

**Ft. Pierce Westwood Academy**  
**The WEST Prep Magnet**



**2022-2023**

**Curriculum Guide**



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Greetings Panthers!

It is with great excitement that I welcome you to the 2022-2023 school year at Fort Pierce Westwood Academy – The W.E.S.T. Prep Magnet School. It is our mission to provide you with a one of a kind learning experience that will help you to become prepared for post-secondary success. One of our top priorities is to ensure the courses that students are enrolled are rigorous and personalized to meet the needs of all students. In addition to core academic course, this guide will include many vocational and accelerated options as well. Our school staff will assist students and families every step of the way in selecting the right courses that will match the desired outcomes for students.

It is the goal of Fort Pierce Westwood Academy that all students are prepared to enter college or the workforce upon graduation. To reach this goal, all courses are designed to provide a rigorous experience for students. All students are encouraged to take an accelerated or industry certification course or pathway to provide students with credentials to take into their post-secondary

journey. Students can choose a magnet or career pathway in one of our many programs. Courses are offered in programs such as: Pharmacy Tech, Computer Science, Health Unit Coordinator, Veterinarian Assistant, Agri-Technology, and Robotics & Engineering as well as Culinary Arts, Digital Design, and Criminal Justice.

Advanced Placement (AP) and AICE courses are also offered while on campus at Fort Pierce Westwood Academy. While you navigate the curriculum guide and make selections for the courses you wish to take, please do not hesitate to reach out to your school counselor with any questions you may have. We are here to assist you along this journey and are so happy to have you as part of the panther family.

Thank you,

Dr. Megan Green

Principal

## GENERAL INFORMATION

### GUIDANCE SERVICES

The School Counselors of Ft. Pierce Westwood Academy assist students in developing a realistic picture of their progress in relation to their potential. The School Counselor provides academic advising, orientation services, consultation with parents and teachers, college and career information, referral services, coordination of standardized testing, and assistance to students, parents, teachers, and other professionals in providing a sound educational program for all students. School counselors assist in a confidential manner with personal, socio/emotional issues when requested.

### ESE SERVICES

A continuum of services is offered through our Exceptional Student Education Department (ESE). The services include support facilitation, consultative services, resource settings, self-contained settings, and related services. Services offered to students must be identified on the Individual Education Plan (IEP).

### THE MINIMUM CORE FOR COLLEGE PREP

The State University System consists of eleven institutions providing limited access for post-secondary education. MINIMUM requirements are as follows:

Nineteen (19) units in college preparatory courses. The following distribution of the 19 units is required:

English	4
Math (at Algebra I and above levels)	4
Natural Science	3
Social Science	3
Foreign Language	2
Academic Electives	3

### Bright Futures

Florida high school students who wish to qualify for the **Florida Academic Scholars (FAS)** award or the **Florida Medallion Scholars (FMS)** award must meet the following initial eligibility requirements:

- Graduate high school from a Florida public high school with a Florida Standard Diploma (high school graduation requirements), graduate from a registered Florida Department of Education private high school, earn a

GED, complete a Home Education program.

- Complete the required high school coursework
- Achieve the required minimum high school grade point average (GPA)
- Achieve the required minimum score on either the ACT® or SAT® college entrance exam; and complete the required number of volunteer service or paid work hours.

Type	16 High School Course Credits	High School Weighted Bright Futures GPA
FAS	4.0 English (3 must include substantial writing)	3.50
FMS	4.0 Math (at or above the Algebra 1 level) 3.0 Natural Science (2 must have substantial laboratory) 3.0 Social Science 2.0 World Language (sequential in same language)	3.00

Type	College Entrance Exams (ACT/SAT)	Community Service Hours*	Paid Work Hours*
FAS	29 / 1330	100 hours	100 hours
FMS	25 / 1210	75 hours	100 hours

**\*Students cannot combine community service with work hours and must submit a log with a reflection of the experience on the required SLPS Service hours form to their school counselor prior to graduation.**

### The **Florida Gold Seal Vocational Scholars**

**(GSV)** award may be funded if a student is enrolled in a career education or certificate program. Florida high school students who wish to qualify for the GSV award must meet the following initial eligibility requirements:

- Achieve the required weighted minimum 3.0 GPA in the non-elective high school courses;
- Take at least 3 full credits in a single Career and Technical Education program;
- Achieve the required minimum 3.5 unweighted GPA in the career education courses;
- Achieve the required minimum score on the ACT®, SAT®, or P.E.R.T. exams (see table below);
- Complete 30 service hours or 100 work hours.

For Gold Seal Vocational Scholars ONLY

Exam Type	Sub-test	Required Score
ACT	Reading	19
	English	17
	Mathematics	19
SAT	Reading	24
	Writing and Language	25
	Mathematics	24
P.E.R.T.	Reading	106
	English	103
	Mathematics	114

**\*Students cannot combine community service with work hours and must submit a log with a reflection of the experience on the required SLPS Service hours form to their school counselor prior to graduation.**

For the most current requirements for Bright Futures Scholarships, please visit the following website at:

[SAPBFMAIN - Florida Student Scholarship & Grant Programs \(floridastudentfinancialaidsg.org\)](http://SAPBFMAIN - Florida Student Scholarship & Grant Programs (floridastudentfinancialaidsg.org))



## PREPARING FOR COLLEGE

### Grade 9

- ✓ Take schoolwork seriously because 9<sup>th</sup> grade counts toward Bright Futures Scholarships.
- ✓ Take college prep courses
- ✓ Begin to build your personal resume. Include any school, religious organization or community activities you join as well as any awards or honors you receive.
- ✓ Complete a 4 year plan
- ✓ Begin looking at colleges in general, vocational tech schools, or the military based on your long range goals.
- ✓ Plan to take computer/technology courses now. With today's technology focus, these skills are extremely important!
- ✓ Get involved in quality activities
- ✓ Start a file on colleges and college materials

### Grade 10

- ✓ Take the PSAT in October. The PSAT gives you good practice for standardized testing for college

entrance. *It also is used in determining eligibility for Advanced Placement courses.*

- ✓ Attend the local College and Career Night. Numerous colleges, universities, and businesses allow you to browse and ask questions and to collect brochures about their organizations.
- ✓ Meet with your School Counselor to discuss your 4 year plan and make any adjustments to your courses for the future. Discuss your eligibility for honors, dual enrollment, or AP level courses based on your successes last year and this year.
- ✓ Begin planning for college visits with your family. See the campus in person and visit with college students as well as admission representatives.
- ✓ Consult SAT preparation software, books, or tutorial classes to become comfortable with the types of questions on the test and how to work with time limits.
- ✓ Continue to add materials to your college file.

### GRADE 11

- ✓ Take the PSAT. *This year it will count for qualifying for the National merit Scholarship.* Check the box that allows your profile to be sent to interested colleges.
- ✓ Attend the local College and Career Night. Ask specific questions about degree programs, admissions procedures, financial aid, and campus life. Add material to your college file. Plan when to take both the SAT ([www.collegeboard.org](http://www.collegeboard.org)) and the ACT ([www.actstudent.org](http://www.actstudent.org)) Depending on your test taking strengths/weaknesses, you may want to take them in the fall and again in the spring. Colleges will always take your best subtest on each test to use for admission purposes. Plan to take the SAT-II Subject Test(s) after completing specific advanced course work (if needed for college).
- ✓ Continue updating your resume. Add in clubs, leadership positions, and activity involvement.
- ✓ If interested in athletic scholarships, contact the athletic department at the college of your choice.
- ✓ Start researching scholarship and financial aid directories. You may also go

- online and research scholarships at [www.fastweb.com](http://www.fastweb.com), [www.collegeboard.com](http://www.collegeboard.com), and
- ✓ Spend spring break visiting college campuses. Check on schools of various sizes and locations, both in and out of state.
  - ✓ Get a head start on writing your college essays. They often take more time than you think so don't wait until the hectic senior year.
  - ✓ for eligibility for Bright Futures Scholarships.

### **Grade 12**

- ✓ Prepare college application packages Review deadlines and requirements. Line up letters of recommendation early. Give teachers, employers, or other adults at least two weeks to complete the recommendation forms. Include a stamped, addressed envelope with each request.
- ✓ Meet with your School Counselor for your schedule and senior credit check.
- ✓ Complete paper or online college applications by the end of October. Let your counselor know when you hear from your colleges on admission.
- ✓ Take or retake the SAT and ACT if needed for admission scores or scholarship cut off scores.
- ✓ Visit college campuses for final decisions. Attend classes if possible and see the dorms.
- ✓ Apply for Bright Futures Scholarships after October 1<sup>st</sup>.  
[www.floridastudentfinancialaid.org](http://www.floridastudentfinancialaid.org)
  - ✓ File the FAFSA as soon after October 1<sup>st</sup> as possible. The application can be completed online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).
  - ✓ Have parents attend the fall Financial Aid Workshop
  - ✓ Take SAT-II Subject Tests if needed for your colleges.
  - ✓ Provide school counselors with requests for mid-year senior grades, if required by a college or university.
  - ✓ Wait for college admission decision and financial aid award letters!
  - ✓ Make your final decision based on the college best suited for your personal academic goals and financial needs.
  - ✓ Send housing application deposit for selected college.

- ✓ Notify all colleges immediately when you make a decision. This frees up places for other students.
- ✓ Attend Scholarship Night if you are receiving a local scholarship.
- ✓ Send thank you notes to anyone assisting you during the admission's process.
- ✓ Breathe a big sigh of relief!

### **SUMMER SCHOOL**

Summer School is provided through the District and may not be provided for all students. Currently, summer school has limited seating. Students who have course deficiencies are encouraged to attend summer school. The summer session may be attended for retaking a failed course. Students are urged to read summer school policies prior to enrolling in the program, as there are rule differences relating to attendance, discipline, transportation, etc.

### **SCHEDULE CHANGES**

Students will be able to request changes to their schedules beginning with the first week of school. The student must submit a completed Request for Schedule Change form (link sent through email) no later within that first week of school. Changes are done on a first come/first served basis, with the upperclassmen receiving first priority.

Schedule changes will ONLY be considered for the following reasons:

- Computer errors due to miscoding, dropping of a section, etc.
- Student has failed to meet the prerequisite for the next level.
- A level change (up or down); parent/teacher/student conference is required.
- Student scheduled for course in which a passing grade was previously recorded.
- Senior needing a course for college or graduation.
- Administrative change

Requests for elective class changes after the 1<sup>st</sup> and 3<sup>rd</sup> nine weeks will result in a failing grade in the new class for that marking period. For this reason such requests generally will be denied because of the effect on the student's GPA.

## **ADMINISTRATIVE CHANGES**

Ft. Pierce Westwood Academy reserves the right to change individual student schedules to comply with School Board and Department of Education policies. These changes may occur due to changes in the student population or faculty allocation. Changes will be made to balance classes and teacher loads when necessary. Every effort will be made not to disrupt the educational process when such changes become necessary.

## **COURSE CREDIT**

Students will receive 1.00 credit for each subject satisfactorily completed over the period of one school year. For those courses classified as semester courses, .50 credits will be awarded.

## **GRADES**

The grade for the semester will be determined by each nine-week grade and the semester exam. Two F's in any combination constitute an automatic failure for the semester.

Grading System:

Grade	Percentage	Definition
A	90-100	outstanding
B	80-89	above average
C	70-79	average
D	60-69	lowest acceptable
F	0-59	unacceptable

When computing grade point averages, letter grades will count as follows:

A = 4   B = 3   C = 2   D = 1   F = 0

Honors classes receive a .02 weight; Dual Enrollment, AICE, and Advanced Placement courses receive a .04 weight factor.

## **CLASSIFICATION OF ACHIEVEMENT**

Each academic program at Ft. Pierce Westwood Academy provides for different rates and means of reaching educational goals. Courses are designed to meet the individual needs of students. Students are placed in courses with different achievement levels based on past records, test scores and teacher recommendations.

Standard	Classes designed for students who have an average background of achievement.
Honors	Classes designed for students who are self-motivated and have demonstrated advanced achievement.
Advanced Placement	University level classes designed to award high school credit, and based on AP exam results, may award college credit.
Dual Enrollment	University level classes designed to award both high school and college credit to students who meet the requirements.
AICE	University level classes designed to award high school credit, and based on AICE exam results, may award college credit.

## **STANDARD DIPLOMA DESIGNATIONS**

### **Scholar Designation**

- Based on the student's entering grade nine (cohort). Refer to s.1003.4285, F.S.

### **Merit Designation**

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



**STUDENTS ENTERING GRADE NINE IN THE 2013-14 SCHOOL YEAR (and beyond)**

<b>Subject Area</b>	<b>Graduation Requirements of 24 Credit Programs.1003.4282F.S</b>	<b>Graduation Requirements for ACCELL 18 Credit Program</b>
English Language Arts (ELA)	4 credits must be in ELA I, II, III, and IV	4 credits must be in ELA I, II, III, and IV
Mathematics	4 credits, one of which must be Algebra I (passing score on EOC in order to earn diploma and score will count for 30% of course grade) or its equivalent, one of which must be Geometry (EOC will count for 30% of course grade) or its equivalent.	4 credits, one of which must be Algebra I (passing score on EOC in order to earn diploma and score will count for 30% of course grade) or its equivalent, one of which must be Geometry (EOC will count for 30% of course grade) or its equivalent.
Science	3 Science credits: 1 credit Biology I (EOC will count as 30% of the course grade) or an equivalent course or a series of courses, two equally rigorous courses and two of the three must have a lab component,	3 Science credits: 1 credit Biology I (EOC will count as 30% of the course grade) or an equivalent course or a series of courses, two equally rigorous courses and two of the three must have a lab component,
Social Studies	1 credit World History 1 credit United States History .5 credit United States Government .5 credit Economics	1 credit World History 1 credit United States History .5 credit United States Government .5 credit Economics
Foreign Language	Not required for high school graduation, but required for admission into state universities	
Fine Arts or Performing Arts, Speech, Debate, or Practical Arts courses specified	1 credit in Fine or Performing Arts, Speech and Debate, or Practical Arts (eligible courses specified in Course Code Directory)	1 credit in Fine or Performing Arts, Speech and Debate, or Practical Arts (eligible courses specified in Course Code Directory)
Physical Education	1 credit of HOPE PE or HOPE Core or .5 credit Personal Fitness and .5 credit P.E. elective	Not Required
Electives	8 credits • 8 credits in elective courses, individual elective courses or intensive reading or mathematics intervention courses	3 credits in electives
<b>Total</b>	<b>24 credits</b>	<b>18 credits</b>
State Assessment Requirements	Passing scores on the Grade 10 Reading FSA and the Algebra I EOC or scores on a standardized test that is concordant with passing scores on the FSA/Algebra EOC (ACT, SAT, Geometry EOC).	Passing scores on the Grade 10 Reading FSA and the Algebra I EOC or scores on a standardized test that is concordant with passing scores on the FSA/Algebra EOC (ACT, SAT, Geometry EOC)
Grade Point Average (GPA) Requirements	Cumulative GPA of 2.0 on a 4.0 scale	Cumulative GPA of 2.0 on a 4.0 scale

**\*Please note:** End of Course Assessments: Students may participate in a Credit Acceleration Program (CAP) to allow a student to earn high school course credit by attaining a passing score on the corresponding statewide standardized End of Course assessments.



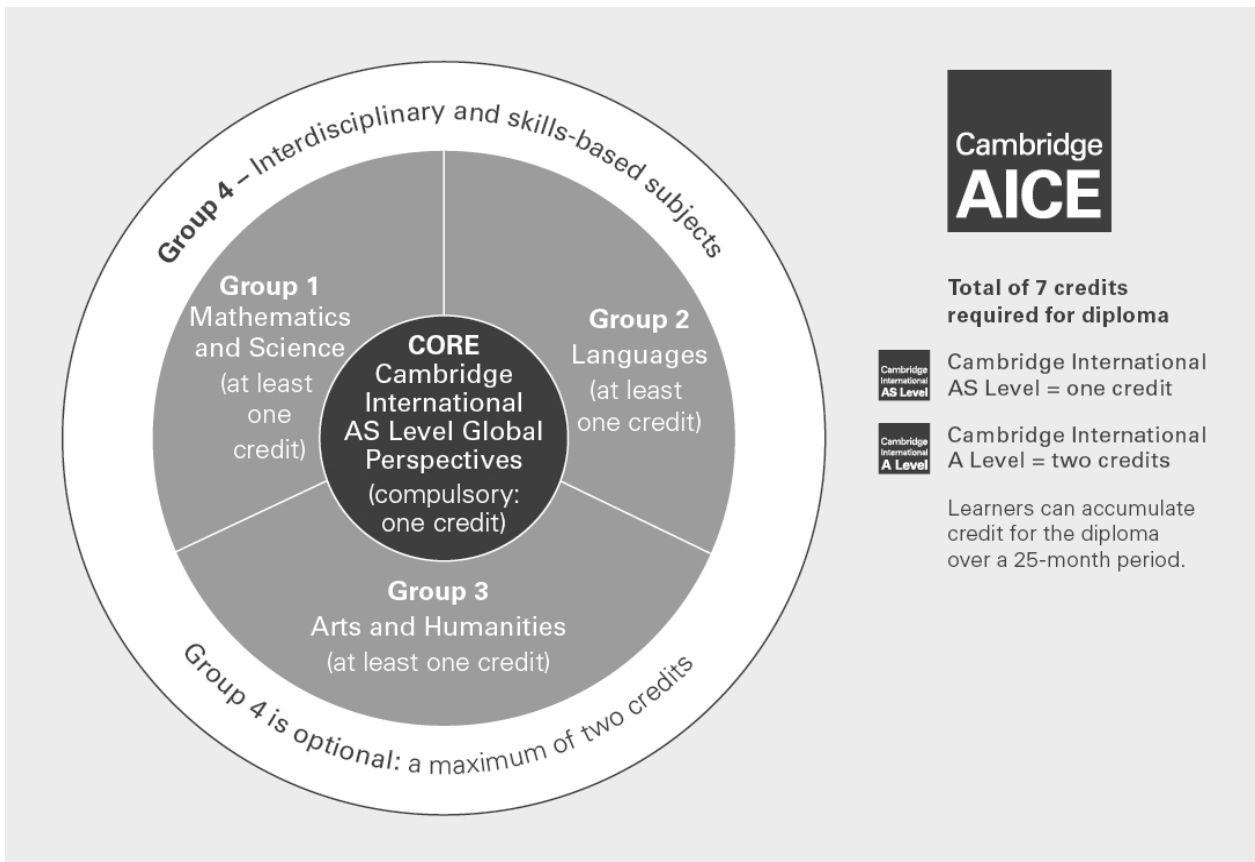
## Advanced International Certificate of Education (AICE) Program

The Cambridge Advanced International Certificate of Education (AICE) is an international program whereby students earn college credit through an advanced academic curriculum and written assessment program. Tests are administered through a non-profit department, Cambridge International Examinations (CIE) of the University of Cambridge in England. AICE courses and examinations will be offered in grades 9-12.

The AICE course of study aims to provide a broad and international curriculum, equip students to cope successfully with the demands of higher education, provide professional assessment of student performance on internationally recognized standards of achievement, increase appreciation of world cultures, and create positive learning experiences for students.

The Cambridge AICE curriculum is comprised of courses that are divided into four subject groups: Mathematics and Sciences, Languages, Arts and Humanities, and Interdisciplinary and skills-based subjects.

AICE courses can be taken in two ways: as individual subject examinations, or as qualifications towards the AICE Diploma. Cambridge learners must take a minimum of seven (7) AICE courses to qualify for the AICE Diploma. Learners may select courses from subject Groups 1, 2, 3, and 4 to be awarded the AICE Diploma. Learners must earn at least one credit from each of the Groups 1, 2, and 3, and the mandatory core course of Global Perspectives. As an option, students may earn a maximum of two credits in Group 4.



<b>Group 1: Mathematics and Sciences</b>	<b>Group 2: Languages</b>	<b>Group 3: Arts and Humanities</b>	<b>Group 4: Interdisciplinary &amp; Skill</b>	<b>Core: (mandatory for AICE Diploma)</b>
AICE Environmental Management  AICE Marine Science  AICE Psychology	AICE English Language  AICE Spanish Language  AICE English Literature	AICE English Literature  AICE European History  AICE United States History  AICE Geography  AICE Psychology  AICE Sociology	AICE General Paper  AICE Thinking Skills	AICE Global Perspectives

<b>AICE Cambridge Pathway</b>			
<b>9th Grade</b>	<b>10th Grade</b>	<b>11th Grade</b>	<b>12th Grade</b>
AICE General Paper	AICE General Paper	AICE General Paper	AICE General Paper
AICE Geography	AICE Geography	AICE Geography	AICE Geography
	AICE English Language	AICE English Language	AICE English Language
	AICE Spanish Language	AICE Spanish Language	AICE Spanish Language
	AICE European History	AICE European History	AICE European History
	AICE Thinking Skills	AICE Thinking Skills	AICE Thinking Skills
	AICE Psychology	AICE Psychology	AICE Psychology
	AICE Sociology	AICE Sociology	AICE Sociology
	AICE Global Perspectives	AICE Global Perspectives	AICE Global Perspectives
	AICE Environmental Management	AICE US History	AICE US History
		AICE English Literature	AICE English Literature
		AICE Marine Science	AICE Marine Science
		AICE Environmental Management	AICE Environmental Management

For information, please contact AICE Coordinator: Ms. Tabitha Killion at 772-468-5400 or at Tabitha.killion@stlucieschools.org.

## Admissions

Students must submit an application to the AICE office to be reviewed. The criteria reviewed includes:

- Grades (minimum 3.0 GPA on core academic subjects)
- FCAT/FSA Scores (minimum 3 or above) or comparable national examinations
- Teacher recommendations (one with each from English, Math, and Science).
- Conduct Records
- Attendance Records
- **Students who are enrolled in an AICE course may not drop the course unless they are receiving a grade of a D or an F after the first 9-week grading period.**
- **AICE classes earn an extra .04 weight factor per semester when averaging grade point averages. Class rank is determined by a weighted GPA.**

**Characteristics** - What characteristics are apparent in an AICE Student?

- Self-motivated
- Self-disciplined
- Excellent expressive writer
- Good time manager
- Organized
- Possesses leadership qualities
- Passionate about learning

## AICE Benefits

- The Advanced International Certificate of Education (AICE) program is an international diploma program through the University of Cambridge in England.
- AICE courses and examinations are equivalent to first year college and university courses (See Course Equivalents for more detail).
- Students who pass the seven examinations may be awarded the AICE Diploma directly by the University of Cambridge. Students who do not earn the AICE Diploma may receive college credit for exams passed.
- AICE teachers at St. Lucie West Centennial High School are trained and certified directly by Cambridge. Each course strictly follows a course syllabus that is designed by Cambridge professors.
- AICE students who earn the AICE Diploma are eligible for the Florida Bright Futures Scholarship.
- Rigorous college preparatory.
- Students who earn an AICE Diploma may earn a cord to wear at graduation.
- Cambridge AICE classes have CRITICAL THINKING at its core which prepares students for college and life-long learning.
- The program is FLEXIBLE (students can tailor their AICE class selections to their areas of interest and strengths).
- AICE is internationally recognized for its merit in preparing students for post-secondary/college SUCCESS!!
- AICE advanced level courses are equivalent to International Baccalaureate and Advanced Placement (AP) courses.
- The AICE learner and teacher must be confident reflective innovative and engaged.

### Additional Benefits for Students

*The AICE program offers students one of the most demanding and rigorous college preparatory programs in the world.*

*The State of Florida Universities and the Bright Futures scholarship Program each award 1 extra quality point (GPA) for students who successfully complete an AICE course with the highest rating (e or better).*

*Students have the opportunity to earn an AICE Diploma directly from the University of Cambridge. AICE diploma recipients who have earned 100 hours of community service are eligible for the Florida*

Academic Scholars Award through the Bright Futures Scholarship regardless of test scores.



IRSC

**DUAL ENROLLMENT**  
College and High School Credit

FPWA

Indian River State College (IRSC) and the St. Lucie County School Board have an articulation agreement whereby eligible high school students may enroll in certain college courses. Dual Enrollment is a wonderful opportunity, but students and their parents must be aware of the risks as well. Please note that universities weight Dual Enrollment, AICE, Advanced Placement and International Baccalaureate classes equally.

### **MINIMUM ELIGIBILITY**

- Completion of a minimum of 4.0 core (or world language) high school credits
- Cumulative grade point average 3.0 or above (unweighted)\*
- Qualifying test scores on SAT/ACT/PSAT/PERT (#7)\*
- On track to graduate with, or ahead of, cohort

### Important Notes:

- 1) Students must be aware that Dual Enrollment course work is college course work and **the student is expected to be motivated, self-directed and adept at time management.**
- 2) First time Dual Enrollment students cannot participate in more than two, 3-credit courses during their first semester. One of the two courses must be SLS 1101(PERT Reading 106 req for SLS1101). On campus DE courses will not count toward this maximum total. Students must also participate in the IRSC Dual Enrollment orientation online module. Students will provide the completion certificate to high school counselor upon enrollment.
- 3) The college GPA earned from Dual Enrollment classes will be the college GPA when the student begins full-time college studies. There is no asterisk indicating it was taken while the student was in high school. Students are considered to be college students, with all the respective responsibilities of college students. Therefore, students need to be aware that while a 'C' will earn college credit, it may negatively impact their college GPA for future graduate school admissions, as well as for scholarship eligibility.
- 4) **Students are also expected to research their intended major at their intended 4 year college to ensure Dual Enrollment classes are applicable to their intended program of study.** Although all colleges and universities in the State University System are required to accept the credits earned, they may not apply them to their college major. Out of state schools are not bound to a requirement to accept the credits. Each student must research to ensure they are not taking unnecessary credits, as this may affect their financial aid eligibility later in their college career.
- 5) *Effective Fall 2009, students entering a Florida community college, state college, or state university for the first time in Fall, 2009, and thereafter, will be subject to the state statute*

*on excess hours which could result in a surcharge on tuition. This charge will be applied for each credit hour in excess of 120% of the number required to complete the baccalaureate degree program. Students should regularly review their degree audits and consult with an academic advisor to make sure they are not enrolling in excess courses.*

(Florida Statute 1009.286) In addition, there may be more restrictive credit rules for financial aid. Please check with your post-secondary institution.

6) Classes chosen need to meet high school graduation requirements, as well as the student's intended AA program of study.

7) If a student opts to qualify with PSAT, PERT, SAT or ACT scores, s/he is responsible for any fees associated with score submission. Performance in high school coursework may be used in lieu of test scores if students pass specific high school courses with a B or better and have a minimum of a 2.5 high school GPA. \*See the table on the next page for details.

8) If classes are during the regular school day, students must obtain a parking permit and complete and return the form per school policy (i.e. *Policy for Students with Abbreviated Schedules* with parking rules)

9) Students may only take a maximum combined (assigned high school and Dual Enrollment) schedule of 7 classes.

10) Beginning in the Spring 2016 semester, all Dual Enrollment students must complete SLS 1101 – Student Success during their first semester of Dual Enrollment or will be ineligible to continue Dual Enrollment courses in future semesters. Students who have participated in IRSC's Dual Enrollment program prior to the spring 2016 semester are encouraged to enroll in the course but are not required to do so

11) Students are assigned an IRSC advisor and given his/her name and contact information. Students will need to schedule an appointment during their first semester of DE. All Dual Enrollment students are required to complete an orientation class, which includes meeting with their IRSC advisor sometime during their first semester to map out their program of study. (Please note that during peak registration times – 2 weeks prior to starting classes – students will not be able to schedule an appointment, so students must plan accordingly). Students must become familiar with the IRSC website, especially the course listings, and programs and careers sections.

12) **To drop, add or withdraw from a Dual Enrollment class, the student MUST meet with high school counselor.** Upon withdrawal from or completion of the course, the student must return all Dual Enrollment books to the **district** bookstore. Students will need to return all Dual Enrollment books from one semester before being allowed to pick up books for the next semester.

13) The grades earned from Dual Enrollment courses, including any Ws, Ds, & Fs will always remain on the student's college transcript. A student earning a 'W', 'D', or 'F' in Dual Enrollment class and wishing to take the course again will do so at his/her own expense. An incomplete/'I' (high school or Dual Enrollment) must be reconciled before future dual enrollment eligibility is determined. If a student retakes a class and earns a 'C' or better, the 'D' or 'F' **is NOT** removed from the transcript. [also see #13 and #14]

14) Students who withdraw from a course after the 'Last Day to Drop' period (and would consequently have a "W" appear on transcript) cannot take additional Dual Enrollment classes until they have retaken and completed the course at their own expense *or* during the summer. *Before* dropping a course online, the student must meet with instructor and complete the Dual Enrollment Withdrawal Form. Then, student meets with both the high school counselor and

the college advisor for review. Dual Enrollment students must also adhere to all of the College's withdrawal procedures.

15) Students who fail a Dual Enrollment course cannot enroll in additional Dual Enrollment courses until they have retaken and completed the course they failed at their own expense *or* during the summer. To retake a course, the student *must still meet eligibility criteria* (including 3.0 cumulative unweighted GPA)

16) Students will be limited to a maximum of 60 credit hours of Dual Enrollment.

17) Students recommended for secondary school expulsion and who are assigned to an alternative school setting may be ineligible for Dual Enrollment while attending the assigned alternative school. Students enrolled in Dual Enrollment courses prior to an assignment at an alternative school may be permitted to complete their Dual Enrollment course(s) but may not be permitted to enroll in additional classes as previously described.

18) If student receives an incomplete, *it is the sole responsibility of the student to notify the school when the final grade/grade change posts.* An "I" (high school or Dual Enrollment) must be reconciled before future dual enrollment eligibility is determined. The general grade change notification policy during senior ranking also applies to DE grade change posts.

### Additional Methods of Qualifying for Dual Enrollment

The following alternative measures may be used to satisfy placement in English, Reading and Math for students who are not exempt from placement testing. Official high school transcripts or official scores reports must be sent directly from the issuing organization to Indian River State College. The alternate placement measures will start for new dual enrollment students in Spring 2023.

PSAT/NMSQT (PSAT 10)	STANDARD SCORE
READ	24
WRITING/LANG	25
MATHEMATICS	24

#### PERFORMANCE IN HIGH SCHOOL COURSEWORK:

Any student who has an unweighted high school GPA of 3.0 and achieves a grade of "B" or better in any of the courses listed below shall have demonstrated readiness for college-level work.

MATHEMATICS		ENGLISH LANG/LITERATURE
Algebra I / Algebra I Hon	Math for College Algebra	English IV / English IV Hon
Geometry / Geometry Hon	Math for College Statistics	AICE HS English courses
Algebra II / Algebra II Hon	AICE HS Mathematics courses	AP English Language
Pre-Calculus	AP HS Mathematics courses	AP English Literature
Probability & Statistics	IB HS Mathematics courses	IB HS English courses
Calculus		
Math for College Liberal Arts		

See your School Counselor for questions about Dual Enrollment.

## ADVANCED PLACEMENT College and High School Credit

### UNIVERSITY BOUND STUDENTS

**A.P.** Advanced Placement is a college preparatory curriculum for the motivated high academic achiever. It is intended to prepare students to be successful upon entry into a four-year university. The opportunity to pursue a challenging, in-depth study of English, math, science, social studies, foreign language, and fine arts may be provided based on course availability. A qualifying score on the final comprehensive exam will award college credit that is recognized at universities across the country. **Students that sign up to take the AP exam and then DO NOT take the exam will be charged a fee of \$13.00 for the unused exam. Outstanding fees will be placed on the obligation list. Students who drop an AP class and still want to take the AP exam must pay for the entire cost of the AP exam, \$84.** Due to the demanding nature of these courses, it is imperative that a high-level academic environment exist and that the student is dedicated to learning, is highly motivated, and is willing to put forth the effort for courses of this intensity. **Students who are enrolled in an AP course may not drop the course unless they are receiving a grade of a D or an F after the first 9-week grading period.** Visit the College Board website at [www.collegeboard.com](http://www.collegeboard.com)

### Weighted Grade Point Average

AP classes earn an extra .04 weight factor when averaging grade point averages. Class rank is determined by a weighted grade point average.

#### **Eligibility:**

Honors classes in core subjects  
Grade point average - 3.0  
Above average test scores  
PSAT (College Board recommendation)  
Passing score on FSA  
Attendance  
Teacher recommendations

### ABBREVIATED SCHEDULE

**Grade 12** – If a schedule can be developed that has no gaps during the day (must arrive after the first period of the day or leave prior to the last period of the day; a minimum 2.5 GPA; have proven college or career ready; is enrolled in any required remedial classes based on

graduation assessments; *the student must have their own transportation or be dropped off and picked up by an approved family member.* **Students who are regularly tardy or do not leave campus when course schedule is through for the day will be scheduled for a full day of courses.**



ONLINE COURSES FOR HIGH SCHOOL CREDIT

## FLORIDA VIRTUAL SCHOOL

Middle and senior high school students are eligible to enroll in the Florida Virtual School. The courses offered are teacher-facilitated and available throughout the state. Courses are based upon the same criteria as those taught in the standard high school program and, therefore, generate the same credit for students. Middle school students may earn credit only in those courses designated as "acceleration" courses as indicated above. Students may obtain more information about any of these opportunities for acceleration from their school counselors. **Courses must be approved by a school counselor.** Additional information about the Florida Virtual School can be found at [www.flvs.net](http://www.flvs.net) See page 25 for a list of FLVS courses.



## MOSAIC DIGITAL ACADEMY

A virtual school experience with a personal touch. This self-selecting, student-parent choice option is designed for kindergarten through grade 12 students whose primary residence is St. Lucie, Martin, or Okeechobee counties. Virtual schooling is a progressive choice for families, providing expanded educational services, utilizing online curriculum, to a wider student community for anywhere, anytime learning. What really makes Mosaic Digital Academy's virtual program unique is the local and personal experience students get by participating in school clubs, field experiences capturing learning opportunities in our tri-county region, face-to-face tutoring with teachers, and student-centered workshops designed to ensure learning goals are met for every student. Additional information can be found at <http://schools.stlucie.k12.fl.us/mda/> See page 25 for a list of MDA courses.

## TALENTED 20

The Talented Twenty Program is part of the Governor's One Florida Initiative. Students eligible for the Talented Twenty Program are guaranteed admission to one of the eleven state universities, and

are given priority for award of funds from the Florida Student Assistance Grant (FSAG). The FSAG program is a need-based grant; therefore, Talented Twenty students must meet FSAG eligibility requirements in order to be eligible for priority funding. Please note that while eligible students are guaranteed admission at one of the state universities, they may not be admitted to the campus of choice.

**QUALIFICATIONS:**

In order to qualify for the Talented Twenty Program, one must:

- be enrolled in a Florida public high school and graduate with a standard diploma.
- be ranked in the top 20% of the class after the posting of seventh semester grades (with validation of the eighth semester ranking) for students enrolled in the 4-year, 24-credit option.

For students in either one of the two 3-year, 18-credit options, the ranking will occur after the posting of the fifth semester grades (with validation of the sixth semester ranking). • take the ACT or SAT (with no minimum score required). • complete all eighteen college preparatory courses as specified in State Board of Education Rule.

<http://www.fldoe.org/Talented20/>

## CAREER ACADEMY PROGRAMS

Ft. Pierce Westwood Career Academy Programs provide students with a carefully planned program of study throughout high school. Our programs correlate course work with career goals. Students prepare for the future job market and choose a career-oriented program of study. Students must complete three courses in one academy in order to qualify for the Gold Seal and/or scholarships.

**\*\*\* Career and Technical courses that satisfy the Arts graduation requirement for students that entered high school in the 2007-2008 school year and thereafter.**

### Academy of Communication and Multimedia Technology

- Digital Information Technology \*\*\*
- Digital Design I – IV\*\*\*
- Computer Science A

### ACADEMY OF CULINARY ARTS

- Culinary Arts I
- Culinary Arts II/III \*\*\*

### ACADEMY OF MEDICAL SCIENCE

- Health Science Anatomy & Physiology
- Health Science Foundations/Allied Health Assisting III
- Nursing Assistant 3
- EKG Technician

### ACADEMY OF ROBOTICS

- Early Childhood I
- Early Childhood II
- Early Childhood III/IV \*\*\* (3 only)

### ACADEMY OF CRIMINAL JUSTICE

- Criminal Justice Operations I
- Criminal Justice Operations II
- Criminal Justice Operation III

### ACADEMY OF ARMY JROTC

- Army ROTC I – IV

### ACADEMY OF AGRICULTURE

- Army ROTC I – IV

### ACADEMY OF VETRINIARY SCIENCE

- Army ROTC I – IV



# COURSE OFFERINGS



**2022-2023**

# PANTHER CURRICULUM GUIDE 2022-2023

EN - English      AH - American History      LM - Life Management Skills      EC - Economics  
 MA - Mathematics      AG - American Government      PF - Performing Arts      SC - Science  
 WH - World History      PE - Physical Education      EL - Elective Credits      VO - Practical Arts

STATE #	COURSE TITLE	PREREQUISITE	GRADE LEVEL	CREDIT AMT	KIND
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## AGRICULTURE

8106810	Foundations of Agriculture		9-10	1.0	VO
8106820	Ag Tech I	Foundations	10-12	1.0	VO
8106830	Ag Tech II	Ag Tech I	11-12	1.0	VO
8100330	Adv. Cons AGR	FFA Officer	12	1.0	VO

## ALLIED HEALTH

8417100	Health Science Anat & Phys		9-11	1.0	VO
8417110	Health Science Foundations	Hlth Sc A & P	10-12	1.0	VO
8417131	Allied Hlth Assist III	Hlth Sc Found	11-12	1.0	VO
8417211	Nursing Assistant 3	Acad Completer	12	1.0	VO
8427130	Electrocardiograph Technician	Acad Completer	12	1.0	VO
8417281	Health Unit Coordinator I	Hlth Sc Found	11	1.0	VO
8417282	Health Unit Coordinator II	HUC I	12	1.0	VO

## ART

0104340	Drawing I		10-12	1.0	PF
0104350	Drawing II	Drawing I	11-12	1.0	PF

## BAND, MUSIC, & CHORUS

1302300	Band I (Freshman Band)		9	1.0	PF
1302310	Band II (Concert Band)		10	1.0	PF
1302320	Band III (Concert Band)		11	1.0	PF
1302330	Band IV (Concert Band)		12	1.0	PF
1302300XY	Percussion I with Director Approval		9	1.0	PF
1302310XY	Percussion II with Director Approval		10	1.0	PF
1302320XY	Percussion III with Director Approval		11	1.0	PF
1302330XY	Percussion IV with Director Approval		12	1.0	PF
1305300	Eurhythmics I (Color Guard)	Audition	9-12	1.0	PF
1305310	Eurhythmics II (Color Guard)	Audition	10-12	1.0	PF
1305320	Eurhythmics III (Color Guard)	Audition	11-12	1.0	PF
1305330	Eurhythmics IV (Color Guard)	Audition	12	1.0	PF
1303440	Vocal Ensemble I		9-12	1.0	PF
1303450	Vocal Ensemble II		10-12	1.0	PF
1303460	Vocal Ensemble III		11-12	1.0	PF
1300470	Vocal Ensemble IV Honors		11-12	1.0	PF
1300340	Music of the World		9-12	1.0	PF

STATE #	COURSE TITLE	PREREQUISITE *	GRADE LEVEL	CREDIT AMT	KIND
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### **BUSINESS, COMPUTER EDUCATION, AND PROMOTIONAL ENTERPRISE**

8207310	Digital Info Technology		9-12	1.0	PF
8209510	Digital Design I	DIT	10-12	1.0	VO
8209520	Digital Design II	DD I	11-12	1.0	VO
8209530	Digital Design III	DD II	11-12	1.0	VO
8815150	Business Com & Tech	DIT	10-12	1.0	VO
8201210	Digital Media		10-12	1.0	VO
8718010	Comm Art Tech I		10-12	1.0	PF
8718020	Comm Art Tech II	CAT I	10-12	1.0	PF
8718030	Comm Art Tech III	CAT II	10-12	1.0	PF
9001510	Cpt Eng & Spt	DIT	10-12	1.0	VO
0200335	AP Computer Science		10-12	1.0	EL

### **CRIMINAL JUSTICE**

8918010	Criminal Justice Ops I		10-11	1.0	VO
8918020	Criminal Jus Ops II	Crim Jus I	11-12	1.0	VO
8918030	Criminal Jus Ops III	Crim Jus II	11-12	1.0	VO
8918040	Criminal Jus Ops IV	Crim Jus III	12-12	1.0	VO

### **CULINARY ARTS**

8800510	Culinary Arts I		9-11	1.0	VO
8800520	Culinary Arts II	Culinary I	10-12	1.0	VO
8800530	Culinary Arts III	Culinary II	10-12	1.0	VO
8800540	Culinary Arts IV	Culinary III	11-12	1.0	VO

### **FOREIGN LANGUAGES**

0701320	French I		9-12	1.0	EL
0701330	French II	French I	10-12	1.0	EL
0708340	Spanish I		9-12	1.0	EL
0708350	Spanish II	Spanish I	9-12	1.0	EL
0708400	AP Spanish Lang	*	10-12	1.0	EL

### **FRESHMEN SEMINAR**

2400310	Leadership Techniques		9	1.0	EL
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STATE #	COURSE TITLE	PREREQUISITE *	GRADE LEVEL	CREDIT AMT	KIND
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## HUMANITIES

2107300	Psychology I		10-12	0.5	EL
2107310	Psychology II	Psych I	10-12	0.5	EL
2107360	AICE Psychology	*	11-12	1.0	EL
2108300	Sociology		10-12	0.5	EL
2108310	AICE Sociology		10-12	1.0	EL
1700372	AICE Thinking Skills	*	11-12	1.0	EL
1700364	AICE Global Perspectives	*	10-12	1.0	EL

## LANGUAGE ARTS

1001310	English I		9-12	1.0	EN
1009400	AICE General Paper	*	9-12	1.0	EN
1001340	English II		10-12	1.0	EN
1001350	English II Honors		10-12	1.0	EN
1001550	AICE English Language	*	10-12	1.0	EN
1001370	English III		11-12	1.0	EN
1001380	English III Honors		11-12	1.0	EN
1005370	AICE English Lit AS Level	*	11-12	1.0	EN
1005375	AICE English Lit A Level	AICE Eng Lit AS	12	1.0	EN
1001405	English 4 College Prep		12	1.0	EN
1001410	English IV Honors		12	1.0	EN
1002300	ESOL I	*	9-12	1.0	EN
1002310	ESOL II	*	9-12	1.0	EN
1002320	ESOL III	*	9-12	1.0	EN
1002520	ESOL IV	*	9-12	1.0	EN
1000410	Intensive Reading		9-12	1.0	EL
1002381	Dev. Language Arts for ESOL		9-12	1.0	EL
1007330	Debate		9-12	1.0	EL
1008350	Reading for Coll Success		12	.5	EL

## MATHEMATICS

1200310NN	Algebra I		9	1.0	MA
1200320NN	Algebra I Honors		9	1.0	MA
1207300NN	Liberal Arts Math 1		9	1.0	MA
1207300	Liberal Arts Math 1		10-12	1.0	MA
1206310	Geometry	Alg I	9-11	1.0	MA
1206310BB	Geometry	Algebra I	12-12	1.0	MA
1206320	Geometry Honors	Alg I	9-12	1.0	MA
1207310	Liberal Arts Math 2	Alg I/Geom	11-12	1.0	MA
1200387	Financial Algebra	Alg I/Geom	11-12	1.0	MA
1200330	Algebra II	Alg I/Geom	9-12	1.0	MA
1200340	Algebra II Honors	Alg I/Geom	9-12	1.0	MA
1210300	Probability and Statistics	Alg II/Geom	11-12	1.0	MA
1202340	Pre-Calculus Honors	Alg II/Geom	10-12	1.0	MA
1200700	Math for College Readiness		11-12	1.0	MA

STATE #	COURSE TITLE	PREREQUISITE *	GRADE LEVEL	CREDIT AMT	KIND
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### ARMY JROTC

1801300	AR LEAD I		9-12	1.0	EL
1801310	AR LEAD II	AR LEAD I	10-12	1.0	EL
1801320	AR LEAD III	AR LEAD II	11-12	1.0	EL
1801330	AR LEAD IV	AR LEAD III	12	1.0	EL

### PHARMACY TECHNICIAN

8418210	Pharmacy Tech I		9	1.0	VO
8418220	Pharmacy Tech II		9	1.0	VO
8418230	Pharmacy Tech III	PT 1&2	10	1.0	VO
8418240	Pharmacy Tech IV	PT 1&2	10	1.0	VO

### PHYSICAL EDUCATION

1503350	Team Sports I		9-12	0.5	PE
1503360	Team Sports II	TS I	9-12	0.5	PE
1501340	Weight Training I		9-12	0.5	PE
1501350	Weight Training II	WT I	9-12	0.5	PE
1501360	Weight Training III	WT II	10-12	0.5	PE
1502410/20	Indiv/Dual Sports		10-12	0.5	PE
3026010	HOPE		9-12	1.0	PE

### ROBOTICS

9410110	Foundations of Robotics		9	1.0	VO
9410120	Robotic Design	Fnd of Rob	10	1.0	VO

### SCIENCE

2000310	Biology I		10-12	1.0	SC
200032009	Biology I Honors		9	1.0	SC
2000320	Biology I Honors		10-12	1.0	SC
2000360	Anat Physiology Honors		11-12	1.0	SC
2002500	Marine Science I		12-12	1.0	SC
2002510	Marine Science Honors		11-12	1.0	SC
2002515	AICE Marine Science AS Level	Bio/Chem	11-12	1.0	SC
2002535	AICE Marine Science A Level	AICE Mar Sci AS	11-12	1.0	SC
2003310	Physical Science		11-12	1.0	SC
2003340	Chemistry I	Algebra I	11-12	1.0	SC
2003350	Chemistry I Honors		11-12	1.0	SC
2003390	Physics I Honors	Alg II	11-12	1.0	SC
2001340	Environmental Science		9	1.0	SC
2001341	Environmental Science Honors		9	1.0	SC
2001381	AICE Environmental Management	Bio/Chem	10-12	1.0	SC
2002540	Solar Energy		10-12	1.0	SC

STATE #	COURSE TITLE	PREREQUISITE *	GRADE LEVEL	CREDIT AMT	KIND
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**SOCIAL STUDIES**

2109310	World History		10-12	1.0	WH
2109320	World History Honors		10-12	1.0	WH
2109420	AP World History		10	1.0	WH
2100310	United States History		11-12	1.0	AH
2100320	United States History Honors		11-12	1.0	AH
2100330	AP United States History		11-12	1.0	AH
2102335	Economics w/ Financial Lit		12	0.5	EC
2102345	Economics w/ Fin Lit Honors		12	0.5	EC
2106310	United States Government		12	0.5	AG
2106320	United States Government Honors		12	0.5	AG

**VETERINARY TECHNICIAN**

8111510	Vet Tech I		9	1.0	VO
8111520	Vet Tech II	Vet Tech I	10	1.0	VO
8111530	Vet Tech III	Vet Tech II	11	1.0	VO
8111540	Vet Tech IV	Vet Tech III	12	1.0	VO

## Exceptional Student Education

Exceptional Education Students with an active IEP indicating they should be mainstreamed can receive service in a regular education classroom and through consultative support. A wide variety of resource classes are available. ESE student course selection will be made by the ESE Director and guidance counselor as prescribed in the student's current IEP.

STATE #	COURSE TITLE	PREREQUISITE *	GRADE LEVEL	CREDIT AMT	KIND
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### LANGUAGE ARTS

7910120A	English I		9-12	1.0	EN
7910130A	English II		10-12	1.0	EN
7910140A	English III		11-12	1.0	EN
7910150A	English IV		12	1.0	EN
1001310R	English I		9-12	1.0	EN
1001340R	English II		10-12	1.0	EN
1001370R	English III		11-12	1.0	EN
1001400R	English IV		12	1.0	EN

### MATHEMATICS

7912075A	Algebra I		9-12	1.0	MA
1206310R	Algebra I		9-12	1.0	MA
7912065A	Geometry		10-12	1.0	MA
7912070A	Liberal Arts Math 1		10-12	1.0	MA
1206310R	Geometry		10-12	1.0	MA
1207300R	Liberal Arts Math 1		10-12	1.0	MA
1207310R	Liberal Arts Math 2		11-12	1.0	MA
1200700R	Math for College Readiness		11-12	1.0	MA

### SCIENCE

7920015A	Biology I		10-12	1.0	SC
7920020A	Environmental Science		11-12	1.0	SC
7920025A	Integrated Science		11-12	1.0	SC
2000310R	Biology I		10-12	1.0	SC
2001340R	Environmental Science		11-12	1.0	SC
2002500R	Marine Science		11-12	1.0	SC

### SOCIAL STUDIES

7921027A	World History		9-12	1.0	WH
7921025A	United States History		10-12	1.0	AH
7921015A	United States Government		12	0.5	AG
7921022A	Econ with Financial Literacy		12	0.5	EC
2109310R	World History		9-12	1.0	WH
2100310R	United States History		10-12	1.0	AH

STATE #	COURSE TITLE	PREREQUISITE *	GRADE LEVEL	CREDIT AMT	KIND
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### SELF-CONTAINED

7910120A	Access English I		9-12	1.0	EN
7910125A	Access English II		10-12	1.0	EN
7910130A	Access English III		11-12	1.0	EN
7910135A	Access English IV		12-12	1.0	EN
7912080A	Access Algebra IA		9-12	1.0	MA
7912090A	Access Algebra IB		9-12	1.0	MA
7912060A	Access Informal Geometry		9-12	1.0	MA
7912070A	Access Liberal Arts Math		9-12	1.0	MA
7920010A	Access Chemistry I		9-12	1.0	SC
7920015A	Access Biology I		9-12	1.0	SC
7920020A	Access Earth Space Science		9-12	1.0	SC
7920025A	Access Integrated Science I		9-12	1.0	SC
7921015A	Access US Government		9-12	0.5	SS
7921022A	Access Economics with Financial Literacy		9-12	0.5	SS
7921025A	Access US History		9-12	1.0	SS
7921027A	Access World History		9-12	1.0	SS
7920050A	Health Safety		9-12	0.5	EL
7915015A	Access Health Opportunities through PE		9-12	1.0	PE
7960010A	Transition Planning		9-12	1.0	EL
7963070A	Unique Skills: Social/Emotional		9-12	1.0	EL
7963080A	Learning Strategies		9-12	1.0	EL
7963010A	Preparation for Adult Living		9-12	1.0	EL
7963140A	Self Determination		9-12	0.5	EL
7980040A	Preparation for Self-Employment		9-12	1.0	EL
7980110A	Career Prep		9-12	1.0	EL
7980120A	Career Experiences		9-12	1.0	EL
7980130A	Career Placement		11-12	1.0	EL
7980190A	Technology Education		9-12	1.0	EL



## VIRTUAL SCHOOL COURSES – FLVS (F) or MOSAIC DIGITAL ACADEMY (M)

### English

English 4: Florida College Prep (F)  
 English I and Honors (F, M)  
 English II and Honors (F, M)  
 English III and Honors (F, M)  
 English IV and Honors (F, M)

### Mathematics

Algebra I and Honors (F, M)  
 Algebra II and Honors (F, M)  
 Calculus Honors (F)  
 Geometry and Honors (F, M)  
 Liberal Arts Math 2 (F)  
 Math for College Readiness (F, M)  
 Pre-Calculus (F, M)  
 Liberal Arts Math 1 (M)

### Health/Physical Education

Fitness Lifestyle Design (F)  
 HOPE (F, M)  
 Outdoor Education (F)  
 Personal Fitness (F)

### Science

Anatomy and Physiology and Honors (F)  
 Biology and Honors (F, M)  
 Chemistry and Honors (F, M)  
 Earth Space Science and Honors  
 Marine Science and Honors (F, M)  
 Physical Science and Honors (F)  
 Physics I and Honors (F)

### Social Studies

Econ w/ Financial Lit and Honors (F, M)  
 US Government and Honors (F, M)  
 United States History and Honors (F, M)  
 World History and Honors (F, M)

### World Languages

Chinese I and II (F)  
 Chinese III Honors (F)  
 French I and II (F)  
 Latin I and II (F)  
 Latin III Honors (F)  
 Spanish I and II (F, M)

### Electives

Art History and Criticism I Honors (F)  
 Career Research and Decision Making (F)  
 Creative Photography I (F, M)  
 Criminal Justice Operations I (F)  
 Critical Thinking and Study Skills (F, M)  
 Dave Ramsey's Found in Personal Finance (F, M)  
 Driver's Education/Traffic Safety (F, M)  
 Forensic Science I (F)  
 Guitar (F)  
 Intensive Reading (F, M)  
 Journalism I (F, M)  
 Law Studies (F)  
 Leadership Skills Development (F, M)  
 Life Management Skills (F)  
 Music of the World (F)  
 Parenting Skills (F)  
 Peer Counseling I and II (F)  
 Personal and Family Finance (F)  
 Psychology I (F, M)  
 Reading for College Success (F)  
 Social Media I (F, M)  
 Theatre, Cinema, and Film Production (F)

### Career and Technical Education Courses

Applied Object-Oriented Java Programming (F)  
 Business Software Application I and II (F)  
 CSIT Network System configuration (F)  
 CSIT System Essentials (F)  
 Data Control and Functions (F)  
 Database Fundamentals (F)  
 Digital Design I (F)  
 Digital Information Technology (F, M)  
 Digital Media/Multimedia Foundations 1 – 5 (F)  
 Foundations of Programming Honors (F)  
 Foundations of Web Design (F, M)  
 Networking I (F)  
 Specialized Database Applications (F)  
 Specialized Database Programming (F)  
 User Interface Design (F)

### AP Courses (all FLVS)

AP Art History  
 AP Biology  
 AP Calculus AB  
 AP Calculus BC  
 AP Computer Science A  
 AP English Lang and Comp  
 AP English Lit and Comp  
 AP Environmental Science  
 AP Human Geography  
 AP Macroeconomics  
 AP Microeconomics  
 AP Psychology  
 AP Statistics  
 AP US Government & Politic  
 AP US History

### Credit Recovery

Chemistry I (F)  
 Econ w/ Financial Lit (F)  
 English 1-4 (F)  
 US Government (F)  
 World History (F)

# COURSE DESCRIPTIONS



**2022-2023**

# AICE



## AICE GENERAL PAPER AS Level

Year	1.0 credit	1009400	9-12
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PREREQUISITE: Must be accepted into the AICE Program

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

## AICE ENGLISH LANGUAGE AS Level

Year	1.0 credit	1001550	10-12
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PREREQUISITE: Must be accepted into the AICE Program; A/B in English or C or higher in General Paper; Pass ELA FSA with 3 or higher

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

## AICE ENGLISH LITERATURE AS Level

Year	1.0 credit	1005370	11-12
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PREREQUISITE: Must be accepted into the AICE Program; A/B in English or C or higher in General Paper; Pass ELA FSA with 3 or higher

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

Year	1.0 credit	1005375	12
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PREREQUISITE: Must be accepted into the AICE Program; Must have completed AICE English Literature AS Level in prior school year with a C or higher; Pass ELA FSA with 3 or higher. ***If a student does not pass the AS Level test in prior year, the student must take Papers 1, 2, 3, and 4 in order to qualify for A Level credit.***

The purpose of this course is to have students continue with their study of AICE English Literature. Students will continue to study a range of texts, and understand more about writers' choice of structure and language, and develop their ability to form independent opinions about what they read. Students also improve their understanding of the English language and how it is used, extending their skills across a range of writing styles

## AICE EUROPEAN HISTORY (World History or Elective Credit) AS Level

Year	1.00 credit	2109371	10-12
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PREREQUISITE: Must be accepted into the AICE Program

Students understand the development of Europe within the

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

**AICE UNITED STATES HISTORY AS Level**

<i>Year</i>	<i>1.00 credit</i>	<i>2100500</i>	<i>11-12</i>
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PREREQUISITE: Must be accepted into the AICE Program

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.

**AICE GEOGRAPHY AS Level**

<i>Year</i>	<i>1.00 credit</i>	<i>2103410</i>	<i>9-12</i>
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PREREQUISITE: Must be accepted into the AICE Program

Learners widen their knowledge and understanding of the subject, while developing their investigative abilities and their evaluation and decision-making skills. The course is wide-ranging and comprises a variety of options. For example, learners can study topics such as hydrology and fluvial geomorphology, atmosphere and weather, rocks and weathering, population change and settlement dynamics. The course considers a range of environments, from tropical to arid, and learners can also study subjects such as environmental management, global interdependence and economic transition.

**AICE PSYCHOLOGY AS Level**

<i>Year</i>	<i>1.00 credit</i>	<i>2107360</i>	<i>11-12</i>
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PREREQUISITE: Must be accepted into the AICE Program; previous Psychology courses

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

**AICE SOCIOLOGY AS Level**

<i>Year</i>	<i>1.00 credit</i>	<i>2108310</i>	<i>10-12</i>
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PREREQUISITE: Must be accepted into the AICE Program

This course offers students the opportunity not only to explore the processes that are shaping current trends, but also to develop an understanding of the complexity and diversity of human societies and their continuities with the past. The study of sociology stimulates awareness of contemporary social, cultural and political issues, and focuses on the importance of examining these issues in a rigorous, reasoned and analytical way.

**AICE GLOBAL PERSPECTIVES AND RESEARCH AS Level – Required course for all AICE Diploma candidates**

<i>Year</i>	<i>1.0 credit</i>	<i>1700364</i>	<i>10-12</i>
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PREREQUISITE: Must be accepted into the AICE Program; recommendation of AICE General Paper of AICE English Language teacher and C or higher in those courses.

The focus of AICE Global Perspectives is on developing the ability to think, speak, and write critically about a range of global issues where there is always more than one point of view. Students will become aware of global themes and issues, viewed from personal, local, national and international perspectives, and of the connections between them. This cross-curricular program challenges students to work in groups, to present seminars, to create projects, and to publish essays. Students who sign up for AICE Global Perspectives must be self-motivated and have the ability to establish and meet deadlines.

### **AICE THINKING SKILLS AS Level**

Year	1.0 credit	1700372	11-12
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PREREQUISITE: Must be accepted into the AICE Program

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

### **AICE MARINE SCIENCE AS Level**

Year	1.0 credit	2002515	11-12
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PREREQUISITE: Must be accepted into the AICE Program; Biology, Chemistry, or taking Chemistry in same year as Marine Science.

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.

### **AICE MARINE SCIENCE A Level**

Year	1.0 credit	2002535	11-12
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PREREQUISITE: Must be accepted into the AICE Program; Must have complete AICE Marine Science AS Level in prior school year with a C or higher. ***If a student does not pass the AS Level test in prior year, the student must take Papers 1, 2, 3, and 4 in order to qualify for A Level credit.***

The purpose of this course is to have students continue with their study of AICE Marine Science. Students will study the physiology of marine primary producers; aspects of marine animal physiology; marine animal reproductive behavior; fisheries management; aquaculture; human impact on marine ecosystems; marine conservation and ecotourism; and marine biotechnology.

### **AICE ENVIRONMENTAL MANAGEMENT AS Level**

Year	1.0 credit	2001381	10-12
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PREREQUISITE: Must be accepted into the AICE Program; Biology, Chemistry or *10<sup>th</sup> grade students that are seeking AICE diploma and took Biology Honors in 9<sup>th</sup> grade.*

This course is designed to teach learners about sustainable development in a world where the security of resources and life-sustaining systems is endangered by human impact. It draws upon disciplines such as biology, Earth science, geography and economics. Learners gain an understanding of the Earth's natural systems and how people use natural resources; they then investigate the impact of human development on the environment and learn how the environment can be managed sustainably in the future, from a local as well as a global perspective.

## **AICE SPANISH LANGUAGE AS Level**

<i>Year</i>	<i>1.0 credit</i>	<i>0708530</i>	<i>10-12</i>
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**PREREQUISITE:** Must be accepted into the AICE Program; Must have completed Spanish I and II. Spanish III is highly recommended but not necessary. If student has not completed Spanish III, a diagnostic test will be administered to determine readiness for course.

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.

<h1><b>ALLIED HEALTH</b></h1> 
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### **HEALTH SCIENCE ANATOMY AND PHYSIOLOGY**

<i>Year</i>	<i>1.0 credit</i>	<i>8417100</i>	<i>10-11</i>
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This class is designed to provide students with an overview of the human body. This class will focus on structures, functions, diseases, medical terminology, and health careers related to diagnosing diseases of the human body.

### **HEALTH SCIENCE FOUNDATIONS BLOCK**

<i>Year</i>	<i>1.0 credit/Semester</i>	<i>8417110</i>	<i>11-12</i>
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**PREQEQUISITE:** Health Science Anatomy and Physiology

This class is designed to improve students' knowledge of the health care delivery system and the variety of health occupations available. It will focus on job responsibilities within many health career clusters.

### **ALLIED HEALTH ASSISTING III BLOCK**

<i>Year</i>	<i>1.0 credit/Semester</i>	<i>8417131</i>	<i>11-12</i>
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**PREREQUISITE:** Health Science Foundations

This class provides students the opportunity to perform skills related to major allied health areas such as Physical Therapy, Medical Assisting, and Nurse Assisting. There will be clinical site visits and guest speakers from various allied health areas.

During the year students take Health Science 2/Allied Health 3, they will be prepared for Industry Certification as a Certified Medical Administrative Assistant.

### **NURSING ASSISTANT 3 BLOCK**

<i>Year</i>	<i>1.0 credit/ Semester</i>	<i>8417211</i>	<i>12</i>
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**PREREQUISITE:** Health Science I/II, Allied Health Asst. III, application

This course is designed to assist with all aspects of daily living for the adult patient in both hospital and nursing home settings. The course includes didactic instruction, skills practice in the laboratory and clinical experience. Upon successful completion, the student is eligible to apply to sit for the Florida State Certified Nursing Assistant exam which qualifies as industry certification.

## ELECTROCARDIOGRAPH TECHNICIAN BLOCK

Semester	1.0 credit	8427130	12
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PREREQUISITE: Nursing Assistant 3

This course prepares students to be employed as Electrocardiograph Technicians. Content includes a foundation in the cardiovascular system, safety measure for the individual, co-workers and patients as well as training in the theories and instruments used by an Electrocardiograph Technician. Additional focus on cardiac monitoring, cardiac telemetry, and cardiovascular diagnostic testing, and arrhythmia identification.

During the year students take **ELECTROCARDIOGRAPH TECHNICIAN**, they will be prepared for Industry Certification as a Certified Electrocardiograph Technician.

## ART



### DRAWING I/II

Year	1.0 credit	0104340 I	10-12
		0104350 II	11-12

PREREQUISITE: 2-D Art 1 for Drawing I  
Drawing I for Drawing II

The purpose of this course is to give students an understanding of drawing.

### CREATIVE PHOTOGRAPHY I/II

Year	1.0 credit	0108310 I	10-12
		0108320 II	12

PREREQUISITE: 2-D Art 1 for Photo I  
Photo I for Photo II

The purpose of this course is to give students an understanding of photography. Students will learn Photoshop and become Industry Certified upon passing the test.

## BAND, MUSIC, & CHORUS



### CONCERT BAND

Year	1.0 credit	see course # below	9-12
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PREREQUISITES: Prior participation in middle/high school band

This course is open to those students who have achieved a basic degree of proficiency on a woodwind, brass or percussion instrument. Emphasis will be placed on basic skills and theory. This ensemble will perform at concerts and other functions. **Members of the Concert Band are required to participate in the marching band, which is a co-curricular activity meeting after school in the fall.**

Band III	1302320	Band V	1302340
Band IV	1302330	Band VI	1302350

### SYMPHONIC WIND ENSEMBLE

Year	1.0 credit	see course # below	9-12
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PREREQUISITES: Director Approval/Audition

Symphonic wind ensemble is the premier performing band and is open to those students who have achieved advanced proficiency on a woodwind, brass or percussion instrument. A wide variety of music, individual skills, and theory will be covered in this course. This ensemble will perform at concerts and other functions. **Members of the Wind Ensemble are required to participate in the marching band, which is a co-curricular activity meeting after school in the fall.** The band director places students in this course after a successful audition.

Band III	1302320XS	Band V	1302340XS
Band IV	1302330XS	Band VI	1302350XS

### INSTRUMENTAL TECHNIQUE (PERCUSSIONISTS)

Year	1.0 credit	see course # below	9-12
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PREREQUISITE: Prior participation on percussion in band in Middle/High School

Instrumental Technique is a performance class designed to give the percussionists specialized instruction in their performance areas. **Members of the Percussion classes are required to participate in the marching band, which is a co-curricular activity meeting after school in the fall.** All percussionists are placed in this course as their primary ensemble and are encouraged to take Band I-IV as a secondary course.

Inst Tech I	1302420	Inst Tech II	1302430
Inst Tech III	1302440	Inst Tech IV Hon	1302450

### EURHYTHMICS (Color Guard/Flags)

Year	1.0 credit	see course # below	9-12
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PREREQUISITE: Completion of successful audition in June prior to start of new year

The purpose of this course is to enable students to develop basic skills in creating, performing, and evaluating choreographed performances as an independent ensemble and in cooperation with the marching band. **Members of the Eurhythmics classes are required to participate in the marching band, which is a co-curricular activity meeting after school in the fall.** Emphasis is placed on dance, equipment manipulation, precision, and the relationship between music and dance. The content will include safe and healthful performance practices; dance and choreographic techniques and terminology; choreographic design; equipment, props, and costumes; music and movement analysis and evaluation; role and influence of music and dance; responsible participation; and relationships among music, movement, and other subject areas. **STUDENTS MUST SUCCESSFULLY COMPLETE AN AUDITION AND SEEK DIRECTORS APPROVAL.**

Eurhythmics I	1305300	Eurhythmics III	1305320
Eurhythmics II	1305310	Eurhythmics IV	1305330

### JAZZ BAND



Year 1.0 credit	see course # below	9-12
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PREREQUISITE: Director Approval  
 COREQUISITE: Band III – VI or Instrumental Tech I-IV

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. The content will include technical skills; individual and ensemble techniques; performance styles; jazz idioms, rhythms, and articulation; improvisation; composition and arranging; literature and performance analysis; history; role and influence of jazz and contemporary music and musicians; connections between music and other subject areas; instrument care and maintenance; and responsible participation in music activities. **All students performing in Jazz Ensemble must be performing members in any of the other band or instrumental techniques courses. STUDENTS MUST SUCCESSFULLY COMPLETE AN AUDITION AND SEEK DIRECTOR'S APPROVAL.**

Jazz Ensemble I 1302500    Jazz Ensemble II 1302510  
 Jazz Ensemble III 1302520    Jazz Ens IV Hon 1302530

**CHORUS**

Year 1.0 credit	see course # below	9-12
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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, accurate interpretation of notation, and development of critical and aesthetic response to music. The content will include vocal production; choral performance techniques; music literacy; sight reading and ear training; elements and characteristics of music; improvisation, composition, and arranging; performance analysis; role and influence of choral music and musicians; connections between music and other subject areas; and responsible participation in music activities.

Chorus I 1303300    Chorus II 1303310  
 Chorus III 1303320    Chorus IV 1303330

**VOCAL ENSEMBLE I/II/III**

Year 1.0 credit	1303440 I	9-12
	1303450 II	10-12
	1303460 III	11-12

PREREQUISITE: Audition

The purpose of this course is to enable students to develop basic performance techniques in a small ensemble setting through the study of varied high school choral literature. Emphasis will be placed on vocal independence, expressiveness, and stylistic authenticity. The course will include vocal production; ensemble performance techniques; music literacy; sight reading and ear training; elements and characteristics of music; improvisation and arranging; performance analysis; role and influence of choral music and musicians; connections between music and other subject areas; and responsible participation in music activities.

## BUSINESS AND



## COMPUTER EDUCATION

**DIGITAL INFORMATION TECHNOLOGY**

Year	1.0 Credit	8207310	9-12
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This course is designed to provide a basic overview of current business and information systems and trends and to introduce students to the basics and foundations required for today's business environments. Emphasis is placed on developing proficiency with touch keyboarding and fundamental computer applications, so that they may be used as communication tools for enhancing personal and work place proficiency in an information-based society. This also includes proficiency with computers using databases, spreadsheets, presentation applications, and the integration of these programs using software that meets industry standards.

**This course is a prerequisite to ALL other Business classes.**

## **BUSINESS COMMUNICATION AND TECHNOLOGY**

Year	1.0 credit	8815150	10-12
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PREREQUISITE: Digital Information Technology

The purpose of this program is to prepare students for employment in the financial industry and in the finance area of other industries as well as personal financial literacy. Possible entry level job include: cashier service clerk, inventory service clerk, customer service representative, loan interview clerk, loan processing clerk, credit clerk, credit assessment assistant, financial advisor assistant.

## **ECONOMICS AND FINANCIAL SERVICES**

Year	1.0 credit	8815110	10-12
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PREREQUISITE: Digital Information Technology

This course presents basic topics in macro and microeconomics, and the principles and practices of banking, credit, and consumer lending in the United States. The students become familiar with the major functions of banks and other financial intermediaries, central banking by the Federal Reserve System, and modern trends in the finance industry. The students are also introduced to credit functions, principles of credit risk evaluation, loan creation, debt collection, and stocks and bonds.

## **ADVANCED PLACEMENT COMPUTER SCIENCE A INNOVATIONS**

Year	1.0 credit	0200325	10-12
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PREREQUISITE: Digital Technology Information

The major theme of the course is problem solving. The following goals apply to the AP Computer Science A course. Students should be able to: design, implement, and analyze solutions to problems; use and implement commonly used algorithms; use standard data structures; develop and select appropriate algorithms and data structures to solve new problems; write solutions fluently in an object-oriented paradigm; write, run, test, and debug solutions in the Java programming language, utilizing standard Java library classes and interfaces from the AP Java subset; read and understand programs consisting of several classes and interacting objects; read and understand a description of the design and development process leading to such a program; understand the ethical and social implications of computer use

## **DIGITAL DESIGN I**

Year	1.0 credit	8209510	10-12
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PREREQUISITE: Digital Information Technology

This course is designed to develop basic entry -level skills required for careers in the digital publishing industry. The content includes computer skills; digital publishing concepts and operations; layout, design, measurement activities;

and digital imaging as well as communication, collaboration and decision-making activities; critical thinking; and problem solving.

### DIGITAL DESIGN II and III

Year	1.0	8209520 II 8209530 III	11-12 12
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PREREQUISITE: Digital Design I for II  
Digital Design II for III

**Digital Design II and Digital Design III** continues the development of entry-level skills required for careers in digital design. The content includes computer skills; digital publishing operations; layout, design, and measurement activities; digital imaging; the use of software and equipment to perform digital publishing and digital imaging activities; communication, collaboration and decision-making activities; critical thinking and problem solving.

## CRIMINAL JUSTICE OPERATIONS

### CRIMINAL JUSTICE OPERATIONS I - III

Year	1.0 credit	8918010 I 8918020 II 8918030 III	10-11 11-12 11-12
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PREREQUISITE: Criminal Justice Operations I for II  
Criminal Justice Operations II for III

The purpose of this program is to prepare students for employment as community service officers and for any student interested in the legal field. The content includes introduction to the criminal justice system, police ethics and constitutional law, patrol procedures, traffic control procedures, defensive tactics and physical proficiency skills, interpersonal and communication skills, investigation procedures, court systems and trial procedures, correctional system, introduction to forensic science, crime prevention, property control, and employability skills. Our school provides a court setting and gives the opportunity to have real-life experience.

### CRIMINAL JUSTICE OPERATIONS IV

Year	1.0 credit	8918040	12
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PREREQUISITE: Criminal Justice Operations III

**Option 1: Accredited Legal Professional (ALP) Certification.** This is a self-directed, independent study course. Allows students to learn the curriculum and become certified as Legal Assistants.

**Option 2: Internship/Volunteer Service.** The purpose of this course is to provide students with competencies related to a cluster of public service jobs and to help students develop skills, knowledge and attitudes necessary for success and advancement in a specialized public service jobs. Content includes employability skills; safe and efficient work practices; communication skills; computer skills; human relations; leadership skills; civil engineering; the criminal justice system; social services; and regulatory and records services.

## CULINARY ARTS

## CULINARY ARTS I

Year	1.0 credit	8800510	9-11
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Students will acquire basic skills of nutrition, planning and preparing foods as well as skills and attitudes needed for employment in the food service industry. Emphasis is placed on the use and care of equipment sanitation and safety, and preparing and serving commercial food.

## CULINARY ARTS II/III BLOCK

Year	1.0 credit/Semester	See course # below	10-12
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PREREQUISITE: Culinary Arts I

Students will acquire advanced skills in the food production and services. Instruction includes employability skills, operational procedures in food establishments, careers, service stations in food preparation, cost and portion control, service management techniques, perform meal service activities, and advanced meal preparation.

Culinary Arts II	8800520	1 <sup>st</sup> Semester
Culinary Arts III	8800530	2 <sup>nd</sup> Semester

## CULINARY ARTS IV/HOSPITALITY & TOURISM DIRECTED STUDY BLOCK

Year	1.0 credit/ Semester	See course # below	11-12
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PREREQUISITE: Culinary Arts II/III

Students will acquire basic management skills of kitchen management and restaurant entrepreneurship. Students will develop leadership skills kitchen management and business management.

Culinary Arts IV	8800540	1 <sup>st</sup> Semester
Hosp & Tour Direct Study	8801000	2 <sup>nd</sup> Semester

# DIGITAL VIDEO TECHNOLOGY DIGITAL VIDEO PRODUCTION (for program completers)



## DIGITAL VIDEO TECHNOLOGY

The purpose of this program is to prepare students for initial employment as production assistants, audio/video equipment technician, video/TV camera operators, video editors, multi-media artists/animators and broadcast technicians.

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 Arts, A/V Technology and Communication career cluster. The content includes, but is not be limited to communication skills; leadership skills; human relations and

# DUAL ENROLLMENT (FPWA CAMPUS)



## STUDENT SUCCESS

Semester .5 credit	SLS1101NN	9
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The course provides extensive instruction in study skills and strategies, helps students develop a positive attitude toward learning, and offers an orientation to the College. Must complete the online application and have Reading Writing, and Math PERT scores. 3 credits

## INTERMEDIATE ALGEBRA

Semester .5 credit	MAT1033	11-12
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PREREQUISITE: MAT 0028 with a grade of "C" or higher, or placement scores  
Placement Scores PERT 114-122 SAT 440+ ACT 19+

This course covers the following topics: factoring, algebraic fractions, radical and rational equations, complex numbers, quadratic equations, rational equations, linear equations, and inequalities in two variables and their graphs, systems of linear equations and inequalities, and introduction to functions. 3 credits

## COLLEGE ALGEBRA

Semester 1.0 credit	MAC1105	11-12
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PREREQUISITE: MAT1033 with a grade of "C" or higher, or placement scores  
Placement Scores PERT 123-134 SAT 520+ ACT 23+

This course covers the following topics: functions and functional notation, domain and ranges of functions, graphs of functions and relations, operations on functions, inverse functions, polynomial and rational functions, absolute value and radical functions, exponential and logarithmic properties, functions, and equations; and systems of equations and inequalities. **A graphics calculator is required for this course.** Gordon Rule course - must achieve a grade of "C" or higher for the A.A. and A.S. Degree. 3 credits

## PRECALCULUS ALGEBRA

Semester 1.0 credit	MAC1140	12
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PREREQUISITE: MAC1105 with a grade of "C" or higher, or placement scores  
Placement Scores PERT  $\geq 135$  then have to take the CLM 60-89, SAT 590+, ACT 25+

This course is required for students who need calculus. Topics in this course include polynomial, rational, exponential and logarithmic functions with their properties and graphs, polynomial and rational inequalities, conic sections, matrices and determinants, sequences and series, mathematical induction, and Binomial theorem and application. **A graphics calculator is required for this course.** Gordon Rule course - must achieve a grade of "C" or higher for the A.A. and A.S. Degree. 3 credits



## FOREIGN LANGUAGES

**SPANISH I/II BLOCK** (*Intensive instruction - class meets every day and will result in 2 credits at the end of the year*)

Year	1.0 credit/Semester see course # below	9-12
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**Spanish I** provides an introduction to the language and culture of the Spanish-speaking world. The basic objective of Spanish I is to help each student attain an acceptable degree of proficiency in the four skills of listening, speaking, reading, and writing and to present the language within the context of the Spanish-speaking world and its culture. The program places great emphasis on student participation and encourages oral communication through group activities, games, and projects.

**Spanish II** opens with a systematic review in new contexts of all the important materials presented in Spanish I. Spanish II then presents the more complex structures of basic Spanish and expands the cultural themes of the first level. By the time the students complete the second level, they will have acquired a command of the key vocabulary and structures necessary for personal communication as well as an appreciation of the Spanish-speaking world.

Spanish I	0708340	1 <sup>st</sup> Semester
Spanish II	0708350	2 <sup>nd</sup> Semester

### SPANISH III HONORS

Year	1.0 credit	0708360	10-12
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PREREQUISITE: Spanish II

The purpose of Spanish III is to bring students from the novice level of oral proficiency to the intermediate level, where they can create with language, participate in progressively more challenging conversations, and communicate successfully in basic survival situations. Through a wide variety of listening and speaking activities, the students will strengthen their command of spoken and written Spanish.

### FRENCH I

Year	1.0 credit	0701320	9-12
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French 1 stresses the four basic language skills: Listening, comprehension, speaking with proper pronunciation, writing with correct spelling and sentence structure, and reading comprehension. Emphasis is placed primarily on vocabulary and grammar fundamentals for conversation and writing. Students can enjoy learning about the different cultures and customs of French-speaking countries.

### FRENCH II

Year	1.0 credit	0701330	10-12
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PREREQUISITE: French I

In French II the students' vocabulary is broadened; more advanced grammar is stressed to develop their speaking and writing skills. Readings are more narrative and continue to emphasize particular cultural aspects. Projects are required for further in-depth study of civilization.

### FRENCH III HONORS

Year	1.0 credit	0701340	10-12
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PREREQUISITE: French II

The purpose of French III is to master and expand the skills acquired by the students in French II. The students will expand their vocabulary and conversational skills through discussion based on selected reading and topics of interest. Contemporary vocabulary will stress situations in everyday life and foreign travel.

<h2 style="margin: 0;">FRESHMEN SEMINAR</h2> 
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<i>Year 1.0 credit</i>	2400310	9
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The Freshmen Seminar courses are an essential component of the ninth grade academy. Strong emphasis will be on self-awareness and career exploration. The class will teach study skills, goal setting and organizational skills required for successful transition to high school and beyond. The Freshman Seminar course will also be used to help ninth grade students explore career academy options for their high school course selections. The content will also include goal-setting and decision-making processes.

<h2 style="margin: 0;">HUMANITIES</h2> 
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### PSYCHOLOGY I and II

<i>Semester .5 credit</i>	2107300 I 2107310 II	10-12
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PREREQUISITE: Psychology I for Psychology II

Psychology will be an exploration into the complex and fascinating world of human behavior. The course will introduce the essential areas of psychology such as memory, intelligence, creativity, learning, personality development, dreams, mental illness, and therapy techniques. Teenagers and their relationships with their parents and peers will be a major topic of the course. The course will also include an interesting unit on values clarification.

### SOCIOLOGY

<i>Semester .5 credit</i>	2108300	10-12
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This course will study the development of society through an investigation of the values, folkways and structure of society. It will include a look at the American family, the status of women and minorities, ethnic diversity, crime, civil rights, the homeless, juvenile delinquency, religion and cults, etc. Activities such as role-playing, games and surveys will accompany lectures and texts.

<h2 style="margin: 0;">INTENSIVE READING</h2> 
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### INTENSIVE READING

<i>Year 1.0 credit</i>		9-12
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PREREQUISITE: Counselor Placement

The purpose of this course is to enable students to build comprehensive reading knowledge, develop independent endurance, and increase comprehension through intensive instruction and practice and to prepare students for Statewide Reading Assessments. Course codes vary by grade and reading level.

<h1 style="margin: 0;">LANGUAGE ARTS</h1> 
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**ENGLISH I**

<i>Year</i>	<i>1.0 credit</i>	<i>1001310</i>	<i>9-12</i>
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This course consists of the development and reinforcement of skills in language and composition. It also includes introduction to literary genre and mythology. Related writings and coordinated vocabulary are also emphasized.

**ENGLISH II and ENGLISH II HONORS**

<i>Year</i>	<i>1.0 credit</i>	<i>1001340</i> <i>1001350 Honors</i>	<i>10-12</i>
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PREREQUISITE: English I

This course consists of review and continuation of the study of grammar. Composition progresses from a review of paragraph development to the development of a short theme. Literature study includes the four literary genres and a survey of world literature.

**ENGLISH III and ENGLISH III HONORS**

<i>Year</i>	<i>1.0 credit</i>	<i>1001370</i> <i>1001380 Honors</i>	<i>11-12</i>
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PREREQUISITE: English II

This course contains review of grammar and usage as deemed necessary. Composition study progresses from a short theme through the essay. Literature study surveys American literature, 1600 to present.

**ENGLISH 4 College Prep and ENGLISH IV HONORS**

<i>Year</i>	<i>1.0 credit</i>	<i>1001405</i> <i>1001410 Honors</i>	<i>12</i>
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PREREQUISITE: English III

*English 4 College Prep* is a course that incorporates 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* is a course that prepares 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.

**ESOL (English as a Second Language)**

<i>Year</i>	<i>1.0 Credit</i>	<i>see course # below</i>	<i>9-12</i>
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PREREQUISITE: Counselor Placement



The purpose of this course is to provide instruction to native speakers of a language other than English in developmental language arts skills including reading, writing, listening and speaking, and to develop an awareness of cultural diversity.

ESOL I	1002300	ESOL II	1002310
ESOL III	1002320	ESOL IV	1002520

### CREATIVE WRITING I AND II

<i>Semester</i>	<i>.5 credit</i>	1009320 I	9-12
		1009330 II	

PREREQUISITE: Creative Writing I for II

The purpose of these courses is to enable students to develop and use fundamental writing and language skills for creative expression in a variety of literary forms. Emphasis will be on development of a personal writing style. The content should include analysis of literary models, impact of audience, purpose, and writing mode, writing process strategies, personal writing style, various creative writing experiences, peer review techniques, and publication of final products

# MATHEMATICS



### ALGEBRA I and ALGEBRA I HONORS

<i>Year</i>	<i>1.0 credit</i>	1200310NN	9
		1200310	10
		1200320NN Honors	9

PREREQUISITE: Counselor Placement

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.

### LIBERAL ARTS MATH 1

<i>Year</i>	<i>1.0 credit</i>	1207300NN	9
		1207300	10-12

PREREQUISITE: Counselor Placement

The purpose of this course is to enable students to develop mathematics skills and concepts through remedial instruction and practice. The content should include, but not be limited to critical thinking, problem solving, and test-taking skills and strategies.

## GEOMETRY and GEOMETRY HONORS

Year	1.0 credit	1206310	9-11
Semester		1206310BB	12-12
		1206320 Honors	

PREREQUISITE: Algebra I/Counselor Placement

The students will learn new concepts of numbers, lines, angles, figures, formulas, relationships, and proofs that enable them to organize their mathematical thought processes towards the study of higher mathematics. **SENIORS TAKING GEOMETRY FOR THE FIRST TIME WILL TAKE IT AS A BLOCK 1<sup>ST</sup> SEMESTER (MEETS EVERY DAY)**

## ALGEBRA II and ALGEBRA II HONORS

Year	1.0 credit	1200330	9-12
		1200340 Honors	9-12

PREREQUISITE: Algebra 1/Geometry I/Counselor Placement

This is a continuation of the work in Algebra 1 through quadratics and logarithms. Much stress is placed on the structure of the systems of real and complex numbers. The solution sets of equations and inequalities with two and three variables by both algebraic and graphic methods are covered. More advanced topics of matrices, determinants, probabilities, sequences, and series are also studied.

## LIBERAL ARTS MATH 2

Year	1.0 Credit	1207310	11-12
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PREREQUISITE: Algebra I/Geometry/Counselor Placement

This course will enable students to strengthen algebraic and geometric concepts and skills necessary for further study of mathematics.

## TRIGONOMETRY HONORS/MATH FOR COLLEGE SUCCESS

Semester	.5 credit	1211300	10-12
Semester	.5 credit	1200410	10-12

PREREQUISITE: Algebra II and Geometry

The purpose of this course is to provide students with the study of circular and trigonometric functions and their applications. The Common Core mathematical practice Standards apply throughout the course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The content shall trigonometric equations, and solutions of right and oblique triangles include, but not be limited to, circular functions, trigonometric identities, graphs of trigonometric functions, particular and general solutions of right and oblique triangles.

Trigonometry Honors	1211300	1 <sup>st</sup> Semester
Math for College Success	1200410	2 <sup>nd</sup> Semester

## PRE-CALCULUS HONORS

Year	1.0 Credit	1202340	10-12
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PREREQUISITE: Algebra II and Geometry

The purpose of this course is to study and analyze in depth algebraic functions, to expand on concepts in trigonometry, and to develop skills necessary for the study of Calculus.

## PROBABILITY AND STATISTICS

Year	1.0 Credit	1210300	11-12
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PREREQUISITE: Algebra II

This course is designed to provide a basic understanding of descriptive and inferential statistics. Topics include the measure of central tendency, standard deviation, combination and permutations, probability, sampling, and various distributions. Emphasis is on applications of statistical concepts. **Graphing Calculator is required.**

## MATHEMATICS FOR COLLEGE READINESS

Year	1.0 credit	1200410	11-12
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This course provides an introduction to functions, linear equations and inequalities, solving systems of equations, rational equations and algebraic fractions, radicals and rational exponents, factoring and quadratic equations, and complex numbers. The benchmarks reflect the Florida College Competencies necessary for entry-level college courses.

## ADVANCED PLACEMENT CALCULUS AB

Year	1.0 Credit	1202310	11-12
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PREREQUISITE: Pre-calculus or Math Analysis; Instructor/Administrator Approval; PSAT results

The study of Calculus uses the concept of limit to develop the derivative of algebraic and transcendental functions and related applications. Other topics include methods of integration, the definite integral and applications of the integral, and the study of differential equations.

## ADVANCED PLACEMENT STATISTICS

Year	1.0 Credit	1210320	11-12
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PREREQUISITE: Algebra II; Instructor/Administrator Approval; PSAT results

The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four conceptual themes: exploring data; sampling and experimentation; anticipating patterns; and statistical interference.

# ARMY JROTC

## AR LEADERSHIP AND TRAINING

Year	1.0 credit	see course # below	9-12
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PREREQUISITE: Must complete the previous level prior to enrolling in the next level; only one JROTC class may be taken at a time.

Navy JROTC is designed to teach high school students the value of citizenship, leadership, service to the community, personal responsibility, and a sense of accomplishment, while instilling in them self-esteem, teamwork, and self-discipline. It prepares high school students for responsible leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens. The program is a stimulus for promoting graduation from high school and admission to college, including assistance with obtaining an ROTC scholarship. It also provides instruction and rewarding opportunities that will benefit the student, community, and nation.

ROTC I	1801300
ROTC II	1801310
ROTC III	1801320
ROTC IV	1801330

 <h2 style="margin: 0;">PHYSICAL EDUCATION</h2>
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**WEIGHT TRAINING**

Semester .5 credit see course # below	9-12
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The purpose of this course is to provide students with opportunities to acquire knowledge and skills in weight training that may be used in physical fitness pursuits today as well as in the future.

Weight Training I	1501340
Weight Training II	1501350
Weight Training III	1501360

**TEAM SPORTS**

Semester .5 credit	1503350 I	9-12
	1500360 II	

The purpose of this course is to provide students with opportunities to acquire knowledge of strategies of team sports play, develop skills in selected team sports, and maintain and/or improve their personal fitness.

**VOLLEYBALL**

Semester .5 credit see course # below	10-12
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The purpose of this course is to provide students with opportunities to acquire knowledge and skills in power volleyball that may be used in recreational pursuits today as well as later life, and maintain and/or improve their personal fitness. Students will learn advanced power play, advanced offense and defenses, and officiating rules.

Volleyball I	1505500
Volleyball II	1505510
Volleyball III	1505520

**SOCCER**

Semester .5 credit	1503320	9-12
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The purpose of this course is to provide students with opportunities to acquire knowledge and skills in soccer that may be used in pursuits today as well as in later life, and maintain and/or improve their professional fitness. This class meets outside.

**BASKETBALL**

Semester .5 credit	1503310	10-12
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The purpose of this course is to provide students with opportunities to acquire knowledge and skills in basketball that may be used in recreational pursuits today as well as in later life, and maintain and/or improve their personal fitness.

**TENNIS**

<i>Semester</i>	<i>.5 credit</i>	<i>see course # below</i>	<i>9-12</i>
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The purpose of this course is to enable students to develop knowledge and skills in tennis and to maintain or improve health-related fitness.

Tennis I	1504500
Tennis II	1504510
Tennis III	1504520

**HOPE**

<i>Year</i>	<i>1.0 credit</i>	<i>3026010</i>	<i>9-12</i>
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Will meet graduation requirement for Physical Education with the integration of health topics

The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness. The content should include fitness and health concepts, biomechanical and physiological principles, prevention and control of lifestyle diseases, risk factor assessments, includes chronic diseases, communicable and non-communicable diseases such as HIV/AIDs, other STDs, heart disease, diabetes, cancers, asthma, development of an individual wellness plan, responsible decision making, development of an individual nutrition plan, completion of a behavior change project, analyzing of skills related fitness, safety and injury prevention, analyzing consumer information and community resources, interpersonal communication, relationships, sportsmanship, tobacco, alcohol, and other drug use and abuse, risk and protective factors, advocating for health and fitness promotion, and technology application to facilitate health and fitness

	<b>SCIENCE</b>	
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**BIOLOGY I and BIOLOGY I HONORS**

<i>Year</i>	<i>1.0 credit</i>	<i>2000310</i>	<i>10-12</i>
		<i>2000320NN Honors</i>	<i>9</i>
		<i>2000320 Honors</i>	<i>10-12</i>

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.

**ADVANCED PLACEMENT BIOLOGY**

<i>Year</i>	<i>1.0 credit</i>	<i>2000340</i>	<i>11-12</i>
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PREREQUISITE: Bio /Chem; Instructor/Administrator Approval; PSAT results

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. The content includes cell biology, biochemistry, classical genetics, current advances in molecular genetics, evolutionary theory, ecology, taxonomy, plant and animal structure and physiology. This course is designed for mature, advanced students able to learn independently. It will be taught as a laboratory/lecture course at a college freshman level.

### CHEMISTRY I and CHEMISTRY I HONORS

Year	1.0 credit	2003340	11-12
		2003350 Honors	11-12

PREREQUISITE: "C" or better in Algebra I

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.

### PHYSICS I HONORS

Year	1.0 credit	2003390 Honors	11-12
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PREREQUISITE: Algebra II

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.

### ADVANCED PLACEMENT PHYSICS 1 and 2

Year	1.0 credit	2003421	11-12
		2003422	12-12

PREREQUISITE: Geometry/Algebra II concurrently for AP Physics I; AP Physics I for AP Physics II  
Instructor/Administrator Approval; PSAT results

**AP Physics 1** is the equivalent to a first-semester College course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It will also introduce electric circuits.

**AP Physics 2** is the equivalent to a second-semester college course in algebra-based physics. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics, and atomic and nuclear physics.

### ENVIRONMENTAL SCIENCE

Year	1.0 credit	2001340NN	9
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This course will involve the study of man's interaction with the environment. The content shall include, but not be limited to: the study of world-wide biomes, populations, the effect of technology on air, water, and land quality, possible solutions to the problems of pollution, conservation of natural resources and energy, and the effects of different methods of environmental planning and waste management. Laboratory investigations offer students an opportunity to develop skills in observation, evaluating data, and biological field techniques.

## ANATOMY & PHYSIOLOGY HONORS

Year	1.0 Credit	2000360	11- 12
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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.

## MARINE SCIENCE AND MARINE SCIENCE I HONORS

Year	1.0 credit	2002500	12-12
		2002510 Honors	11-12

The purpose of this course is to provide the student with a survey of the 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.

## EARTH SPACE SCIENCE AND HONORS

Year	1.0 credit	2001310	11-12
		2001320 Honors	

This course will involve the student in developing concepts central to an understanding of the earth, its materials, processes, history, and environment in space. The content shall include origin of the universe and solar system, the life cycle of stars, formation of landforms and basic mountain types, fundamental plate tectonics, the hydrologic cycle, oceanography, weather mapping, and the U.S. space program.

# SOCIAL STUDIES



## WORLD HISTORY

Year	1.0 credit	2109310	10-12
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The first semester traces the growth of Europe to 1600 AD, including feudalism, the rising of nation-states, the Renaissance, Reformation, the Age of Discovery, the Industrial Revolution, the period of Reaction, Revolution and Reform, and World War I. The second semester presents the history of the significant events of the 20<sup>th</sup> century, including events leading to World War II, the rise of Third World Nations, The Cold War, The Age of the Superpowers and the significant events of the 1980's. It will also include Americanism vs. Communism.

## WORLD HISTORY HONORS

Year	1.0 credit	2109320	10-12
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The first semester begins with a brief overview of the period prior to 1350 and is proceeded by in-depth study of Renaissance, Reformation, Age of Revolution, Napoleon and his effects on Europe. The second semester of this year course will begin with an in-depth study of Industrialism to present day world affairs. Included are the rise of the modern nation-state, major revolutions, the impact of colonialism, World War I, World War II, post-war Europe, the rise of the super powers and Europe today. Survey coverage will also be given to Asia, Africa, and the Western Hemisphere during the same time period.

## US HISTORY and US HISTORY HONORS

Year	1.0 credit	2100310 2100320 Honors	11-12
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This course is designed to develop an understanding of the American experience. The first semester includes a brief overview of the Civil War and Reconstruction Era and continues with an in-depth study of America's rise to power, the Populist and Progressive movements, World War I and the Crash. The second semester course continues an in-depth study of the American experience including the Depression, World War II, the Fifties, Sixties, the Vietnam War, Watergate, and into the 1990's.

## ECONOMICS WITH FINANCIAL LITERACY and HONORS

Semester	.5 credit	2102335 2102345 Honors	12
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Money! We all want it, use it, and need it. We all get it through the system of economics used in the United States. How does the economy work? What is the role of business, labor, government, and the consumer? What makes the free enterprise system so productive? What are the problems of the economy and how do we survive inflation, recession, or budget deficits? Find out in the course by understanding supply and demand, market structures, goods and services, and the comparison of different economic systems.

## ADVANCED PLACEMENT MACROECONOMICS/RESEARCH

Semester 1	.5 credit	2102370	12
Semester 2	.5 credit	1700300E	12

PREREQUISITE: Instructor/Administrator Approval; PSAT results

The purpose of this course is to provide students with a thorough understanding of the principles of economics that apply to an economic system as a whole. Emphasis is placed on the study of national income and price-level determination, and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics.

## US GOVERNMENT and US GOVERNMENT HONORS

Semester	.5 credit	2106310 2106320 Honors	12
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The purpose of this course is to give the student an understanding of American Government and political behavior. Emphasis will be placed on the powers and functions of three basic branches of government, the political system, Foreign Policy, and the impact of Government on citizens and the effect citizens have on government. What is the structure and function of the political system of the United States? What decisions should be made to solve problems? This course gives students the opportunity to ponder political issues. Areas of exploration will include the United States Political System, state and local governments, foreign policy, and social programs.

## ADVANCED PLACEMENT AMERICAN GOVERNMENT/RESEARCH

Semester 1	.5 credit	2106430	12
Semester 2	.5 credit	1700300XG	12

PREREQUISITE: Instructor/Administrator Approval; PSAT results

This course is designed to instruct students in the mastery of techniques to pass the Advanced Placement exam. Students will acquire a critical perspective of politics and government in the United States. The content will include federalism and the separation of powers, development of the Constitution, political process, nature of public opinion, role of political parties and interest groups, major formal and informal institutional arrangement of power, and the development of civil liberties and civil rights.



**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.



Book	St. Lucie County School Board Policy Manual
Section	Chapter 2: School Board Governance and Organization
Title	Title IX Sexual Harassment Complaint and Investigation Procedures
Code	2.701
Status	Active

#### 1. Definitions.

For the purposes of this policy, the following definitions shall apply:

- a. School District means the St. Lucie County School District.
- b. Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:
  - i. A School District employee conditioning the provision of an aid, benefit, or service of the school on an individual's participation in unwelcome sexual conduct;
  - ii. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity; or
  - iii. Sexual assault as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

- c. Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.
- d. Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.
- e. Supportive measures means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the school's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the school's educational environment, or deter sexual harassment. Schools must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the school to provide the supportive measures. The school-based Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures. Remedies are designed to restore or preserve equal access to the school's education program or activity. Remedies may be issued at the conclusion of the grievance process.
- f. Formal complaint refers to a document filed by a complainant or signed by the school-based Title IX Coordinator alleging sexual harassment against a respondent and requesting investigation of the allegation. The formal complaint may be filed in person, by mail, or by electronic mail.
- g. The District Title IX Coordinator ("District Coordinator") is responsible for coordinating School District compliance with Title IX of the Education Amendments of 1972 ("Title IX") regulations.
- h. The school-based Title IX Coordinator ("school-based Coordinator") is responsible for coordinating Title IX compliance at an assigned school.
- i. The Title IX investigator ("investigator") is responsible for conducting the investigation as required by Title IX and preparing the investigative report.

j. The Title IX decision-maker (“decision maker”) reviews the evidence, determines responsibility for all formal complaints, and provides a written determination to the parties. The decision-maker cannot be the same person as the school-based Title IX Coordinator or the investigator.

k. The Title IX appeals decision-maker (“appeals decision maker”) is responsible for reviewing the written determination and issuing a written decision describing the result and rationale for the appeal.

l. Notice. Whenever notice is required in this policy, notice shall be sent to the parent as defined in CFR 99.3 or to the eligible student as defined in CFR 99.3.

2. Scope of Title IX. This policy applies to allegations that meet the definition of sexual harassment as defined in section (1)(b) of this policy, conduct that occurred in a School District education program or activity, and allegations against a person in the United States.

a. “Education program or activity” includes locations, events, or circumstances over which the School District exercised substantial control over both the respondent and the context in which the sexual harassment occurred.

b. Reporting Sexual Harassment. Any person may report sexual harassment, regardless of whether the reporting person is the alleged victim of the conduct. A report can be made in person, by mail, by telephone, or by electronic mail, using the contact information for the District Coordinator or school-based Coordinator. Reports may be made at any time, including during non-business hours. Any person with knowledge of sexual harassment is strongly encouraged to report the incident. Reports should be made as soon as possible after the alleged incident. A formal complaint must be filed within ten (10) school days after the alleged incident. Failure on the part of the complainant to initiate or follow up on the complaint within this period may result in the complaint being deemed abandoned.

i. The School District is responsible for responding to complaints of which it has notice even if notice is not received within the aforementioned time frame.

c. All School District employees are required to, and must, report, in writing, any allegations of sexual harassment or violations of this policy to the District Coordinator, school-based Coordinator, or appropriate administrator.

3. The Superintendent may identify, upon request of a complainant or respondent, a designee for the District Coordinator when, in the Superintendent's judgment, it is warranted. Should an alternate be designated to investigate a complaint, the complainant may request a review by the Superintendent.
4. Knowledge of Sexual Harassment. When a school-based employee assigned to an elementary or secondary school has knowledge of sexual harassment or allegations of sexual harassment, the School District is obligated to respond.
5. Response to Knowledge of Sexual Harassment. A school must respond to knowledge of sexual harassment in the school's education program or activity against a person in the United States within twenty-four (24) hours or no more than two (2) school days.
  - a. If the alleged sexual harassment might constitute a crime the matter shall immediately be reported to the School Resource Officer ("SRO") or the appropriate law enforcement agency. Any uncertainty regarding whether the alleged sexual harassment might constitute a crime must be resolved in favor of reporting the incident to law enforcement.
  - b. If the alleged sexual harassment might constitute child abuse the matter shall immediately be reported to the Florida Department of Children and Families ("DCF"). Any uncertainty regarding whether the alleged sexual harassment might constitute child abuse must be resolved in favor of reporting the incident.
  - c. When a School District employee is the respondent, the school-based Coordinator or school administrator shall immediately notify the Director of Employee Relations. If the respondent is a School District employee, discipline may be taken, consistent with any applicable collective bargaining agreement provisions or statutory provisions to resolve a complaint of sexual harassment. Upon knowledge of alleged sexual harassment, the school-based Coordinator must:
    - i. Contact the complainant to discuss the availability of supportive measures;
    - ii. Consider the complainant's wishes with respect to supportive measures;
    - iii. Inform the complainant of the availability of supportive measures with or without the filing of a formal

complaint; and

iv. Explain to the complainant the process for filing a formal complaint.

6. Filing of Formal Complaint. The formal complaint may be filed by a complainant, parent or legal guardian, or signed by the school-based Coordinator. At the time of filing a formal complaint, the complainant must be participating in or attempting to participate in the school's education program or activity.

7. Response to Filing of Formal Complaint.

a. When a formal complaint has been filed, the school must immediately determine if:

i. The allegations meet the definition of sexual harassment even if proved, as defined in section (1)(b) of this policy;

ii. The conduct occurred in a School District education program or activity; and

iii. The allegations occurred against a person in the United States.

b. If the school determines these requirements are met, the school must follow the grievance process outlined in section (12) of this policy. If the school determines any of these requirements are not met, the school must dismiss the formal complaint. Written Notice of dismissal must be sent.

8. Consolidation of Formal Complaints. Formal complaints involving allegations of sexual harassment arising from the same facts or circumstances may be consolidated against more than one (1) respondent, if multiple complainants file a complaint against multiple respondents, or if one (1) party files a complaint against the other party.

9. Dismissal of Formal Complaints. Schools shall investigate allegations in a formal complaint and determine whether dismissal is required or permitted.

a. Required Dismissal.

i. The School District must dismiss a formal complaint if the alleged conduct: does not constitute sexual harassment even if proved as defined in section (1)(b) of this policy; or

- ii. Did not occur in a school’s education program or activity;  
or
    - iii. Did not occur against a person in the United States.
    - iv. The School District may take action under another provision of the Code of Student Conduct in the event dismissal is required.
  - b. Permitted Dismissal. Schools may dismiss a formal complaint or any allegations during the investigation or hearing if:
    - i. The complainant provides written notice to the school-based Coordinator of their intent to withdraw the formal complaint or any allegations; or
    - ii. The respondent is no longer enrolled or employed by the School District; or
    - iii. Specific circumstances prevent the school from gathering evidence sufficient to reach a determination.
  - c. Written Notice of Dismissal. Upon a required or permitted dismissal, schools must send written notice of the dismissal and reasons for the dismissal simultaneously to parties within twenty-four (24) hours or no more than two (2) school days.
  - d. Appeal of Dismissal. Parties may request an appeal from a dismissal within two (2) school days of issuance of the dismissal. Requests for an appeal should be sent to the decision-maker, as outlined in section (14) of this policy.
- 10. Emergency Removal. The School District may remove a respondent from a school’s education program or activity on an emergency basis, only after undertaking an individualized safety and risk analysis, and determining if an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and providing the respondent with notice and an opportunity to challenge the decision within two (2) school days following the removal.

This provision may not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

a. **Grievance Process for Formal Complaints of Sexual Harassment.** In response to a formal complaint, schools must provide written notice to all known parties and follow a specified grievance process before the imposition of any disciplinary sanctions against the respondent. A school must provide written notice of allegations within two (2) school days of the allegations to all known parties upon receipt of a formal complaint.

i. Written notice must include:

1. The identities of the parties involved in the incident, if known;
2. The conduct allegedly constituting sexual harassment;
3. The date and location of the alleged incident, if known;
4. A statement that the respondent is presumed not responsible for the alleged conduct;
5. The school's grievance process;
6. A statement that a determination regarding responsibility is made at the conclusion of the grievance process;
7. A statement informing the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney;
8. A statement advising parties that they may inspect and review evidence, as outlined in section (11)(f)(i); and
9. A statement informing the parties of any provision in the school's Code of Student Conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

ii. If during the course of an investigation the school decides to investigate allegations about the complainant or



respondent that are not included in the original notice, the school must provide written notice of the additional allegations to the known parties within two (2) school days, pursuant to the requirements of written notice in this policy.

- b. Response to Complaint. Parties shall be afforded the opportunity to prepare a response regarding the complaint and provide that response during the initial interview. Parties shall have no less than two (2) school days from the date of the written notice to prepare a response.

The school-based Coordinator shall conduct the initial interviews with both the complainant and the respondent within five (5) school days. Each individual shall be interviewed separately and at no time will the complainant and respondent be interviewed together. This time frame may be modified for good cause. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

- c. Basic Requirements for Grievance Process. A school's grievance process must:

- i. Treat complainants and respondents equitably by providing remedies to a complainant where a determination of responsibility has been made against the respondent;
- ii. Require an objective evaluation of all relevant evidence;
- iii. Include a presumption that the respondent is not responsible for the alleged conduct until the written determination is made at the end of the grievance process;
- iv. Ensure the school-based Coordinator, investigator, decision-maker, and appeals decision-maker are free from any conflicts of interest or bias for or against any complainants or respondents;

v. Include reasonably prompt time frames for the conclusion of the grievance process;

vi. Include reasonably prompt time frames for filing and resolving appeals;

vii. Allow for the temporary delay of the grievance process or limited extension of time frames for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action;

viii. List the range of possible disciplinary sanctions and remedies that may be implemented;

ix. Include the procedures and grounds for appeal;

x. Describe the range of supportive measures available to parties;

xi. Not allow, require, rely upon, or otherwise use questions or evidence that seek disclosure of protected information under a legally recognized privilege, unless the person holding such privilege waives the privilege; and

xii. Notify parties that the preponderance of the evidence standard will be used to determine responsibility.

11. Procedures for Investigation of a Formal Complaint. The investigation must be completed and evidence provided to the respondent and complainant within five (5) school days of the initial interviews with the complainant and respondent, whichever interview is later. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

a. The School District must ensure that the burden of proof and the burden of gathering evidence rests on the school.

- b. Confidentiality of Medical Records. The School District cannot access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the school obtains that party's voluntary, written consent to do so for a grievance process under this section. If a party is not an "eligible student," as defined in 34 CFR 99.3, then the school must obtain the voluntary, written consent of a "parent," as defined in 34 CFR 99.3;
  
- c. Schools shall not restrict the ability of either party to discuss the allegations under investigation.
  
- d. Written Notice of Grievance Proceedings. Notice for any investigative interviews, or meetings must be sent at least two (2) school days prior to the interview or meeting. Notice for any hearings must be sent at least ten (10) school days prior to the hearing. Notice must include the date, time, location, participants, and purpose of meeting to all parties whose participation is expected or invited.
  
- e. Grievance Proceedings. Both parties must be given an equal opportunity to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding with an advisor of their choice.
  
- f. Evidence
  - (i) Inspection and Review of Evidence. Both parties must be given an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint including the evidence upon which the school does not intend to rely in reaching a determination regarding responsibility. OTC must make all evidence subject to the parties' inspection and review available at any hearing to give each party an equal opportunity

to refer to such evidence during the hearing, including for purposes of cross-examination.

(ii) Prior to completion of the investigative report, schools shall send to each party and their advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy. Parties have ten (10) school days to submit a written response to all evidence, for the investigator to consider before concluding the investigative report. If a response is not received within ten (10) school days, the investigator will deem the non-response as a waiver and continue with the investigative report.

(iii) Gathering and Presentation of Evidence. Schools may not restrict the ability of either party to gather and present relevant evidence.

- g. Presenting Witnesses. Both parties shall be given the equal opportunity to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence.
  
- h. The Investigative Report. The investigator shall create an investigative report that fairly summarizes all relevant evidence presented. The investigator must send the report in an electronic form or a hard copy to all parties and all advisors ten (10) days prior to a hearing for their review and written response, if a hearing is required. If a hearing is not required, schools must send the report to all parties and all advisors for their review and written response ten (10) days prior to any written determination. Parties will have ten (10) days from receipt of the investigative report to provide a written response to the investigative report.
  
- i. K-12 Questions. After the investigative report has been sent to all parties and before a determination regarding responsibility is made, each party shall be given two (2) school days to submit written, relevant questions to be asked of any party or witness and provide each party with answers within two (2) school days. Parties shall then be allowed two (2) school days to provide no more than five (5) follow-up questions in total from all parties and witnesses. Parties and witnesses have two (2) school days to respond to any follow-up questions.

j. After parties submit written questions, the decision-maker must:

(i) Determine whether a question is relevant; and

(ii) Explain to the proposing party any decision to exclude a question as not relevant;

(iii) Questions and evidence regarding a complainant's sexual predisposition or prior sexual behavior are only relevant if offered to prove someone other than the respondent committed the alleged conduct, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

12. Advisors. Parties may have at least one (1) advisor of their choosing.

a. The following restrictions will be placed on advisors for both parties:

i. Advisors may attend interviews with their party only at their party's request, unless the advisor is a parent or legal guardian;

ii. Advisors shall not restrict access to their party;

iii. Advisors are only permitted to use the investigative report and evidence received for inspection and review for purposes of the grievance process;

iv. Advisors will be required to abide by a non-disclosure agreement that complies with both Title IX and FERPA; and

v. Advisors may not request education records that are protected by the Family Educational Rights and Privacy Act of 1974 ("FERPA").

13. Procedures for Written Determination. At the conclusion of the grievance process, the decision-maker must apply the preponderance of the evidence standard to reach a determination and then issue a written

determination to the parties simultaneously within three (3) school days. The school-based Coordinator is responsible for implementing remedies stated in the written determination.

a. The written determination must include:

- i. Identification of the allegations potentially constituting sexual harassment, pursuant to the definition in this policy;
- ii. A description of the procedural steps taken from the receipt of the formal complaint through the written determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings;
- iii. Findings of fact supporting the determination;
- iv. Conclusions regarding application of the Code of Student Conduct to the facts;
- v. The result and rationale as to each allegation;
- vi. A determination regarding responsibility as to each allegation;
- vii. Any disciplinary sanctions imposed on the respondent by the school;
- viii. Whether remedies will be provided by the school to the complainant; and
- ix. Permissible procedures and grounds for the complainant and respondent to appeal.

14. Appeals. Each party has the opportunity to appeal from both a written determination, and a dismissal of a formal complaint or any allegations. A request for an appeal from a dismissal must be made within two (2) school days of issuance of the dismissal. A request for an appeal from a written determination must be made within two (2) school days of issuance of the written determination. Requests for an appeal should be sent to the decision-maker.

- a. If an appeal is not filed, the determination regarding responsibility becomes final on the date after the two (2) school days to file an appeal has passed. If an appeal is filed, the determination regarding responsibility becomes final on the date the school provides the written appeals decision.

b. Grounds for Appeal. Appeals may take place for the following reasons:

i. Procedural issues affected the outcome;

ii. New evidence that was not reasonably available at the time the written determination or dismissal was made becomes available that could affect the outcome; or

iii. There was a conflict of interest or bias by the school-based Coordinator, investigator, or decision-maker, against any complainant or respondent that affected the outcome.

c. Notification of Appeal. Schools must notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties. Parties must be given three (3) school days to submit a written statement in support of, or challenging, the outcome of the written determination. If a written statement is not received within three (3) school days, the appeals decision-maker will deem the non-response as a waiver and continue with the appeals process.

d. Appeals Decision-Maker. The appeals decision-maker may not be the same person as the investigator, school-based Coordinator, or decision-maker who reached the initial determination of responsibility or dismissal. The appeals decision-maker must not have a conflict of interest or bias for or against any complainant or any respondent.

e. Written Appeals Determination. The written appeals determination describing the result and rationale for the decision must be provided simultaneously to both parties within five (5) school days.

15. Retaliation. No school or other person may intimidate, threaten, coerce, or discriminate against any individual for the purposes of interfering with any right or privilege secured by Title IX, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing.

a. Definition of Retaliation.

- i. Intimidation, threats, coercion, or discrimination, including against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, constitutes retaliation.
  - ii. The exercise of rights protected under the First Amendment does not constitute retaliation.
  - iii. A Code of Student Conduct violation for making a materially false statement in bad faith during the course of the grievance process does not constitute retaliation. A determination regarding responsibility alone is insufficient to conclude that any party made a materially false statement in bad faith.
- b. Confidentiality of Parties. Schools must keep confidential the identity of the following individuals:
  - i. Any individual who has made a report or complaint of sex discrimination;
  - ii. Any individual who has made a report or filed a formal complaint of sexual harassment;
  - iii. Any complainant;
  - iv. Any individual reported to be the perpetrator of sex discrimination;
  - v. Any respondent; and
  - vi. Any witness.
- c. Exceptions to Confidentiality. The School District may release confidential information as permitted by FERPA, 20 U.S.C. 1232g, or FERPA regulations, 34 CFR part 99, or as required by law, or to carry out the purposes of 34 CFR part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder.
- d. Filing of Retaliation Complaints. Complaints alleging retaliation may be filed according to the grievance procedures for sex discrimination as outlined in section (6) of this policy.



16. Training. All materials used to train school-based Coordinators, investigators, decision-makers, and appeals decision-makers must not rely on sex stereotypes and must promote impartial investigations and adjudications.

a. School-based Coordinators, investigators, decision-makers, hearing officers, and appeals decision-makers must receive training on:

- i. The definition of sexual harassment as defined in (1)(b);
- ii. The scope of the school's education program or activity;
- iii. How to conduct an investigation and grievance process, including appeals; and
- iv. How to serve impartially by avoiding prejudgment of the facts, conflicts of interest, and bias.

b. Decision-makers must receive training on:

- i. Any technology used to conduct investigations; and
- ii. Relevance of questions and evidence, including the relevance of the complainant's sexual predisposition or prior sexual behavior as set forth in section (11)(j)(iii) of this policy.

c. Investigators must receive training on:

- i. Issues of relevance to create an investigative report that fairly summarizes relevant evidence; and
- ii. Sending the investigative report, in an electronic or hard copy, to each party and their advisor for their review and written response.

17. Recordkeeping.

a. Required Recordkeeping. Schools must create records of any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment. If supportive measures are not provided, the school must document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

b. Maintaining Records. Schools must maintain records related to any sexual harassment investigation for seven (7) years, including records of:

- i. Any actions taken in response to a report of sexual harassment;
- ii. Any actions taken in response to a formal complaint of sexual harassment;
- iii. Any supportive measures provided;
- iv. Each sexual harassment investigation;
- v. Any determination regarding responsibility;
- vi. Any audio or audiovisual recording or transcript;
- vii. Any disciplinary sanctions imposed on the respondent;
- viii. Any remedies provided to the complainant;
- ix. Any appeal and written appeal decision; and
- x. All materials used to train school-based Coordinators, investigators, decision-makers, hearing officers and appeals decision-makers.

18. Dissemination of Policy.

a. Notification of Title IX Coordinator. The School District must notify students, parents or legal guardians of elementary and secondary school students, employees, applicants for admission and employment, and all unions or professional organizations the School District holds collective bargaining or professional agreements with, of the name, office address, electronic mail address, and telephone number of the District Coordinator.

b. Notification of Policy. The School District must notify students, parents or legal guardians of elementary and secondary school students, employees, applicants for admission and employment, and all unions or professional organizations the School District holds collective bargaining or professional agreements with, that:

- i. The School District does not discriminate on the basis of sex in any education program or activity;

ii. The School District is required by Title IX not to discriminate on the basis of sex;

iii. The requirement to not discriminate on the basis on sex extends to admission and employment; and

iv. Inquiries about Title IX are referred to the District Coordinator.

19. Publication. Schools must not use or distribute a publication that states the School District treats applicants, students, or employees differently on the basis of sex, except as permitted by Title IX.

a. Website Publication. The School District must prominently display the name, office address, electronic mail address and telephone number of

the District Coordinator on the School District's website.

b. Handbook Publication. The School District must prominently display the name, office address, electronic mail address and telephone number of the District Coordinator in each handbook or catalog made available to students, parents or legal guardians of elementary and secondary school students, employees, applicants for admission and employment, and all unions or professional organizations who hold collective bargaining or professional agreements with the School District.

c. Training Materials Publication. The School District must make all training materials publicly available on the School District's website.

20. FERPA. The School District shall, to the extent possible, interpret Title IX and FERPA in a manner to avoid any conflicts. Where a true conflict exists, the obligation to comply with Title IX is not obviated or alleviated by the FERPA statute, 20 U.S.C. 1232g, or FERPA regulations, 34 CFR part 99.

**SPECIFIC AUTHORITY:** Sections 760.01; 794.022; 1000.05; 1001.41;  
1001.43;  
1006.07;  
1006.09 and 1012.23, Florida Statutes

**STATUTORY AUTHORITY:**  
**1001.41, 1001.42, F.S. LAWS**  
**IMPLEMENTED:** \_\_\_\_\_, \_\_\_\_\_, F.S.

**History:**  
**New**  
**ADOPT**  
**ED:**  
**03/09/20**  
**21**  
**Revision Date(s):** \_\_\_\_\_  
**Formerly:**

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**

# St. Lucie Public Schools Title IX Formal Complaint

My name is \_\_\_\_\_ and I am a student/employee at \_\_\_\_\_.  
School Name  
\_\_\_\_\_ sexually harassed me on or about \_\_\_\_\_ at  
Name Date/Time  
\_\_\_\_\_  
Location

Please explain the incident below:

I am requesting that \_\_\_\_\_ investigate these allegations.  
Title IX Coordinator's Name

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

## Section

### Chapter 2: School Board Governance and Organization

#### Title

Prohibiting Discrimination, Including Sexual and Other Forms of Harassment

#### Code

2.70

#### Status

Active

##### A. Policy Against Discrimination

(1) 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.

(2) The School Board shall comply with all state and federal laws which prohibit discrimination and are designed to protect the civil rights of applicants, employees, and/or students, or other persons protected by applicable law.

(3) Except as otherwise required by law, School Board shall admit students to District Schools, identified programs and classes without regard to 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, or sexual orientation.

(4) Employees shall also refer to Human Resources Policy 6.304.

##### B. Policy Against Sexual Harassment or Other Forms of Harassment Prohibited by Law

(1) The School Board desires to maintain an academic and work environment in which all employees, volunteers, students, and visitors are treated with respect and dignity. A vital element of this atmosphere is the Board's commitment to equal opportunities and the prohibition of discriminatory practices. The Board's prohibition against discriminatory practices includes prohibitions against sexual harassment or any other form of harassment based upon a person's membership in a protected class and specifically prohibited by applicable state or federal law, including but no limited to harassment based on any of the factors or classifications specified in subsection A.(1) of this policy. As used in this policy, the term "harassment" includes but is not limited to any conduct or behavior that demeans, degrades, antagonizes, or humiliates a person or group of persons, or interferes with a person's work or school performance or participation. The School Board forbids sexual harassment, or any other form of illegal harassment, of any employee, student, volunteer or visitor. The Board will not tolerate sexual harassment, or any other form of illegal harassment, by any of its employees, students, volunteers or agents.

(2) The prohibition against discrimination including sexual and other forms of illegal harassment shall also apply to non-employee volunteers who work subject to the control of school authorities and to all vendors or service providers who have access to School Board facilities.

(3) This policy against discrimination prohibits and deems unacceptable and intolerable all forms of sexual harassment or intimidation, including:

(a) Any unwelcome staff to staff, third party to staff, student to student, or student to staff verbal or sexual advance, request for sexual favor, or other inappropriate statement, communication, or physical conduct of a sexual nature.

(b) Any welcome or unwelcome staff to student or third party to student verbal or sexual advance, request for sexual favor, or other inappropriate statement, communication, or physical conduct of a sexual nature, and

(c) Any verbal or physical act or conduct of a sexual nature that has the effect of unreasonably interfering with an individual's work or learning performance or that creates an intimidating, hostile, or offensive work or learning environment.

#### C. Retaliation and Coercion Prohibited

(1) No person shall be discriminated against because such person has opposed any act or practice prohibited by this policy or Policy 3.43, Bullying and Harassment, or because such person made a charge, testified, assisted, or participated in any manner in an investigation, proceeding, or hearing concerning such an act or practice.

(2) No person shall be coerced, intimidated, threatened, or interfered with in the exercise or enjoyment of, or on account of his or her having exercised or enjoyed, or on account of his or her having aided or encouraged any other individual in the exercise or enjoyment of, any right recognized or protected by this policy or Policy 3.43, Bullying and Harassment.

#### D. Violations

(1) Any student who violates this policy will be subject to appropriate disciplinary action as provided in the Code of Student Conduct adopted in accordance with Policy 5.30.

(2) Any employee who violates this policy shall be subject to appropriate disciplinary action as provided in the prohibition against violation of policy and laws set forth in new Policy 6.30 and the employee standards of conduct set forth in Policy 6.301.

#### E. Protections for Persons with Disabilities

This policy is intended to incorporate and extend the protections afforded by the Americans with Disabilities Act. This policy is also intended to ensure that students who are disabled within the meaning of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and provided with appropriate educational services.

#### F. Reporting

(1) Any act of sexual harassment of a student that may involve harm, or the threat of harm, to the physical or mental health of the student may constitute an act of child abuse or neglect.

(2) Any School Board employee who knows or has reasonable cause to suspect that an act of child abuse or neglect has occurred shall report such knowledge or suspicion to the Child Abuse Registry, the school principal, and the appropriate law enforcement agency in accordance with Ch. 39, Fla. Stat., and Policy 5.37(8).

#### G. Procedures

Procedures for registering, investigating, and determining any complaint alleging a violation of this policy of educational equity are set forth in Policy 5.71 (as to students and applicants for admission

to school), Policy 2.71 (as to applicants for employment with the Board and other non-students and non-employees) and Policy 6.35 (as to employees and non-employee volunteers). Complaints regarding identification, evaluation, or educational placement under Section 504 should be filed under the procedures set forth in the Section 504 Manual. For complaints of bullying and harassment, the District shall follow the procedures in Policy 3.43, Bullying and Harassment.

**STATUTORY AUTHORITY:** [120.54](#), [1001.41](#), [1001.42](#), [1012.23](#), F.S.

**LAWS IMPLEMENTED:** [112.51](#), [119.07](#), [760.01](#), et. seq., [1000.05](#), [1000.21](#), [1001.43](#), [1012.22](#), F.S.,  
34 CFR, Parts [100](#), [104](#), and [106](#),

**STATE BOARD OF EDUCATION RULE:** [6A-19.001 et seq.](#)

**History:**

**ADOPTED:** 03/30/2004

**Revision Date(s):** 09/13/2011, 07/29/2014, 12/08/2015

**Formerly:** 2.09, 3.01



<b>Book</b>	<b>St. Lucie County School Board Policy Manual</b>
<b>Section</b>	<b>Chapter 5: Students</b>
<b>Title</b>	<b>Equity Grievance Procedure for Students</b>
<b>Code</b>	<b>5.71</b>
<b>Status</b>	<b>Active</b>

(1) Grievance. For purposes of this policy, a grievance is a complaint by a student of or applicant for admission to the public schools in St. Lucie County alleging (a) a violation, misinterpretation, or inequitable application of an established policy governing students individually or collectively, (b) an act of discrimination or intimidation against the student, or any other conduct or practice prohibited by Policy 2.70 Prohibiting Discrimination, or (c) any other act in violation of the student's rights, but not including complaints regarding identification, evaluation, or educational placement arising under Section 504 of the Rehabilitation Act. Complaints regarding identification, evaluation, or educational placement under Section 504 should be filed under the procedures set forth in the Section 504 Manual. For complaints of bullying and harassment, the District shall follow the procedures in Policy 3.43, Bullying and Harassment.

(2) Student Grievance Coordinator. The Superintendent shall appoint a Student Grievance Coordinator ("Coordinator") whose responsibility is to ensure that the District is in compliance with the Florida Educational Equity Act, Section 1000.05, Florida Statutes, and School Board Policy 2.70. As used in this policy, the term Coordinator shall also refer to the Coordinator's designee. The Coordinator shall be trained in the impartial investigation of complaints of all forms of discrimination prohibited by Policy 2.70, and shall not be subject to direct or indirect supervision by any school-based administrator.

(3) Procedure

(a) Any student or applicant for admission who believes he or she has an equity grievance should first discuss the grievance with the principal of the school involved. If the grievant is not satisfied with the outcome of such discussion, or if the school principal is involved in the alleged incident, the grievant should communicate the grievance and the specific relief requested in writing to the Coordinator within sixty (60) calendar days of the alleged incident.

(b) The Coordinator, after receiving the grievance shall notify the school principal of the filing of the grievance within fifteen (15) working days of the filing of the complaint.

(c) If the Coordinator determines that the grievance alleges a potential violation, that there is probable cause that such a violation has occurred, and that the School Board is able to provide the specific relief requested, the Coordinator shall set a date for an informal hearing and include any essential personnel germane to the case. If the Coordinator determines that the grievance is insufficient, that there is no probable cause to proceed, or that the School Board is not able to provide the specific relief requested the Coordinator shall so notify the grievant in writing. A determination of insufficiency, of no probable cause, or of unavailable relief shall be subject to appeal as provided in subsections (3)(g) and (h) of this policy.

(d) If an informal hearing is set, the Coordinator shall encourage the grievant to discuss the matter informally with the person against whom the grievance has been lodged. Upon request, the Coordinator shall accompany the grievant in an attempt to conciliate the matter. If conciliation is not effected, the hearing shall proceed.

(e) Notwithstanding any other provision of this policy, the grievant shall not be required to confront the person against whom the grievance has been lodged, particularly in instances in which the grievant has alleged acts or practices of discrimination, including but not limited to harassment, retaliation, or coercion. At the informal hearing, both the grievant and the person against whom the grievance has been lodged shall be afforded an opportunity to present witnesses and other evidence in support or defense of the grievance.

(f) If an informal hearing is held, the Coordinator shall render a recommendation in writing to the grievant and the

person against whom the grievance has been lodged within ten (10) working days of such hearing. The principal of the involved school shall be responsible for taking any action required to implement the Coordinator's recommendations.

(g) Either the grievant or the person against whom the grievance has been lodged may appeal the recommendation of the Coordinator to the Superintendent with ten (10) working days of receiving notice of such recommendation. Any appeal to, and the decision rendered by, the Superintendent shall be in writing. The decision of the Superintendent shall be rendered within ten (10) working days of the filing of an appeal from the Coordinator recommendation.

(h) The decision of the Superintendent may be appealed to the School Board within ten (10) working days of the appealing party receiving notice of such decision. Any appeal to, the School Board shall be in writing and shall appear on the agenda for the next regularly scheduled public meeting that will be held not less than seven (7) working days after receipt of the appeal. The School Board shall render a written decision on the appeal within ten (10) working days of the meeting. All affected parties will be notified and provided with a copy of the decision of the School Board. The decision of the School Board shall be administratively final.

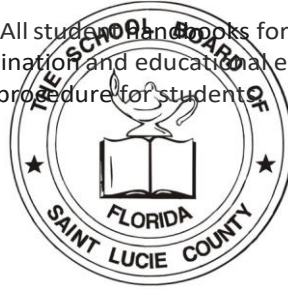
(i) If a violation is determined to have occurred, the District shall take appropriate steps to prevent the recurrence of any discrimination and to correct the discriminatory effects on the grievant and others. Based upon the circumstances, such steps may include, but are not limited to:

1. Imposing consequences, including referral for discipline when appropriate, upon the person against whom the grievance was lodged,
2. Undertaking such remedial measures as appropriate in the circumstances to address and resolve the grievance and to protect the grievant and witnesses for the grievant from retaliation or future discrimination,
3. Undertaking referrals for counseling, when appropriate, of the grievant and the person against whom the grievance was lodged, and
4. Re-emphasizing instruction of students and training of employees on identifying, preventing, and responding to acts of discrimination.

(j) All proceedings and records of proceedings related to a grievance filed by a student of, or applicant for admission to, the public schools in St. Lucie County shall be confidential as provided

in Section 1002.22, Florida Statutes, and other applicable law.

(4) Information in Student Handbooks. All student handbooks for District schools shall incorporate the text of the Board's policy of non-discrimination and educational equity as set forth in Policy 2.70, and this policy establishing an equity grievance procedure for students.



**STATUTORY AUTHORITY:**  
**1001.41, 1001.42, F. S. LAWS**  
**IMPLEMENTED: 1000.05, F.S.**

**History:**  
**Adopted: 03/30/2004**  
**Revision Date(s): 10/28/2008, 06/08/2010,**  
**09/13/2011 Formerly: 5,65**



**Board  
Members**  
Debbie Hawley  
Troy Ingersoll  
Jack Kelly  
Dr. Donna Mills  
Jennifer  
Richardson  
Superintendent  
Dr. Jon R.

**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) 429-4577, Fax: (772) 429-4589, E-mail: [SS-GRV@stlucieschools.org](mailto: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](mailto: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](mailto:Adrian.Ocampo@stlucieschools.org)

Prince



