a 4.0 scale in the required courses and a weighted or unweighted GPA of a 3.0 in the 18 required credits	Cumulative weighted GPA of 3.0 on a 4.0 scale in the required courses and a weighted or unweighted GPA of a 2.0 points in the 18 required credits

## Summary of High School Accountability Assessments and High School Graduation Requirements

### For students entering ninth grade

#### 2010-2011

- You will take the **state** End of Course (EOC) exam for Algebra.
- If you are enrolled in Algebra, the **state** exam will count for 30% of your course grade for second semester for Algebra.
- You will take FCAT writing and reading in 10th grade and must pass FCAT 2.0 Reading with a level 3 to graduate.
- If you take Geometry and Biology in 10th grade your **state** EOC exams will count 30% of your second semester grade.
- You must earn a Geometry credit, included in the 4 total math credits for graduation.
- You are encouraged to attempt college level coursework and /or district approved industry certification.
- You must take at least one virtual course for graduation. Your school will provide a virtual course before graduation.

### For students entering ninth grade

#### 2011-2012

- If you are enrolled in Algebra, you will take a **state** End of Course Exam (EOC). You must pass the test at a Level 3 or higher to earn the course credit. Algebra credit is required for graduation.
- If you are enrolled in a Geometry course, you will take a **state** EOC exam which will count for 30% of your course grade for the second semester grade. Geometry credit is required for graduation.
- If you are enrolled in Biology, you will take a **state** EOC exam that will count for 30% of the second semester grade. Biology credit is required for graduation.
- You will take FCAT Writing and Reading in 10th grade and must pass the FCAT 2.0 Reading with a Level 3 to graduate.
- You are encouraged to attempt college level coursework and /or district approved industry certification.
- You must take at least one virtual course for graduation. Your school will provide a virtual course before graduation.
- Please check your school curriculum guide for all required coursework.

## Summary of High School Accountability Assessments and High School Graduation Requirements

### For students entering ninth grade

#### 2012-2013

- If you are enrolled in Algebra, you will take a **state** End of Course Exam (EOC). You must pass the test at a Level 3 to earn the course credit. Algebra credit is required for graduation.
- If you are enrolled in a Geometry course, you will take a **state** EOC exam and must pass the exam at a Level 3 or higher to earn credit. Geometry credit is required for graduation.
- If you are enrolled in Biology, you will take a **state** EOC exam and must pass the exam at Level 3 or higher to earn the course credit. Biology credit is required for graduation.
- You will take FCAT Writing and Reading in 10th grade and must pass the FCAT 2.0 Reading with a Level 3 or better to graduate.
- You are encouraged to attempt college level coursework and/or industry certification.
- You must take at least one virtual course for graduation. Your school will provide a virtual course before graduation.
- Please check your school curriculum guide for all required coursework.

### For students entering ninth grade

#### 2013-2014

- If you are enrolled in Algebra , you will take a **state** End of Course Exam (EOC). You must pass the test at a level 3 or higher to earn the course credit. Algebra credit is required for graduation.
- If you are enrolled in Geometry , you will take a **state** EOC exam and must pass the exam at a Level 3 or higher to earn credit. Geometry credit is required for graduation.
- If you are enrolled in Biology, you will take a **state** EOC exam and must pass the exam at a Level 3 or higher to earn the course credit. Biology credit is required for graduation.
- You must also earn credit in Algebra II, Chemistry or Physics and an equally rigorous science course to graduate.
- You will take FCAT Writing and Reading in 10th grade and must pass the FCAT 2.0 Reading with a Level 3 or better to graduate.
- You are encouraged to attempt college level coursework and /or industry certification.
- You must take at least one virtual course for graduation. Your school will provide a virtual course before graduation.
- Please check your school curriculum guide for all required coursework.

### For students entering ninth grade

#### 2013-2014

(continued)

**You will be the first class to meet all requirements as follows:**

- Algebra I, EOC for credit
- Geometry, EOC for credit
- Biology, EOC for credit
- Algebra II, credit
- Chemistry or Physics and equally rigorous science course

#### NOTE!!

**PLEASE REFER TO YOUR SCHOOL'S CURRICULUM GUIDE FOR ALL OTHER GRADUATION REQUIREMENTS. ALL END OF COURSE (EOC) EXAMS ARE STATE STANDARDIZED EXAMS.**



## College and University Expectations

If you are planning on going into a university just after you graduate from Treasure Coast High School, you should start preparing during your 9th grade year. Ninth grade is when your grade point average begins to affect your college acceptance status. You should get involved in a club or team during your 10th grade year. You can begin applying to colleges and universities during the summer between your junior and senior years.

Colleges and universities only have a certain number of spaces available so the sooner you apply, the better your chances are of getting accepted. Universities will look at all of the courses you have taken during your high school life and all grades earned in those courses. The more rigorous and challenging the coursework, the higher your chances are of getting admitted. If schools see that your grades have progressively gotten better, they will take that into consideration. They also notice if your grades have gotten worse throughout your schooling.

If you earned any D's or F's, you can talk with your Counselor about retaking the course to increase your grade point average. When you earn a C or higher, we can exclude the D or F from your GPA. It is important that you do this as soon as possible.

Use the suggested four-year plan on the next page in this curriculum guide to choose your classes. Universities prefer students who have the "most academically challenging" coursework but will also admit students who have had "strong college preparation".

If you have never taken an honors class, register for at least one next year. Choose the subject (s) in which you do the best and challenge yourself with honors or college level.

When university admissions committees review your application and admissions documents, they give points for each requirement. At most universities, you will earn points for each of the following areas:

1. rigor of your courses
2. grade point average
3. test scores
4. recommendations
5. community service
6. extracurricular involvement

The higher your points in each area, the better your chances of being admitted. This is not an easy task. You should choose challenging classes. Your grades should be high from 9th grade until the end of your 12th grade year.

Universities are expecting you to prepare for the SAT and ACT. Students are encouraged to take a preparation course or buy a preparation book from a bookstore. Set aside two hours every Saturday morning (or whichever day and time is best for you) and practice until the actual test date. If you get a book that includes a practice test then you should take the test at your home under proper testing conditions (no disturbances) so that your score is similar to what it would be in a real testing situation. Score the test and practice the areas in which you were the weakest.

Keep in mind that there are all kinds of colleges and universities in existence. There are colleges that are public, private, religious, non-religious, liberal arts, community colleges and vocational/technical schools. There is something out there for you. Look schools up on the internet and try to visit the campus. You can start at [www.facts.org](http://www.facts.org). This website has a plethora of information regarding high school requirements, college and scholarships.

We have several college representatives visit us each year. Juniors and seniors should sign up in their Guidance Counselor's office. There is also a College Fair every October.

This may seem like a long and difficult process, but it will be worth it when you receive those acceptance letters in the mail. The sooner you begin preparing, the less stressful it is when you are a senior.



## SUGGESTED FOUR-YEAR PLAN

Given below are sample four-year programs you may wish to consider in planning your high school curriculum. The selection of one program does not prevent a student from changing directions at a later time. These sample plans include those subjects needed by students to fulfill state and local graduation requirements.

	<b>Most Academically Challenging</b>	<b>Strong College Preparation</b>	<b>Basic College Preparation</b>
<b>9th Grade</b>	Pre-AICE English Language Pre-AICE Math II Pre-AICE Biology Freshman Seminar HOPE Foreign Language I/II/III AP Human Geography	English I Honors Algebra I Hon./ Geometry Honors Physical Science Honors Freshman Seminar HOPE Foreign Language I/II Elective	English I Algebra I Physical Science Freshman Seminar HOPE Foreign Language I Elective
<b>10th Grade</b>	Pre-AICE English Literature Pre-AICE Math III or Pre-Calculus Pre-AICE Chemistry AICE Biology AP World History AICE Spanish/French Language AICE Thinking Skills AICE Psychology	English II Honors Geometry Hon./Algebra II Honors Biology Honors World History Honors Foreign Language II/III Science or Social Studies elective Elective/Career Academy	English II Geometry Biology World History Foreign Language I/II Elective/Career Academy Elective
<b>11th Grade</b>	AICE English Language AICE Math I or Pre-Calculus AICE Chemistry AICE U.S. History AICE Spanish/French Literature AICE General Paper Elective/Career Academy AICE Sociology AICE Psychology/Thinking Skills	English III Honors Algebra II Honors or Pre Calculus Chemistry Honors American History Honors Foreign Language III/IV or AICE Honors Elective Elective/Career Academy	English III Algebra II Chemistry American History Foreign Language II/III or other Elective Elective/Career Academy Elective
<b>12th Grade</b>	AICE English Literature AICE Math II AICE Physics AICE Economics AP American Government AICE Marine Science AICE Spanish/French AICE Psychology, Sociology, Thinking Skills, General Paper AICE Graphics/AICE Art	English IV Honors Pre-Calculus or Probability & Statistics Physics Honors Economics Honors/ American Government Honors Foreign Language IV or AICE or other Elective (Core Class) Elective/Career Academy Elective	English IV Advanced Algebra or Math Analysis Science American Government/ Economics Elective (Core Class) Elective/Career Academy Elective

## 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](http://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)
<b>Award Amount</b> A student may receive funding for only one award (FAS, FMS, or GSV). The highest award earned by the student will be selected.	All students will receive the specified (cost per credit hour) award amounts established by the Florida Legislature in the General Appropriations Act. Award amounts for the <b>2010-11</b> academic year will be available in summer 2010 after the legislative session.  For current year award amounts visit: <a href="http://www.FloridaStudentFinancialAid.org/SSFAD/bf/awardamt.htm">www.FloridaStudentFinancialAid.org/SSFAD/bf/awardamt.htm</a>		
<b>Grade Point Average (GPA)</b> Weighting for more challenging higher level courses is prescribed by law as .50 per course per year. Example: Credit Weighting 1.0   .50 .50   .25	3.5 weighted GPA using the credits listed below, combined with the test scores and community service hours listed below.  (Note: GPA's are not rounded)	3.0 weighted GPA using the credits listed below, combined with the test scores listed below.  (Note: GPA's 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.  (Note: GPA's are not rounded)
<b>Required Credits</b> See the comprehensive course table on the Bright Futures website to identify courses that count toward each award level.	Courses must include 16 credits of college preparatory academic courses.  4 English (3 with substantial writing) 4 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: 16 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 16 credits of college preparatory academic courses.  4 English (3 with substantial writing) 4 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: 16 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) 4 Mathematics (including Algebra I) 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 1 HOPE  Total: 16 credits  Plus a minimum of 3 vocational Job- Preparatory or Technology Education Program Credits in one vocational program
<b>Community Service</b>	75 Hours as approved by the district or school	No requirement	No requirement
<b>Required Test Scores</b>	See details on page: 10	See details on page: 10	See details on page 10
<b>Other Ways to Qualify</b>	See <a href="http://www.facts.org">www.facts.org</a> .		

### Required Test Scores for a Bright Futures Scholarship

See page 9 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 <b>1270 SAT</b> Reasoning Test (based on the combined Critical Reading and Math Sections only) or <b>28 ACT</b> (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 <b>970 SAT</b> Reasoning Test (based on the combined Critical Reading and Math Sections only) or <b>20 ACT</b> (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><b>CPT:</b></p> <table style="width: 100%;"> <tr> <td><b>Reading</b></td> <td style="text-align: right;"><b>83</b></td> </tr> <tr> <td><b>Sentence Skills</b></td> <td style="text-align: right;"><b>83</b></td> </tr> <tr> <td><b>Algebra</b></td> <td style="text-align: right;"><b>72</b></td> </tr> </table> <p><b>SAT Reasoning Test:</b></p> <table style="width: 100%;"> <tr> <td><b>Critical Reading</b></td> <td style="text-align: right;"><b>440</b></td> </tr> <tr> <td><b>Math</b></td> <td style="text-align: right;"><b>440</b></td> </tr> </table> <p><b>ACT:</b></p> <table style="width: 100%;"> <tr> <td><b>English</b></td> <td style="text-align: right;"><b>17</b></td> </tr> <tr> <td><b>Reading</b></td> <td style="text-align: right;"><b>18</b></td> </tr> <tr> <td><b>Math</b></td> <td style="text-align: right;"><b>19</b></td> </tr> </table>	<b>Reading</b>	<b>83</b>	<b>Sentence Skills</b>	<b>83</b>	<b>Algebra</b>	<b>72</b>	<b>Critical Reading</b>	<b>440</b>	<b>Math</b>	<b>440</b>	<b>English</b>	<b>17</b>	<b>Reading</b>	<b>18</b>	<b>Math</b>	<b>19</b>
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<b>Math</b>	<b>19</b>																	

## 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.

## 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

### 3 Year/18 Credit Graduation Option Additional Requirements

All courses earned toward the 3-year/18-credit College Prep Program must satisfy admission requirements for the State University System (SUS). To determine which courses meet State University System admission requirements, please see your high school counselor for assistance. At least 6 of the 18 credits required for this program must be received in classes that are honors, dual enrollment, advanced placement, International Baccalaureate (transfer from other school), Advanced International Certificate of Education (AICE), specifically listed or identified by the Department of Education as rigorous pursuant to section 1009.531 (3) F.S. or weighted by the district school board for class ranking purposes.

Students must pass the Reading and Math sections of the FCAT. If a student does not maintain the standards and course averages set forth by this bill, then they will automatically be reverted back to the 24 credit standard diploma.

### **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 18 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.



Titans at an informative, team-building assembly.

## 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. Students 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 (NAIA).

### 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.
2. Overall grade point average of 2.0
3. Graduate in the top half of the high school graduating class.

Go to [www.naia.org](http://www.naia.org) for more information about NAIA.

### FHSAA Teams at TCHS

Treasure Coast High School offers an array of sports.

#### Fall:

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

#### Winter:

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

#### Spring:

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

### NCAA Eligibility

To be considered a qualifier at a Division I or II 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 below.
3. Have a core GPA in at least 14 core courses for Division II and 16 core courses for Division I. Required courses are specific so see you Guidance Counselor for more information.

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

Go to [www.eligibilitycenter.org](http://www.eligibilitycenter.org) for more information about NCAA and see your Guidance Counselor.

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



Titan Girls Volleyball game

Students must have a FHSAA physical packet/permission form on file in the Athletic Department to participate. A payment of \$50.00 is required. See the Athletic director for more information.

## 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 or designee to register for a class.

### Honors Weighting Point System

A weight factor of .02 is assigned for each

## 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

## Career and College Center

The Career and College Center is located in 1-115. The Career Specialist is Ms. Belgraves.

Students may use the Career Center before and after school hours and during lunch periods with the permission of the Ms. Belgraves. Career assessment and planned presentations are available in the Career Center. Students can use the computerized program for self-assessment of interests, abilities, experiences and values. The program uses

semester for advanced academic course that is taken in high school. A weight factor of .04 will be assigned for each semester of AICE, Advanced 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 (32X .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

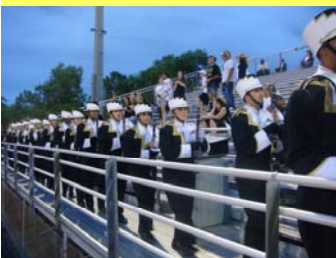
Courses assigned additional weight are the only courses that meet the advanced level coursework requirements for an Honors Diploma.

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. Ms. Belgraves and the Guidance Counselors are available by appointment to discuss information, plan future goals, and recommend coursework in high school that will prepare them for the future.



Mr. Dan Comeau is the TCHS Athletic Director.

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?



Titan Marching Band at a football game.



Students explore their own interests in Smaller Learning Communities.

**Smaller Learning Communities emphasize rigorous, relevant curriculum and instruction.**

## Smaller Learning Communities

The Smaller Learning Communities (SLC's) model is the structure we have chosen to personalize Treasure Coast High School. In fact, our school building was designed around this model. 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 in the Global Community. Regardless of choice of community, all students may take Honors and Advanced Placement courses. Students may also take AICE courses, if qualified.

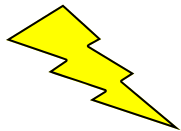
Senior options will provide opportunities for dual enrollment, early college admission, paid and unpaid internships. Planning for post-secondary education will be an integral part of the process.

### Benefits of Smaller Learning Communities

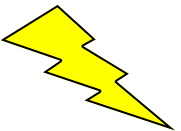
- Emphasizes rigorous, relevant curriculum and instruction.
- Provides continuous program improvements.
- Provides for student personalization.
- Encourages students to feel more connected to school.
- Provides students with mentoring and guidance.
- Connects students to opportunities within the community 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.



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

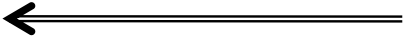


# TCHS Smaller Learning Communities



## GLOBAL COURSES

- AICE
- AP Courses
- Dual Enrollment
- Honors Courses
- Spanish
- French
- Band
- Chorus
- Drama
- Computing for College and Careers
- African American History
- Latin American History
- Creative Writing
- Debate
- Speech
- H.O.P.E.
- Physical Education
- Journalism
- Newspaper
- Yearbook
- Photography
- Intensive Reading



**S.T.A.R.S. ACADEMY**  
**9<sup>th</sup> Grade**  
 Freshman Seminar  
 Cross Curricular Teams



**EXPLORERS ACADEMY**  
**10<sup>th</sup> Grade**  
 Cross Curricular Teams

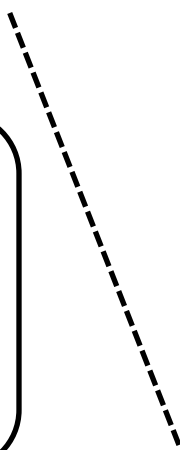
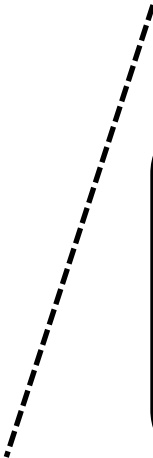


**UPPER SCHOOL**  
**11<sup>th</sup> and 12<sup>th</sup> Grade**

**TECHNOLOGY**  
 Engineering/Manufacturing  
 International Business  
 New Media Technology  
 Biotechnology

**PUBLIC SERVICE**  
 Health Science  
 First Responder  
 C.N.A.  
 Criminal Justice  
 Education

**CULINARY & GENERAL STUDIES**  
 Culinary  
 Performing Arts  
 World Languages  
 JROTC





STARS Academy Assembly

## STARS Academy – Students Transitioning and Aspiring to Reach for Success

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 STARS 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 per-

formance to their parents.

- Research-based best practices (WOW, Rigor and Relevance, CRISS, 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.

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.

## Explorer Academy and Upper School

In 10th Grade, students enter the Explorer Academy. The purpose of the Explorer Academy is to provide a supportive teamed atmosphere where students share a math, science, English, and social studies teacher and focus on exploring the many career options and educational pathways open to students as they progress through school.

In 11th grade, students matriculate to the Upper School. The Upper School is composed of all Titan 11th and 12th graders and is home to our 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.

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.
- Research-based best practices (WOW, Rigor and Relevance, CRISS, 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.



Mrs. Kim Snow teaches Freshman Seminar.

**Career Technical Education Pathways**

Students at TCHS participate in a career focused pathway that provides a major area of study. 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. These required courses must be taken in sequential order from year to year.

<b>Criminal Justice</b>	<b>Education</b>	<b>Medical</b>
Freshman Seminar	Freshman Seminar	Freshman Seminar
Criminal Justice I	Teacher Assisting I	Health Science I
Criminal Justice II	Teacher Assisting II	Health Science II
Criminal Justice III	Teacher Assisting III	Allied Health III (Nurse/Doctor) OR
Criminal Justice IV	Teacher Assisting IV	Nursing Assistant (Nurse/Doctor) OR
<b>Recommended Electives</b>	<b>Recommended Electives</b>	First Response (Fire Rescue/EMT)
Law Studies	Computing for College and Careers	<b>Recommended Electives</b>
Criminal Procedures	Psychology I & II	Anatomy and Physiology Honors
Criminal Internship	Sociology	Care & Prevention of Athletic Injuries
Psychology I & II	Principles of Public Service	
Sociology		
Forensic Science		

Course requirements and recommendations for Culinary, Engineering & Manufacturing, International Business, New Media and Bio-Technology Academies are listed on the next page.



Learning to collaborate increases achievement.

<b>Culinary Arts</b>	<b>Engineering</b>	<b>Manufacturing</b>
Freshman Seminar	Freshman Seminar	Freshman Seminar
Culinary Arts I	Engineering Technology I	Production Technology I
Culinary Arts II	Engineering Technology II	Production Technology II
Culinary Arts III	Engineering Technology III	Production Technology III
Culinary Arts IV		
<b>Recommended Electives</b>	<b>Recommended Electives</b>	<b>Recommended Electives</b>
Computing for College & Careers	Computing for College & Careers	Computing for College & Careers
Culinary Arts V	Internships	Internships
Culinary Arts VI	Physics	Physics

<b>International Business</b>	<b>New Media</b>	<b>Bio-Technology</b>
Freshman Seminar	Freshman Seminar	Bio-Technology I
Accounting I	New Media Technology	Bio-Technology II
International Business Systems	Web Design I	Bio-Technology III
International Finance & Law	Digital Video & Sound	
<b>Recommended Electives</b>	<b>Recommended Electives</b>	<b>Recommended Electives</b>
Computing for College & Careers	Computing for College & Careers	Computing for College and Careers
Business Internships	Graphic Design	
Foreign Language 1-4		

## Global Community

Treasure Coast High School offers several elective courses through our Global Community that may not be included in our career pathways. These elective courses are listed below.

Physical Education Electives	Performing Arts	Foreign Languages	AF JROTC
Beginning Weight Training	Art 2-D & 3-D	Spanish I - IV	Aerospace I
Intermediate Weight Training	Drawing & Painting I & II	Pre-AICE Spanish I	Aerospace II
Advanced Weight Training	Graphic Design I & II	Pre-AICE Spanish II	Aerospace III
Beginning Power Weight Training	Chorus I - IV	AICE Spanish Language	
Individual/Dual Sports I	Band I - IV	AICE Spanish Literature	
Individual/Dual Sports II	Eurhythmics I - IV	French I	
Team Sports I	Jazz Ensemble I - IV	French II	
Team Sports II	Instrumental Techniques I - IV		
Comprehensive Fitness	Dance Technique I & II		
Basketball	Dance Choreography		
Soccer	Drama I - IV		
Care & Prevention of Athletic Injuries	Stage Make-Up I & II		
Beginning Aerobics			
Advanced Aerobics			

### **Additional Electives included in the Global Community are:**

African-American History	Journalism
Computing for College and Careers	Latin-American History
Creative Writing	Newspaper
Debate	Photography
Intensive Math	Speech
Intensive Reading	Yearbook



Titan swim team show their training and skill.

## 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 nonpublic secondary school or home education program.
2. For Florida public or nonpublic school

students, have a 3.0 unweighted 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 designee before enrolling in a course.
5. Meet any additional admissions criteria set by the post-secondary institution.

St. Lucie County Public Schools participates in dual enrollment with Indian River State College. See your Guidance Counselor for more information.

## Advanced Placement (AP) 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.

## Florida Virtual High School (FLVS)

Florida Virtual High School is an internet-based high school serving the students and teachers in 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/guardian and Guidance Counselor approve their request online. FLVS approved courses are subject to the same prerequisites as the high school curriculum. To get more information, visit their website at [www.flvs.net](http://www.flvs.net) and see your Guidance Counselor.



Pre-Engineering Program

## Advanced International Certificate of Education (AICE) Program

The Cambridge Advanced International Certificate of Education (AICE) is an international diploma students earn through an advanced academic curriculum and written assessment program. Tests are administered through a non-profit department, Cambridge International Examinations (CIE) of the University of Cambridge in England. AICE courses and examinations will be offered in the Junior and Senior years.

The Pre-AICE or International Certificate of Secondary Education (IGCSE) curriculum is available for 9th and 10th grade students looking for a challenging curriculum to prepare for the AICE program.

The Cambridge AICE curriculum is comprised of courses that are divided into three subject groups: Mathematics and Sciences, Languages, and the Arts and Humanities.

### Group A: Mathematics and Science

Biology  
Chemistry  
Environment Sciences  
Mathematics  
Further Mathematics  
Physics  
Thinking Skills

### Group B: Languages

English  
Spanish

### Group C: Arts and Humanities

Art and Design  
Economics  
Literature: English, Spanish  
History: U.S.  
Psychology

### To Earn an AICE Diploma

Students must pass six credits worth of examinations. At least one examination must come from each of the three subject groups. Advanced Subsidiary (AS) level exams count for one credit and Advanced (A) level exams count for two credits. *Students who receive an AICE diploma earn up to 30 hours college credit (one full year)! Students do not have to earn a full AICE diploma in order to earn college credit. Colleges award credit on a subject-by-subject basis according to grades earned on individual exams.*



We are proud to be  
Titans.

Pre-AICE and AICE Cambridge University Program			
9th Grade	10th Grade	11th Grade	12th Grade
AICE Biology I Pre-AICE Coordinated Science Pre-AICE English Language Pre-AICE Math I, II or III Pre-AICE Spanish I	Pre-AICE Chemistry Pre-AICE English Literature Pre-AICE Math II or III Pre-AICE Spanish II AICE Thinking Skills AICE Psychology AICE Sociology	AICE Art and Design 1 AICE Graphic Design AICE Chemistry AICE English Language AICE Math Mechanics I AICE Spanish Language AICE French Language AICE Thinking Skills AICE Psychology AICE Sociology AICE US History AICE Marine Science	AICE Art and Design 1 AICE Graphic Design AICE English Literature AICE Economics AICE Environmental Science AICE Advanced Math Mechanics II AICE Physics AICE Psychology AICE Sociology AICE Spanish Literature AICE Thinking Skills AICE Marine Science

## Treasure Coast High School Course Offerings

### Bio-Technology

#### Biotechnology I

**Credit:** 1  
**Course Number:** 3027010  
**Grades:** 10, 11  
**Prerequisite:** None

The purpose of this course is to provide exploratory experience combining laboratory and real-life applications in the field of Biotechnology. The content should include, but not be limited to the nature of science, matter, energy, chemical processes of cells, organisms, cell molecular structure and function, membranes, DNA, plasmids, reproduction, communication, fundamentals of biochemistry, protein the levels of organization, molecular to organismal, classification, and taxonomy, interdependence of organisms, humans, and the environment, genetic diversity, selection, adaptations, and changes through time, bioethics, connection between Biotechnology, agricultural, food, and medicine and careers.

Special Note. Laboratory investigations, which include the use of scientific research, measurement, laboratory technologies, and safety procedures are an integral part of this course.

#### Biotechnology II

**Credit:** 1  
**Course Number:** 3027020  
**Grades:** 11, 12  
**Prerequisite:** Biotechnology I

The purpose of this course is to provide exploratory experience combining laboratory and real-life applications in the field of Biotechnology. It is a continuation of Biotechnology I.

Special Note. Laboratory investigations, which include the use of scientific research, measurement, laboratory technologies, and safety procedures are an integral part of this course.

### Business and Marketing

#### Computing for College and Careers

**Credit:** 1  
**Course Number:** 8209020  
**Grades:** 9, 10  
**Prerequisite:** None

This course provides a basic overview of current business and information systems. Students will develop proficiency in touch keyboarding and fundamental computer applications, so that they may be used for enhancing personal and work place proficiency. This proficiency includes using databases, spreadsheets, presentation applications, and an integration of these programs using software that meets industry standards.

#### New Media Technology

**Credit:** 1  
**Course Number:** 8207410  
**Grades:** 10  
**Prerequisite:** None

This program is designed to prepare students for employment in entry-level positions in New Media, Multimedia, and Digital Media as a Presentation Specialist or Multimedia Production Assistant. This program offers a broad foundation of knowledge and skills to prepare students for employment in digital media, new media, and multimedia positions. The content includes an overview of the skills needed for entry-level positions in these career fields through practical experiences in digital photography, Web page design, digital video editing, and presentation development. Specialized skills in multimedia presentations and production such as video editing, audio input, and simple animation are used to produce a variety of multimedia projects

#### Web Design I

**Credit:** 1  
**Course Number:** 8207110  
**Grades:** 11  
**Prerequisite:** New Media Technology

This course is designed to provide a basic overview of the Internet, Intranet, and www. The content includes operating systems; basic HTML commands; navigation of the Internet, Intranet, and Web; and Web page design.

#### Digital Video and Sound Fundamentals

**Credit:** 1  
**Course Number:** 8207420  
**Grades:** 12  
**Prerequisite:** New Media Technology

This course covers advanced planning and video editing for multimedia presentations. Students design presentations through various steps of development, implementation, and final output.

**International Business****Accounting 1****Credit:** 11, 12**Course Number:** 8203310**Grades:** 12**Prerequisite:** *Recommended*-- Computing for College and Careers 8209020 and *Required:* International Business Systems 8216110

This course emphasizes double-entry accounting; methods and principles of recording business transactions; the preparation of various documents used in recording income, expenses, acquisition of assets, incurrence of liabilities, and changes in equity; and the preparation of financial statements.

**International Business Systems****Credit:** 1**Course Number** 8216110**Grades:** 11**Prerequisite:** *Recommended*-- Computing for College and Careers

This course is designed to prepare students to live and work in a global economy. Students develop an understanding of business principles, management styles, economics, and customs which affect business systems in the international environment.

**International Law and Finance****Credit:** 1**Course Number:** 8216120**Grades:** 11, 12**Prerequisite:** *Recommended*-- Computing for College and Careers 8209020 and *Required:* International Business Systems 8216110

This course is designed to provide students the opportunity to study international law and finance.

**Sports Entertainment & Marketing****Sports Recreation & Entertainment Management****Credit:** 1**Course Number** 8827430**Grades:** 12**Prerequisite:** Sports Applications

This is the third course required for this career technical program. Sports Essentials and Sports Applications are prerequisite courses. Completion of this program with a 3.0 GPA meets part of the Bright Futures Scholarship requirement.

**Drama- Theatre Arts**

All Drama-Theatre Arts courses meet the graduation requirement for Performing Fine Arts.

**Drama I****Credit:** 1**Course Number** 0400310**Grades:** 9-12**Prerequisite:** None

The purpose of this course is to enable students to develop fundamental skills in the multiple elements of theatre as a collaborative art.

**Drama II****Credit:** 1**Course Number** 0400320**Grades:** 9-12**Prerequisite:** Drama I

The purpose of this course is to enable students to develop basic skills in the multiple elements of theatre as a collaborative art.

**Drama III****Credit:** 1**Course Number** 0400330**Grades:** 10-12**Prerequisite:** Drama II

The purpose of this course is to enable students to develop intermediate skills in the multiple elements of theatre as a collaborative art.

**Drama IV****Credit:** 1**Course Number** 0400340**Grades:** 11-12**Prerequisite:** Drama III

The purpose of this course is to enable students to develop advanced skills in the multiple elements of theatre as a collaborative art.

**College Preparation Reading****Critical Thinking Skills (SAT/ACT Preparation)****Credit:** .50**Course Number:** 1700370**Grades:** 10, 11, 12

The purpose of this course is to enable students to develop learning strategies, critical-thinking skills, and problem-solving skills to enhance their performance in academic and nonacademic endeavors. This course prepares students for standardized college entrance exams such as the ACT and SAT.

**Intensive Reading**

**Credit:** 1  
**Course Number:** 1000410  
**Grades:** 9, 10, 11, 12  
**Prerequisite:** None

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

**Culinary Arts**

The purpose of this program is to prepare students for careers in the restaurant field. The course content will include the following: food preparation and serving; identification, storage, selection and presentation of a wide variety of foods. The course content should also include training in communication, leadership, human relations and employability skills; and safe, efficient work practices. This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the Culinary Arts industry; planning, management, finance, technical and product skills, underlying principles of technology, labor issues, community issues and health, safety, and environmental issues.

**Culinary Arts 1**

**Credit:** 1  
**Course Number** 8515210  
**Grades:** 10  
**Prerequisite:** Computing for College and Careers

**Culinary Arts 2**

**Credit:** 1  
**Course Number** 8515220  
**Grades:** 10  
**Prerequisite:** Culinary Arts 1

**Culinary Arts 3**

**Credit:** 1  
**Course Number** 8515230  
**Grades:** 11  
**Prerequisite:** Culinary Arts 2

**Culinary Arts 4**

**Credit:** 1  
**Course Number** 8515110  
**Grades:** 11  
**Prerequisite:** Culinary Arts 3

**Engineering**

The purpose of this program is to provide students with a foundation of knowledge and technically oriented experiences in the study of **the applications of engineering** and its effect upon our lives and the choosing of an occupation. The content and activities will also include the study of entrepreneurship, safety, and leadership skills. This program focuses on transferable skills and stresses understanding and demonstration of the technological tools, machines, instruments, materials, processes and systems in business and industry.

**Engineering Technology I**

**Credit:** 1  
**Course Number** 8600570  
**Grades:** 10  
**Prerequisite:** Computing for College and Careers

**Engineering Technology II**

**Credit:** 1  
**Course Number** 8600670  
**Grades:** 11  
**Prerequisite:** Engineering Technology I

**Engineering Technology III**

**Credit:** 1  
**Course Number** 8601770  
**Grades:** 12  
**Prerequisite:** Engineering Technology II

**Production Technology**

The purpose of this program is to provide students with a foundation of knowledge and technically oriented experiences in the study of **production technology** and its effect upon our lives and the choosing of an occupation. The content and activities will also include the study of entrepreneurship, safety, and leadership skills. This program focuses on transferable skills and stresses understanding and demonstration of the technological tools, machines, instruments, materials, processes and systems in business and industry.

**Production Technology I**

**Credit:** 1  
**Course Number** 8600540  
**Grades:** 10  
**Prerequisite:** Computing for College and Careers

**Production Technology II**

**Credit:** 1  
**Course Number** 8600640  
**Grades:** 11

**Prerequisite:** Computing for College and Careers and Production Technology I

### **Production Technology III**

**Credit:** 1

**Course Number** 8600740

**Grades:** 12

**Prerequisite:** Computing for College and Careers and Production Technology II

## **Foreign Languages**

### **French I**

**Credit:** 1

**Course Number** 0701320

**Grades:** 9

**Prerequisite:** None

The purpose of this course is to enable students to begin to acquire proficiency in French through a linguistics, communicative, and cultural approach to language learning. Emphasis is placed on the development of listening, speaking, reading, and writing skills and on the acquisition of the fundamentals of applied grammar. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course.

### **French II**

**Credit:** 1

**Course Number** 0701330

**Grades:** 10

**Prerequisite:** French I or equivalent

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

### **French III**

**Credit:** 1

**Course Number:** 0701340

**Grades:** 11

**Prerequisite:** French II or equivalent

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 a continued emphasis on the development of listening, speaking, reading, and writing skills. Experiences with French literature are broadened. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course.

### **French IV**

**Credit:** 1

**Course Number:** 0701350

**Grades:** 10, 11, 12

**Prerequisite:** French III or equivalent

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. Experiences with French literature are broadened. Cultural understanding is fostered and real-life applications are emphasized throughout the course.

### **French V**

**Credit:** 1

**Course Number:** 0701360

**Grades:** 11, 12

**Prerequisite:** French IV or equivalent

The purpose of this course is to expand previously acquired skills. Students will read and discuss extended texts in French.

### **French VI**

**Credit:** 1

**Course Number:** 0708340

**Grades:** 12

**Prerequisite:** French V or equivalent

This advanced level French course expands on skills learned in French V. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course.

### **AICE French**

**Credit:** 1

**Course Number** 0701390

**Grades:** 10,11,12

**Prerequisite:** French I, II or equivalent

The purpose of this course is to develop student's ability to understand and communicate confidently and clearly in speech and written language. Students will be encouraged to read widely, to use relevant vocabulary, employ correct grammar, spelling and punctuation. The students will develop the ability to analyze, synthesize, make inferences, and organize arguments and ideas logically.



**Spanish****Spanish I**

**Credit:** 1  
**Course Number:** 0708340  
**Grades:** 9  
**Prerequisite:** None

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 the acquisition of the fundamentals of applied grammar.

**Spanish II**

**Credit:** 1  
**Course Number** 0708350  
**Grades:** 9,10  
**Prerequisite:** Spanish I or equivalent

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

**Spanish III**

**Credit:** 1  
**Course Number:** 0708360  
**Grades:** 10, 11  
**Prerequisite:** Spanish II or equivalent

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 a continued emphasis on the development of listening, speaking, reading, and writing skills. Experiences with Spanish literature are broadened. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course.

**Spanish IV**

**Credit:** 1  
**Course Number:** 0708370  
**Grades:** 10, 11, 12  
**Prerequisite:** Spanish III or equivalent

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. Experiences with Spanish literature are broadened. Cultural understanding is fostered and real-life applications are emphasized throughout the course.

**Spanish for Speakers III**

**Credit:** 1  
**Course Number:** 0709300 / 0709310  
**Grades:** 10, 11, 12  
**Prerequisite:** Spanish Teacher Approval

The purpose of this course is to provide Spanish for students who already speak the language. This course goes deep into the heritage and students will be expected to speak and write fluently.

**Pre-AICE Spanish Language I**

**Credit:** 1  
**Course Number:** 0708532  
**Grades:** 9, 10  
**Prerequisite:** None

Pre-AICE Spanish Language covers the first half of the International General Certificate of Secondary education (IGCSE) Language (Spanish) syllabus written and administered by the University of Cambridge's International Examinations Program. 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 the acquisition of the fundamentals of applied grammar.

**Pre-AICE Spanish Language II**

**Credit:** 1  
**Course Number:** 0708534  
**Grades:** 10  
**Prerequisite:** Pre-AICE Spanish Language I or equivalent

Pre-AICE Spanish Language is the second course in the University of Cambridge's International Examinations Program. The purpose of this course is to enable students to being 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.



**AICE Spanish Language****Credit:** 1**Course Number:** 0708530**Grades:** 11**Prerequisite:** Pre-AICE Spanish Language II or equivalent

The purpose of this course is to develop student's ability to understand and communicate confidently and clearly in speech and written language. Students will be encouraged to read widely, to use relevant vocabulary, employ correct grammar, spelling and punctuation. The students will develop the ability to analyze, synthesize, make inferences, and organize arguments and ideas logically.

**AICE Spanish Literature****Credit:** 1**Course Number** 0708540**Grades:** 12**Prerequisite:** AICE Spanish Language or equivalent

The purpose of this course is to develop students' ability to present an informed personal response to works of Literature read or heard confidently and clearly in written language. Students will be encouraged to read widely, to use relevant vocabulary, employ correct grammar, spelling and punctuation. The students will develop the ability to analyze, synthesize, make inferences, and organize arguments and ideas logically.

**English****English I****Credit:** 1**Course Number:** 1001310**Grades:** 9**Prerequisite:** None

Will meet graduation requirements for English Basic Assumptions for Language Arts Education. The purpose of this course is to teach students to communicate accurately. Will meet graduation requirements for English Basic Assumptions for Language Arts Education.

**English I Honors****Credit:** 1**Course Number** 1001320**Grades:** 9**Prerequisite:** None

Will meet graduation requirements for English Basic Assumptions for Language Arts Education. 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.

**Pre-AICE English Language****Credit:**1**Course Number:**1001560**Grades:** 9**Prerequisite:** acceptance into AICE program

Will meet graduation requirements for English Basic Assumptions for Language Arts Education. The purpose of this course is to provide students with an understanding of the semantic, structural, and rhetorical resources of the English language as they relate to the principles of effective writing. The course also provides a variety of writing opportunities calling for the use of different styles and tones.

**English I Through ESOL****Credit:** 1**Course Number:** 1002300**Grades:** 9, 10**Prerequisite:** placement into ESOL program**English II****Credit:** 1**Course Number:** 1001340**Grades:** 10**Prerequisite:** English I

Will meet graduation requirements for English Basic Assumptions for Language Arts Education.

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

**English II Honors****Credit:** 1**Course Number:** 1001350**Grades:** 10**Prerequisite:** English I

Will meet graduation requirements for English Basic Assumptions for Language Arts Education.

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.

**Pre-AICE English Literature****Credit:** 1**Course Number:** 1005380**Grades:** 10**Prerequisite:** Pre-AICE English Language or English 2

Will meet graduation requirements for English Basic Assumptions for Language Arts Education. The purpose of this course is to enable students to communicate accurately, appropriately, and effectively in speech and writing. Students will study texts including poetry, prose and drama.

**English II Through ESOL****Credit:** 1**Course Number:** 1002310**Grades:** 10,11**Prerequisite:** English I

Will meet graduation requirements for English Basic Assumptions for Language Arts Education. The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language and literature.

**English III****Credit:** 1**Course Number:** 1001370**Grades:** 11**Prerequisite:** English II

Will meet graduation requirements for English Basic Assumptions for Language Arts Education. The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language and literature.

**English III Honors****Credit:** 1**Course Number:** 1001380**Grades:** 11**Prerequisite:** English II

Will meet graduation requirements for English Basic Assumptions for Language Arts Education. 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.

**AICE English Language****Credit:** 1**Course Number:** 1001550**Grades:** 11**Prerequisite:** Must be accepted into the AICE Program.

Will meet graduation requirements for English Basic Assumptions for Language Arts Education.

The purpose of this course is to provide students with an understanding of the semantic, structural, and rhetorical resources of the English language as they relate to the principles of effective writing. The course also provides a variety of writing opportunities calling for the use of different styles and tones.

**English III Through ESOL****Credit:** 1**Course Number:** 1002320**Grades:** 10, 11**Prerequisite:** English II

Will meet graduation requirements for English Basic Assumptions for Language Arts Education. The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language and literature.

**English IV****Credit:** 1**Course Number:** 1001400**Grades:** 12**Prerequisite:** English III

Will meet graduation requirements for English Basic Assumptions for Language Arts Education.

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

**English IV Honors****Credit:** 1**Course Number:** 1001410**Grades:** 12**Prerequisite:** English III

Will meet graduation requirements for English Basic Assumptions for Language Arts Education.

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.

**AICE English Literature****Credit:**1**Course Number:**1005370**Grades:**12**Prerequisite:** Must be accepted into the AICE Program.

Will meet graduation requirements for English Basic Assumptions for Language Arts Education.

The purpose of this course is to provide students with an understanding of the semantic, structural, and rhetorical resources of the English language as they relate to the principles of effective writing. The course also provides a variety of writing opportunities calling for the use of different styles and tones.

**AICE General Paper****Credit:**1**Course Number:**1009360**Grades:**12**Prerequisite:** Must be accepted into the AICE Program.**Co-Requisite:** Take with AICE English course.

The purpose of this course is to encourage students to make cross-curricular links; to develop a maturity of thought appropriate to students at this level; and to achieve an understanding and usage of the English language which enables them to express arguments, ideas and opinions in a reflective and academic manner.

**English IV Through ESOL****Credit:** 1**Course Number:** 1002520**Grades:** 12**Prerequisite:** English III

Will meet graduation requirements for English Basic Assumptions for Language Arts Education.

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.

**Mathematics****Algebra I****Credit:** 1**Course Number:**1200310**Grades:** 9**Prerequisite:** None

Will meet graduation requirements for Mathematics. 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.

**Algebra I Honors****Credit:** 1**Course Number:** 1200320**Grades:** 9,10**Prerequisite:** None

Will meet graduation requirements for Mathematics.

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. 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.

**Algebra II****Credit:**1**Course Number:**1200330**Grades:**10, 11**Prerequisite:** Algebra 1 and Geometry

Will meet graduation requirements for Mathematics. 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.

**Algebra II Honors****Credit:** 1**Course Number:** 1200340**Grades:** 10, 11**Prerequisite:** Algebra 1 and Geometry

Will meet graduation requirements for Mathematics. 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.

**Advanced Algebra with Financial Applications****Credit:** 1**Course Number:** 1200500**Grades:** 11, 12**Prerequisite:** Algebra 1, Geometry, Algebra 2

This course will meet the graduation requirement for Mathematics. The purpose of this course is to develop a more in depth knowledge of Algebra 2 and also provides real-world mathematical problems.

**Math for College Readiness****Credit:** 1**Course Number:** 1200700**Grades:** 11, 12**Prerequisite:** Algebra 1, Geometry, Algebra 2, and students must have taken the college placement test.

The purpose of this course is to prepare students to earn a score the College Placement Test that will qualify them for the College Algebra course.

### Geometry Honors

**Credit:** 1

**Course Number:** 1206320

**Grades:** 9, 10

**Prerequisite:** Algebra 1

This course will meet the graduation requirement for Mathematics. 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. This content does include formal deductive proofs.

### Liberal Arts Math

**Credit:** 1

**Course Number:** 1208300

**Grades:** 9-12

**Prerequisite:** Algebra 1, Geometry

This course does not meet the academic core requirement in mathematics for entry into the State University System of Florida or eligibility requirements for some Bright Futures Scholarship options or NCAA. Content includes, but is not limited to algebraic expressions and geometric functions.

### Math Analysis

**Credit:** 1

**Course Number:** 1201300

**Grades:** 11, 12

**Prerequisite:** Algebra I, II and Geometry

Will meet graduation requirements for Mathematics. The purpose of this course is to develop the advanced algebraic and geometric and trigonometric concepts and process that can be used to solve a variety of real-world and mathematical problems.

### Pre-Calculus

**Credit:** 1

**Course Number:** 1202340

**Grades:** 11, 12

**Prerequisite:** Algebra II and Geometry

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

### Advanced Placement Calculus AB

**Credit:** 1

**Course Number:** 1202310

**Grades:** 11, 12

**Prerequisite:** Algebra II, Geometry and Pre-Calculus

Will meet graduation requirements for Mathematics. The purpose of this course is to develop the algebraic and transcendental functions and the general theory and techniques of calculus.

### Pre-AICE Mathematics I

**Credit:** 1

**Course Number:** 1209810

**Grades:** 9

**Prerequisite:** None

Will meet the requirements for Algebra 1. The purpose of this course is to enable students to: develop their mathematical knowledge, and oral, written and practical skills in a way which encourages confidence and provides satisfaction and enjoyment; read mathematics, and write and talk about the subject in a variety of ways; develop a feel for numbers, carry out calculations and understand the significance of the results obtained; apply mathematics in every day situations and develop an understanding of the part which mathematics plays in the world around them.

### Pre-AICE Mathematics II

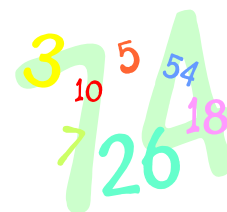
**Credit:** 1

**Course Number:** 1209820

**Grades:** 10

**Prerequisite:** Pre-AICE Math I or Algebra I

Will meet graduation requirements for Mathematics. The purpose of this course is to enable students to: develop their mathematical knowledge and oral, written and practical skills in a way which encourages confidence and provides satisfaction and enjoyment; read mathematics, and write and talk about the subject in a variety of ways; develop a feel for number, carry out results obtained; apply mathematics in everyday situations and develop understanding of the part which mathematics plays in the world around them.



**AICE Mathematics and Mechanics I****Credit:** 1**Course Number:** 1202354**Grades:** 11-12**Prerequisite:** Acceptance into the AICE Program.

The purpose of this course is to enable students to: develop an understanding of the mathematical principles and appreciation of mathematics as a logical and coherent subject; acquire a range of mathematical skills, particularly those which will enable them to use applications of mathematics in the context of every day situations and of other subjects they may be studying.

**AICE Mathematics and Mechanics II****Credit:** 1**Course Number:** 1202362**Grades:** 11-12**Prerequisite:** AICE Math and Mechanics I, Acceptance into the AICE Program

The purpose of this course is to enable students to: develop an understanding of the mathematical principles and appreciation of mathematics as a logical and coherent subject; acquire a range of mathematical skills, particularly those which will enable them to use applications of mathematics in the context of every day situations and of other subjects they may be studying. Students will study quadratic equations, functions, coordinate geometry, circular measure, trigonometry, vectors, series, differentiation, integration; and representation.

**Probability and Statistics****Credit:** 1**Course Number:** 1210300**Grades:** 11-12**Prerequisite:** Algebra 2 and Geometry

The purpose of this course is to enable students to read and interpret data presented in various formats. Students will be able to determine whether data is presented in appropriate format and identify possible corrections. Formats include histograms, bar graphs, line graphs, stem and leaf plots, circle graphs, box and whisker plots, scatter plots and cumulative frequency graphs.

**Intensive Mathematics****Credit:** 1**Course Number:** 1200400**Grades:** 9-12**Prerequisite:** None

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

**Performing Arts****Eurhythmics I****Credit:** 1**Course Number:** 1305300**Grades:** 9,10,11,12**Prerequisite:** None

Will meet graduation requirements for Performing Fine Arts. The purpose of this course is to enable students to develop basic skills in creating, performing, and evaluating choreographed performances as an independent ensemble and in cooperation with the marching band. Emphasis is placed on dance, equipment, manipulation, precision, and the relationship between music and dance.

**Eurhythmics II****Credit:** 1**Course Number:** 1305310**Grades:** 9, 10, 11, 12**Prerequisite:** None

Will meet graduation requirements for Performing Fine Arts. The purpose of this course is to enable students to develop intermediate-level skills in creating, performing, and evaluating choreographed performances as an independent ensemble and in cooperation with the marching band. Emphasis is placed on dance, equipment, manipulation, precision, and the relationship between music and dance.

**Eurhythmics III****Credit:** 1**Course Number:** 1305320**Grades:** 9, 10, 11, 12**Prerequisite:** None

Will meet graduation requirements for Performing Fine Arts. The purpose of this course is to enable students to develop proficient skills in creating, performing, and evaluating choreographed performances as an independent ensemble and in cooperation with the marching band. Emphasis is placed on dance, equipment, manipulation, precision, and the relationship between music and dance.

**Eurhythmics IV****Credit:** 1**Course Number:** 1305330**Grades:** 9,10,11,12**Prerequisite:** None

Will meet graduation requirements for Performing Fine Arts. This course will enable students to develop advanced skills in creating, performing, and evaluating choreographed performances as an independent ensemble and in cooperation with the marching band. Emphasis is on dance, equipment, manipulation, precision, and the relationship between music and dance.

**Band I**

**Credit:** 1  
**Course Number:** 1302300  
**Grades:** 9, 10  
**Pre-requisite:** None

Will meet graduation requirements for Performing Fine Arts. 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 department of skills in interpretation of notation and expressive markings, individual and ensemble performance and critical listening.

**Band II**

**Credit:** 1  
**Course Number:** 1302310  
**Grades:** 9, 10, 11  
**Pre-requisite:** Instrument experience

Will meet graduation requirements for Performing Fine Art. 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 department of skills in interpretation of notation and expressive markings, individual and ensemble performance and critical listening.

**Band III**

**Credit:** 1  
**Course Number:** 1302320  
**Grades:** 10, 11, 12  
**Pre-requisite:** Prior band experience

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

**Band IV**

**Credit:** 1  
**Course Number:** 1302330  
**Grades:** 11, 12  
**Pre-requisite:** Prior band experience

Will meet graduation requirements for Performing Fine Arts. The purpose of this course is to enable students to

develop consistently proficient technical skills on wind or percussion instruments through the refinement and performance of high school band literature. Emphasis will be placed on the department of skills in interpretation of notation and expressive markings, individual and ensemble performance and critical listening.

**Instrumental Techniques I/II**

**Credit:** 1  
**Course Number:** 1302420 / 1302430  
**Grades:** 9, 10  
**Prerequisite:** None

Will meet graduation requirements for Performing Fine Arts. 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.

**Instrumental Techniques III/IV**

**Credit:** 1  
**Course Number:** 1302440/ 1302450  
**Grades:** 11, 12  
**Prerequisite:**

Will meet graduation requirements for Performing Fine Arts. 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.

**Jazz Ensemble I**

**Credit:** 1  
**Course Number:** 1302500  
**Grades:** 9, 10, 11  
**Pre-requisite:** None

Will meet graduation requirements for Performing Fine Art. The purpose of this course is to enable students to develop basic skills in jazz performance through knowledge of styles and performance techniques of varied jazz and contemporary literature.



**Jazz Ensemble II****Credit:** 1**Course Number:** 1302510**Grades:** 9, 10, 11**Pre-requisite:** Prior jazz band experience

Will meet graduation requirements for Performing Fine Art. The purpose of this course is to enable students to develop Intermediate-level skills in jazz performance through knowledge of styles and performance techniques of varied jazz and contemporary literature.

**Jazz Ensemble III****Credit:** 1**Course Number:** 1302520**Grades:** 11, 12**Pre-requisite:** Prior jazz band experience

Will meet graduation requirements for Performing Fine Art. The purpose of this course is to enable students to develop proficient skills in jazz performance through knowledge of styles and performance techniques of varied jazz and contemporary literature.

**Jazz Ensemble IV****Credit:** 1**Course Number:** 1302530**Grades:** 11, 12**Pre-requisite:** Prior jazz band experience

Will meet graduation requirements for Performing Fine Arts. The purpose of this course is to enable students to develop advanced skills in jazz performance through knowledge of styles and performance techniques of varied jazz and contemporary literature.

**Chorus I****Credit:** 1**Course Number:** 1303300**Grades:** 9, 10, 11**Pre-requisite:** None

Will meet graduation requirements for Performing Fine Arts. The purpose of this course is to enable students to develop basic individual and ensemble skills in choral performance through preparation of varied high school literature. Emphasis will be placed on healthy and expressive singing and accurate interpretation of notation.

**Chorus II****Credit:** 1**Course Number:** 1303310**Grades:** 9, 10, 11**Pre-requisite:** Prior singing experience

Will meet graduation requirements for Performing Fine Arts. The purpose of this course is to enable students to develop intermediate-level individual and ensemble skills in choral performance through preparation of varied high school literature. Emphasis will be placed on healthy and expressive singing and accurate interpretation of notation.

**Chorus III****Credit:** 1**Course Number:** 1303320**Grades:** 11, 12**Pre-requisite:** Prior singing experience

Will meet graduation requirements for Performing Fine Arts. The purpose of this course is to enable students to develop proficient individual and ensemble skills in choral performance through preparation of varied high school literature. Emphasis will be placed on healthy and expressive singing and accurate interpretation of notation.

**Chorus IV****Credit:** 1**Course Number:** 1303330**Grades:** 11, 12**Pre-requisite:** Prior singing experience

Will meet graduation requirements for Performing Fine Arts. The purpose of this course is to enable students to develop consistently proficient individual and ensemble skills in choral performance through preparation of varied high school literature. Emphasis will be placed on healthy and expressive singing and accurate interpretation of notation.

**Musical Theatre****Credit:** 1**Course Number:** 1300400**Grades:** 9-12**Pre-requisite:** None

The purpose of this course is to enable students to participate in varied aspects of musical theater, with special attention to the fundamentals of voice production, stage movement, acting, characterization, dance, and technical aspects of a musical.



## Physical Education

### HOPE: Health Opportunities Through Physical Education

**Credit:** 1.0

**Course:** 1506320

**Grades:** 9, 10, 11, 12

**Prerequisite:** None

Will meet graduation requirements for Physical Education. The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness. The content should include, but not be limited to, the following: apply fitness and health concepts; risk and benefits of varying fitness levels; biomechanical and physiological principles; development of an individual wellness plan; responsible decision making; development of an individual nutrition plan; completion of a behavior change project; analyzing of skills-related fitness; -safety and injury prevention – (hydration, injury, violence, environmental issues; safety education practices; analyzing consumer information and community resources; mental and emotional health, including depression and suicide; stress management; coping skills; interpersonal communication – communication, relationships, sportsmanship; disease prevention and control – risk factor assessments, includes communicable and non-communicable diseases such as HIV/AIDs, other STDs, heart disease, diabetes, cancers, asthma; tobacco, alcohol, and other drug use and abuse – risk and protective factors; teen pregnancy prevention; advocating for health and fitness promotion; technology application to facilitate health and fitness.

### Beginning Weight Training

**Credit:** 0.5

**Course Number:** 1501340

**Grades:** 10, 11, 12

**Prerequisite:** None

Will meet graduation requirements for Physical Education. 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.

### Intermediate Weight Training

**Credit:** 0.5

**Course Number:** 1501350

**Grades:** 10, 11, 12

**Prerequisite:** None

Will meet graduation requirements for Physical Education. 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.

### Advanced Weight Training

**Credit:** 0.5

**Course #:** 1501360

**Grade(s):** 10, 11, 12

**Pre-requisite:** None

Will meet graduation requirements for Physical Education. 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.

### Beginning Power Weight Training

**Credit:** 0.5

**Course Number:** 1501410

**Grades:** 10,11,12

**Pre-Requisite:** None

Will meet graduation requirements for Physical Education. 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.

### Beginning Aerobics

**Credit:** 0.5

**Course #:** 1503400

**Grade(s):** 9, 10, 11, 12

**Pre-requisite:** None

Will meet graduation requirements for Physical Education. The purpose of this course is to enable students to develop basic-level knowledge of aerobic activities and fitness and to maintain or improve an individual level.

### Intermediate Aerobics

**Credits:** 0.5

**Course #:** 1503510

**Grade(s):** 9, 10, 11, 12

**Pre-requisite:** None

Will meet graduation requirements for Physical Education. The purpose of this course is to enable students to develop intermediate-level knowledge of aerobic activities and fitness and to maintain or improve an individual level.



**Advanced Aerobics**

**Credits:** 0.5  
**Course #:** 1503420  
**Grade(s):** 10, 11, 12  
**Pre-requisite:** None

Will meet graduation requirements for Physical Education. The purpose of this course is to enable students to develop advanced-level knowledge of aerobic activities and fitness and to maintain or improve an individual level.

**Recreational Activities**

**Credit:** 0.5  
**Course Number:** 1502470  
**Grades:** 10, 11, 12  
**Prerequisite:** None

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

**Fitness Lifestyle Design**

**Credit:** 0.5  
**Course Number:** 1501310  
**Grades:** 9, 10, 11, 12  
**Prerequisite:** None

Will meet graduation requirements for Physical Education. The purpose of this course is to enable students to develop knowledge of fitness concepts; design, implement, and evaluate a personal fitness program; and develop an individualized level of health-related fitness.

**Comprehensive Fitness (Pilates/Plyometrics)**

**Credit:** 0.5  
**Course #:** 1501390  
**Grade(s):** 9, 10, 11, 12  
**Pre-requisite:** None

Will meet graduation requirements for Physical Education. 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.

**Basketball**

**Credit:** 0.5  
**Course Number:** 1503310  
**Grades:** 9,10,11,12  
**Pre-Requisite:** None

Will meet graduation requirements for Physical Education. The purpose of this course is to enable students to develop knowledge and skills in basketball and to maintain or improve health-related fitness.

**Soccer**

**Credit:** 0.5  
**Course #:** 1503320  
**Grade(s):** 9, 10, 11, 12  
**Pre-requisite:** None

Will meet graduation requirements for Physical Education. The purpose of this course is to enable students to develop knowledge and skills in soccer and to maintain or improve health related fitness.

**Team Sports I**

**Credits:** 0.5  
**Course #:** 1503350  
**Grade(s):** 9, 10, 11, 12  
**Pre-requisite:** None

Will meet graduation requirements for Physical Education. 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.

**Team Sports II**

**Credit:** 0.5  
**Course Number:** 1503450  
**Grades:** 9, 10, 11, 12  
**Prerequisite:** None

Will meet graduation requirements for Physical Education. The purpose of this course is to enable students to acquire knowledge of team sports play, develop skills in specified team sports and maintain or improve health-related fitness.



## **Public Service and Safety**

The purpose of the programs in this cluster is to prepare students for employment or advanced training in the health occupations industry. The programs in this cluster also provide students the opportunity to be cross-trained in a variety of entry level positions. This cluster of programs focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of health care industry; planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety, and environmental issues.

### **Health Science I**

**Credit:** 1

**Course Number:** 8417100

**Grades:** 10

**Recommended Prerequisite:** Computing for College and Careers

This course is the beginning of three that may lead to certification if the program is completed and comprehensive exams are passed.

### **Health Science 2**

**Credit:** 1

**Course Number:** 8417110

**Grades:** 11

**Prerequisite:** Computing for College and Careers

This is the second course in the Health Science Program and is double blocked with one of the three courses listed below.

### **Allied Health Assisting 3**

**Credit:** 1

**Course Number:** 8417131

**Grades:** 11, 12

**Prerequisite:** Health Science I, II

This course prepares students for the medical field. It is paired with Health Science II and is double block in students' schedules, taking up two periods consecutively.

### **First Responder**

**Credit:** 1

**Course Number:** 8417171

**Grades:** 11, 12

**Prerequisite:** Health Science 1 & 2

This course prepares students for careers such as fire and public safety.

### **Nursing Assistant 3**

**Credit:** 1

**Course Number:** 8417211

**Grades:** 11, 12

**Prerequisite:** Health Science 1 & 2

This purpose of this course is to prepare students for a medical career in nursing. With successful completion of this course and specific examinations, students can become certified nursing assistants.

## **Law/Criminal Justice**

The purpose of this program is to prepare students for employment as Police Service Aides that do not require certification by the Florida Department of Law Enforcement (FDLE), Criminal Justice Standards and Training Commission (CJSTC).

### **Criminal Justice Operations 1**

**Credit:** 1

**Course Number:** 8918010

**Grades:** 10

**Prerequisite:** Computing for College and Careers

### **Criminal Justice Operations 2**

**Credit:** 1

**Course Number:** 8918020

**Grades:** 11

**Prerequisite:** Criminal Justice Operations 1

### **Criminal Justice Operations 3**

**Credit:** 1

**Course Number:** 8918030

**Grades:** 12

**Prerequisite:** Criminal Justice Operations 2

### **Criminal Justice Operations 4**

**Credit:** 1

**Course Number:** 8918040

**Grades:** 12

**Prerequisite:** Criminal Justice Operations 3

## **Teacher Assisting**

The purpose of this program is to prepare students for employment as substitute teachers and teachers aides. This is a job-preparatory career and technical program. To be enrolled, a student's status in school and schedule must allow sufficient time for the student to be able to complete the program. The teacher assisting program is student sin classroom settings.

### **Teacher Assisting 1**

**Credit:** 1

**Course Number:** 8909010

**Grades:** 10

**Prerequisite:** Business Systems and Technology I

### **Teacher Assisting 2**

**Credit:** 1

**Course Number:** 8909020

**Grades:** 11

**Prerequisite:** Teacher Assisting 1

### **Teacher Assisting 3**

**Credit:** 1

**Course Number:** 8909020

**Grades:** 12

**Prerequisite:** Teacher Assisting 2

## **Science**

### **Biology I**

**Credit:** 1

**Course Number:** 2000310

**Grades:** 10

**Prerequisite:** None

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

### **Biology I Honors**

**Credit:** 1

**Course Number:** 2000320

**Grades:** 10

**Prerequisite:** None

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

### **Pre-AICE Biology**

**Credit:** 1

**Course Number:** 2000322

**Grades:** 9

**Prerequisite:** Acceptance into the AICE Program.

Will meet graduation requirement for Science. The purpose of this course is to provide exploratory experiences and laboratory and real-life applications in the biological sciences in an accelerated ideas associated with the biological earth.

### **AICE Biology**

**Credit:** 1

**Course Number:** 2000321

**Grades:** 11

**Prerequisite:** Pre-AICE Biology

Acceptance into the AICE Program.

Will meet graduation requirement for Science. The purpose of this rigorous course is to provide exploratory experiences and laboratory and real-life applications in the biological sciences in an accelerated ideas associated with the biological earth.

### **Anatomy and Physiology Honors**

**Credit:** 1

**Course Number:** 2000360

**Grades:** 11, 12

**Prerequisite:** Biology

Will meet graduation requirement for Science. The purpose of this course is to enable students to develop understanding of the relationships between the structures and functions of the human body.

### **Chemistry I**

**Credit:** 1

**Course Number:** 2003340

**Grades:** 11, 12

**Prerequisite:** Integrated Science, Biology, Algebra I, Geometry

Will meet graduation requirement for Science. 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.

### **Pre-AICE Chemistry**

**Credit:** 1

**Course Number:** 2003372

**Grades:** 10

**Prerequisite:** Integrated Science, Biology, Algebra I, Geometry

The intent of this course is that students will obtain a thorough understanding of the finite life of the world's resources and hence the need for recycling and conservation, economic considerations in the chemical industry, such as the availability and costs of raw materials and the importance of chemistry in industry and everyday life.

### **Chemistry I Honors**

**Credit:** 1

**Course Number:** 2003350

**Grades:** 11, 12

**Prerequisite:** Integrated Science, Biology, Algebra I, Geometry

Will meet graduation requirement for Science. The purpose of this course is to provide exploratory studies, laboratory, and real-life applications in chemistry.

### **AICE Chemistry**

**Credit:** 1

**Course Number:** 2003371

**Grades:** 11, 12

**Prerequisite:** : Integrated Science and/or Biology, Acceptance into the AICE Program, Algebra I

The purpose of this course is to study the composition, properties and changes associated with matter. The content includes classification of nature, structure and graphical representations and data analysis. Finally, it 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.

### **Environmental Science**

**Credit:** 1

**Course Number:** 2001340

**Grades:** 11,12

**Prerequisite:** : Biology

Will meet graduation requirement for Science. The purpose of this course is to enable students to develop knowledge of the ways that humans interact with the natural environment.

### **Physics I**

**Credit:** 1

**Course Number:** 2003380

**Grades:** 11, 12

**Prerequisite:** Integrated Science and/or Biology, Chemistry, Algebra 1

Will meet graduation requirement for Science. 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.

### **Physics I Honors**

**Credit:** 1

**Course Number:** 2003390

**Grades:** 11, 12

**Prerequisite:** Integrated Science and/or Biology, Chemistry, Algebra 1

The purpose of this course is to provide an overview of the marine environment. The content should include the

### **AICE Physics**

**Credit:** 1

**Course Number:** 2003431

**Grades:** 11, 12

**Prerequisite:** Acceptance into the AICE Program, Algebra 1, taking AICE Mathematics/Mechanics concurrently or prior to AICE Physics

Will meet the graduation requirements for Science. The purpose of this course is to provide opportunities to study the concepts theories and laws governing the interaction of matter energy and forces and their applications through exploratory investigation and activities. environmental, economical and technological issues and concerns.

### **AICE Environmental Science**

**Credit:** 1

**Course Number:** 2001381

**Grades:** 11, 12

**Prerequisite:** Biology, Chemistry, Acceptance into the AICE Program.

Will meet graduation requirement for Science. The purpose of this course is to develop and apply concepts basic to earth, its materials, processes, history and environment in space.

### **Forensic Science I**

**Credit:** 1

**Course Number:** 2002480

**Grades:** 11

**Prerequisite:** Biology, Chemistry

This course will provide opportunities to develop knowledge of biology and physical sciences and enable students to associate this knowledge with real life applications.

### **Marine Science I**

**Credit:** 1

**Course Number:** 2002500

**Grades:** 11

**Prerequisite:** Biology, Chemistry, Integrated Science

Will meet graduation requirement for Science. The purpose of this course is to enable students to develop understanding of theories and ideas associated with biological, earth, and physical sciences through relevant investigation. Students will formulate questions; make predications; plan experiments; make observations;

classify, interpret, and analyze data, draw conclusions, and communicate findings. Emphasis shall be placed on advances development and use reasoning, scientific analysis, and oral and written expressions of findings.

### **Marine Science I Honors**

**Credit:** 1

**Course Number:** 2002510

**Grades:** 11

**Prerequisite:** Biology, Chemistry, Integrated Science

Students will formulate questions; make predications; plan experiments; make observations; classify, interpret, and analyze data, draw conclusions, and communicate findings. Emphasis shall be placed on advances development and use reasoning, scientific analysis, and oral and written expressions of findings.

### **AICE Marine Science**

**Credit:** 1

**Course Number:** 2002535

**Grades:** 11, 12

**Prerequisite:** Biology, Chemistry, Acceptance into the AICE Program.

AICE Marine Science provides a coherent and stimulating introduction to the science of the marine environment. The content of the AS part of the course concentrates on the scientific study of the sea and its ecosystems, while the A Level part of the course concentrates on human activities that depend on the sea and have an impact on it. The emphasis throughout is on the understanding of concepts and the application of ideas to new contexts as well as on the acquisition of knowledge, and the course will foster creative thinking and problem-solving skills which are transferable to any future career path. It is expected that practical activities will underpin the teaching of the whole course, and students may be asked about practical activities in examination questions.

### **World Eastern and Hemispheric Studies**

#### **World History**

**Credit:** 1

**Course Number:** 2109310

**Grades:** 10

**Prerequisite:** None

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

settings.

### **World History Honors**

**Credit:** 1

**Course Number:** 2109320

**Grades:** 10

**Prerequisite:** None

The purpose of this course is to acquire an understanding of the chronological development of world events pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures, and humanities to solve problems in academic, civic, social and employment settings.

### **Advanced Placement World History**

**Credit:** 1

**Course Number:** 2109420

**Grades:** 10

**Prerequisite:** None

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.

### **Latin American History**

**Credit:** .5

**Course Number:** 2100360

**Grades:** 9,10 11,12

**Prerequisite:** None

Students acquire an understanding of the development of the Latin American people by examining the history and culture of the region with emphasis on the Caribbean Basin, Central America and South America. Students assess the effect of this region's historical development to better understand the region's role in the global community and to develop a world view that appreciates diverse cultures.

### **American History**

**Credit:** 1

**Course Number:** 2100310

**Grades:** 11

**Prerequisite:** None

Will meet graduation requirement for American History. The purpose of this course is to enable students to understand the development of the United States within the context of history with a major focus on the post-Reconstruction period. Students will use knowledge

pertaining to history, geography, and economics.

### **American History Honors**

**Credit: 1**

**Course Number: 2100310**

**Grades: 11**

**Prerequisite: None**

Will meet graduation requirement for American History. The purpose of this course is to enable students to understand the development of the United States within the context of history with a major focus on the post-Reconstruction period. Students will use knowledge pertaining to history, geography, and economics.

### **AICE United States History**

**Credit: 1**

**Course Number: 2100500**

**Grades: 11**

**Prerequisite:** Acceptance into the AICE Program

Will meet graduation requirement for American History. The purpose of this course is to acquire an understanding of the United States within the context of history with a major focus on the transformation of the USA from an isolated agrarian society of the 1840's to the world's leading superpower.

### **African-American History**

**Credit: .5**

**Course Number: 2100340**

**Grades: 11, 12**

**Prerequisite: None**

Students understand the development of African American heritage within the context of a broad historical focus. Students examine connections to the past to prepare for the future as participating members of a democratic society.

### **Economics**

#### **Economics**

**Credit: .5**

**Course Number: 2102310**

**Grades: 12**

**Prerequisite: None**

Will meet the graduation requirements for Economics. 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.

### **Economics Honors**

**Credit: .5**

**Course Number: 2102320**

**Grades: 12**

**Prerequisite: None**

Will meet the graduation requirements for Economics. 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.

### **AICE Economics**

**Credit: 1**

**Course: 2102321**

**Grades: 12**

**Grades: 12**

**Prerequisite:** Acceptance into the AICE Program

Will meet the graduation requirements for Economics. The purpose of this course is to provide students with the information and theory, and distinguishing facts from hypothetical statements and value judgments. Students will organize, present and communicate economic ideas and informed judgments in a clear, logical and appropriate form.

### **Advanced Placement Human Geography**

**Credit: 1**

**Course: 2103400**

**Grades: 9,10**

**Prerequisite: None**

The purpose of this rigorous, exciting course is to enable students to develop higher levels of concepts and skills related to Human Geography. The course that explores how people develop social, political, economic, and cultural behaviors and systems in relation to the natural environments in which they live. Students will be prepared to take the Advanced Placement Human Geography Test to earn high school and college credits.

**Political Science****American Government**

**Credit:** .5  
**Course:** 2106310  
**Grades:** 12  
**Prerequisite:** None

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

**American Government Honors**

**Credit:** .5  
**Course:** 2106320  
**Grades:** 12  
**Prerequisite:** None

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

**Advanced Placement US Government and Politics**

**Credit:** .5 paired with Research to make full year course  
**Course:** 2106320  
**Grades:** 12  
**Prerequisite:** None

Students acquire a critical perspective of politics and government in the united States. They learn general concepts used to interpret American politics and analyze specific case studies. Students also become familiar with the various institutions, groups, beliefs and ideas that constitute the American political perspective.

**Psychology****Psychology I**

**Credit:** .5  
**Course Number:** 2107300  
**Grades:** 11,12  
**Prerequisite:** None

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.

**Psychology II**

**Credit:** .5  
**Course Number:** 2107310  
**Grades:** 11,12  
**Prerequisite:** Psychology I

Through the additional 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 behaviors of others.

**AICE Psychology**

**Credit:** 1  
**Course Number:** 2107360  
**Grades:** 11,12  
**Prerequisite:** Acceptance into the AICE Program

The purpose of this course is to provide an introduction to psychological concepts, theories, research findings, and applications; to create an understanding of the range and limitations of psychological theory and practice, and to encourage students to explore and understand the relationship between psychological findings and everyday life; to develop skills of analysis, interpretation, and application.

**AICE Sociology**

**Credit:** 1  
**Course Number:** 2108320  
**Grades:** 11,12  
**Prerequisite:** Acceptance into AICE program.

In a rapidly changing world, AICE Sociology offers students the opportunity not only to explore the processes that are shaping current trends, but also to develop an understanding of the complexity and diversity of human societies and their continuities with the past. The study of sociology stimulates awareness of contemporary social, cultural and political issues, and focuses on the importance of examining these issues in a rigorous, reasoned and analytical way. The class provides a solid grounding in the central ideas and approaches in Sociology.

**AICE Critical Thinking Skills**

**Credit:** 1  
**Course Number:** 1700372  
**Grades:** 11,12  
**Prerequisite:** Acceptance into AICE program

The purpose of this course involves the development of a range of transferable thinking skills and processes. These skills are valuable and relevant within other subjects as well as being essential for further and higher education. Students will study of the language of reasoning by identifying reasons, evaluating reasoning of different kinds, recognizing and evaluating assumptions,

clarifying expressions and ideas, and the production of reasoning appropriate to a given task.

## Visual Arts

*All Visual Arts courses meet the graduation requirements for Performing Fine Arts.*

### Drawing 1

**Credit:** .5

**Course Number:** 01043340

**Grades:** 9-12

**Prerequisite:** None

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 media, processes, and techniques.

### Drawing II/III/IV

**Credit:** .5

**Course Number:** 0104350/0104360/0104370

**Grades:** 9-12

**Prerequisite:** Drawing I

The purpose of these courses 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 other media, and to build on those skills from Drawing II to Drawing III and Drawing 4.

### AICE Art and Design 1

**Credit:** 1

**Course Number:** 0101370

**Grades:** 11,12

**Prerequisite:** Acceptance into the AICE Program

The purpose of this course is to enable students to communicate ideas or concepts through the use of design and composition while making critical judgments and showing an appreciation and cultural awareness of the world around them. It is concerned with independent visual perception and aesthetic execution in the development of an idea, theme, or subject. Students will demonstrate their ability to select and control materials while analytically recording from direct observation and personal experience.

### Creative Photography

**Credit:** 1

**Course Number:** 0108310/0108320

**Grades:** 10, 11,12

**Prerequisite:** None

The purpose of this course is to enable students to develop fundamental skills and creative approaches in photographic imagery, processes, and techniques.

**Special Note.** This course incorporates hands-on activities and consumption of art materials. Access to a darkroom and appropriate photographic equipment is required. Digital cameras are used with computer hardware, software, peripheral devices, and printers.

## Graphic Design

### Graphic Design I

**Credit:** 1

**Course Number:** 0106300

**Grades:** 9-12

**Prerequisite:** Computing for College and Careers

The purpose of this course is to enable students to develop skills in graphic design. Students will learn layout, typography, and design to create images and products that reflect knowledge of the elements of art and principles of design.

### Graphic Design 2

**Credit:** 1

**Course Number:** 0106310

**Grades:** 10-12

**Prerequisite:** Graphic Design I

The purpose of this course is to enable students to develop advanced skills in graphic design. Students will use graphic media, processes, and techniques to create images and products that demonstrate technical skills and aesthetic awareness, and reflect intermediate-level designs.

### AICE Graphic Design

**Credit:** 1

**Course Number:** 0106320

**Grades:** 10-12

**Prerequisite:** Graphic Design II

The purpose of this course is to enable students to communicate and express through visual perception and aesthetic experiences a language in addition to those used by literary, mathematical, scientific and factually-based subjects. This studio-based language will enable students to develop their abilities of observation and analysis of the visual world, sensitivity, skill, personal expression and imagination. Students should also learn to relate these skills to an enhanced knowledge of their own and other cultures, past and present, and an appreciation of practical design problems.

## Air Force JROTC

Our Air Force Junior Reserve Officer Training Corps Program (ROTC) is offered for students who wish to obtain leadership skills that will help them in college, the world of work and if they choose, the Armed Services. The skills learned through our JROTC Program will help students become self sufficient leaders in our society.

### Aerospace I

**Credit:** 1

**Course Number:** 1800300

**Grades:** 9, 10, 11, 12

**Prerequisite:** None

This course is a joint cooperative effort between the United States Air Force and the secondary school system. The purpose of this course is to enable students to develop knowledge of the historical development of flight and the role of the military in history. Students also develop knowledge of the AFJROTC, individual self-control, citizenship, wellness, health, and fitness. Students practice basic drill techniques and conduct military ceremonies.

### Aerospace Science II

**Credit:** 1

**Course Number:** 1800310

**Grades:** 10,11,12

**Prerequisite:** Leadership I

The purpose of this course is to enable students to develop knowledge of the aerospace environment, human requirements of flight, principles of aircraft flight, and principles of navigation. Students also develop effective communication skills, understanding of human and group behavior, and basic leadership concepts. Students practice drill movements and observe military customs and ceremonies.

### Aerospace Science III

**Credit:** 1

**Course Number:** 1800320

**Grades:** 10,11,12

**Prerequisite:** Aerospace II or Leadership II

The purpose of this course is to enable students to develop knowledge of the space environment, space programs and technology, and manned space flight. Students develop knowledge and skills related to planning for postsecondary education or employment, financial planning, and career opportunities. Students polish skills in marching and conducting military ceremonies.

## What Is Air Force ROTC?

It is a challenge. It is an opportunity. It is a head-start on a lifetime of success, within the Air Force and in everything you choose to do.

Air Force ROTC is a high school and college program offered at over 1000 high schools, colleges and universities across the U.S. that prepare you to become an Air Force officer.

What does this mean to you? It means:

- The opportunity to get the money you need for college
- Making the most out of your college experience and your life
- The chance to earn a college degree while working toward becoming an officer in the United States Air Force
- The chance to experience once-in-a-lifetime opportunities

But know it will not be easy. Air Force ROTC provides you with a challenging program to hone your time management, physical fitness and analytical skills – and helps you push yourself to achieve your goals.

But for those who are up to the challenge, the rewards last a lifetime.

There are college scholarships available once you complete the high school program. See Lieutenant Colonel Cavallero and Sergeant Simmons in building 3, room 154.





# **TREASURE COAST HIGH SCHOOL**

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## **TCHS ADMINISTRATION**

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**LATASHA SCURRY • ASSISTANT PRINCIPAL  
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**DENISE RODRIGUEZ • ASSISTANT PRINCIPAL  
(EXPLORER ACADEMY)**

**BRIDGETTE HARGADINE—ASSISTANT PRINCIPAL  
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**ANDREW McINTOSH • ASSISTANT PRINCIPAL  
(GLOBAL COMMUNITY)**



**SUPERINTENDENT MICHAEL J. LANNON**