



FORT PIERCE CENTRAL HIGH SCHOOL

CURRICULUM GUIDE



4101 S. 25th St, Fort Pierce, FL 34981 | 772.468.5888

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ABOUT FORT PIERCE CENTRAL HIGH SCHOOL



The mission of Fort Pierce Central High School is to provide a safe and caring environment with challenging academic and career preparedness opportunities. Teachers engage students in a variety of instructional approaches necessary for students to become self-directed, social, lifelong learners and successful members of society.

From The Principal

Fort Pierce Central is an educational community in which students, teachers, staff, and parents strive for excellence. The pursuit of excellence is clearly evident on a daily basis as our instructional leaders present dynamic lessons in a highly structured learning environment. Our teachers' dedication and professionalism facilitates the acquisition of skills necessary for our students to be successful and demonstrate independence. Although academic achievement is our primary goal, we also are a center of "Cobra Pride". Cobra Pride is characterized by an intense desire to work collectively toward a common goal. This is extremely apparent in all settings as our students demonstrate a sense of self respect and composure which is unparalleled in our county. Our student athletes, extracurricular clubs, and academic foundations routinely excel in local and state competitions. In every avenue, they unmistakably showcase their Cobra Pride as true ambassadors of Fort Pierce Central.



Eldrique Gardner, Principal

ADMINISTRATION



Eldrique Gardner • Principal

Sarah Armada • Assistant Principal | *12th Grade*

Jesus Rivera • Assistant Principal | *9th Grade*

Natasha Santoro • Assistant Principal | *11th Grade*

Christie Torres • Assistant Principal | *10th Grade*

Taniko Sirmons • Executive Secretary

SCHOOL COUNSELORS

Jaime Mazzo • Director of Counseling

Bruna Herbert • School Counselor | *Grades 10-12: A-Cly*

Nayanira Alanis • School Counselor | *Grades 10-12: Cob-Gud*

Cheryl Allen • School Counselor | *Grades 10-12: Gue-Mad*

Victoria Galloway • School Counselor | *Grades 10-12: Mag-Rak*

Jaime Mazzo • School Counselor | *Grades 10-12: Ram-S*

Franshara Napoleon • School Counselor | *Grades 10-12: T-Z & ELL Creole & Other 9-12*

Esther Muniz-Guzman • School Counselor | *9th – 12th Grades ELL Spanish*

Emily Schwerer • School Counselor | *9th Grade*

Danielle Hunter • School Counseling Clerk

Ashley Robinson • Graduation Coach

ESE SPECIALISTS

Joycelyn Gumbs • ESE Specialist | *9th – 12th Grades A-L*

Marisol Cintron • ESE Specialist | *9th – 12th Grades M-Z*

Ana Cuevas • Student Support Secretary

GENERAL INFORMATION

Fort Pierce Central High School (FPCHS) has a rich history that is rooted in over 50 years of excellence, and we continue to make strides. As a large high school serving over 2800 students, we offer courses and opportunities for all students to excel. We challenge students to think outside the box, self-advocate, and plan for their future goals. While prioritizing safety and social emotional health, we ensure that our students have the resources necessary to excel academically, such as, providing afterschool tutoring both virtually and traditionally.

In addition, we offer rigorous, engaging classes, such as Advanced Placement (AP) courses offered in all content areas and select Dual Enrollment courses on campus and at Indian River State College, students prepare for the future now. Lastly, FPCHS, the home of the “Fighting Cobras” has made history with stellar athletic teams competing and winning at the state level. Students, parents, staff, and alumni proudly wear their purple and gold attire. This illustrates their pride and commitment to continued greatness.

Our staff is dedicated to the success of all our students, and we are happy to welcome you to our school. Best wishes for a wonderful and productive year! FPCHS has something for every child. Pride truly makes the difference, and we welcome you.

SCHEDULE CHANGE PROCEDURES

Students will be able to request changes to their schedules beginning the first day of each semester. If you require a schedule, please send your counselor a Teams message and specifically state what needs to be corrected. Include the reason for the change and any courses that need to be added or dropped. Your counselor will respond to you when your schedule has been updated. Please allow 48 business hours for a response. Requests must only be submitted through Teams to be addressed. No schedule changes will occur after the second week of the semester except as a result of an ability level change.

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, or student has failed the prerequisite course for the class, missing a class period or two classes scheduled in the same period. We will not be making elective changes nor requests for specific teachers or lunch times. All other changes are at administrative discretion.

GRADUATION REQUIREMENTS

Subject Area	Graduation Requirements for 24 Credit Program	Graduation Requirements for ACCEL 18 credit diploma
English	4 credits, with major concentration in composition, reading for information and literature	4 credits, with major concentration in composition, reading for information and literature
Mathematics	4 credits, one of which must be Algebra 1 or its equivalent, one of which must be Geometry or its equivalent	4 credits, one of which must be Algebra 1 or its equivalent, one of which must be Geometry or its equivalent
Science	3 credits, two of the three must have a laboratory component and one must be Biology 1 or its equivalent or a series of courses of which two must be equally rigorous	3 credits, two or the three must have a laboratory component and one must be Biology 1 or its equivalent or a series of courses of which two must be equally rigorous
Social Studies	1 credit World History 1 credit US History .50 credit US Government .50 credit Economics	1 credit World Hist 1 credit US History .50 credit US Gov't .50 credit Economics
World Language	Not required for high school graduation, but is required for admission into state universities and scholarships	Not required for high school graduation, but is required for admission into state universities and scholarships
Fine or Performing Arts	1 credit in Fine or Performing Arts, Speech, Debate, Career Technical, or Practical Arts.	1 credit in Fine or Performing Arts, Speech, Debate, Career Technical or Practical Arts.
Physical Education	1 credit of HOPE PE or HOPE Core or .50 credit in Personal Fitness and .5 credit PE elective	
Electives	8 credits in elective courses First-time 9 th grade students entering high school during the 2023-2024 school year and thereafter need 7.5 elective credits.	3 credits in electives First-time 9 th grade students entering high school during the 2023-2024 school year and thereafter need 2.5 elective credits.
Personal Financial Literacy	.50 credit is required for 9 th graders entering high school during 2023-2024 school year and thereafter.	.50 credit is required for 9 th graders entering high school during 2023-2024 school year and thereafter.
Total	24 credits	18 credits

State Assessment Requirements	Passing scores on the Grade 10 FAST* or FSA ELA and Algebra 1 EOC or score on a standardized test that is concordant such as ACT, CLT, SAT, and comparative scores for Algebra 1 EOC such as Geometry EOC (depends on cohort).	Passing scores on the Grade 10 FAST* or FSA ELA and Algebra 1 EOC or scores on a standardized test that is concordant such as ACT, CLT, SAT and comparative scores for Algebra 1 EOC such as Geometry EOC (depends on cohort).
Grade Point Average Requirement	Cumulative GPA of 2.0 on a 4.0 scale	Cumulative GPA of 2.0 on a 4.0 scale

STANDARD HIGH SCHOOL DIPLOMA DESIGNATIONS

Students have an opportunity to earn the three diploma designations when they meet standard high school graduation requirements AND the requirements below for each respective designation.

1. SCHOLAR DESIGNATION

- Earn one credit in Algebra 2 or equally rigorous course
- Pass the Geometry EOC
- Earn one credit in Statistics or equally rigorous math course
- Earn 1 credit in Chemistry or Physics
- Earn 1 credit in a course equally rigorous to Chemistry and Physics
- Earn 2 credits in the same world language
- Earn 1 credit in AP, AICE, IB, or Dual Enrollment course
- Pass the Biology EOC
- Pass the US History EOC

A student is exempt from the Biology 1 or U.S. History Assessment if the student is enrolled in an AP, IB, or AICE Biology 1 or U.S. History course and the student:

- Takes the respective AP, IB, or AICE assessment; and,
- Earns the minimum score to earn college credit.

2. INDUSTRY SCHOLAR DESIGNATION

Attain 1 or more industry certifications under s.1003.492, F.S

3. FLORIDA SEAL OF BILITERACY DESIGNATION

- Silver – Course Credits and GPA
 - 4 world language courses in the same language
 - 3.0 unweighted GPA and above in those world language courses
- Gold – Course Credits, GPA, and Assessment Scores
 - 4 world language courses in the same language
 - 3.0 unweighted GPA and above in those world language courses
 - Level 4 or above on ELA FAST/FSA assessment

For more information about scholar designations, visit [Academic Advisement What Students and Parents Need to Know \(fldoe.org\)](https://fldoe.org/academic-advisement/what-students-and-parents-need-to-know) or [Academic Advisement What Students and Parents Need to Know, Prior to 2023-2024 \(fldoe.org\)](https://fldoe.org/academic-advisement/what-students-and-parents-need-to-know-prior-to-2023-2024) depending on the year you entered 9th grade.

CREDIT/MAKE-UP WORK POLICY

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. Students are responsible for getting, completing, and submitting missed work.

MAKING UP MISSED CLASS WORK/HOMEWORK

Students who are 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.

GRADING POLICIES

UNIFORM GRADING SYSTEM

Students in grades 3-12 will be awarded letter grades to indicate student progress. Report cards will be issued quarterly. Check Skyward Family Access consistently to view grades, assignments, missing assignments, and more.

Grade	Percent	Grade Point Average	Definition
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	Failure
I	0	0	Incomplete*
W	N/A	N/A	Withdrawn Dual Enrollment
WP	N/A	N/A	Withdrawn when passing virtual class
WF	N/A	N/A	Withdrawn when failing virtual class

Point value: A = 4, B = 3, C = 2, D = 1, F = 0

Letter grades in all courses are given the same point value. The maximum unweighted GPA is a 4.0. The system is utilized to determine eligibility for graduation and extra-curricular activities. Each semester a GPA is computed on a four-point scale. Total points divided by 10 (this number is derived by counting each nine weeks 2 times and the semester exams one) = GPA to letter grade.

If a student receives two report card academic grades of F in a semester of a course, the semester average is automatically determined as an “F” except in EOC courses.

A student with a disability, as defined by s. 1007.02(2), for whom the individual education plan team determines that the end-of-course assessment cannot accurately measure the student’s abilities, taking into consideration all allowable accommodations, shall have the end-of-course assessment results waived for purposes of determining the student’s course grade and competing requirements for middle grades promotion.

CALCULATION OF MIDDLE & HIGH SCHOOL GRADES

Full Year Course Calculations

1st 9 weeks = 40%
2nd 9 weeks = 40%
Semester exam = 20%
1st Semester Grade = 100%

3rd 9 weeks = 40%
4th 9 weeks = 40%
Semester exam = 20%
2nd Semester Grade = 100%

Semester Course Calculations

1st 9 weeks = 40%
2nd 9 weeks = 40%
Semester exam = 20%
Semester Grade = 100%

For courses with End-Of-Course Exams, the grading algorithm will change in alignment with F.S. 1008.22.

Full Year Course Calculations

1st 9 weeks = 35 %
2nd 9 weeks = 35%
Comprehensive State End-of-Course Exam = 30%

Total First Semester Grade = 100% *

3rd 9 Weeks = 35%
4th 9 Weeks = 35%

Comprehensive State End-Of-Course Exam = 30%

Total Second Semester Grade = 100%

* No credit or grade will be earned in the first semester in courses with End-of-Course State Exams until scores are received and applied for 30% of the grade.

HONORS/WEIGHTED COURSES

A weight factor of .02 is assigned for each semester of honors high school level coursework. A weight factor of .04 is assigned for each semester of college level coursework to include Advanced Placement, Dual Enrollment, AICE or IB.

The .02/.04 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 weighted grade point average.

The maximum honors grade point average is determined by adding the cumulative honors points to the cumulative GPA based on a four-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 weight would be +.64 ($32 \times .02 = .64$). This weight would be added to his/her cumulative GPA.

GRADE FORGIVENESS

The forgiveness policy for required core courses is limited to replacing a grade of "D" or "F" or the equivalent of a grade of "D" or "F" with a grade of "C" or higher, or the equivalent of a grade of a "C" or higher, earned subsequently in the same or a comparable course. A same or comparable course meets the same subject area requirement for graduation. A non-specific course requirement may be forgiven by another course within the same subject area. Forgiveness policies for elective courses shall be limited to replacing a grade of "D" or "F" or the equivalent of a grade of "D" or "F" with a grade of "C" or higher, or the equivalent of a grade of a "C" or higher, earned subsequently in another course. An elective is considered any course that is not used for a specific graduation requirement.

The only exception to these forgiveness policies shall be made for a student in the middle grades who takes any high school course for high school credit and earns a "C", "D" or "F" or the equivalent. In such cases, the district forgiveness policy must allow for the replacement of the grade with a "C" or higher or the equivalent, earned subsequently in the same or comparable course.

In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student's grade point average. Any course grade not replaced according to district forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation.

A student may not earn more credit for a course than the credit amount designated in the Florida Course Code Directory. Earned credit values for any second attempt or duplicate courses (that do not fall under grade forgiveness policy) will be removed.

Note: Most colleges and universities calculate grade point averages (GPAs) based on all courses attempted.

INTERSCHOLASTIC SPORTS



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). Please visit each website to view requirements and other information. See your High School Counselor and Athletic Coach to create and monitor your post-secondary plans.

NCAA - [NCAA Eligibility Center](#)

NAIA - [PlayNAIA](#) - [NAIA - National Association of Intercollegiate Athletics \(mynaia.org\)](#)

POST-SECONDARY INFORMATION

COLLEGE AND UNIVERSITY EXPECTATIONS

Students have many options for what they can do after they graduate high school. Students who are unsure should participate in Xello, our virtual college and career planning program. Xello is an exciting and engaging tool for all students to learn more about themselves and potential careers and colleges best for them.

There are many technical programs students can apply for that will gain them knowledge and experience in hands-on programs that lead to rewarding jobs and careers. Technical programs at state schools such as Indian River State College (IRSC), allows students to earn certificates and complete programs in just a few months, then be able to work at a higher rate of pay.

Students who are interested in attending a state college, such as IRSC, or a 4-year university should gather information about their programs and schools of interest and identify admissions criteria. By looking at requirements in advanced, students can ensure they will meet all admissions requirements and deadlines.

Competitive 4-year universities expect students to take rigorous courses throughout high school, including a minimum of 2 years of a foreign language, academic electives, and increased core classes above the high school graduation requirements. For example, 3 science courses are required to graduate, so students who take 4 science courses throughout high school will look more competitive. Additionally, competitive universities look for students who challenge themselves in honors and college-level courses while in high school.

Students have a better chance of being admitted into 4-year universities when they have taken honors and college-level courses, maintained a high GPA, 3.0 and above, participated in extracurricular activities such as sports or clubs, and completed community service hours or work hours. Universities want to see a well-rounded student who has been able to successfully balance academics with everything else.

See your School Counselor to discuss your post-secondary plans or to get potential ideas by using Xello.

SUGGESTED FOUR YEAR PLAN

Students can choose from many course offerings and are encouraged to challenge themselves throughout their time in high school. Below is a suggested four-year plan for students. The selection of one program does not prevent a student from changing directions later. These sample plans include subjects needed by students to fulfill state and local graduation requirements.

Grade Level	Most Academically Challenging	Strong College Preparation	Graduation Preparation
9th	Freshman Seminar HOPE AICE General Paper Geometry Honors/Algebra II Honors Biology Honors World Language I/II/III AICE Thinking Skills	Freshman Seminar HOPE AICE General Paper Algebra 1 Honors/Geometry Honors Biology Honors/Environmental Science Honors World Language I or II Elective	Freshman Seminar HOPE English 1 Algebra 1 Environmental Science Elective Elective
10th	AICE English Language Algebra II Honors/AP Pre-Calculus Chemistry Honors/AICE Level Science AICE Marine Science AICE European Studies AICE Spanish/AICE French Language AICE Global Perspectives AICE Travel and Tourism	AICE English Language Algebra II Honors/Pre-Calculus Biology Honors/Chemistry Honors World History Honors World Language II AICE Media Studies AS Level AICE Media A Level Elective (Career Academy)	English II Geometry Biology World History World Language I/II Elective/Career Academy Elective
11th	AICE English Literature A Level Pre-Calculus or Calculus AICE Level Science AICE US History AICE Spanish/AICE French Literature AICE Marine Science AICE Elective/Career Academy	AICE English Literature A Level Statistics or Pre-Calculus AICE Science AICE US History/US History Honors AICE Spanish/AICE French Language AICE Thinking Skills Elective/Career Academy	English III Algebra II/Math for College Liberal Arts Marine/Environmental Science US History World Language II Elective/Career Academy Elective
12th	AICE English Literature A Level AP Calculus AICE Physics AICE Economics AP US Government AICE Elective/Career Academy AICE Elective	AICE English Literature A Level AICE Math II or Probability & Statistics Physics Honors/Science Honors Economics Honors/US Government Honors AICE Global Perspectives AICE Elective Elective/Career Academy	English IV Math for College Algebra or Algebra II Marine/Environmental/Anatomy & Physiology Economics/US Government Elective/Career Academy Elective Elective

BRIGHT FUTURES SCHOLARSHIPS

Students who meet the Bright Futures qualifications will have some or most of their college tuition paid for by the scholarship. Students who have earned their AICE or IB Diplomas, will not have to meet Bright Futures course, GPA, or test score requirements.

The Florida Bright Futures Scholarship Program information can be accessed on this site.

<https://www.floridastudentfinancialaidsg.org/SAPBFMAIN/SAPBFMAIN>

See your High School Counselor to assist you with account creation and the Florida Financial Aid Application (FFAA) process.

COMMUNITY SERVICE/WORK HOUR INFORMATION

Donating your time to help an organization or group of people can be a great opportunity to interact with your community and get experiences you can use to make decisions about your future. Community service hours are required for Bright Futures Scholarships and other forms of financial aid. Students who participate in community service hours can add the information to their resume and college applications. Hours must be earned between 9th and 12th grades to be used to qualify for scholarships. Bright Futures Scholarships allow for a combination of volunteer community service hours and work hours as one of the qualifications. Students who combine both volunteer and work hours must have 100 hours minimum combined to qualify for the highest level of Bright Futures. Other scholarships prefer volunteer community service hours, so read each scholarship's qualifications carefully. The Bright Futures Scholarship eligibility criteria can change each year.

Volunteer community service hours have the following guidelines:

- Service hours must include work for non-profit community service organizations, activities on behalf of a candidate for public office, business or government internship, or school sponsored community service opportunities.
- Service hours may not be service to family members, defined as parents, grandparents, siblings, aunts, uncles, cousins, nieces, nephews, and their spouses, including all step relations.

The following is required to have community service hours entered by high school personnel:

- Students must enter their hours on the Helper Helper platform and include the contact information for supervisor. Hours will then need to be verified by the supervisor prior to the school counselor approving them.
- Student hours must not surpass the student's graduation date.

WORK SERVICE HOURS

Florida House Bill 461 allows high school students graduating in the 2022-2023 academic year and thereafter, to meet the volunteer service requirements prescribed under each award in the Bright Futures Program through 100 hours of paid work. A student meeting an award requirement through paid work must have approval from the school designee, the administrators of a non-public school, or the Department of Education for a home education program student. Work hours must be earned between 9th and 12th grades in order to be used to qualify for scholarships.

The following is required to have work service hours entered by high school personnel:

- Students must enter their hours on the Helper Helper platform and include the contact information for supervisor. Hours will then need to be verified by the supervisor prior to the school counselor approving them.
- Student hours must not surpass the student's graduation date.

COURSE INFORMATION

CTE

Our career and technical programs are designed to provide students with a carefully planned course of study as they move through high school. These career programs prepare the student for the future job market and can also provide them with a means to earn industry certification and scholarships. Students must successfully complete three courses in one academy in order to qualify for the Gold Seal scholarship.

Automotive Technology -Automotive Maintenance. & Lt. Repair (1) - Automotive Maintenance. & Lt. Repair (2) - Automotive Maintenance. & Lt. Repair (3) - Automotive Maintenance. & Lt. Repair (4) - Automotive Maintenance. & Lt. Repair (5) - Automotive Maintenance. & Lt. Repair (6)	Business and Marketing -Marketing Essentials -Marketing Applications -Marketing Mgmt. Principles Hospitality -Intro to Hospitality/Tourism -Tech for Hospitality/Tourism -Hospitality & Tourism Marketing Management	Criminal Justice -Criminal Justice Operations I -Criminal Justice Operations II -Criminal Justice Operations III
Computer Science & Technology -Emerging Technology in Business -Digital Information Technology -Foundations of Web Design -User Interface Design	Culinary Arts Integrated -Culinary Operations I -Culinary Operations II -Culinary Operations III -Culinary Operations IV	Health Science Education -Health Science I -Health Science II -Allied Health Assisting III -Nursing Assistant III
Embry Riddle Aeronautical University: Aerospace and Aviation Integrated -Principles of Aeronautical Science ASC 1000, ASCI 120 -Uncrewed Aircraft Systems (UAS) ASC 2560, UNSY 220 -Private Pilot Operations ATF 1103, ASCI 121 -Remote Pilot Ops/Primary UAS Flight Ops ASC 2570, UNSY 100/201 -UAS Systems Architecture and Integration ASC 2568, UNSY 241 ** Visit Embry-Riddle Aeronautical University (erau.edu) for more detailed course information.		



ADVANCED PROGRAMS (AICE, AP, DE)

The Advanced International Certificate of Education (AICE) is an international curricula in which eligible secondary students are enrolled in programs of study offered through the AICE program. The State Board of Education has established rules that specify the cutoff scores and AICE Examination that will be used to grant postsecondary credit at community colleges and universities.

AP is the enrollment of an eligible secondary student in a course offered by the Advanced Placement Program administered by the College Board. Postsecondary credit for an AP course shall be awarded to students who score a minimum of 3 on a 5-point scale on the corresponding AP exam.

The Dual Enrollment program is defined as the enrollment of an eligible secondary student or home education student in a postsecondary course creditable toward high school completion and a career certificate or an associate or baccalaureate degree. A student who is enrolled in postsecondary instruction that is not creditable toward a high school diploma may not be classified as a dual enrollment student. An eligible secondary student is a student who is enrolled in a Florida public secondary school or in a Florida private secondary school, which is in compliance with s. 1002.42(2), F.S., and provides a secondary curriculum pursuant to s. 1003.428, s. 1003.429, or s. 1003.43, F.S. Students who are eligible for dual enrollment may enroll in dual enrollment courses conducted during school hours, after school hours, and during the summer term. However, if the student is projected to graduate

from high school before the scheduled completion date of a postsecondary course, the student may not register for that course through dual enrollment. The student may apply to the postsecondary institution and pay the required registration, tuition, and fees if the student meets the postsecondary institution's admissions requirements under F.S. 1007.263. Any St. Lucie Public Schools' student enrolled as a dual enrollment student is exempt from the payment of registration, tuition, and laboratory fees. Vocational-preparatory instruction, college preparatory instruction, and other forms of pre-collegiate instruction, as well as physical education courses that focus on the physical execution of a skill rather than the intellectual attributes of the activity, are ineligible for inclusion in the dual enrollment program. Recreation and leisure studies courses shall be evaluated individually in the same manner as physical education courses for potential inclusion in the program.

See your School Counselor for more information about accelerated programs offered and how to register for accelerated courses at your school.

VIRTUAL PROGRAMS

PART-TIME VIRTUAL COURSES

Students may request part-time virtual instruction through on-line learning through Mosaic Digital Academy (MDA) or Florida Virtual School (FLVS). Approval for courses is granted through the school counselor if the course is an appropriate course for the student and the course enrollment is in compliance with the St. Lucie Public Schools Student Progression Plan. In order to receive part time virtual instruction, a student must meet at least one of the eligibility criteria in F.S.1002.455 (2). Grades that are in progress do not transfer between traditional schools and virtual schools therefore, students progressing through a virtual class or a traditional class are encouraged to complete the course in order to earn the credit. The district will not be held accountable for dropped or failed classes that interfere with a timely graduation. Public school students receiving part-time instruction by the Florida Virtual School in courses requiring statewide end-of-course assessments must take all statewide assessments required pursuant to F.S. 1008.22 (3)(c)2. All statewide assessments must be taken at the school that the student attends.

FULL-TIME VIRTUAL SCHOOL

St. Lucie Public Schools also operates a district virtual school, Mosaic Digital Academy (MDA), under F.S.1002.45(1)(b). MDA offers full-time instruction to eligible students in grades K through twelve. The school is staffed with local, highly qualified teachers providing a personalized learning environment. This requires students to apply and be admitted to MOSAIC and withdraw from their zoned school prior to beginning the full-time virtual program. See your School Counselor for more information.

COURSE OFFERINGS

ENGLISH/LANGUAGE ARTS

ENGLISH 1

Credit: 1

Course Number: 1001310

Grades: 9

Prerequisite: None

The purpose of this course is to enable students to analyze texts with universal themes and archetypes. Students will also continue to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

AICE ENGLISH GENERAL PAPER

Credit: 1

Course Number 1009400

Grades: 9-12

Prerequisite: None

The purpose of this course is to expose students to a college level class designed to develop skills that will be crucial to furthering education and eventually entering the workforce. The aims of this course are to develop understanding and use of English language in the context of contemporary topics encourage and appraise a broad range of topics.

ENGLISH 2

Credit: 1

Course Number: 1001340

Grades: 10

Prerequisite: English 1

The purpose of this course is to provide grade 10 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.



AICE ENGLISH LANGUAGE

Course Number: 1001550

Grades: 10, 11, 12

Prerequisite: English 1 or AICE English General Paper

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 3

Credit: 1

Course Number 1001370

Grades: 11

Prerequisite: English 2

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 3 HONORS

Credit: 1

Course Number 1001380

Grades: 11

Prerequisite: English 2

The purpose of this course is to provide grade 11 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language in preparation for college and career readiness.

AICE ENGLISH LITERATURE AS

Credit: 1

Course Number 1005370

Grades: 11, 12

Prerequisite: AICE English Language

By studying a range of texts, learners understand more about writers' choice of structure and language and develop their ability to form independent opinions about what they read. Learners also improve their understanding of the English language and how it is used, extending their skills across a range of writing styles, including imaginative, discursive, and argumentative.

AICE ENGLISH LITERATURE A LEVEL

Credit: 1

Course Number

Grades: 12

Prerequisite: AICE English Literature AS

By studying a range of texts, learners understand more about writers' choice of structure and language and develop their ability to form independent opinions about what they read. Learners also improve their understanding of the English language and how it is used, extending their skills across a range of writing styles, including imaginative, discursive, and argumentative.

ENGLISH IV

Credit: 1

Course Number 1001405

Grades: 12

The purpose is designed to incorporate reading and writing study through writing a variety of informative texts using grade-level writing craft and through the in-depth reading and analysis of informational selections in order to develop critical reading and writing skills necessary for success in college courses. This course prepares students for successful completion of Florida college English courses. The benchmarks reflect the Florida Postsecondary Readiness Competencies necessary for entry-level college courses.

ENGLISH IV HONORS

Credit: 1

Course Number 1001410

Grades: 12

Prerequisite: Has met communications requirement for graduation

The purpose of this course is to provide grade 12 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

SPEECH 1

Credit: 1

Course Number 1007300

Grades: 9-12

The purpose of this course is to develop students' beginning awareness, understanding, and application of language arts as they apply to oral communication concepts and strategies in a variety of given settings.

SPEECH 2

Credit: 1

Course Number 1007310

Grades: 10-12

The purpose of this course is to continue developing students' awareness, understanding, and application of language arts as they apply to oral communication concepts and formats.

DEBATE I

Credit: 1

Course Number 1007330

Grades: 9-12

This course is focused on the use of correct and effective language and organizational skills in preparing, delivering, and evaluating argument and debate. Students will critique debates, paying attention to content, organization, language, and delivery style, and produce and present well-structured, developed arguments, applying oral communication concepts and strategies for public debate in a variety of given settings.

JOURNALISM 1

Credit: 1

Course Number 1006300

Grades: 9-12

The purpose of this course is to enable students to develop fundamental skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to develop knowledge

of journalism history, ethics use, and management techniques related to the production of journalistic media.

MATHEMATICS

ALGEBRA 1 /ALGEBRA 1 HONORS

Credit: 1

Course Number 1200310/1200320

Grades: 9

This course meets the minimum state requirements for mathematics. This course develops the algebraic concepts and processes that can be used to solve a variety of real world and mathematical problems. The content will include: structure and properties of the real number system; exponents; square roots; radicals; absolute value; scientific notation; relations and functions, including words, tables, sequences, graphs and algebraic equations; algebraic expressions; polynomials; data analysis concepts and techniques including introductory statistics and probability; and varied solutions strategies, algebraic and graphic, for inequalities and for systems of equations.

GEOMETRY/GEOMETRY HONORS

Credit: 1

Course Number 1206310/1206320

Grades: 9/10

The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. For example, transformations are emphasized early in this course. Close attention should be paid to the introductory content for the geometry conceptual category found in the high school standards. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that student experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

ALGEBRA II HONORS

Credit: 1

Course Number 1200340

Grades: 9-12

Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions.² Students work closely with the expressions that define the functions and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that student experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

MATH FOR COLLEGE ALGEBRA

Credit: 1

Course Number 1200710

Grades: 10-12

In Mathematics for College Algebra, instructional time will emphasize five areas: (1) developing fluency with the Laws of Exponents with numerical and algebraic expressions; (2) extending arithmetic operations with algebraic expressions to include rational and polynomial expressions; (3) solving one-variable exponential, logarithmic, radical and rational equations and interpreting the viability of solutions in real-world contexts; (4) modeling with and applying linear, quadratic, absolute value, exponential, logarithmic and piecewise functions and systems of linear equations and inequalities; (5) extending knowledge of functions to include inverse and composition.

PRE-CALCULUS HONORS

Credit: 1

Course Number 1202340

Grades: 10-12

Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and



collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

AP PRE-CALCULUS

Credit: 1

Course Number 1202305

Grades: 10-12

AP Precalculus prepares students for other college-level mathematics and science courses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. The course framework delineates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science.

CALCULUS HONORS

Credit: 1

Course Number 1202300

Grades: 11-12

In Calculus Honors, instructional time will emphasize four areas: (1) developing understanding of limits and continuity of functions; (2) finding derivatives and applying them to motions, slopes, related rates and optimizations; (3) applying limits and derivatives to graph and analyze functions and (4) evaluating integrals and applying them to areas, volumes, average values and differential equations.

AP CALCULUS

Credit: 1

Course Number 1202310

Grades: 11-12

AP Calculus AB is an introductory college-level calculus course. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions.

PROBABILITY & STATISTICS WITH APPLICATIONS HONORS

Credit: 1

Course Number 1210300

Grades: 10-12

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

AP STATISTICS

Credit: 1

Course Number 1201320

Grades: 11-12

AP Statistics is designed to assist students in learning more concepts and tools used for collecting, analyzing, and drawing conclusions from data. You'll explore statistics through discussions and activities, and you'll design surveys and experiments. Students will explore selecting methods for collecting or analyzing data, describe patterns, trends, associations, and relationships in data, use probability and simulation to describe probability distributions and define uncertainty in statistical inference, and using statistical reasoning to draw appropriate conclusions and justify claims.

MATH FOR DATA & FINANCIAL LITERACY HONORS

Credit: 1

Course Number 1200388

Grades: 10-12

In Mathematics for Data and Financial Literacy Honors, instructional time will emphasize five areas: (1) extending knowledge of ratios, proportions and functions to data and financial contexts; (2) developing understanding of basic economic and accounting principles; (3) determining advantages and disadvantages of credit accounts and short- and long-term loans; (4) developing understanding of planning for the future through investments, insurance and retirement plans and (5) extending knowledge of data analysis to create and evaluate reports and to make predictions.

SCIENCE

ENVIRONMENTAL SCIENCE

Credit: 1

Course Number 2001340

Grades: 9

The purpose of this course is for students to conduct laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data.

BIOLOGY

Credit: 1

Course Number 200310

Grades: 9

In this course students will explore the relationships between organisms and their environment, and between their individual cells and system. The processes of life will be approached from the viewpoints of cellular structure and function, genetics and molecular biology, classification of organisms, physiology, biochemistry, and biological changes through time. Laboratory work offers students an opportunity to develop the skills of observing, hypothesizing, and evaluating data, as well as the opportunity to become familiar with scientific instruments and experimental methods.

BIOLOGY HONORS

Credit: 1

Course Number 2000320

Grades: 9/10

The purpose of this course is to be consistent with the Biology I course; students will explore these concepts in greater depth. In general, the academic pace and rigor will be greatly increased for honors level course work. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and



technologies, experimental procedures, and safety procedures are an integral part of this course. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data.

AP BIOLOGY

Credit: 1

Course Number 2000340

Grades: 9-12

The purpose of this course is to introduce college-level biology. Students cultivate their understanding of biology through inquiry-based investigations as they explore topics like evolution, energetics, information storage and transfer, and system interactions. This course will continue and expand the study of biological concepts introduced in Biology with emphasis on the molecular and biochemical principles underlying these concepts.

ANATOMY & PHYSIOLOGY HONORS

Credit: 1

Course Number 2000360

Grades: 10-12

This course will provide students with detailed knowledge of the structures and function of the component system of the human body. Included in the topics covered will be cytology, histology, the skeletal, muscular, nervous, circulatory, respiratory, digestive, urinary and reproductive systems, and special senses. Laboratory work will be emphasized in order to advance the exploratory skills of the students.

PRE AICE CHEMISTRY

Credit: 1

Course Number 2003372

Grades: 10-12

This course will provide students with an understanding of the basic principles of Chemistry. They also develop an understanding of the scientific skills needed to move onto Cambridge International AS Level. The content shall include atomic theory, moles, periodicity, chemical bonding, formula writing, nomenclature, chemical equation, stoichiometry, kinetic theory, gas laws, acids, and bases, energy, relationships, solid, liquids, and solutions.

CHEMISTRY I HONORS

Credit: 1

Course Number 2003350

Grades: 10-12

In this course, students will be provided with a study of the composition, properties and changes associated with matter. The content shall include atomic theory, moles, periodicity, chemical bonding, formula writing, nomenclature, chemical equation, stoichiometry, kinetic theory, gas laws, acids, and bases, energy, relationships, solid, liquids, and solutions. Techniques of safe laboratory practice are an integral part of the course.

AICE MARINE SCIENCE HONORS

Credit: 1

Course Number 2002535

Grades: 10-12

Cambridge IGCSE Marine Science stimulates learners' interest in science of the marine world and enhances their understanding of its relevance to society. The syllabus builds knowledge of scientific concepts and theories that are fundamental to the subject, and engages learners to apply them to a new context and helps learners understand the intricate nature of the marine environment and its ecosystem and encourages a sense of responsibility for the environment. It develops a range of practical skills that are essential for the subject and can be developed in any future scientific study and develops an understanding of concepts and scientific skills essential for progression to Cambridge International AS & A Level, further education or a career related to science.

AICE MARINE SCIENCE

Credit: 1

Course Number 202515

Grades: 10-12

Prerequisite: Chemistry Honors

This course 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.

MARINE SCIENCE

Credit: 1

Course Number 2002500

Grades: 11-12

The purpose of this course is to provide the student with a survey of marine science. The content should include, the origin of the oceans, the nature of the marine habitat including, chemical, physical and geological aspects, ecology of the sea zonation, marine communities, classification, taxonomy, characteristics of major marine phyla/divisions, and man's interrelationships with the oceans.

MARINE SCIENCE HONORS

Credit: 1

Course Number 2002510

Grades: 11-12

While the content focus of this course is consistent with the Marine Science I course, students will explore these concepts in greater depth. In general, the academic pace and rigor will be greatly increased for honors level course work. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course.

AICE ENVIRONMENTAL MANAGEMENT

Credit: 1

Course Number 2001381

Grades: 10-12

This course will assist students to develop a set of transferable skills including handling data, practical problem-solving, and applying the scientific method. Learners develop relevant attitudes, such as concern for accuracy and precision, objectivity, integrity, enquiry, initiative and inventiveness. They acquire the essential scientific skills required for progression to further studies or employment.

PHYSICS I HONORS

Credit: 1

Course Number 2003390

Grades: 9-12

This course will provide students with an introductory study of the theories and laws governing the interaction of matter, energy, and the forces of nature. The content shall include mechanics, thermodynamics, wave phenomena, electricity, magnetism, optics, sound, fluids, and nuclear phenomenon.

FORENSIC SCIENCE

Credit: 1

Course Number 2002480

Grades: 9-12

Forensic Science is the application of science (chemistry, physics, and biology) to the criminal and civil laws that are enforced by police agencies in a criminal justice system. It includes the investigation of fingerprinting, fiber analysis, ballistics, arson, trace evidence analysis, poisons, drugs, blood spatters, and blood samples. Students are taught the proper collection, preservation, and laboratory analysis of various samples.

SOCIAL STUDIES

LEADERSHIP TECHNIQUES HONORS

Credit: 1

Course Number 2400310

Grades: 9

Prerequisite: None

This course will provide an in-depth study of the leadership techniques of decision making, problem solving, meeting skills, communication, group conflict reduction, time and stress management, evaluation, team building, group dynamics, motivational strategy, data collection for project needs, evaluation of community organizations, purpose of local

government, and the role of leadership in a democratic society.

WORLD HISTORY

Credit: 1

Course Number 2109310

Grades: 10

This course is a continued in-depth study of the history of civilizations and societies from the middle school course and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events from ancient and classical civilizations.

WORLD HISTORY HONORS

Credit: 1

Course Number 2109320

Grades: 10

This course is a continued in-depth study of the history of civilizations and societies from the middle school course and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events from ancient and classical civilizations. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines.



AICE EUROPEAN HISTORY (WORLD HISTORY OR ELECTIVE CREDIT)

Credit: 1

Course Number 2109371

Grades: 10-12

Students understand the development of Europe within the context of history by examining connections to the past 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.

AMERICAN HISTORY

Credit: 1

Course Number 2100310

Grades: 11

The primary content emphasis for this course pertains to the study of United States history from Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events which occurred before the end of Reconstruction.

AMERICAN HISTORY HONORS

Credit: 1

Course Number 2100320

Grades: 11

The primary content emphasis for this course pertains to the study of United States history from Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events which occurred before the end of Reconstruction. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines.

AICE UNITED STATES HISTORY

Credit: 1

Course Number 2100500

Grades: 11

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. Will meet the graduation requirement for American History.

ECONOMICS WITH FINANCIAL LITERACY

Credit: 1

Course Number 2102335

Grades: 12

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

ECONOMICS WITH FINANCIAL LITERACY HONORS

Credit: 1

Course Number 2102345

Grades: 12

The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines.

AMERICAN GOVERNMENT (US GOVERNMENT)

Credit: 1

Course Number 2106310

Grades: 12

The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American

society. Content should include, but is not limited to, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state, and national level, and the political decision-making process.

AMERICAN GOVERNMENT HONORS (US GOVERNMENT HONORS)

Credit: 1

Course Number 2106320

Grades: 12

The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content should include, but is not limited to, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state, and national level and the political decision-making process. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines.

CTE COURSES BY PROGRAM IN ALPHABETICAL ORDER

AUTOMOTIVE

AUTOMOTIVE MAINTENANCE & LIGHT REPAIR 1/2

Credit: 2

Course Number 9504110/9504120

Grades: 10

Prerequisite: None Automotive Maintenance and Light Repair courses are designed to prepare students for entry into Automotive Maintenance and Light Repair 2, 3 & 4. Students explore career opportunities and requirements of a professional service technician. Content emphasizes beginning transportation service skills and workplace success skills. Students study safety, tools, equipment, shop

operations, basic engine fundamentals, and basic technician skills.

AUTOMOTIVE MAINTENANCE & LIGHT REPAIR 3/4

Credit: 2

Course Number 9504130/9504140

Grades: 10

Prerequisite: None Automotive Maintenance and Light Repair courses are designed to prepare students for entry into Automotive Maintenance and Light Repair 2, 3 & 4. Students explore career opportunities and requirements of a professional service technician. Content emphasizes beginning transportation service skills and workplace success skills. Students study safety, tools, equipment, shop operations, basic engine fundamentals, and basic technician skills.

AUTOMOTIVE MAINTENANCE & LIGHT REPAIR 5/6

Credit: 2

Course Number 9504150/9504160

Grades: 10

Prerequisite: None Automotive Maintenance and Light Repair courses are designed to prepare students for entry into Automotive Maintenance and Light Repair 2, 3 & 4. Students explore career opportunities and requirements of a professional service technician. Content emphasizes beginning transportation service skills and workplace success skills. Students study safety, tools, equipment, shop operations, basic engine fundamentals, and basic technician skills.

BUSINESS AND MARKETING

MARKETING ESSENTIALS

Credit: 1

Course Number 8827110

Grades: 10

Marketing Essentials is designed to demonstrate human relations skills necessary for success in marketing occupations. The student will be able to demonstrate ability to work cooperatively with team members, supervisors, and customers from diverse cultural backgrounds. In addition, students will be able to explain concepts of integrity, credibility,

reliability, and perseverance. The course will assist with students being able to demonstrate their ability to use creative problem solving, decision-making, and critical thinking strategies.

MARKETING APPLICATIONS

Credit: 1

Course Number 8827120

Grades: 11

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

MARKETING MANAGEMENT

Credit: 1

Course Number 8827130

Grades: 12

The course provides a foundation for the financial planning and management of a new venture start-up and acquisition. It examines the process of financial forecasting, the practice of effective financial management, and sources of finance, bootstrapping strategy, and valuation and exit planning.

COMPUTER SCIENCE AND TECHNOLOGY

DIGITAL INFO TECH

Credit: 1

Course Number 8207310

Grades: 10

This course is designed to provide a basic overview of current business and information systems and trends and introduce students to fundamental skills required for today's business and academic

environments. Emphasis is placed on developing fundamental computer skills in the Microsoft Framework.

FOUNDATIONS OF WEB DESIGNS

Credit: 1

Course Number 9001110

Grades: 11

This course is designed to provide students with opportunities to acquire and apply foundational skills related to web design.

USER INTERFACE DESIGN

Credit: 1

Course Number 9001120

Grades: 12

This course provides advanced concepts used in interface design. The content includes principles of Human Computer Interface (HCI), advanced page design using Cascading Style Sheets (CSS), advanced HTML commands, multimedia applications, Internet/Intranet tools, and website promotion.

CRIMINAL JUSTICE

CRIMINAL JUSTICE I

Credit: 1

Course Number 8918010

Grades: 9, 10

Prerequisite: None

This course is to introduce the student to the history, goals, and career opportunities in the criminal justice profession. It also covers ethics and professionalism, constitutional and criminal laws, court and trial process, juvenile justice system, and the correctional system. Students will also be instructed on personal, interpersonal, and communication skills as well as demonstrate employability skills.

CRIMINAL JUSTICE II

Credit: 1

Course Number 8918020

Grades: 10, 11

Prerequisite: Criminal Justice I

This course is to introduce the student to the characteristics and procedures of patrol, complete written reports, and crime prevention programs.

Students will also describe guidelines for Use-of-Force, perform CPR/ first aid techniques, and procedures to protect from blood-borne pathogens.

CRIMINAL JUSTICE III

Credit: 1

Course Number 8918030

Grades: 11, 12

Prerequisite: Criminal Justice II

This course is to introduce the student to the crime scene safety, conducting criminal investigations, conducting forensic processing, and complete property control procedures. Students will conduct a traffic crash investigation completing the proper report forms. Computer skills as well as job related skills.

CULINARY ARTS

CULINARY ARTS I

Credit: 1

Course Number 8800510

Grades: 10

Prerequisite: None

This course prepares the student for a career as an Accredited Legal Professional (ALP). The curriculum covers comprehension and communication of legal knowledge skills, develop awareness of the ALS certification requirements, rules and guidelines and how to develop communication skills in technical reading and writing of legal documents. The student will learn about the legal office functions and responsibilities, and knowledge of legal operating systems.

CULINARY ARTS II

Credit: 1

Course Number 8800520

Grades: 11

Prerequisite: Culinary I

In this course students will learn state mandated guidelines for food service; how to attain food handler training certification; and perform front-of-the-house and back-of-the-house duties. Students will prepare quality food products and present them creatively; demonstrate safe, sanitary work

procedures; understand food science principles related to cooking and baking; and utilize nutrition concepts when planning meals/menus.

CULINARY ARTS III

Credit: 1

Course Number 8800530

Grades: 12

Prerequisite: Culinary II

In this course the student will research career opportunities in professional cooking/baking; follow guidelines on food selection, purchasing, and storage; and use communication skills. Students will prepare and present a variety of advanced food products; create centerpieces; and research laws specific to the hospitality industry. Also covered are management skills; how to develop a business plan; and utilization of technology in the workplace. Students will be knowledgeable about food safety manager training/certification training programs that are acceptable in Florida.

HEALTH SCIENCE

HEALTH SCIENCE I

Credit: 1

Course Number 8417100

Grades: 10

Prerequisite: None

This course is part of the secondary Health Core consisting of an overview of the human body, both structurally and functionally with emphasis on the pathophysiology and transmission of disease. Medical terminology is an integral part of the course. The course Anatomy and Physiology Honors (2000360) may be substituted for the course.

HEALTH SCIENCE II

Credit: 1

Course Number 8417110

Grades: 11

Prerequisite: Health Science I or Anatomy & Physiology Honors

This course is part of the Secondary Health Core designed to provide the student with an in depth knowledge of the health care system and associated

occupations. Emphasis is placed on communication and interpersonal skills, use of technology, ethics and the development of critical thinking and problem solving skills. Students may shadow professionals throughout the course.

ALLIED HEALTH III

Credit: 1

Course Number 8417131

Grades: 11

Prerequisite: Health Science II

In this course, students will perform skills representative of one to three areas of allied health care in the laboratory and clinical settings.

NURSE ASSISTANT III

Credit: 1

Course Number 8417211

Grades: 12

Prerequisite: Health Science II

This is a course designed to prepare the student to provide/assist with all aspects of activities of daily living for the adult patient in both hospital and nursing home settings. The course, which is taught by a registered nurse, includes didactic instruction, skills practice in the laboratory and clinical experience. Emphasis is also placed on the development of communication, interpersonal, problem solving and critical thinking skills.

EMERGENCY MEDICAL RESPONDER

Credit: 1

Course Number 8417171

Grades: 12

Prerequisite: Health Science II

This course prepares students to be employed as Emergency Medical Responders. Content includes, but not limited to, identifying and practicing within the appropriate scope of practice for an Emergency Medical Responder, demonstrating correct medical procedures for various emergency situations, proficiency in the appropriate instruments used, as well as a foundation in the musculoskeletal system of the body.

HOSPITALITY

INTRO TO HOSPITALITY/TOURISM

Credit: 1

Course Number 8850110

Grades: 10

This course introduces the development of the tourism and hotel industry. This course is the first in a series to dive into the numerous career avenues and business opportunities of the hospitality and tourism industry. Students will learn about segments such as airlines, hotels, and cruise ships, as well as customer service and selling technique. Topics include general concepts of tourism, travel motivations, scope and structure of travel organizations and travel-related professions.

TECHNOLOGY FOR HOSPITALITY/TOURISM

Credit: 1

Course Number 8703110

Grades: 11

This course is designed to provide an introduction to computer technology and to develop entry-level skills for computer-related careers in the hospitality & tourism industry.

HOSPITALITY & TOURISM MARKETING MGT

Credit: 1

Course Number 8703120

Grades: 12

The purpose of this course is to provide students necessary career specific instruction in hospitality and tourism marketing management. Students will learn sales and management techniques, marketing principles, and entrepreneurship skills necessary to succeed in the hospitality and tourism industry. This course incorporates marketing and management principles and procedures of the hospitality and tourism industry as well as employment qualifications and opportunities.

PRINCIPLES OF TEACHING

INTRO TO TEACHING

Credit: 1

Course Number 8909010

Grades: 10

This course is designed to focus on the profession of

teaching and related careers – history, purposes, issues, ethics, laws and regulations, roles, and qualifications. Emphasis is placed on identifying the current, historical, philosophical and social perspectives of American education, including trends and issues. During the course students will participate in guided observations and field experiences in multiple settings to help them assess their personal interest in pursuing careers in this field and to identify effective learning environments. Students will begin the development of a working portfolio to be assembled upon completion of the program. The course is also designed for students to learn about leadership and skill opportunities afforded through participation in CTSO activities.

HUMAN DEVELOPMENT

Credit: 1

Course Number 8909020

Grades: 11

This course prepares students to understand the nature of human development from conception through adolescence and the connection of the students' development and plans for working with students. Emphasis is placed on theories of physical, cognitive, and psychosocial development, the effect of heredity and the environment, the role of caregivers and the family, health and safety concerns, and contemporary issues. Students will participate in planned, guided observations of children from birth through adolescence in a variety of settings to help students further understand theories of human development. Students will continue to develop the components of his or her working portfolio to be assembled upon completion of the program.

FOUNDATIONS OF CURRICULUM AND INSTRUCTION

Credit: 1

Course Number 8909030

Grades: 11

This course is designed for students to develop the knowledge and skills of curriculum delivery models

in response to the developmental needs of all children. Students will develop various instructional materials and activities to promote learning, classroom management strategies, and a supportive classroom environment. Students will research and understand the basic theories of motivation that increase student engagement which is tied to student learning. Students will participate in guided observations and field experiences to critique and develop classroom lessons. Students will continue to develop the components of a working portfolio to be assembled upon completion of the program.

ELECTIVES BY SUBJECT IN ALPHABETICAL ORDER

ARMY FORCE JROTC

ARMY FORCE JROTC LEADERSHIP I/II/III

Credit: 1

Course Number: 1800300/1800310/1800320

Grades: 9-12

Prerequisite: None

The Army Junior Reserve Officer Training Corps (AJROTC) is a four-year citizenship program. All AJROTC courses are blends of material from an Aerospace Science (AS) component, a Leadership Education (LE) component and a Wellness component. For organizational purposes Aerospace Science is separated from the Leadership Education component in each AJROTC class.

ARMY JROTC LEADERSHIP IV

Credit: 1

Course Number 1800360

Grades: 9-12

Prerequisite: Army JROTC Leadership I, II, III

This course is a guide to understanding the fundamentals of management, managing yourself, and others. This LE component is usually taught to senior cadets, but may be taught at lower levels. Emphasis is placed on allowing the student to see himself/herself as a manager.

ARMY JROTC LEADERSHIP DEVELOPMENT

Credit: 1

Course Number 1800330

Grades: 12

Prerequisite: Army JROTC Leadership I, II, III

Upper class cadets manage the entire corps under AJROTC instructor supervision. This hands-on experience affords the cadets the opportunity to put the theories of previous leadership courses into practice. All the planning, organizing, coordinating, directing, controlling, and decision-making will be done by the cadets. They practice their communication, decision-making, personal-interaction, managerial, and organizational skills.

COMMUNICATION ARTS

AICE MEDIA STUDIES

Credit: 1

Course Number 1100460. 1100470

Grades: 9-12

Prerequisite: None

Cambridge International AS and A Level Media Studies offers learners the chance to develop an understanding and appreciation of the place of media in our everyday lives. The syllabus enables learners to take a hands-on approach to the subject. Through the coursework components - the Foundation Portfolio for AS Level and the Advanced Portfolio for A Level - they create their own media products from planning through to execution. Learners also consider and analyze examples from existing media, examining production processes and technologies and the effects they achieve.

AICE GLOBAL PERSPECTIVES AS LEVEL

Credit: 1

Course Number 1700364

Grades: 11, 12

Prerequisite: None

Cambridge International AS Level Global Perspectives prepares learners for positive engagement with our rapidly changing world. Learners broaden their outlook through the critical analysis of and reflection on issues of global significance. The skills gained through study of Cambridge International AS Level Global Perspectives enable students to meet the demands of twenty first

century learning and make a successful transition to study in higher education.

AICE GLOBAL PERSPECTIVES A LEVEL

Credit: 1

Course Number 1700364

Grades: 11, 12

Prerequisite: AICE Global Perspectives AS
Cambridge International AS Level Global Perspectives prepares learners for positive engagement with our rapidly changing world. Learners broaden their outlook through the critical analysis of and reflection on issues of global significance. The skills gained through study of Cambridge International AS Level Global Perspectives enable students to meet the demands of twenty first century learning and make a successful transition to study in higher education.

AICE THINKING SKILLS

Credit: 1

Course Number 1700372

Grades: 9-12

Prerequisite: None

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.

AICE TRAVEL AND TOURISM

Credit: 1

Course Number 2102410

Grades: 9-12

Prerequisite: AICE English General Paper
This course will enable learners to understand the concepts and theories in travel and tourism and recognize their impact on people, environments and economies. It develops learners' practical and research skills through planning and organizing an actual tourism event, which will contribute to their further study and working in the industry

SPEECH

Credit: 1

Course Number 1007300

Grades: 9-12

Prerequisite: None

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

COMPUTER TECHNOLOGY

EMERGING TECHNOLOGY IN BUSINESS

Credit: 1

Course Number 8207010

Grades: 9-12

Prerequisite: None

The purpose of this course is to give students an opportunity to apply knowledge and skills related to the area of Emerging Technology in Business. The content includes electronic research methods; business communications including speaking, listening, writing, and telecommunicating; multimedia presentation skills; ethical considerations related to technology; and emerging technologies affecting business environments.

ESE ELECTIVES

LEARNING STRATEGIES

Credit: 1

Course Number 7963080RG

Grades: 9-12

Prerequisite: None

The purpose of this course is to enable students with disabilities to acquire and generalize strategies and skills across academic, community, and employment settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

SOCIAL SKILLS

Credit: 1

Course Number 7963070RG

Grades: 9-12

Prerequisite: None

The purpose of this course is to enable students with disabilities to acquire and generalize skills related to self management and interpersonal relationships in educational, home, community, and employment settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

PERFORMING ARTS

AICE DRAMA AS LEVEL

Credit: 1

Course Number 1300395

Grades: 11, 12

Prerequisite: Prior drama experience

This course encourages learners to develop their skills in performing, devising and researching a wide range of theatrical styles and genres. They learn to communicate with an audience through practical and creative work on performance texts and their own devised material, both as individuals and in groups.

PRE-AICE ART AND DESIGN

Credit: 1

Course Number 0101375

Grades: 9-12

Prerequisite: Prior art experience

The purpose of this course is to enable students to communicate ideas or concepts through the visual art skills and digital media while preparing students for higher-level art and design programs.

BAND I

Credit: 1

Course Number 1302300

Grades: 9

Prerequisite: 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: 9-12

Prerequisite: 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: 9-12

Prerequisite: 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/V/VI

Credit: 1

Course Number 1302330/1302340/1302350

Grades: 9-12

Prerequisite: 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.

CHORUS I

Credit: 1

Course Number 1303300

Grades: 9-12

Prerequisite: 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: 9-12

Prerequisite: Prior chorus experience

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.

CREATIVE PHOTOGRAPHY I

Credit: 1

Course Number 0108310

Grades: 9-12

Prerequisite: None

Meets graduation requirement for Performing Arts. The purpose of this course is to enable students to develop fundamental skills and creative approaches in photographic imagery, processes, and techniques.

CREATIVE PHOTOGRAPHY II

Credit: 1

Course Number 0108320

Grades: 9-12

Prerequisite: Creative Photography I

Meets graduation requirement for Performing Arts.

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

DANCE TECHNIQUES I

Credit: 1

Course Number 0300310

Grades: 9-12

Prerequisite: None

Students in this year-long, entry-level course, designed for those having no prior dance instruction, learn foundational skills in two or more dance styles. Their development of fundamental dance technique is enriched and enlivened through study of works by a variety of diverse artists, developing genre-specific movement vocabulary and dance terminology, and building knowledge and skills related to somatic practices, dance composition, analysis of effort and outcomes, dance history and culture, collaborative work, and rehearsal and performance protocols.

DANCE TECHNIQUES II

Credit: 1

Course Number 0300320

Grades: 9-12

Prerequisite: Dance Techniques I

Students in Dance Techniques II, a year-long course, build on previously acquired knowledge and fundamental technical skills in two or more dance forms, focusing on developing the aesthetic quality of movement in the ensemble and as an individual.

DANCE TECHNIQUES III

Credit: 1

Course Number 0300330

Grades: 9-12

Prerequisite: Dance Techniques II

Students in this year-long, intermediate-level course, designed for dancers who have mastered the basics in two or more dance forms, build technical and creative skills with a focus on developing the aesthetic quality of movement in the ensemble and as an individual.

DANCE TECHNIQUES IV HONORS

Credit: 1

Course Number 0300334

Grades: 9-12

Prerequisite: Dance Techniques III

Students in this year-long, advanced dance techniques class build on skills learned in previous dance classes to improve their performance in two or more dance styles. During the class, students perform sequences of increasing complexity to advance their technical skills.

DANCE CHOREOGRAPHY

Credit: 1

Course Number 0300380

Grades: 11-12

Students explore key concepts of dance making with a focus on improvisation, composition, and choreographic processes and principles. Students study the works and creative techniques of highly respected choreographers in varied performance genres. They also examine the social, political, and cultural forces that influenced significant or exemplary works, and consider the innovations that came out of them. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

DANCE CHOREOGRAPHY II

Credit: 1

Course Number 0300390

Grades: 11-12

Students explore key concepts of designing dance works with a focus on improvisation, composition, and choreographic processes and principles. Students study the works and creative techniques of highly respected choreographers in varied performance genres as guidance and a source of inspiration. They also examine the social, political, and cultural forces that influenced their works, and consider the innovations that came out of them. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support,

extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

DRAWING I

Credit: 1

Course Number 0104340

Grades: 9-12

Prerequisite: None

Meets graduation requirement for Performing Arts. 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

Credit: 1

Course Number 0104350/0104360/0104370

Grades: 9-12

Prerequisite: Drawing I

Meets graduation requirement for Performing Arts. 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.

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: Prior band experience

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

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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 IV (HONORS)

Credit: 1

Course Number 1302530

Grades: 11, 12

Prerequisite: 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.

MUSICAL THEATRE I

Credit: 1

Course Number 0400700

Grades: 9-12

Prerequisite: None

Students' course work focuses on, but is not limited to, acting, vocal performance, dance, non-dance movement, and staging, which transfer readily to performances in musicals and other venues. Students survey the evolution of music in theatre from ancient Greece to modern Broadway through a humanities approach and representative literature.

MUSICAL THEATRE II

Credit: 1

Course Number 0400710

Grades: 9-12

Prerequisite: Musical Theater I

Students learn from the styles and techniques used by well-known singer-actor-dancers and choreographers to build a performance portfolio for auditions and/or interviews. Students examine the contributions of major writers, composers, lyricists, and choreographers of musical theatre and learn to analyze the structures, stories, and settings of musical theatre exemplars to understand how those components serve the story and concept.

MUSIC OF THE WORLD

Credit: 1

Course Number 1300340

Grades: 9-12

Prerequisite: None

Students explore the musical traditions of 20th- and

21st-century American and global communities around the world through study of current trends, focusing on the function of music within various cultures (e.g., jazz, world drumming, mariachi, soul, gamelan, Bollywood, digital). Students examine and report on human activities involving music, technology- and culture-related influences on music, and the sounds and structures of music composition. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

THEATRE 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.

TECH THEATRE DESIGN & PRODUCTION

Credit: 1

Course Number 0400410

Grades: 9-12

Prerequisite: None

Students focus on developing the basic tools and procedures for creating elements of technical theatre, including costumes, lighting, makeup, properties (props), publicity, scenery, and sound.

THEATRE II

Credit: 1

Course Number 0400320

Grades: 9-12

Prerequisite: Theatre I

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

THEATRE III HONORS

Credit: 1

Course Number 0400330

Grades: 10, 11, 12

Prerequisite: Theatre II

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

THEATRE IV HONORS

Credit: 1

Course Number 0400340

Grades: 11, 12

Prerequisite: Theatre III

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

PHYSICAL EDUCATION

BASKETBALL

Credit: 0.5

Course Number 1503310

Grades: 9-12

Prerequisite: None

The purpose of this course is to enable students to develop knowledge and skills in basketball and to maintain or improve health-related fitness.

HOPE: HEALTH OPPORTUNITIES THROUGH PHYSICAL EDUCATION

Credit: 1

Course Number 3026010

Grades: 9-12

Prerequisite: None

Will meet graduation requirements for HOPE. The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness.

SOCCER

Credit: 0.5

Course Number 1503320

Grades: 9-12

Prerequisite: None

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

Credit: 0.5

Course Number 1503350

Grades: 9-12

Prerequisite: None

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 1503360

Grades: 9-12

Prerequisite: None

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.

TRACK AND FIELD

Credit: 0.5

Course Number 1503300

Grades: 9-12

Prerequisite: None

This physical education course is designed to introduce students to the skills, strategies, and training principles associated with track and field events. Students develop fitness, athletic performance, and sportsmanship through participation in a variety of physical activities. The course emphasizes proper technique, goal setting, and healthy lifestyle habits while promoting cardiovascular endurance and agility. Leadership skills that support lifelong fitness and physical well-being will be built through practice.

BEGINNING WEIGHT TRAINING

Credit: 0.5

Course Number 1501340

Grades: 9-12

Prerequisite: None

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: 9-12

Prerequisite: Beginning Weight Training

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.

ADVANCED WEIGHT TRAINING

Credit: 0.5

Course Number 1501360

Grades: 9-12

Prerequisite: Intermediate Weight Training

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.

POWER WEIGHT TRAINING

Credit: 0.5

Course Number 1501410

Grades: 9-12

Prerequisite: Advanced Weight Training

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.

VOLLEYBALL

Credit: 0.5

Course Number 1505500

Grades: 9-12

SOCIAL STUDIES

AFRICAN AMERICAN HISTORY HONRS

Credit: 1

Course Number 2100336

Grades: 9-12

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.

AICE GEOGRAPHY AS LEVEL

Credit: 1

Course Number 2103410

Grades: 9-12

Prerequisite: None

The Geography syllabus builds upon skills gained at Cambridge IGCSE (or equivalent) level study. Learners widen their knowledge and understanding of the subject, while developing their investigative abilities and their evaluation and decision-making skills.

AICE PSYCHOLOGY AS LEVEL

Credit: 1

Course Number 2107360

Grades: 10, 11, 12

Prerequisite: None

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.

HOLOCAUST HISTORY HONORS

Credit: 0.5

Course Number 2100405

Grades: 9-12

Prerequisite: None

The primary content emphasis for this course pertains to the examination of the events of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany.

LAW STUDIES

Credit: 0.5

Course Number 2106350

Grades: 9-12

Prerequisite: None

The primary content for the course pertains to the study of the American legal system as the foundation of American society by examining those laws which have an impact on citizens' lives and an introduction to fundamental civil and criminal justice procedures. Content should include, but is not limited to, the need for law, the basis for our legal system, civil and criminal law, adult and juvenile courts, family and consumer law, causes and consequences of crime, individual rights and responsibilities, and career opportunities in the legal system.

PSYCHOLOGY I

Credit: 0.5

Course Number 2107300

Grades: 9-12

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: 0.5

Course Number 2107310

Grades: 9-12

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.

SOCIOLOGY

Credit: 0.5

Course Number 2108300

Grades: 9-12

Prerequisite: None

The purpose of the course is to provide an understanding of group interaction and its impact on individuals in order that they may have a greater awareness of the beliefs, values and behavior patterns of others. In an increasingly interdependent world, students need to recognize how group behavior affects both the individual and society.

STUDENT LEADERSHIP

LEADERSHIP SKILLS DEVELOPMENT (STUDENT GOVERNMENT ASSOCIATION)

Credit: 0.5

Course Number 2400300/2400310

Grades: 9-12

Prerequisite: None

The purpose of this course is to teach leadership skills, parliamentary procedure, problem solving, decision making, communication skills, group dynamics, time and stress management, public speaking, human relations, public relations, team building, and other group processes.

WORLD LANGUAGE

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 HONORS

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

AICE FRENCH LANGUAGE AS LEVEL

Credit: 1

Course Number 0701393

Grades: 11, 12

Prerequisite: French 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 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 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.

SPANISH II

Credit: 1

Course Number 0708350

Grades: 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 HONORS

Credit: 1

Course Number 0708360

Grades: 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 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.

AICE SPANISH LANGUAGE AS LEVEL

Credit: 1

Course Number 0708538

Grades: 11

Prerequisite: Spanish 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.

arguments and ideas logically.

SCHOOL BOARD OF ST. LUCIE COUNTY, FLORIDA
NOTICE OF PROTECTION OF PUPIL RIGHTS AMENDMENT

The Protection of Pupil Rights Amendment, 20 U.S.C. § 1232h, affords parents certain rights for the protection of student privacy. These include the right to:

1. *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education ("ED") –
 - (a) Political affiliations or beliefs of the student or student's parent;
 - (b) Mental or psychological problems of the student or student's family;
 - (c) Sex behavior or attitudes;
 - (d) Illegal, anti-social, self-incriminating, or demeaning behavior;
 - (e) Critical appraisals of others with whom respondents have close family relationships;
 - (f) Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 - (g) Religious practices, affiliations, or beliefs of the student or parents; or
 - (h) Income, other than as required by law to determine program eligibility.
2. *Receive notice and an opportunity to opt a student out of* –
 - a. Any other protected information survey, regardless of funding;
 - b. Any non-emergency, invasive physical examination, or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical examination or screening permitted or required under State law; and
 - c. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
3. *Inspect*, upon request and before administration or use –
 - (a) Protected information surveys of students;
 - (b) Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
 - (c) Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law. The School Board of St. Lucie County has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The School Board will directly notify parents of these policies at least annually at the start of each school year and after any substantive change. The School Board will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. The School Board will

make this notification to parents at the beginning of the school year if the Board has identified the specific or approximate dates of the activities or surveys at the time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and will be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C, 20202-5901

SCHOOL BOARD OF ST. LUCIE COUNTY, FLORIDA



Board Members

Terissa Aronson
Debbie Hawley
Troy Ingersoll
Dr. Donna Mills
Jennifer Richardson

Superintendent

Dr. Jon R. Prince

NOTICE OF NON-DISCRIMINATION AND SECTION 504 COMPLIANCE

THE SCHOOL BOARD OF ST. LUCIE COUNTY, FLORIDA, No person shall, on the basis of age, ancestry, citizenship status, color, disability, ethnicity, genetic information, gender, gender expression, gender identity, marital status, medical condition, national origin, political beliefs, pregnancy, race, religion, religious beliefs, sex, sexual orientation, or veteran status, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity, or in any employment conditions or practices conducted by this School District, except as provided by law.

Reasonable accommodations are provided for persons with disabilities to complete the application and/or interview process. Applicants/individuals with disabilities requesting accommodations under the Americans with Disabilities Act (ADA) may contact 772-429-7500 for assistance.

Non-Discrimination Policy Inquiries and Complaints by Students, Parents, Applicants for Admission to School, and all others except Employees and Applicants for Employment:

Heather Roland, Executive Director of Student Services
9461 Brandywine Lane, Port St. Lucie, FL 34986
Office: (772) 429-4521, Fax: (772) 429-4528, E-mail: SS-GRV@stlucieschools.org

Non-Discrimination Policy Inquiries and Complaints by Employees and Applicants for Employment:

Rafael Sanchez, Executive Director of Human Resources
9461 Brandywine Lane, Port St. Lucie, FL 34986
Office: (772) 429-7508, Fax: (772) 429-7501, E-mail: EMP-GRV@stlucieschools.org

Inquiries and Complaints under SECTION 504 OF THE REHABILITATION ACT OF 1973 should be directed to the School Board's Section 504 Compliance Officer, the Executive Director of Student Services, contact information listed above.

If due to a disability you need special accommodations to receive School Board information or to participate in School Board functions, call (772) 429-3600 and ask for the School Board Secretary. Telecommunications Device for the Deaf (TDD) phone (772) 429-3919.

Dr. Adrian Ocampo, Executive Director of Assessment and Accountability
Equity Coordinator
9461 Brandywine Lane, Port St. Lucie, FL 34986
Office: (772) 429-5538 E-mail: Adrian.Ocampo@stlucieschools.org

St. Lucie
PUBLIC SCHOOLS

AN "A" RATED
DESTINATION DISTRICT

