St. Lucie PUBLIC SCHOOLS

LEGACY HIGH SCHOOL

CURRICULUM GUIDE

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2026-2027 SCHOOL YEAR

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ABOUT LEGACY HIGH SCHOOL



At Legacy High School, we provide meaningful and relevant learning opportunities to inspire our students to engage fully in their education. Our faculty and staff are selected based on their expertise, integrity, and most importantly, a willingness to support students. It is our sole desire to witness the success of each student. Our pledge is to make sure each student at LHS has a unique and fulfilling experience on their path to graduation.

FROM THE PRINCIPAL

Dear Students and Parents,

We are excited to publish the Legacy High School Curriculum Guide. The specific intent of our guide is to provide students and parents with a brief overview of the extensive academic courses coupled with a framework for navigating graduation requirements. As you explore this guide you will notice specialized programming designed to challenge students academically, gain real-world experiences, acquire the skills necessary to demonstrate achievement in higher education and the workforce.

At Legacy High School we are committed to excellence which will require an unwavering partnership with students and parents. Therefore, we encourage you to thoroughly review the curriculum guide, and the information contained within. If you have any questions, please reach out to our administrative or counseling team.

I want to thank you in advance for supporting your child's academic and career success. Together, we will “Let the Legacy Begin!”



Todd Smith, Principal

ADMINISTRATION

Todd Smith • Principal

Jean Emerson • Assistant Principal

Susan Mannion • Assistant Principal

SCHOOL COUNSELORS

Aixa Jamison • Director of Counseling

Christine Caballero • School Counselor

Shelley Cooley • School Counselor

ESE SPECIALISTS

Terese Beckford • ESE Specialist

Christy Gadesi • Student Support Secretary

GENERAL INFORMATION

Legacy High School (LHS), opening in the 2025-2026 school year, is Saint Lucie County's newest high school. LHS will be home to over 1,500 students in grades 9-11 in the first year before introducing our first senior class in 2026-2027. Students begin their journey on the path to graduation as members of the 9th grade, where they take core courses and a special course, Leadership Techniques, designed to help students transition from middle school to high school and help them plan their high school learning. Students will explore post-secondary opportunities through our Career Technical Programs, Advanced International Certificate of Education Program, or Dual Enrollment.

Personalization is an important part of a student's experience at LHS.

There are many special programs offered including: Advanced International Certificate of Education (AICE) program, Exceptional Student Education (ESE), and the Dual Enrollment Programs.

Our teachers have common planning so they can plan standard-based lessons as well discuss student progress and needs.

SCHEDULE CHANGE PROCEDURES

Students will be able to request changes to their schedules beginning the first day of each semester. The student must submit a request for a schedule change to their assigned school counselor via TEAMS no later than four days following the beginning of each semester. Changes are done on a first come, first served 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 9th grade students entering high school during the 2023-2024 school year and thereafter need 7.5 elective credits.	3 credits in electives First-time 9th 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 9th graders entering high school during 2023-2024 school year and thereafter	.50 credit is required for 9th 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 <u>two</u> 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 = 3 5 %
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/CLASS RANK

For **students who enter grade 9 prior to 2025-2026 school year,** the following weighting system applies:

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.

For **students who enter grade 9 in 2026-2027 and thereafter**, the following weighting system applies:

A weight factor of .5 is assigned for each honors high school level course completed. A weight factor of 1.0 is assigned for each college level course completed to include Advanced Placement, Dual Enrollment, AICE or IB. The .5/1.0 weight factor is earned for each advanced course completed with a grade of D or higher.

Class Rank for High School

Class rank is a system of recognizing student achievement among the members of a specific graduating class. The purposes of class rank are:

- To honor academic excellence by rewarding students who successfully complete a rigorous program of studies.
- To offer incentive for students to select scholastically challenging courses.
- To determine the valedictorian and salutatorian of each class.
- To provide colleges and universities the requested rank.

- To provide scholarship committees the requested rank in class information

Class rank for the above stated purposes will be computed based on grades earned by the conclusion of the first ninety days (90) of the senior year. Second semester grades earned during the 1st semester of senior year, will not be included in the class rank for students graduating at the end of the 2nd semester of senior year.

Students must be enrolled in a specific St. Lucie Public high school a minimum of one and one-half (1/2) years/ten and one half (1/2) credits to be eligible for official class rank. Others may request an approximate class rank.

The official titles of Valedictorian and Salutatorian are awarded to the students who are ranked first and second respectively in a graduating class and meet all criteria of enrollment to receive a class rank.

A transfer student has the option to be unranked without prejudice at the written request of the parent/guardian if student's transfer grades are numerical.

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 advance, 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 the Helper Helper app and must include the organization coordinators name, business email, and phone number. This must be done prior to any deadline set by the school, not to surpass the student's graduation date.
- Students must evaluate and reflect on their service experience by submitting a reflection or other presentation. This must be uploaded into Helper Helper 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 into the Helper Helper app.
- Students must show proof of work experience. This can be done by producing the following documents:
    - Approval in Helper Helper by the current manager at the company. This means students must provide the manager's full name, company email, and phone number in the Helper Helper app.
    - 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 reflection or other presentation. This must be submitted on the Helper Helper app prior to the deadline, not to surpass the student's graduation date.

COURSE INFORMATION

CTE

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

taken in sequential order from year to year.

Medical Academy	Biomedical Academy	Dental Academy
Leadership Techniques	Leadership Techniques	Leadership Techniques
Health Science 1	Principles of Biomedical Sciences	Health Science 1
Health Science 2	Human Body Systems	Health Science 2
Allied Health 3	Medical Interventions	Dental Aide 3
Recommended Electives	***Recommended Electives***	***Recommended Electives***
Sociology	Emerging Technology	Psychology 1 & 2
Spanish or French	Spanish or French	Spanish or French

Exercise Science Academy	Global Logistics Academy	Hospitality & Tourism Academy
Leadership Techniques	Leadership Techniques	Leadership Techniques
Health Science 1	Digital Information Technology	Introduction to Hospitality & Tourism
Health Science 2	Global Logistics Operations	Technology for Hospitality & Tourism
Exercise Science	Global Logistics Management	Hospitality & Tourism Marketing Management
Recommended Electives	***Recommended Electives***	***Recommended Electives***
Weight Training 1 & 2	Social Media/Sociology	Social Media/Sociology
Spanish or French	Spanish or French	Spanish or French
Psychology 1 & 2		Speech



ADVANCED PROGRAMS (AICE, AP, IB, 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.

IB Program is the curriculum whereby students are enrolled in a program of studies offered through the IB Program administered by the IB Office. The State Board of Education has established rules that specify the cutoff scores and IB Examination that will be used to grant postsecondary credit at Florida College System institutions and universities. Students shall be awarded a maximum of 30 semester credit hours. Students shall be exempt from payment of any fees for administration of the examinations regardless of whether or not the student achieves a passing score on the examination.

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

* Placement is required and based on FAST scores.

ENGLISH I

Credit: 1
Course Number: 1001310
Grades: 9
Prerequisite: None
Will meet graduation requirements for English Basic Assumptions for Language Arts Education. The purpose of this course is to teach students to communicate accurately. Will meet graduation requirements for English Basic Assumptions for Language Arts Education.



ENGLISH I THROUGH ESOL

Credit: 1
Course Number: 1002300
Grades: 9
Prerequisite: None
Will meet graduation requirements for English Basic Assumptions for Language Arts Education. The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language and literature.

AICE GENERAL PAPER

Credit: 1
Course Number: 1009400
Grades: 9-12
Prerequisite: None
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. *Meets English Credit for that grade year. **Students are encouraged to take this at some point in their high school career.

ENGLISH II

Credit: 1
Course Number: 1001340
Grades: 10
Prerequisite: English I or Equivalent
Will meet graduation requirements for English Basic Assumptions for Language Arts Education. The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language and literature.

ENGLISH II HONORS

Credit: 1
Course Number: 1001350
Grades: 10
Prerequisite: English I or Equivalent (should have taken AICE General Paper 9th grade)
Will meet graduation requirements for English Basic Assumptions for Language Arts Education. The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language and literature.

ENGLISH II THROUGH ESOL

Credit: 1
Course Number: 1002310
Grades: 10
Prerequisite: English I or Equivalent
Will meet graduation requirements for English Basic Assumptions for Language Arts Education. The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language and literature.

ENGLISH III

Credit: 1

Course Number: 1001370
Grades: 11

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

ENGLISH III HONORS

Credit: 1
Course Number: 1001380
Grades: 11
Prerequisite: English II or Equivalent (should have taken AICE General Paper)
Will meet graduation requirements for English Basic Assumptions for Language Arts Education. The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language and literature.

ENGLISH III THROUGH ESOL

Credit: 1
Course Number: 1002320
Grades: 11
Prerequisite: English II or Equivalent
Will meet graduation requirements for English Basic Assumptions for Language Arts Education. The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language and literature.

AICE ENGLISH LANGUAGE AS LEVEL

Credit: 1
Course Number: 1001550
Grades: 10-12
Prerequisite: AICE General Paper
Will meet graduation requirements for English Basic Assumptions for Language Arts Education. The purpose of this course is to provide students with an understanding of the semantic, structural, and rhetorical resources of the English language as they relate to the principles of effective writing. The course also provides a variety of writing opportunities calling for the use of different styles and tones. *Meets English Credit for that grade year.

AICE ENGLISH LITERATURE AS LEVEL

Credit: 1
Course Number: 1005370
Grades: 11-12
Prerequisite: AICE English Language
Will meet graduation requirements for English Basic

Assumptions for Language Arts Education The purpose of this course is to provide students with an understanding of the semantic, structural, and rhetorical resources of the English language as they relate to the principles of effective writing. The course also provides a variety of writing opportunities calling for the use of different styles and tones. *Meets English Credit for that grade year.

ENGLISH IV

Credit: 1
Course Number: 1001400
Grades: 12
Prerequisite: English III or Equivalent
Will meet graduation requirements for English Basic Assumptions for Language Arts Education. The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language and literature.

ENGLISH IV HONORS

Credit: 1
Course Number: 1001410
Grades: 12
Prerequisite: English III or Equivalent (should have taken AICE General Paper)
Will meet graduation requirements for English Basic Assumptions for Language Arts Education. The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language and literature.

ENGLISH IV THROUGH ESOL

Credit: 1

Course Number: 1002520

Grades: 12

Prerequisite: English III or Equivalent

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

MATHEMATICS

* Placement is required and based on FAST scores.

ALGEBRA I

Credit: 1
Course Number: 1200310
Grades: 9
Prerequisite: None
Will meet graduation requirements for Mathematics. The purpose of this course is to develop the algebraic concepts and processes that can used to solve a variety of real-world and mathematical problems.

ALGEBRA I HONORS

Credit: 1
Course Number: 1200320
Grades: 9
Prerequisite: None
Will meet graduation requirements for Mathematics. The purpose of this course is to develop the algebraic concepts and processes that can used to solve a variety of real-world and mathematical problems. Will meet graduation requirements for Mathematics. The purpose of this course is to develop the algebraic concepts and processes that can used to solve a variety of real-world and mathematical problems.

GEOMETRY

Credit: 1
Course Number: 1206310
Grades: 10
Prerequisite: Algebra I or equivalent
This course will meet the graduation requirement for Mathematics. The purpose of this course is to develop the geometric relationships and deductive strategies that can be used to solve a variety of real world and mathematical problems.

GEOMETRY HONORS

Credit: 1
Course Number: 1206320
Grades: 9-10
Prerequisite: Algebra I Honors or equivalent



This course will meet the graduation requirement for Mathematics. The purpose of this course is to develop the geometric relationships and deductive strategies that can be used to solve a variety of real world and mathematical problems. This content does include formal deductive proofs.

ALGEBRA II

Credit: 1
Course Number: 1200330
Grades: 10-12
Prerequisite: Geometry or equivalent
Will meet graduation requirements for Mathematics. The purpose of this course is to continue the study of algebra and to provide the foundation for applying algebraic skills to other mathematical and scientific fields.

ALGEBRA II HONORS

Credit: 1
Course Number: 1200340
Grades: 9-12
Prerequisite: Geometry Honors or equivalent
Will meet graduation requirements for Mathematics. The purpose of this course is to continue the study of algebra and to provide the foundation for applying algebraic skills to other mathematical and scientific fields.

MATH FOR COLLEGE ALGEBRA

Credit: 1
Course Number: 1200710
Grades: 11-12
Prerequisite: Algebra II or equivalent
Will meet graduation requirements for Mathematics. In Mathematics for College Algebra, instructional time will emphasize five areas: (1) developing fluency with the Laws of Exponents with numerical and algebraic expressions; (2) extending arithmetic operations with algebraic expressions to include rational and polynomial expressions; (3) solving one-variable exponential, logarithmic, radical and

rational equations and interpreting the viability of solutions in real-world contexts; (4) modeling with and applying linear, quadratic, absolute value, exponential, logarithmic and piecewise functions and systems of linear equations and inequalities; (5) extending knowledge of functions to include inverse and composition.

PROBABILITIES & STATS HONORS

Credit: 1
Course Number: 1210300
Grades: 10-12
Prerequisite: Algebra II or equivalent
Will meet graduation requirements for Mathematics.
The purpose of this course is to enable students to read and interpret data presented in various formats. Students will be able to determine whether data is presented in appropriate format and identify possible corrections. Formats include histograms, bar graphs, line graphs, stem and leaf plots, circle graphs, box and whisker plots, scatter plots and cumulative frequency graphs.

MATHEMATICS FOR DATA AND FINANCIAL LITERACY

Credit: 1
Course Number: 1200384
Grades: 12
Prerequisite: Algebra II or equivalent
Will meet graduation requirements for Mathematics.
In Mathematics for Data and Financial Literacy, instructional time will emphasize five areas: (1) extending knowledge of ratios, proportions and functions to data and financial contexts; (2) developing understanding of basic economic and accounting principles; (3) determining advantages and disadvantages of credit accounts and short- and long-term loans; (4) developing understanding of planning for the future through investments, insurance and retirement plans and (5) extending knowledge of data analysis to create and evaluate reports and to make predictions.

AICE MATH 1 AS LEVEL

Credit: 1
Course Number: 1202352
Grades: 10-12
Prerequisite: Algebra II Honors or equivalent
Will meet graduation requirements for Mathematics.
The purpose of this course is to enable students to: develop an understanding of the mathematical principles and appreciation of mathematics as a logical and coherent subject; acquire a range of mathematical skills, particularly those which will enable them to use applications of mathematics in the context of everyday situations and of other subjects they may be studying.

AP PRE-CALCULUS

Credit: 1
Course Number: 1202305
Grades: 10-12
Prerequisite: Algebra II Honors or equivalent
Will meet graduation requirements for Mathematics.
The purpose of this course is to prepare students for other college-level mathematics and science courses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. The course framework delineates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science.

AP CALCULUS AB

Credit: 1
Course Number: 1202310
Grades: 11-12
Prerequisite: AP Pre-Calculus or AICE Math
Will meet graduation requirements for Mathematics.
AP Calculus AB is an introductory college-level calculus course. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions.

SCIENCE

ENVIRONMENTAL SCIENCE

Credit: 1
Course Number: 2001340
Grades: 9
Prerequisite: None
Will meet graduation requirement for Science. The purpose of this course is to enable students to develop knowledge of the ways that humans interact with the natural environment.



BIOLOGY I

Credit: 1
Course Number: 2000310
Grades: 10
Prerequisite: None
Will meet graduation requirement for Science. The purpose of this course is to provide exploratory experiences and laboratory and real-life applications in the biological sciences.

BIOLOGY I HONORS

Credit: 1
Course Number: 2000320
Grades: 9-10
Prerequisite: None
Will meet graduation requirement for Science. The purpose of this course is to provide exploratory experiences and laboratory and real-life applications in the biological sciences.

CHEMISTRY HONORS

Credit: 1
Course Number: 2003350
Grades: 10-12
Prerequisite: Biology Honors or equivalent
Will meet graduation requirement for Science. The purpose of the course is to study the composition, properties and changes associated with matter. The content should include classification of nature, structure and changes, atomic theory, periodic law, bonding, chemical formula, chemical and nuclear reactions, balancing equations, stoichiometry, reaction rates and equilibrium, acid and base chemistry, behavior of gases, dynamics, nuclear energy and the environment. It is more rigorous than the regular Chemistry course and receives higher weighting for the GPA if a grade of C or higher is earned.

MARINE SCIENCE

Credit: 1
Course Number: 2002500
Grades: 11-12
Prerequisite: Biology
Will meet graduation requirement for Science. The purpose of this course is to enable students to develop understanding of theories and ideas associated with biological, earth, and physical sciences through relevant investigation.

MARINE SCIENCE HONORS

Credit: 1
Course Number: 2002510
Grades: 10-12
Prerequisite: Biology
Will meet graduation requirement for Science. The purpose of this course is to enable students to develop understanding of theories and ideas associated with biological, earth, and physical sciences through relevant investigation.

FORENSICS SCIENCE

Credit: 1
Course Number: 2002480
Grades: 11-12
Prerequisite: Biology
Will meet graduation requirement for Science. This course will provide opportunities to develop knowledge of biology and physical sciences and enable students to associate this knowledge with real life applications.

ANATOMY & PHYSIOLOGY HONORS

Credit: 1
Course Number: 2000360
Grades: 10-12
Prerequisite: Biology
Will meet graduation requirement for Science. The purpose of this course is to enable students to

develop understanding of the relationships between the structures and functions of the human body.

AICE MARINE SCIENCE

Credit: 1
Course Number: 2002515
Grades: 10-12
Prerequisite: Biology Honors
Will meet graduation requirement for Science. AICE Marine Science provides a coherent and stimulating introduction to the science of the marine environment. The content of the AS part of the course concentrates on the scientific study of the sea and its ecosystems, while the A Level part of the course concentrates on human activities that depend on the sea and have an impact on it. The emphasis throughout is on the understanding of concepts and the application of ideas to new contexts as well as on the acquisition of knowledge, and the course will foster creative thinking and problem- solving skills which are transferable to any future career path. It is expected that practical activities will underpin the teaching of the whole course, and students may be asked about practical activities in examination questions.

AICE ENVIRONMENTAL SCIENCE

Credit: 1
Course Number: 2001381
Grades: 10-12
Prerequisite: Biology Honors
Will meet graduation requirement for Science. The purpose of this course is to develop and apply concepts basic to earth, its materials, processes, history and environment in space.

SOCIAL STUDIES



LEADERSHIP TECHNIQUES HONORS

Credit: 1
Course Number: 2400310
Grades: 9
Prerequisite: None
This course will provide an in-depth study of the leadership techniques of decision making, problem solving, meeting skills, communication, group conflict reduction, time and stress management, evaluation, team building, group dynamics, motivational strategy, data collection for project needs, evaluation of community organizations, purpose of local government, and the role of leadership in a democratic society.

WORLD HISTORY

Credit: 1
Course Number: 2109310
Grades: 10
Prerequisite: None
Will meet the graduation requirement for world history. The purpose of this course is to enable students to understand their connections to the development of civilizations by examining the past to prepare for their future as participating members of a global community. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures, and humanities to solve problems in academic, civic, social and employment pertaining to history, geography, and economics.

WORLD HISTORY HONORS

Credit: 1
Course Number: 2109320
Grades: 10
Prerequisite: None
The purpose of this course is to acquire an understanding of the chronological development of world events pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures, and humanities to solve problems in academic, civic, social and employment settings.

AICE INTERNATIONAL HISTORY AS LEVEL

Credit: 1
Course Number: 2100490
Grades: 10
Prerequisite: None
Will meet graduation requirement for World History. Students understand significant global events from the 19th century to the late 20th century. 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.

UNITED STATES HISTORY

Credit: 1
Course Number: 2100310
Grades: 11
Prerequisite: None
Will meet graduation requirement for American History. The purpose of this course is to enable students to understand the development of the United States within the context of history with a major focus on the post- Reconstruction period.

UNITED STATES HISTORY HONORS

Credit: 1
Course Number: 2100320
Grades: 11
Prerequisite: None
Will meet graduation requirement for American History. The purpose of this course is to enable students to understand the development of the United States within the context of history with a major focus on the post-Reconstruction period. Students will use knowledge pertaining to history, geography, and economics.

AICE UNITED STATES HISTORY AS LEVEL

Credit: 1
Course Number: 2100500
Grades: 11
Prerequisite: None

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

ECONOMICS
Credit: 0.5
Course Number: 2102310
Grades: 12
Prerequisite: None
Will meet the graduation requirement for Economics. The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

ECONOMICS HONORS
Credit: 0.5
Course Number: 2102320
Grades: 12
Prerequisite: None
Will meet the graduation requirement for Economics. The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

UNITED STATES GOVERNMENT
Credit: 0.5
Course Number: 2106310
Grades: 12
Prerequisite: None
Will meet the graduation requirement for American Government. The purpose of this course is to enable students to gain an understanding of American government and political behavior that is essential for effective citizenship and active involvement in a democratic American society.

UNITED STATES GOVERNMENT HONORS
Credit: 0.5
Course Number: 2106320
Grades: 12
Prerequisite: None
Will meet the graduation requirement for American Government. The purpose of this course is to enable students to gain an understanding of American government and political behavior that is essential for effective citizenship and active involvement in a democratic American society.

ADVANCED PLACEMENT UNITED STATES GOVERNMENT AND POLITICS
Credit: 0.5
Course Number: 2106420
Grades: 12
Prerequisite: None
Will meet the graduation requirement for American Government. AP U.S. Government and Politics is an introductory college-level course in U.S. government and politics. Students cultivate their understanding of U.S. government and politics through analysis of data and text-based sources as they explore topics like constitutionalism, liberty and order, civic participation in a representative

democracy, competing policy-making interests, and methods of political analysis.

PERSONAL FINANCE AND MONEY MANAGEMENT

Credit: 0.5
Course Number: 2102371
Grades: 12
Prerequisite: None
Will meet the graduation requirement for Personal Financial Literacy. The purpose of this course is to enable students to gain an understanding of personal financial decisions, wages/salaries, budgets, credit, savings, and investments.

CTE COURSES BY PROGRAM IN ALPHABETICAL ORDER

BIOMEDICAL

PRINCIPLES OF THE BIOMEDICAL SCIENCES

Credit: 1
Course Number: 8708110
Grades: 9-10
Prerequisite: None
This course is designed to provide an overview of all the courses in the Biomedical Sciences program and lay the scientific foundation for subsequent courses. Students are introduced to human physiology, medicine, research processes and bioinformatics. Key biological concepts including homeostasis, metabolism, inheritance of traits, and defense against disease are embedded in the curriculum. Engineering principles including the design process, feedback loops, and the relationship of structure to function are also incorporated.

HUMAN BODY SYSTEMS

Credit: 1
Course Number: 8708120
Grades: 10-11
Prerequisite: Principles of the Biomedical Sciences
Students examine the interactions of body systems as they explore identity, communication, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real-world cases and often play the role of biomedical professionals to solve medical mysteries.

MEDICAL INTERVENTIONS

Credit: 1
Course Number: 8708130
Grades: 11-12
Prerequisite: Human Body Systems
The course is a "How-To" manual for maintaining overall health and homeostasis in the body as students explore: how to prevent and fight infection; how to screen and evaluate the code in human DNA; how to prevent, diagnose and treat cancer; and how to prevail when the organs of the body begin to fail. Through these scenarios, students are exposed to the wide range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.

DENTAL AIDE

HEALTH SCIENCE I

Credit: 1
Course Number: 8417100
Grades: 9-10
Prerequisite: None
This course is part of the secondary Health Core consisting of an overview of the human body, both structurally and functionally with emphasis on the pathophysiology and transmission of disease. Medical terminology is an integral part of the course. The course Anatomy and Physiology Honors (2000360) may be substituted for the course.

HEALTH SCIENCE II

Credit: 1
Course Number: 8417110
Grades: 10-11
Prerequisite: Health Science I or Anatomy & Physiology Honors
This course is part of the Secondary Health Core designed to provide the student with an in depth knowledge of the health care system and associated occupations. Emphasis is placed on communication and interpersonal skills, use of technology, ethics and the development of critical thinking and problem solving skills. Students may shadow professionals throughout the course.

DENTAL AIDE III

Credit: 1
Course Number: 8417141
Grades: 11-12
Prerequisite: Health Science II

This course provides classroom theory and practical application in tasks related to dental office asepsis

and sterilization and disinfection procedures in the dental environment. It is designed to prepare completers for employment as dental aides specializing as dental sterilization technicians. It also provides an introduction to dentistry and dental assisting.

EXERCISE SCIENCE

HEALTH SCIENCE I

Credit: 1
Course Number: 8417100
Grades: 9-10
Prerequisite: None
This course is part of the secondary Health Core consisting of an overview of the human body, both structurally and functionally with emphasis on the pathophysiology and transmission of disease. Medical terminology is an integral part of the course. The course Anatomy and Physiology Honors (2000360) may be substituted for the course.

HEALTH SCIENCE II

Credit: 1
Course Number: 8417110
Grades: 10-11
Prerequisite: Health Science I or Anatomy & Physiology Honors
This course is part of the Secondary Health Core designed to provide the student with an in depth knowledge of the health care system and associated occupations. Emphasis is placed on communication and interpersonal skills, use of technology, ethics and the development of critical thinking and problem solving skills. Students may shadow professionals throughout the course.

EXERCISE SCIENCE

Credit: 1
Course Number: 8417141
Grades: 11-12
Prerequisite: Health Science II

This course prepares students to be employed as Personal Trainers. Content includes, but not limited to, identifying and practicing within the appropriate scope of practice for a personal trainer, develop and implement exercise programs for apparently healthy individuals or those who have medical clearance to exercise, proficiency in the appropriate fitness equipment used, as well as a foundation in the musculo-skeletal system of the body.

GLOBAL LOGISTICS

DIGITAL INFORMATION TECHNOLOGY

Credit: 1
Course Number: 8207310
Grades: 9-10
Prerequisite: None
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.

GLOBAL LOGISTICS OPERATIONS

Credit: 1
Course Number: 9503130
Grades: 10-11
Prerequisite: Digital Information Technology
The Global Logistics Operations course is designed to build on the skills and knowledge students learned in Global Logistics and Supply Chain Technology and the Introduction to Information Technology Applications courses for entry into the logistics and supply chain industry. Students explore career opportunities and requirements of a professional logistician. Content emphasizes an understanding of warehouse operations, storage and control operations, protection, and economics.

GLOBAL LOGISTICS MANAGEMENT

Credit: 1
Course Number: 9503140
Grades: 11-12
Prerequisite: Global Logistics Operations
The Global Logistics Management course is designed to build on the skills and knowledge students learned in Global Logistics and Supply Chain Technology, Introduction to Information Technology Applications, and Global Logistics Operations courses

for entry into the logistics and supply chain industry. Students explore career opportunities and requirements of a professional logistician. Content emphasizes knowledge, skills, and understanding of college and career readiness, employability skills, career acquisition and retention, life skills, and technological literacy.

HEALTH SCIENCE

HEALTH SCIENCE I

Credit: 1
Course Number: 8417100
Grades: 9-10
Prerequisite: None
This course is part of the secondary Health Core consisting of an overview of the human body, both structurally and functionally with emphasis on the pathophysiology and transmission of disease. Medical terminology is an integral part of the course. The course Anatomy and Physiology Honors (2000360) may be substituted for the course.

HEALTH SCIENCE II

Credit: 1
Course Number: 8417110
Grades: 10-11
Prerequisite: Health Science I or Anatomy & Physiology Honors
This course is part of the Secondary Health Core designed to provide the student with an in depth knowledge of the health care system and associated occupations. Emphasis is placed on communication and interpersonal skills, use of technology, ethics and the development of critical thinking and problem solving skills. Students may shadow professionals throughout the course.

ALLIED HEALTH III

Credit: 1
Course Number: 8417131
Grades: 10-11
Prerequisite: Health Science II
In this course, students will perform skills representative of one to three areas of allied health care in the laboratory and clinical settings.

NURSE ASSISTANT III

Credit: 1
Course Number: 8417211
Grades: 12
Prerequisite: Health Science II
This is a course designed to prepare the student to provide/assist with all aspects of activities of daily living for the adult patient in both hospital and nursing home settings. The course, which is taught by a registered nurse, includes didactic instruction, skills practice in the laboratory and clinical experience. Emphasis is also placed on the development of communication, interpersonal, problem solving and critical thinking skills.

EMERGENCY MEDICAL RESPONSE III

Credit: 1
Course Number: 8417171
Grades: 12
Prerequisite: Health Science II
This course prepares students to be employed as Emergency Medical Responders. Content includes, but not limited to, identifying and practicing within the appropriate scope of practice for an Emergency Medical Responder, demonstrating correct medical procedures for various emergency situations, proficiency in the appropriate instruments used, as well as a foundation in the musculoskeletal system of the body.

HOSPITALITY & TOURISM

INTRODUCTION TO HOSPITALITY & TOURISM

Credit: 1
Course Number: 8850110
Grades: 9-10
Prerequisite: None
The purpose of this course is to introduce students to the skills necessary for success in the hospitality and tourism industry. Students will also have the opportunity to learn hospitality and tourism terminology and the mathematical, economic, marketing, and sales fundamentals of the industry.

TECHNOLOGY FOR HOSPITALITY & TOURISM

Credit: 1
Course Number: 8703110
Grades: 10-11
Prerequisite: Introduction for Hospitality & Tourism
This course is designed to provide an introduction to computer technology and to develop entry-level skills for computer-related careers in the hospitality & tourism industry.

HOSPITALITY & TOURISM MARKETING MANAGEMENT

Credit: 1
Course Number: 8703120
Grades: 11-12
Prerequisite: Technology for Hospitality & Tourism
The purpose of this course is to provide students necessary career specific instruction in hospitality and tourism marketing management. Students will learn sales and management techniques, marketing principles, and entrepreneurship skills necessary to succeed in the hospitality and tourism industry. This course incorporates marketing and management principles and procedures of the hospitality and tourism industry as well as employment qualifications and opportunities.

AICE TRAVEL & TOURISM 1

Credit: 1
Course Number: 2102410
Grades: 10-12
Prerequisite: None
Cambridge International AS Level Travel and Tourism is ideal for those seeking to specialize in this subject. The course encourages learners to appreciate the changing nature of travel and tourism and understand the importance of sustainability in the development and management of the industry.

ELECTIVES BY SUBJECT IN ALPHABETICAL ORDER

COMMUNICATION ARTS

AICE GLOBAL PERSPECTIVES AS LEVEL

Credit: 1
Course Number: 1700364
Grades: 11-12
Prerequisite: None
Cambridge International AS Level Global Perspectives prepares learners for positive engagement with our rapidly changing world. Learners broaden their outlook through the critical analysis of and reflection on issues of global significance. The skills gained through study of Cambridge International AS Level Global Perspectives enable students to meet the demands of twenty first century learning and make a successful transition to study in higher education.

AICE THINKING SKILLS

Credit: 1
Course Number: 1700372
Grades: 9-12
Prerequisite: None
The purpose of this course involves the development of a range of transferable thinking skills and processes. These skills are valuable and relevant within other subjects as well as being essential for further and higher education. Students will study of the language of reasoning by identifying reasons, evaluating reasoning of different kinds, recognizing and evaluating assumptions.

CREATIVE WRITING I

Credit: 0.5
Course Number: 1009320
Grades: 9-12
Prerequisite: None
The purpose of this course is to enable students to develop and use writing and language skills for creative expression in a variety of literary forms. Studying and modeling a variety of genres will be emphasized at this level of creative writing.

CREATIVE WRITING II
Credit: 0.5
Course Number: 1009330
Grades: 9-12
Prerequisite: None
The purpose of this course is to enable students to develop and use writing and language skills for creative expression in a variety of literary forms. Studying and modeling a variety of genres will be emphasized at this level of creative writing.

SPEECH
Credit: 1
Course Number: 1007300
Grades: 9-12
Prerequisite: None
This course is designed to build student facility in structuring various types of speeches, researching information, audience analysis, presentation of speeches and building self confidence in public speaking situations. Students will critique speeches, paying attention to content, organization, language, and delivery style, and produce and present well-structured, developed speeches.

COMPUTER TECHNOLOGY

EMERGING TECHNOLOGY IN BUSINESS
Credit: 1
Course Number: 8207010
Grades: 9-12
Prerequisite: None
The purpose of this course is to give students an opportunity to apply knowledge and skills related to the area of Emerging Technology in Business. The content includes electronic research methods; business communications including speaking, listening, writing, and telecommunicating; multimedia presentation skills; ethical considerations related to technology; and emerging technologies affecting business environments.

ESE ELECTIVES

LEARNING STRATEGIES
Credit: 1
Course Number: 7963080RG
Grades: 9-12
Prerequisite: None
The purpose of this course is to enable students with disabilities to acquire and generalize strategies and skills across academic, community, and employment settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

SOCIAL SKILLS
Credit: 1
Course Number: 7963070RG
Grades: 9-12
Prerequisite: None
The purpose of this course is to enable students with disabilities to acquire and generalize skills related to self-management and interpersonal relationships in educational, home, community, and employment settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

PERFORMING ARTS

BAND I
Credit: 1
Course Number: 1302300
Grades: 9
Prerequisite: None
Will meet graduation requirements for Performing Fine Arts. The purpose of this course is to enable students to develop basic technical skills on wind or percussion instruments through the refinement and performance of high school band literature. Emphasis will be placed on the department of skills in interpretation of notation and expressive markings, individual and ensemble performance and critical listening.

BAND II
Credit: 1
Course Number: 1302310
Grades: 9-12
Prerequisite: Instrument experience
Will meet graduation requirements for Performing Fine Art. The purpose of this course is to enable

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

BAND III

Credit: 1
Course Number: 1302320
Grades: 9-12
Prerequisite: Prior band experience
Will meet graduation requirements for Performing Fine Arts. The purpose of this course is to enable students to develop proficient technical skills on wind or percussion instruments through the refinement and performance of high school band literature. Emphasis will be placed on the department of skills in interpretation of notation and expressive markings, individual and ensemble performance and critical listening.

BAND IV/V/VI

Credit: 1
Course Number: 1302330/1302340/1302350
Grades: 9-12
Prerequisite: Prior band experience
Will meet graduation requirements for Performing Fine Arts. The purpose of this course is to enable students to develop consistently proficient technical skills on wind or percussion instruments through the refinement and performance of high school band literature. Emphasis will be placed on the department of skills in interpretation of notation and expressive markings, individual and ensemble performance and critical listening.

CERAMICS/POTTERY I

Credit: 1
Course Number: 0102300
Grades: 9-12
Prerequisite: None
Will meet graduation requirements for Performing Fine Arts. The purpose of this course is to enable students to explore how space, mass, balance, and form combine to create aesthetic forms or utilitarian products and structures. Instructional focus will be on ceramics and/or pottery.

CERAMICS/POTTERY II

Credit: 1
Course Number: 0102310
Grades: 9-12
Prerequisite: Ceramics/Pottery I
Will meet graduation requirements for Performing Fine Arts. The purpose of this course is to enable students to explore spatial relationships through the use of nonobjective, abstract, or representational forms, products, or structures. Instructional focus should be on ceramics and/or pottery.

CHORUS I

Credit: 1
Course Number: 1303300
Grades: 9-12
Prerequisite: None
Will meet graduation requirements for Performing Fine Arts. The purpose of this course is to enable students to develop basic individual and ensemble skills in choral performance through preparation of varied high school literature. Emphasis will be placed on healthy and expressive singing and accurate interpretation of notation.

CHORUS II

Credit: 1
Course Number: 1303310
Grades: 9-12
Prerequisite: Prior chorus experience
Will meet graduation requirements for Performing Fine Arts. The purpose of this course is to enable students to develop basic individual and ensemble skills in choral performance through preparation of varied high school literature. Emphasis will be placed on healthy and expressive singing and accurate interpretation of notation.

CREATIVE PHOTOGRAPHY I

Credit: 1
Course Number: 0108310
Grades: 9-12

Prerequisite: None
Meets graduation requirement for Performing Arts.
The purpose of this course is to enable students to develop fundamental skills and creative approaches in photographic imagery, processes, and techniques.

CREATIVE PHOTOGRAPHY II

Credit: 1
Course Number: 0108320
Grades: 9-12
Prerequisite: Creative Photography I
Meets graduation requirement for Performing Arts.
The purpose of this course is to enable students to develop fundamental skills and creative approaches in photographic imagery, processes, and techniques.

DANCE TECHNIQUES I

Credit: 1
Course Number: 0300310
Grades: 9-12
Prerequisite: None
Students in this year-long, entry-level course, designed for those having no prior dance instruction, learn foundational skills in two or more dance styles. Their development of fundamental dance technique is enriched and enlivened through study of works by a variety of diverse artists, developing genre-specific movement vocabulary and dance terminology, and building knowledge and skills related to somatic practices, dance composition, analysis of effort and outcomes, dance history and culture, collaborative work, and rehearsal and performance protocols.

DANCE TECHNIQUES II

Credit: 1
Course Number: 0300320
Grades: 9-12
Prerequisite: Dance Techniques I
Students in Dance Techniques II, a year-long course, build on previously acquired knowledge and fundamental technical skills in two or more dance forms, focusing on developing the aesthetic quality of movement in the ensemble and as an individual.

DANCE TECHNIQUES III

Credit: 1
Course Number: 0300330
Grades: 9-12
Prerequisite: Dance Techniques II
Students in this year-long, intermediate-level course, designed for dancers who have mastered the basics in two or more dance forms, build technical and creative skills with a focus on developing the aesthetic quality of movement in the ensemble and as an individual.

DANCE TECHNIQUES IV HONORS

Credit: 1
Course Number: 0300334
Grades: 9-12
Prerequisite: Dance Techniques III
Students in this year-long, advanced dance techniques class build on skills learned in previous dance classes to improve their performance in two or more dance styles. During the class, students perform sequences of increasing complexity to advance their technical skills.

DANCE REPERTORY I/II/III/IV

Credit: 1
Course Number:
0300400/0300410/0300420/0300430
Grades: 9-12
Prerequisite: Dance Teacher approval
Students study the historical works of professional choreographers in one or more genres, such as ballet, modern, jazz, or other traditional dance forms. Students learn to understand and apply each choreographer's movement design and artistic intent, respecting the work as each choreographer's intellectual property, and gain skills for group and self-assessment, analysis, and problem solving.

DRAWING I

Credit: 1
Course Number: 0104340
Grades: 9-12
Prerequisite: None
Meets graduation requirement for Performing Arts.
The purpose of this course is to enable students to develop basic perceptual, observational, and compositional skills necessary to communicate a

range of subject matter, symbols, ideas, and concepts using knowledge of drawing media, processes, and techniques.

DRAWING II/III/IV

Credit: 1
Course Number: 0104350/0104360/0104370
Grades: 9-12
Prerequisite: Drawing I
Meets graduation requirement for Performing Arts. The purpose of this course is to enable students to develop basic perceptual, observational, and compositional skills necessary to communicate a range of subject matter, symbols, ideas, and concepts using knowledge of drawing media, processes, and techniques.

INSTRUMENTAL TECHNIQUES I/II

Credit: 1
Course Number: 1302420/1302430
Grades: 9-10
Prerequisite: None
Will meet graduation requirements for Performing Fine Arts. The purpose of this course is to enable students to develop basic performance skills on a selected instrument in a solo or small ensemble setting using varied high school literature. Performance techniques, music knowledge, critical analysis, and aesthetic response are emphasized.

INSTRUMENTAL TECHNIQUES III/IV

Credit: 1
Course Number: 1302440/1302450
Grades: 11-12
Prerequisite: Prior band experience
Will meet graduation requirements for Performing Fine Arts. The purpose of this course is to enable students to develop intermediate-level performance skills on a selected instrument in a solo or small ensemble setting using varied high school literature. Performance techniques, music knowledge, critical analysis, and aesthetic response are emphasized.

JAZZ ENSEMBLE I

Credit: 1
Course Number: 1302500
Grades: 9-12
Prerequisite: None
Will meet graduation requirements for Performing Fine Art. The purpose of this course is to enable students to develop basic skills in jazz performance through knowledge of styles and performance techniques of varied jazz and contemporary literature.

JAZZ ENSEMBLE II

Credit: 1
Course Number: 1302510
Grades: 9-12
Prerequisite: Prior jazz band experience
Will meet graduation requirements for Performing Fine Art. The purpose of this course is to enable students to develop Intermediate-level skills in jazz performance through knowledge of styles and performance techniques of varied jazz and contemporary literature.

JAZZ ENSEMBLE III

Credit: 1
Course Number: 1302520
Grades: 11-12
Prerequisite: Prior jazz band experience
Will meet graduation requirements for Performing Fine Art. The purpose of this course is to enable students to develop Intermediate-level skills in jazz performance through knowledge of styles and performance techniques of varied jazz and contemporary literature.

JAZZ ENSEMBLE IV (HONORS)

Credit: 1
Course Number: 1302530
Grades: 11-12
Prerequisite: Prior jazz band experience
Will meet graduation requirements for Performing Fine Art. The purpose of this course is to enable students to develop Intermediate-level skills in jazz performance through knowledge of styles and performance techniques of varied jazz and contemporary literature.

MUSICAL THEATRE I

Credit: 1
Course Number: 0400700
Grades: 9-12
Prerequisite: None
Students' course work focuses on, but is not limited to, acting, vocal performance, dance, non-dance movement, and staging, which transfer readily to performances in musicals and other venues. Students survey the evolution of music in theatre from ancient Greece to modern Broadway through a humanities approach and representative literature.

MUSICAL THEATRE II

Credit: 1
Course Number: 0400710
Grades: 9-12
Prerequisite: Musical Theatre I
Students learn from the styles and techniques used by well-known singer-actor-dancers and choreographers to build a performance portfolio for auditions and/or interviews. Students examine the contributions of major writers, composers, lyricists, and choreographers of musical theatre and learn to analyze the structures, stories, and settings of musical theatre exemplars to understand how those components serve the story and concept.

MUSIC OF THE WORLD

Credit: 1
Course Number: 1300340
Grades: 9-12
Prerequisite: None
Students explore the musical traditions of 20th- and 21st-century American and global communities around the world through study of current trends, focusing on the function of music within various cultures (e.g., jazz, world drumming, mariachi, soul, gamelan, Bollywood, digital). Students examine and report on human activities involving music, technology- and culture-related influences on music, and the sounds and structures of music composition. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

THEATRE I

Credit: 1
Course Number: 0400310
Grades: 9-12
Prerequisite: None
The purpose of this course is to enable students to develop fundamental skills in the multiple elements of theatre as a collaborative art.

THEATRE II

Credit: 1
Course Number: 0400320
Grades: 9-12
Prerequisite: Theatre I
The purpose of this course is to enable students to develop basic skills in the multiple elements of theatre as a collaborative art.

THEATRE III HONORS

Credit: 1
Course Number: 0400330
Grades: 10-12
Prerequisite: Theatre II
The purpose of this course is to enable students to develop intermediate skills in the multiple elements of theatre as a collaborative art.

THEATRE IV HONORS

Credit: 1
Course Number: 0400340
Grades: 11-12
Prerequisite: Theatre III
The purpose of this course is to enable students to develop intermediate skills in the multiple elements of theatre as a collaborative art.

VISUAL TECHNOLOGY I (YEARBOOK)

Credit: 1
Course Number: 0107440
Grades: 10-12
Prerequisite: None
The purpose of this course is to enable students to explore the fundamental concepts, terminology,

techniques, and applications of digital imaging to create original work.

VISUAL TECHNOLOGY II (YEARBOOK)

Credit: 1
Course Number: 0107450
Grades: 10-12
Prerequisite: Visual Technology I
The purpose of this course is to enable students to explore and develop concepts, terminology, techniques, and applications to design, create, print, and display original two-dimensional animations.

PHYSICAL EDUCATION

BASKETBALL

Credit: 0.5
Course Number: 1503310
Grades: 9-12
Prerequisite: None
The purpose of this course is to enable students to develop knowledge and skills in basketball and to maintain or improve health-related fitness.

HOPE: HEALTH OPPORTUNITIES THROUGH PHYSICAL EDUCATION

Credit: 1
Course Number: 1506320
Grades: 9-12
Prerequisite: None
Will meet graduation requirements for HOPE. The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness.

OUTDOOR EDUCATION

Credit: 0.5
Course Number: 1502480
Grades: 9-12
Prerequisite: None
The purpose of this course is to enable students to develop knowledge and skills in outdoor activities and to maintain or improve health related fitness.

RECREATIONAL SPORTS

Credit: 0.5
Course Number: 1502470
Grades: 9-12
Prerequisite: None
The purpose of this course is to enable students to develop knowledge and skills in recreational activities and maintain or improve health-related fitness.

SOCCER

Credit: 0.5
Course Number: 1503320
Grades: 9-12
Prerequisite: None
The purpose of this course is to enable students to develop knowledge and skills in soccer and to maintain or improve health related fitness.

TEAM SPORTS I

Credit: 0.5
Course Number: 1503350
Grades: 9-12
Prerequisite: None
The purpose of this course is to enable students to acquire basic knowledge of team sports play, develop skills in specified team sports and maintain or improve health-related fitness.

TEAM SPORTS II

Credit: 0.5
Course Number: 1503360
Grades: 9-12
Prerequisite: None
The purpose of this course is to enable students to acquire basic knowledge of team sports play, develop skills in specified team sports and maintain or improve health-related fitness.

BEGINNING WEIGHT TRAINING

Credit: 0.5
Course Number: 1501340
Grades: 9-12
Prerequisite: None
The purpose of this course is to enable students to acquire basic knowledge and skills in weight training, improve muscular strength and endurance, and begin to enhance self-image.

INTERMEDIATE WEIGHT TRAINING

Credit: 0.5
Course Number: 1501350
Grades: 9-12
Prerequisite: Beginning Weight Training
The purpose of this course is to enable students to acquire basic knowledge and skills in weight training, improve muscular strength and endurance, and begin to enhance self-image.

ADVANCED WEIGHT TRAINING

Credit: 0.5
Course Number: 1501360
Grades: 9-12
Prerequisite: Intermediate Weight Training
The purpose of this course is to enable students to acquire basic knowledge and skills in weight training, improve muscular strength and endurance, and begin to enhance self-image.

POWER WEIGHT TRAINING

Credit: 0.5
Course Number: 1501410
Grades: 9-12
Prerequisite: Advanced Weight Training
The purpose of this course is to enable students to acquire basic knowledge and skills in weight training, improve muscular strength and endurance, and begin to enhance self-image.

SOCIAL STUDIES

AFRICAN AMERICAN HISTORY

Credit: 0.5
Course Number: 2100340
Grades: 9-12
Prerequisite: None
Students understand the development of African American heritage within the context of a broad historical focus. Students examine connections to the past to prepare for the future as participating members of a democratic society.

AICE GEOGRAPHY AS LEVEL

Credit: 1
Course Number: 2103410
Grades: 9-12
Prerequisite: None
The Geography syllabus builds upon skills gained at Cambridge IGCSE (or equivalent) level study. Learners widen their knowledge and understanding of the subject, while developing their investigative abilities and their evaluation and decision-making skills.

AICE PSYCHOLOGY AS LEVEL

Credit: 1
Course Number: 2107360
Grades: 10-12
Prerequisite: None
The purpose of this course is to provide an introduction to psychological concepts, theories, research findings, and applications; to create an understanding of the range and limitations of psychological theory and practice, and to encourage students to explore and understand the relationship between psychological findings and everyday life; to develop skills of analysis, interpretation, and application.

AICE SOCIOLOGY AS LEVEL

Credit: 1
Course Number: 2108310
Grades: 10-12
Prerequisite: None
In a rapidly changing world, AICE Sociology offers students the opportunity not only to explore the processes that are shaping current trends, but also to develop an understanding of the complexity and diversity of human societies and their continuities with the past. The study of sociology stimulates awareness of contemporary social, cultural and political issues, and focuses on the importance of examining these issues in a rigorous, reasoned and analytical way. The class provides a solid grounding in the central ideas and approaches in Sociology.

HOLOCAUST HISTORY

Credit: 0.5
Course Number: 2109430
Grades: 9-12

Prerequisite: None
The primary content emphasis for this course pertains to the examination of the events of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany.

PSYCHOLOGY I

Credit: 0.5
Course Number: 2107300
Grades: 9-12
Prerequisite: None
Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction and the progressive development of individuals. This will better prepare them to understand their own behavior and the behavior of others.

PSYCHOLOGY II

Credit: 0.5
Course Number: 2107310
Grades: 9-12
Prerequisite: Psychology I
Through the additional study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction, and the progressive development of individuals. This will better prepare them to understand their own behavior and the behaviors of others.

SOCIAL MEDIA

Credit: 0.5
Course Number: 1006375
Grades: 9-12
Prerequisite: None
The purpose of this course is to enable students to develop fundamental skills in the use of social media across print, multimedia, web, and broadcast platforms, including ethical and legal uses.

SOCIOLOGY

Credit: 0.5
Course Number: 2108300
Grades: 9-12
Prerequisite: None
The purpose of the course is to provide an understanding of group interaction and its impact on individuals in order that they may have a greater awareness of the beliefs, values and behavior patterns of others. In an increasingly interdependent world, students need to recognize how group behavior affects both the individual and society.

STUDENT LEADERSHIP

LEADERSHIP SKILLS DEVELOPMENT (STUDENT GOVERNMENT ASSOCIATION)

Credit: 1
Course Number: 2400300/2400320
Grades: 9-12
Prerequisite: Application Required
The purpose of this course is to teach leadership skills, parliamentary procedure, problem solving, decision making, communication skills, group dynamics, time and stress management, public speaking, human relations, public relations, team building, and other group processes.

SPORTS INFORMATION DIRECTORS

Credit: 1
Course Number: 0500500/0500510
Grades: 10-12
Prerequisite: Teacher Approval
The purpose of this course is to provide students with an opportunity to experience success in school and improve attitudes and behaviors towards learning, self, school and community.

SUPPORTIVE

ENGLISH LANGUAGE DEVELOPMENT

Credit: 1
Course Number: 1002380
Grades: 9-12
Prerequisite: None
The purpose of this course is to enable high school students who are native speakers of languages other than English to accelerate the development of communication and literacy skills that will promote English proficiency. This course will strengthen English listening, speaking, reading and writing skills

so that students are able to successfully comprehend high school grade-level text independently, as well as communicate for social and instructional purposes within the school setting. Instruction will emphasize reading comprehension, writing fluency, and academic vocabulary through various levels of complexity.

INTENSIVE READING I

Credit: 1
Course Number: 1000412
Grades: 9
Prerequisite: None
This course is designed for 9th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard.

INTENSIVE READING II

Credit: 1
Course Number: 1000414
Grades: 10
Prerequisite: None
This course is designed for 10th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard.

INTENSIVE READING III

Credit: 1
Course Number: 1000416
Grades: 11
Prerequisite: None
This course is designed for 11th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard.

INTENSIVE READING IV

Credit: 1
Course Number: 1000418
Grades: 12
Prerequisite: None
This course is designed for 12th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard.

WORLD LANGUAGE

AMERICAN SIGN LANGUAGE

Credit: 1
Course Number: 0717300
Grades: 9-11
Prerequisite: None
The purpose of this course is to introduce students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language with introductions to culture, connections, comparisons, and communities.

SPANISH I

Credit: 1
Course Number: 0708340
Grades: 9-11
Prerequisite: None
The purpose of this course is to enable students to begin to acquire proficiency in Spanish through a linguistics, communicative, and cultural approach to language learning. Emphasis is placed on the development of listening, speaking, reading, and writing skills and on the acquisition of the fundamentals of applied grammar.

SPANISH II

Credit: 1
Course Number: 0708350
Grades: 10-12
Prerequisite: Spanish I or equivalent
The purpose of this course is to enable students to enhance proficiency in Spanish through a linguistic, communicative, and cultural approach to learning. There is a continued emphasis on the development of listening, speaking, reading, and writing skills and on the acquisition of the fundamentals of applied grammar. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course.

SPANISH III HONORS

Credit: 1
Course Number: 0708360
Grades: 11-12
Prerequisite: Spanish II or equivalent
The purpose of this course is to enable students to enhance proficiency in Spanish through a linguistic, communicative, and cultural approach to learning. There is a continued emphasis on the development of listening, speaking, reading, and writing skills and on the acquisition of the fundamentals of applied grammar. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course.

AICE SPANISH LANGUAGE AS LEVEL

Credit: 1
Course Number: 0708538
Grades: 10-12
Prerequisite: Spanish II or equivalent
The purpose of this course is to develop student's ability to understand and communicate confidently and clearly in speech and written language. Students will be encouraged to read widely, to use relevant vocabulary, employ correct grammar, spelling and punctuation. The students will develop the ability to analyze, synthesize, make inferences, and organize arguments and ideas logically.

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.

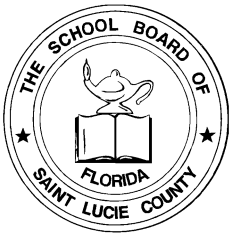
These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

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



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

Superintendent
Dr. Jon R. Prince

NOTICE OF NON-DISCRIMINATION AND SECTION 504 COMPLIANCE

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

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

Non-Discrimination Policy Inquiries and Complaints by Students, Parents, Applicants for Admission to School, and all others except Employees and Applicants for Employment:
Heather Roland, Executive Director of Student Services
9461 Brandywine Lane, Port St. Lucie, FL 34986
Office: (772) 429-4521, Fax: (772) 429-4528, E-mail: SS-GRV@stlucieschools.org

Non-Discrimination Policy Inquiries and Complaints by Employees and Applicants for Employment:
Rafael Sanchez, Executive Director of Human Resources
9461 Brandywine Lane, Port St. Lucie, FL 34986
Office: (772) 429-7508, Fax: (772) 429-7501, E-mail: EMP-GRV@stlucieschools.org

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

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

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

St. Lucie PUBLIC SCHOOLS
AN "A" RATED DESTINATION DISTRICT

WLX HORIZON

SCAN ME