



FORT PIERCE WESTWOOD ACADEMY

CURRICULUM GUIDE



1801 Panther Lane, Fort Pierce, FL 34947 | 772.468.5400

2025-2026 SCHOOL YEAR

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ABOUT FORT PIERCE WESTWOOD ACADEMY



Fort Pierce Westwood Academy is the only STEAM magnet high school on the Treasure Coast. Students interested in advanced academics and developing their future-ready skills will thrive in these innovative and accomplished programs, which include: Pharmacy Tech, Computer Science, Veterinarian Assistant, Agri-Technology, and Robotics & Engineering.

FROM THE PRINCIPAL

As the principal of Fort Pierce Westwood High School, I would like to extend a warm welcome to Panther Pride. I thrive on restoring the traditions and excellence that promotes Westwood as one of the premiere educational centers in our county. Our goal is to ensure we meet the needs of your student. We will establish a student-centered approach towards how we teach and engage our learners. This will be evident by our commitment to developing rigorous lessons, using data-based decision making and providing quality instruction that bolsters a well-balance educational experience. We have the opportunity to develop the new millennium innovators, creators, and thinkers for a world that is rapidly changing. Westwood will be the epic center of the community and produce college and career ready students in St Lucie.



David Alfonso, Principal

ADMINISTRATION



David Alfonso • Principal

Nicole Smith • Assistant Principal

Fred Woltjen • Assistant Principal

Derek Gordon • Assistant Principal

Alisha Kennedy • Assistant Principal - MOA

Dr. Eddie Robinson • Assistant Principal

Melody Golden • Executive Secretary

SCHOOL COUNSELORS

Monica Miller • Director of Counseling | *Last Names N-T*

Keviette Stubbs • School Counselor | *Last Names A-E*

Thomas Peters • School Counselor | *Last Names G-M*

Mariann Davis • School Counselor | *MOA Campus and main U-Z*

Barbara Pierre • School Counselor | *All ELL students*

Megan Cantaline • Graduation Coach

ESE SPECIALISTS

Dwayne Chapman • ESE Specialist | *9th – 12th Grades A-K*

John Earnhardt • ESE Specialist | *9th-12th Grades L-Z*

Amanda Degraffenreid • Student Support Secretary

GENERAL INFORMATION

Fort Pierce Westwood Academy is the only STEAM magnet high school on the Treasure Coast. Students interested in advanced academics and developing their future-ready skills will thrive in these innovative and accomplished programs, which include: Pharmacy Tech, Computer Science, Veterinarian Assistant, Agri-Technology, and Robotics & Engineering.

SCHEDULE CHANGE PROCEDURES

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

Schedule changes will only be considered for the following reasons: student has already completed course work; a missing course is needed for graduation or program/major completion or student has failed the prerequisite course for the class. All other changes are at administrative discretion.

GRADUATION REQUIREMENTS

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

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

STANDARD HIGH SCHOOL DIPLOMA DESIGNATIONS

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

1. SCHOLAR DESIGNATION

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

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

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

2. INDUSTRY SCHOLAR DESIGNATION

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

3. FLORIDA SEAL OF BILITERACY DESIGNATION

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

4. SEAL OF FINE ARTS

Beginning in the 2024-2025 school year, the Seal of Fine Arts will be awarded to high school students who have **earned their standard high school diploma and** successfully completed the following:

- At least 3 year-long courses in dance, music, theatre, or the visual arts with a grade of “A”. Courses can be earned in sequential order, but do not have to be.
- Students must also meet a minimum of **two** of the following requirements:
 - Successfully complete a fine arts International Baccalaureate, advanced placement, dual enrollment, or honors course in the subjects listed above with a grade of “B” or higher. This specific bullet does not include AICE courses.
 - Participates in a district or statewide organization’s juried event as a selected participant for 2 or more years.
 - Records at least 25 volunteer hours of arts-related community service in his or her community and presents a comprehensive presentation on experiences.
 - Meets the requirements of a portfolio-based program identifying the student as an exemplary practitioner of the fine arts.
 - Receives district, state, or national recognition for the creation and submission of an original work of art. For the purposes of this statement, a “work of art” means a musical or theatrical composition, visual artwork, or choreographed routine or performance.

For more information about scholar designations, visit [Academic Advisement What Students and Parents Need to Know \(fldoe.org\)](#) or [Academic Advisement What Students and Parents Need to Know, Prior to 2023-2024 \(fldoe.org\)](#) depending on the year you entered 9th grade.

CREDIT/MAKE-UP WORK POLICY

DEFINITION OF CREDIT

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

SCHOOL-SPONSORED ACTIVITIES IN LIEU OF CLASSES

A student who attended a school-sponsored activity shall be considered as being present for instruction. Students are responsible for getting missed work.

MAKING UP MISSED CLASS WORK/HOMEWORK

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

GRADING POLICIES

UNIFORM GRADING SYSTEM

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

Grade	Percent	Grade Point Average	Definition
A	90-100	4	outstanding progress
B	80-89	3	above average progress
C	70-79	2	average progress
D	60-69	1	lowest acceptable progress
F	0-59	0	failure
I	0	0	Incomplete*
W	N/A	N/A	withdrawn Dual Enrollment
WP	N/A	N/A	withdrawn when passing virtual class
WF	N/A	N/A	withdrawn when failing virtual class

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

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

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

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

CALCULATION OF MIDDLE & HIGH SCHOOL GRADES

Full Year Course Calculations

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

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

Semester Course Calculations

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

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

Full Year Course Calculations

1st 9 weeks = 35%

2nd 9 weeks = 35%

Comprehensive State End-of-Course Exam = 30%

Total First Semester Grade = 100% *

3rd 9 Weeks = 35%

4th 9 Weeks = 35%

Comprehensive State End-Of-Course Exam = 30%

Total Second Semester Grade = 100%

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

HONORS/WEIGHTED COURSES

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

The .02/.04 weight factor is added for each semester of advanced courses with a grade of C or higher. The cumulative weight is added to the cumulative GPA to determine the student's weighted grade point average.

The maximum honors grade point average is determined by adding the cumulative honors points to the cumulative GPA based on a four-point scale, for example: If a student took four advanced courses during each semester of high school and earned a grade of C or higher in each, his honors weight would be +.64 (32x .02=.64). This weight would be added to his/her cumulative GPA.

GRADE FORGIVENESS

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

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

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

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

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

INTERSCHOLASTIC SPORTS



1. Students entering 9th grade must maintain a cumulative GPA of 2.0 or above on a 4.0 scale in the courses required for graduation.

2. Students in the 9th or 10th grade must maintain a GPA of 2.0 or above in the semester preceding participation or a cumulative GPA of 2.0 or above. If the student's GPA falls below the cumulative 2.0, the student must enter a contractual agreement with the district, the appropriate extracurricular governing association and the student's parent.

3. Students must maintain satisfactory conduct and, if a student is convicted of or found to have committed a felony or delinquent act (which would have been a felony if committed by an adult), regardless of whether adjudication is withheld, the student's participation in interscholastic extracurricular activities is contingent upon established and published school board policy.

4. Students who are exempt from attending a full day must maintain the GPA required. (F.S. 1006.15).

NCAA AND NAIA

There are two major athletic associations in the United States that regulate who may participate in college sports: The National Collegiate Athletic Association (NCAA) and the National Association of Intercollegiate Athletics (NAIA). Please visit each website to view requirements and other information. See your High School Counselor and Athletic Coach to create and monitor your post-secondary plans.

NCAA - [NCAA Eligibility Center](#)

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

POST-SECONDARY INFORMATION

COLLEGE AND UNIVERSITY EXPECTATIONS

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

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

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

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

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

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

SUGGESTED FOUR YEAR PLAN

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

Grade Level	Most Academically Challenging	Strong College Preparation	Graduation Preparation
9th	Freshman Seminar HOPE AICE General Paper Geometry Honors/Algebra II Honors/ Pre-Calculus Biology Honors World Language I/II/III Elective	Freshman Seminar HOPE AICE General Paper Algebra 1 Honors/Geometry Honors Biology Honors/Environmental Science Honors World Language I or II Elective	Freshman Seminar HOPE English 1 Algebra 1 Environmental Science Elective Elective

10th	AICE English Language Algebra II Honors/Pre-Calculus/Pre-AICE Math III Chemistry Honors/AICE Level Science AICE European Studies AICE Spanish/AICE French Language AICE Thinking Skills AICE Psychology	AICE English Language Algebra II Honors/Pre-Calculus Biology Honors/Chemistry Honors World History Honors World Language II AICE Media Studies Elective (Career Academy)	English II Geometry Biology World History World Language I/II Elective/Career Academy Elective
11th	AICE English Literature A Level AICE Math 1, AICE Math II or Pre-Calculus AICE Level Science AICE US History AICE Spanish/AICE French Literature AICE Global Perspectives AICE Elective/Career Academy	AICE English Literature A Level AICE Math 1/Pre-Calculus AICE Biology/other AICE Science AICE US History/US History Honors AICE Spanish/AICE French Language AICE Thinking Skills Elective/Career Academy	English III Algebra II/Math for College Liberal Arts Marine/Environmental Science US History World Language II Elective/Career Academy Elective
12th	AICE English Literature A Level AICE Math II AICE Physics AICE Economics AP US Government AICE Elective/Career Academy AICE Elective	AICE English Literature A Level AICE Math II or Probability & Statistics Physics Honors/Science Honors Economics Honors/US Government Honors AICE Global Perspectives AICE Elective Elective/Career Academy	English IV Math for College Algebra or Algebra II Marine/Environmental/Anatomy & Physiology Economics/US Government Elective/Career Academy Elective Elective

BRIGHT FUTURES SCHOLARSHIPS

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

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

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

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

COMMUNITY SERVICE/WORK HOUR INFORMATION

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

Volunteer community service hours have the following guidelines:

- Service hours must include work for non-profit community service organizations, activities on

behalf of a candidate for public office, business or government internship, or school sponsored community service opportunities.

- Service hours may not be service to family members, defined as parents, grandparents, siblings, aunts, uncles, cousins, nieces, nephews, and their spouses, including all step relations.

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

- Hours must be documented in writing on the organization's letterhead and must include the organization's contact phone number and signature of the representative from the organization. The letter must be submitted with the SLPS Service Hour Form prior to any deadline set by the school, not to surpass the student's graduation date.
- Students must log hours of community service on the SLPS Service Hour Form. These forms must be signed by the student and parent, then submitted to the school's designee prior to deadlines, not to surpass the student's graduation date.
- Students must evaluate and reflect on their service experience by submitting a written paper or other presentation. This must be submitted together with a letter from the organization and the SLPS Service Hour Form prior to the deadline, not to surpass the student's graduation date.

WORK SERVICE HOURS

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

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

- Students must log work hours on the SLPS Service Hour Form. These forms must be signed by the student and parent and submitted to your high school's designee prior to advertised deadlines, not to surpass the student's graduation date.
- Students must show proof of work experience. This can be done by producing the following documents:
 - Letter signed by employer with contact phone number
 - Check stub (darken the social security number)
 - Any other appropriate form of work verification (deemed by school administration)
- Students must evaluate and reflect on their service experience by submitting a written paper or other presentation. This must be submitted together with proof of work experience and SLPS Service Hour Form prior to the deadline, not to surpass the student's graduation date.

COURSE INFORMATION

CTE

Fort Pierce Westwood Academy is the only STEAM magnet high school on the Treasure Coast. Students interested in advanced academics and developing their future-ready skills will thrive in these innovative and accomplished programs, which include: Pharmacy Tech, Computer Science, Health Unit Coordinator, Veterinarian Assistant, Agri-Technology, and Robotics & Engineering.

ADVANCED PROGRAMS (AICE, AP, DE)

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

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

The dual enrollment program is defined as the enrollment of an eligible secondary student or home education student in a postsecondary course creditable toward high school completion and a career certificate or an associate or baccalaureate degree. A student who is enrolled in postsecondary instruction that is not creditable toward a high school diploma may not be classified as a dual enrollment student. An eligible secondary student is a student who is enrolled in a Florida public secondary school or in a Florida private secondary school, which is in compliance with s. 1002.42(2), F.S., and provides a secondary curriculum pursuant to s. 1003.428, s. 1003.429, or s. 1003.43, F.S. Students who are eligible for dual enrollment may enroll in dual enrollment courses conducted during school hours, after school hours, and during the summer term. However, if the student is projected to graduate from high school before the scheduled completion date of a postsecondary course, the student may not register for that course through dual enrollment. The student may apply to the postsecondary institution and pay the required registration, tuition, and fees if the student meets the postsecondary institution's admissions requirements under F.S. 1007.263. 2022-2023 St. Lucie Public Schools 50 Any student enrolled as a dual enrollment student is exempt from the payment of registration, tuition, and laboratory fees. Vocational-preparatory instruction, college preparatory instruction, and other forms of pre-collegiate instruction, as well as physical education courses that focus on the physical execution of a skill rather than the intellectual attributes of the activity, are ineligible for inclusion in the dual enrollment program. Recreation and leisure studies courses shall be evaluated individually in the same manner as physical education courses for potential inclusion in the program.

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

VIRTUAL PROGRAMS

PART-TIME VIRTUAL COURSES

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

FULL-TIME VIRTUAL SCHOOL

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

COURSE OFFERINGS

ENGLISH/LANGUAGE ARTS

ENGLISH 1

Credit: 1

Course Number 1001310

Grades: 9

Prerequisite: None

This course consists of the development and reinforcement of skills in language and composition. It also includes an introduction to literary genre and mythology. Related writings and coordinated vocabulary are also emphasized.



ENGLISH II AND HONORS

Credit: 1

Course Number 1001340/50

Grades: 10

Prerequisite: English I or equivalent

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 HONORS

Credit: 1

Course Number 1001370/80

Grades: 11

Prerequisite: English II or equivalent

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 IV AND HONORS

Credit: 1

Course Number 1001400/10

Grades: 12

Prerequisite: English III or equivalent

This course incorporates reading and writing study through writing a variety of informative texts using grade-level 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.

AICE GENERAL PAPER AS LEVEL

Credit: 1

Course Number 1009400

Grades: any

Prerequisite: Passing FSA ELA scores

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

Credit: 1

Course Number 1001550

Grades: any

Prerequisite: AICE General Paper

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

AICE ENGLISH LANGUAGE A LEVEL

Credit: 1

Course Number 1001551

Grades: any

Prerequisite: AICE English Lang AS Level

The purpose of this course is to further 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

Credit: 1

Course Number 1005370

Grades: any

Prerequisite: AICE English Lang AS Level

The purpose of this course is to study 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.

MATHEMATICS

ALGEBRA I AND HONORS

Credit: 1

Course Number 1200310/20

Grades: 9

Prerequisite: None

This course meets the minimum state requirements for mathematics. This course develops the algebraic concepts and processes that and 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 values; scientific notation; relations and functions, including words, tables, sequences, graphs and algebraic equations; algebraic expressions; polynomials; data analysis concepts and techniques including introductory statistics and probability; and varied solutions strategies, algebraic and graphic, for inequalities and for systems of equations.

GEOMETRY AND HONORS

Credit: 1

Course Number 1206310

Grades: 10

Prerequisite: Algebra I

This course teaches 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.

ALGEBRA II AND HONORS

Credit: 1

Course Number: 1200330/40

Grades: 11

Prerequisite: Geometry

This course is a continuation of the work in Algebra I 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, sequence and series are also studied.



PRECALCULUS HONORS

Course Number: 1202340

Grades: 10, 11, 12

Prerequisite: Algebra II

This course studies and analyzes in depth algebraic functions, to expand on concepts in

trigonometry, and to develop skills necessary for the study of calculus.

PROBABILITY AND STATISTICS

Credit: 1

Course Number 1210300

Grades: 10,11,12

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, and combination and permutations, probability, sampling and various distributions. Emphasis is on applications of statistical concepts.

MATH FOR COLLEGE ALGEBRA

Credit: 1

Course Number 1200710

Grades: 10,11,12

Prerequisite: Geometry

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.

SCIENCE

AICE MARINE SCIENCE AS LEVEL

Credit: 1

Course Number 2002515

Grades: 10, 11

Prerequisite: Chemistry

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

Credit: 1

Course Number 2002535

Grades: 10

Prerequisite: AICE Marine Science AS

The purpose of this course is to have students continue with their study of AICE Marine Science. Students will study physiology of marine primary producers; aspects of marine and 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

Credit: 1



Course Number: 2001381

Grades: 10, 11

Prerequisite: Acceptance into AICE Courses

This course is designed to teacher 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 sustainable in the future, from a local as well as a global perspective.

BIOLOGY AND HONORS

Course Number: 2000310/322

Grades: 9, 10

Prerequisite: None

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.

CHEMISTRY AND HONORS

Credit: 1

Course Number 2003340/50

Grades: 10,11,12

Prerequisite: Biology

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.

ENVIRONMENTAL SCIENCE AND HONORS

Credit: 1

Course Number 2001340/41

Grades: 9

Prerequisite: None

This course will involve the study of the 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 AND PHYSIOLOGY HONORS

Credit: 1

Course Number 2000360

Grades: 10,11,12

Prerequisite: Biology

This course will provide students with detailed knowledge of the structure and function of the component system of the human body. Included in the topics covered in this course 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.

SOCIAL STUDIES

WORLD HISTORY AND HONORS

Credit: 1

Course Number 2109310/20

Grades: 10

Prerequisite: None



The first semester traces the growth of Europe to 1600 AD, including feudalism, and 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

20th Century, including events leading to World War II, the rise of the 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.

AICE EUROPEAN HISTORY

Credit: 1

Course Number 2109371

Grades: 10

Prerequisite: Acceptance into AICE Courses

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

US HISTORY AND HONORS

Credit: 1

Course Number: 2100310/20

Grades: 11

Prerequisite: None

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, the Sixties, the Vietnam War, Watergate and into the 1990's.

AICE US HISTORY AS LEVEL

Credit: 1

Course Number: 2100500

Grades: 10, 11, 12

Prerequisite: Acceptance into AICE Courses

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 US History.

ECONOMICS AND HONORS

Credit: 0.5

Course Number 2102334/45

Grades: 12

Prerequisite: None

This course covers money and the system of economics used in the USA. Topics include the role of business, labor, government and the consumer, what makes the free enterprise system to productive, what the problems of the economy are and how to survive inflation, recession or budget deficits and understanding supply and demand, market structures, goods and services, and the comparison of different economic systems.

US GOVERNMENT AND HONORS

Credit: 0.5

Course Number 2106310/20

Grades: 12

Prerequisite: None

This course gives the student an understanding of American Government and political behavior. Emphasis will be placed on the powers and functions of the three basic branches of government, the political system, Foreign Policy, and the impact of government on citizens and the effect citizens have on government. Students will have the opportunity to ponder political issues.

AICE PSYCHOLOGY AS LEVEL

Credit: 1

Course Number: 2107360

Grades: 10, 11, 12

Prerequisite: Acceptance into AICE 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.

CTE COURSES BY PROGRAM IN ALPHABETICAL ORDER

AGRI-SCIENCE FOUNDATIONS

Credit: 1

Course Number 8106810

Grades: 9

Prerequisite: none

This course is designed to develop competencies in the areas of agricultural history and the global impact of agriculture; career opportunities; scientific and research concepts; biological and physical science principles; environmental principles; agriscience safety; principles of leadership; and agribusiness, employability, and human relations skills in agriscience. Laboratory-based activities are an integral part of this course. These include the safe use and application of appropriate technology, scientific testing and observation equipment.

ANIMAL SCIENCE 1, 2

Credit: 1

Course Number 8106210/20

Grades: 10, 11

Prerequisite: Agriscience Foundations

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant

technical knowledge and skills needed to prepare for further education and careers in the Agriculture, Food and Natural Resources career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Agriculture, Food and Natural Resources career cluster. The content includes but is not limited to planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues, health, safety and environmental issues, and the use and care of animal health-care instruments, animal grooming equipment, animal restraining equipment, and laboratory equipment.

AG MECHANICS 1, 2

Credit: 1

Course Number 8005110/20

Grades: 10, 11

Prerequisite: Agriscience Foundations

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Agriculture, Food and Natural Resources career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the agriculture mechanics industry within the Agriculture, Food and Natural Resources career cluster. The content includes but is not limited to mechanical operations, welding, small engine maintenance and repair, planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues, and health, safety, and environmental issues.

DIGITAL INFORMATION TECHNOLOGY

Credit: 1

Course Number 8207310

Grades: 9, 10

Prerequisite: None

This class 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.

GAME/SIMULATION FOUNDATIONS

Credit: 1

Course Number 8208110

Grades: 10

Prerequisite: Digital Info Tech

This program emphasizes the development of technical abilities as well as ethical and societal awareness necessary to function in a highly technological society. The use of cooperative learning groups is recommended. By learning and practicing group process skills, students will be prepared to work "together" in real work situations. Program graduates will develop enhanced self-esteem as well as the problem solving and teamwork skills necessary to succeed in careers and postsecondary education.

GAME/SIMULATION DESIGN

Credit: 1

Course Number 8208120

Grades: 11, 12

Prerequisite: Game/Simulation Foundation

This program continues to emphasize the development of technical abilities as well as ethical and societal awareness necessary to function in a highly technological society. The use of cooperative

learning groups is recommended. By learning and practicing group process skills, students will be prepared to work "together" in real work situations. Program graduates will develop enhanced self-esteem as well as the problem solving and teamwork skills necessary to succeed in careers and postsecondary education.

AP COMPUTER SCIENCE

Credit: 1

Course Number 0200325

Grades: 1-12

Prerequisite: Digital Info Tech

The major theme of this course is problem solving. The following goals apply: 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.

EMERGING BUSINESS TECHNOLOGY

Credit: 1

Course Number 8207010

Grades: 9-12

Prerequisite: None

The purpose of this program is to give students an opportunity to apply knowledge and skills related to the area of Emerging Technology in Business. The content includes but is not limited to electronic research methods; business communications including speaking, listening, writing, and telecommunicating; multimedia presentation skills; ethical considerations related to technology; and emerging technologies affecting business environments. Instruction is designed to provide an

understanding of the advances being made in technology today and in the future.

DIGITAL MEDIA 1, 2, 3

Credit: 1

Course Number 8201210/20/30

Grades: 9-12

Prerequisite: progression

The purpose of this program is to prepare students for work as multimedia artists and animators. The content includes, but is not limited to, practical experiences in webpage design and interactive presentation development, testing and production. Specialized skills in multimedia presentations such as video editing, audio features, and simple animation and authoring software are used to produce a variety of interactive multimedia presentations.

CRIMINAL JUSTICE 1, 2, 3

Credit: 1

Course Number 8918010/20/30

Grades: 9, 10

Prerequisite: progression

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.

CERTIFIED LEGAL ASSISTANT

Credit: 1

Course Number 8918060

Grades: 12

Prerequisite: Criminal Justice 3

This course prepares the student for a career as an Accredited Legal Professional (ALP). The curriculum covers comprehension and communication of legal knowledge skills, develop awareness of the ALS certification requirements, rules and guidelines and

how to develop communication skills in technical reading and writing of legal documents. The student will learn about the legal office functions and responsibilities, and knowledge of legal operating systems.

CULINARY 1, 2, 3

Credit: 1

Course Number 8800510/20/30

Grades: 9-12

Prerequisite: progression

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.

HEALTH SCIENCE ANATOMY AND PHYSIOLOGY

Credit: 1

Course Number 8417100

Grades: 9, 10

Prerequisite: None

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

Credit: 1

Course Number 8417110

Grades: 10, 11

Prerequisite: Health Science A&P

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 3

Credit: 1

Course Number 8417131

Grades: 11, 12

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.

NURSING ASSISTANT

Credit: 1

Course Number 8417211

Grades: 12

Prerequisite: Health Science Foundations

This class 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.

PHARMACY TECHNICIAN (1-7)

Credit: 1

Course Number 8418210-70

Grades: 9-12

Prerequisite: progression

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 Health Science career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of Health Science career cluster. The content includes but is not limited to metric system, medical terminology, medicinal drugs, pharmaceutical compounding, USP 795 standards, sterile techniques, USP 797 and UPS 800 standards, maintenance of inventory, IV preparation, receiving and handling of hazardous materials, preparing purchase orders, receiving and checking supplies purchased, printing labels, typing prescription labels, delivering medications, pricing prescription drug orders and supplies, prepackaging unit dose packages, patient record systems, control records,

data processing automation in pharmacy, computer application, employability skills, leadership and human relations skills, health and safety, including CPR.

ROBOTICS FOUNDATIONS, SYSTEMS AND DESIGN (1, 2, 3)

Credit: 1

Course Number 9410110/20/30

Grades: 9-12

Prerequisite: progression

This program focuses on the transferable skills and stresses understanding and demonstrating science and mathematics knowledge, technological tools, machines, instruments, materials, processes, and systems related to robotics. Students discover and explore manufacturing processes, product design, robotics, and automation and apply what they have learned to design solutions for real-world manufacturing problems.

VETERINARY ASSISTING 1, 2, 3

Credit: 1

Course Number 8115110/20/30

Grades: 9-12

Prerequisite: progression

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Agriculture, Food and Natural Resources career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Agriculture, Food and Natural Resources career cluster. This course is designed to develop competencies in areas such as the history of the animal industry; applied scientific and technological concepts; safety; terminology; careers; breed identification; animal care and human relations skills.

ELECTIVES BY SUBJECT IN ALPHABETICAL ORDER

AICE GLOBAL PERSPECTIVES AND RESEARCH AS LEVEL

Credit: 1

Course Number 1700364

Grades: 10, 11, 12

Prerequisite: Be an AICE Diploma Candidate

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, and 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 issues. Students must be self-motivated and have the ability to establish and meet deadlines.

BAND 1/2/3/4

Credit: 1

Course Number 1302300/10/20/30

Grades: any

Prerequisite: None

This course is open to 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. The ensemble will perform at concerts and other functions.

CHORUS 1/2/3

Credit: 1

Course Number 1304440/50/60

Grades: any

Prerequisite: None

This course enables 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 signing, accurate interpretation of notation and development of critical and aesthetic response to music. The ensemble will perform at concerts and other functions.

DRAWING 1/2

Credit: 1

Course Number 0104340/50

Grades: any

Prerequisite: None

This course provides an understanding of drawing.

EURHYTHMICS

Credit: 1

Course Number 1305300/10/20/30

Grades: any

Prerequisite: Summer audition

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 are required to perform with the marching band with is extra-curricular.

HOPE

Credit: 1

Course Number 1506320

Grades: any

Prerequisite: None

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, include chronic diseases, communicable and non-communicable diseases such as HIV/AIDS and other STDs, heart disease, diabetes, cancer, asthma, development of an individual wellness plan, responsible decision making, development of an individual nutrition plan, completion of a behavior change project and analyzing skill related fitness.

ROTC - ARMY

Credit: 1

Course Number: 1801300/10/20/30

Grades: 9-12

Prerequisite: none

ROTC 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.

TEAM SPORTS 1/2

Credit: .5

Course Number 1503350/60

Grades: any

Prerequisite: None

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.

WEIGHT TRAINING 1/2

Credit: .5

Course Number 1501340/50

Grades: any

Prerequisite: None

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 the future.

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

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

1. *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (“ED”) –

- (a) Political affiliations or beliefs of the student or student’s parent;
- (b) Mental or psychological problems of the student or student’s family;
- (c) Sex behavior or attitudes;
- (d) Illegal, anti-social, self-incriminating, or demeaning behavior;
- (e) Critical appraisals of others with whom respondents have close family relationships;
- (f) Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
- (g) Religious practices, affiliations, or beliefs of the student or parents; or
- (h) Income, other than as required by law to determine program eligibility.

2. Receive notice and an opportunity to opt a student out of –

- (a) Any other protected information survey, regardless of funding;
- (b) Any non-emergency, invasive physical examination, or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical examination or screening permitted or required under State law; and
- (c) Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

3. Inspect, upon request and before administration or use –

- (a) Protected information surveys of students;
- (b) Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
- (c) Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

The School Board of St. Lucie County has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The School Board will directly notify parents of these policies at least annually at the start of each school year and after any substantive change. The School Board will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled

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

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

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

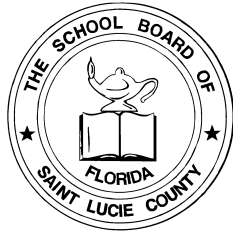
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C, 20202-5901

SCHOOL BOARD OF ST. LUCIE COUNTY, FLORIDA

St. Lucie Public Schools Notice of Non-Discrimination, Title IX, and Section 504

SCHOOL BOARD OF ST. LUCIE COUNTY, FLORIDA, does not discriminate in employment, treatment, in admission, or access to its programs and activities 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. No person shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity or any employment conditions or practices conducted by this School District, except as provided by law. The School Board provides equal access to Boy Scouts and other designated youth groups¹. This holds true for all students who are interested in participating in educational programs and/or extracurricular school activities. (PO2266)

¹For further information on notice of non-discrimination, visit <https://ocras.ed.gov/contract-ocr> or contact the SLPS District Equity Coordinator, Dr. Adrian O'Campo, Executive Director of Assessment and Accountability.



Board Members

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

Superintendent

Dr. Jon R. Prince

NOTICE OF NON-DISCRIMINATION AND SECTION 504 COMPLIANCE

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

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

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

Heather Roland, Executive Director of Student Services
9461 Brandywine Lane, Port St. Lucie, FL 34986

Office: (772) 429-4577, Fax: (772) 429-4589, E-mail: SS-GRV@stlucieschools.org

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

Rafael Sanchez, Executive Director of Human Resources
9461 Brandywine Lane, Port St. Lucie, FL 34986

Office: (772) 429-7508, Fax: (772) 429-7501, E-mail: EMP-GRV@stlucieschools.org

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

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

Dr. Adrian Ocampo, Executive Director of Assessment and Accountability Equity Coordinator
9461 Brandywine Lane, Port St. Lucie, FL 34986

Office: (772)) 429-5538 E-mail: Adrian.Ocampo@stlucieschools.org