



LINCOLN PARK ACADEMY

# CURRICULUM GUIDE



1806 Avenue I, Fort Pierce, FL 34950 | 772.468.5474

2026-2027 SCHOOL YEAR

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## ABOUT LINCOLN PARK ACADEMY



Welcome to Lincoln Park Academy, an Academic Magnet School with a legacy of excellence since 1923. As we proudly celebrate 100 years of prestige, tradition, and success, we invite you to explore the unparalleled educational opportunities we offer. Located in Fort Pierce on the Treasure Coast, our school has earned a reputation as one of the highest-rated institutions in the region.

### FROM THE PRINCIPAL

At Lincoln Park Academy, we are committed to providing students with a premier education that prepares them for a successful future. Our dedicated faculty and staff are passionate about inspiring a love for learning in every student. Through rigorous academic programs, cutting-edge technology, and a supportive learning environment, we empower our students to reach their full potential and become leaders in their fields. At Lincoln Park Academy, we believe in nurturing the whole student. Our comprehensive curriculum extends beyond the classroom, offering a rich array of extracurricular activities, clubs, and athletic programs to foster well-rounded development. As we embark on our next century of educational excellence, we invite you to join our vibrant and inclusive community. Discover the limitless possibilities that await your child at Lincoln Park Academy, where tradition meets innovation and success is not just a goal but a way of life. We look forward to partnering with you to ensure your child's educational journey is one of growth, achievement, and lifelong success. Together, let's continue the proud legacy of Lincoln Park Academy and shape a brighter future for our students and our community. Welcome to Lincoln Park Academy, where greatness begins.



**Dr. Michelle Herrington, Principal**

## ADMINISTRATION



**Dr. Michelle Herrington** • Principal

**Candace Stone** • Assistant Principal

**Lynda Octavi** • Assistant Principal

**Mike Davis** • Assistant Principal

**Jamie Malone** • Graduation Coach

## SCHOOL COUNSELORS

**Ms. Gabrielle Cave** • School Counselor | *9<sup>th</sup> – 12<sup>th</sup> Grades A-F*

**Mrs. Irene Schmahl** • Director of School Counseling | *9<sup>th</sup> – 12<sup>th</sup> Grades G-N*

**Ms. Denise Davis** • School Counselor | *9<sup>th</sup> – 12<sup>th</sup> Grades O-Z*

**Mrs. Sonja Francois** • School Counselor | *All 6<sup>th</sup> Grade & 7<sup>th</sup> Grade A-L*

**Ms. Rosa Myles** • School Counselor | *All 8<sup>th</sup> Grade & 7<sup>th</sup> Grade M-Z*

**Mrs. Diana Mitchell** • Guidance Secretary

## ESE SPECIALISTS

**Ms. Leann Sassen** • ESE Specialist

**Ms. Andrea Angel** • ESE Specialist

## GENERAL INFORMATION

Lincoln Park Academy is an Academic Magnet School that supports students in grades 6 through 12. Lincoln Park Academy has been an A-rated school for over two decades and was named as one of the best high schools in America by three news sources, making their top one hundred lists.

As an Academic Magnet School, Lincoln Park Academy has a gifted program, an International Baccalaureate Diploma Programme and Middle Years Programme.

Major research centers such as Harbor Branch Oceanographic Institute, the Smithsonian Institute, Torrey Pines, USDA and the University of Florida are located in St. Lucie County. Several colleges and universities have satellite campuses in the community, which offer undergraduate and graduate degrees.

### 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 completed Request for a Schedule Change form no later than four days following the beginning of each semester. Changes are made on a first-come, first-serve basis in priority order. No schedule change requests, or changes will occur after the second week of the semester except because 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
<b>English</b>	4 credits, with major concentration in composition, reading for information and literature	4 credits, with major concentration in composition, reading for information and literature
<b>Mathematics</b>	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
<b>Science</b>	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 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
<b>Social Studies</b>	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
<b>World Language</b>	Not required for high school graduation, but is required for admission into state universities and scholarships	Not required for high school graduation, but is required for admission into state universities and scholarships
<b>Fine or Performing Arts</b>	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
<b>Physical Education</b>	1 credit of HOPE PE or HOPE Core or .50 credit in Personal Fitness and .5 credit PE elective	
<b>Electives</b>	8 credits in elective courses First-time 9 <sup>th</sup> grade students entering high school during the 2023-2024 school year and thereafter need 7.5 elective	3 credits in electives First-time 9 <sup>th</sup> grade students entering high school during the 2023-2024 school year and thereafter need 2.5 elective credits

credits

<b>Personal Financial Literacy</b>	.50 credit is required for 9 <sup>th</sup> graders entering high school during 2023-2024 school year and thereafter	.50 credit is required for 9 <sup>th</sup> graders entering high school during 2023-2024 school year and thereafter
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<b>Total</b>	24 credits	18 credits
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<b>State Assessment Requirements</b>	Passing scores on the Grade 10 FAST* 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* 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).
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<b>Grade Point Average Requirement</b>	Cumulative GPA of 2.0 on a 4.0 scale	Cumulative GPA of 2.0 on a 4.0 scale
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#### STANDARD HIGH SCHOOL DIPLOMA DESIGNATIONS

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

##### 1. SCHOLAR DESIGNATION

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

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

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

##### 2. INDUSTRY SCHOLAR DESIGNATION

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

3. FLORIDA SEAL OF BILITERACY DESIGNATION

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

4. SEAL OF FINE ARTS

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

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

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

2<sup>nd</sup> Semester Grade = 100%

### *Semester Course Calculations*

1st 9 weeks = 40%

2nd 9 weeks = 40%

Semester exam = 20%

Semester Grade = 100%

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

### *Full Year Course Calculations*

1st 9 weeks = 35%

2nd 9 weeks = 35%

Comprehensive State End-of-Course Exam = 30%

Total First Semester Grade = 100% \*

3rd 9 Weeks = 35%

4th 9 Weeks = 35%

Comprehensive State End-Of-Course Exam = 30%

Total Second Semester Grade = 100%

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

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## HONORS/WEIGHTED COURSES

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

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

The maximum honors grade point average is determined by adding the cumulative honors points to the cumulative GPA based on a four-point scale, for example: If a student took four advanced courses during each semester of high

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school and earned a grade of C or higher in each, his honors weight would be  $.64$  ( $32 \times .02 = .64$ ). This weight would be added to his/her cumulative GPA.

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### 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.*

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### 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 (IB)	Strong College Preparation	Graduation Preparation
9th	IB MYP English AP US Gov Economics Hon IB MYP Bio IB MYP Geometry/IB MYP Algebra II World Language I/II Elective	HOPE AICE General Paper AICE International History IB MYP Geometry /IB MYP Algebra II Honors/ Pre-Calculus IB MYP Biology/AICE Marine Science/AICE Environmental Management World Language I/II Elective	HOPE IB MYP English I IB MYP Algebra I Environmental Science World Cultural Geography World Language I/II Elective
10th	IB MYP English II AP World History IB MYP Chem Pre-Calculus Honors/IB MYP Algebra II World Language II/III Elective Elective	AICE English Language IB MYP Algebra II/Pre- Calculus/Pre-AICE Math III IB MYP Biology AICE Environmental Management AICE Global Perspectives Elective Elective	IB MYP English II IB MYP Geometry IB MYP Biology IB MYP World History World Language I/II Elective Elective
11th	IB English III IB History of the Americas IB Chemistry II/IB Biology I IB Math Applications & Interpretation I IB World Language III/IV Elective Elective	AICE English Literature AP Pre-Calculus AP Calculus Probability & Statistics Honors AICE Level Science/Chemistry I Honors/Anatomy & Physiology AICE US History AICE Elective/Career Academy	English III Honors IB MYP Algebra II/Probability and Statistics Honors Marine/Environmental Science US History Honors World Language II Elective/Career Academy
12th	IB English IV IB Contemporary History IB Biology III IB Math Applications & Interpretation II/III IB TOK (Theory of Knowledge) IB World Language IV/V Elective	English IV Honors AP Pre-Calculus AP Calculus Probability & Statistics Honors US Government Economics Honors Marine Science I Honors AICE Environmental Science AICE Elective/Career Academy Elective	English IV Honors Math for College Algebra, Probability and Statistics, or IB MYP Algebra II Marine/Environmental/Anatomy & Physiology US Government Honors Economics Honors Elective/Career Academy 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 Diploma 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 9<sup>th</sup> and 12<sup>th</sup> 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 9<sup>th</sup> and 12<sup>th</sup> 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 Helper Helper prior to the deadline, not to surpass the student's graduation date.

## COURSE INFORMATION

### CTE



Lincoln Park Academy in Fort Pierce, Florida, boasts an exceptional Career Technical Education (CTE) program that serves as a cornerstone for preparing students for diverse professional pathways. The CTE program at Lincoln Park Academy offers an extensive range of courses across various fields, including healthcare, information technology, and engineering. With a strong emphasis on practical, hands-on learning experiences, the school equips students with both technical skills and industry knowledge necessary to thrive in their chosen careers.

## 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 AICE program encourages the development of global awareness – the ability to define a global problem, reflect, and take action. Students may earn college credit for these courses and students gain essential skills to think critically, conduct independent research, evaluate arguments, and articulate ideas. The State Board of Education has established rules that specify the cutoff scores and AICE Examination that will be used to grant postsecondary credit at community colleges and universities.

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

The International Baccalaureate (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 International Baccalaureate is a rigorous college preparatory program which aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the organization works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right. Students may earn college credit for these courses. 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 the student earns 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



#### AICE ENGLISH GENERAL PAPER AS

Credit: 1

Course Number: 1009400

Grades: 9-12

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

#### AICE ENGLISH LANGUAGE

Credit: 1

Course Number: 1001550

Grades: 9-12

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

#### AICE ENGLISH LITERATURE

Credit: 1

Course Number: 1005370

Grades: 9-12

Learners following the Cambridge International AS and A Level English syllabus will study a range of texts in the three main forms: prose, poetry and drama. Set texts are offered from a wide range of different periods and cultures. Learners will develop skills of reading and analysis of texts, and are encouraged to undertake wider reading to aid understanding of the texts studied. They will learn skills of effective and appropriate communication including the ability to discuss the critical context of texts.

#### IB MYP ENGLISH 1

Credit: 1

Course Number: 1001840

Grades: 9

This one-year course focuses on developing powerful reading skills with special emphasis on the role of the reader in the accumulation and dissemination of meaning. Professional, scholarly reading skills and strategies including textual annotation, note-taking, response writing, abstracting, summarizing, paraphrasing, and reflective writing are important 25 of components of this course. The course also introduces students to the idea that all texts are lenses through which authors examine and make assertions about concepts and ideas that are important to them. The foundational philosophy of this course, a thread that runs through all the MYP and DP English courses, is the idea that “truths,” while relevant and powerful in and of themselves, are exponentially powerful when they are cloaked in “stories,” and that it is these stories that must be analyzed, interpreted, and

deconstructed as students' progress toward becoming more powerful readers.

#### **IB MYP ENGLISH 2**

Credit: 1

Course Number: 1001845

Grades: 10

This one-year course immerses students in the idea that at some point vigorous, active, and accomplished readers become active and engaged writers. Based on the natural progression of reader to writer, an examination of the roles of twenty-first century writers as well as the specific professional writing skills, techniques, and strategies they employ, become essential. While the professional reading skills of annotation, note-taking, and response writing are continued from the previous course, the addition of professional writing skills and strategies are the focus of this course.

#### **ENGLISH 3 HONORS**

Credit: 1

Course Number: 1001380

Grades: 11

This course defines what students should understand and be able to do by the end of the grade level. Knowledge acquisition should be the primary purpose of any reading approach. The systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are building their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

#### **ENGLISH 4 HONORS**

Credit: 1

Course Number: 1001410

Grades: 12

This course defines what students should understand and be able to do by the end of the grade level. Knowledge acquisition should be the primary purpose of any reading approach. The systematic building of a wide range of knowledge

across domains is a prerequisite to higher literacy. At this grade level, students are building their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

#### **IB ENGLISH 3**

Credit: 1

Course Number: 1001820

Grades: 11

This course will provide academic rigor and relevance through a comprehensive curriculum based on the appropriate Florida Standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

#### **IB ENGLISH 4**

Credit: 1

Course Number: 1001410

Grades: 12

This course will provide academic rigor and relevance through a comprehensive curriculum based on the appropriate Florida Standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

## MATHEMATICS



### AP COMPUTER SCIENCE PRINCIPLES

Credit: 1

Course Number: 0200335

Grades: 9-12

Will meet graduation requirements for Mathematics. The purpose of this course is to introduce students to the foundational concepts of the field and challenge them to explore how computing and technology can impact the world.

### AP PRE-CALCULUS

Credit: 1

Course Number: 1202305

Grades: 9-12

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

### CALCULUS HONORS

Credit: 1

Course Number: 1202300

Grades: 9-12

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

### IB MYP ALGEBRA 1

Credit: 1

Course Number: 1200390

Grades: 9-12

The Algebra I course will focus on developing basic Algebra skills in such a way that students will connect their learning to real life and other disciplines. Concepts such as linear and quadratic functions will be taught and practiced in the context of real life, stressing holistic learning, intercultural awareness, and communication. The curriculum will emphasize the use of correct vocabulary and proper notation. Students will be encouraged to build up the characteristics of the IB learner profile in themselves as they enter the realm of abstract mathematics.

### IB MYP ALGEBRA 2

Credit: 1

Course Number: 1200395

Grades: 9-12

This is a high school algebra course that meets MYP Aims and Objectives and prepares students to continue their study of math in Pre-calculus. The course attempts to incorporate the MYP fundamental concepts of holistic learning, intercultural awareness, and communications, in that connections between mathematics and other subjects are emphasized. The cultural aspects are shown in that mathematics is embedded in all cultures. Finally, students are expected to be able to show what they know in a variety of manners.

### **IB MYP GEOMETRY**

Credit: 1

Course Number: 1206810

Grades: 8-12

In this course, scholars will cover the fundamentals of geometry while reviewing algebra principles in preparation for one of the IB Diploma Program math courses. The study of geometry and trigonometry enhances scholars' spatial awareness and provides them with the tools for analyzing, measuring, and transforming geometric quantities in two and three dimensions. Key concepts from other MYP subjects that could be used within the geometry branch include aesthetics (geometric shapes, transformations), change (identities, transformations), communities (angle properties, triangle properties), creativity (transformations, similarity and congruency), identity (unit circle, identities), perspective (coordinate geometry, similarity and congruency), and time, place and space (three-dimensional coordinate geometry, transformations). Geometry is meant to lead students to an understanding that reasoning and proof are fundamental aspects of mathematics and something that sets it apart from the other sciences.

### **PRE-CALCULUS HONORS**

Credit: 1

Course Number: 1202340

Grades: 9-12

In Precalculus Honors, instructional time will emphasize six areas: (1) extending right triangle trigonometry to unit circle trigonometry and trigonometric functions; (2) extending understanding of functions to trigonometric; (3) developing understanding of conic sections; (4) representing and performing operations with complex numbers and vectors in the coordinate plane; (5) extending understanding of relations in the plane using parametric representations, including polar coordinates and (6) analyzing arithmetic and geometric sequences and series.

### **PROBABILITY AND STATISTICS HONORS**

Credit: 1

Course Number: 1210300

Grades: 11-12

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

### **IB MATH: APPLICATIONS AND INTERPRETATIONS 1**

Credit: 1

Course Number: 1209300

Grades: 11-12

Offered at both SL and HL. Emphasis on modeling and statistics. Develop strong skills in applying mathematics to the real world. Real mathematical problem-solving using technology. For students interested in social sciences, natural sciences, medicine, statistics, business, engineering, some economics, psychology, and design.

### **IB MATH: APPLICATIONS AND INTERPRETATIONS 3**

Credit: 1

Course Number: 1209310

Grades: 11-12

Offered at both SL and HL. Emphasis on modeling and statistics. Develop strong skills in applying mathematics to the real world. Real mathematical problem-solving using technology. For students interested in social sciences, natural sciences, medicine, statistics, business, engineering, some economics, psychology, and design.

## IB MATH: ANALYSIS & APPROACHES 2

Credit: 1

Course Number: 12001330

Grades: 11-12

Offered at both SL and HL. Emphasis on algebraic methods. Develop strong skills in mathematical thinking. Real and abstract mathematical problem solving. For students interested in mathematics, engineering, physical sciences, and some economics.

## MATH FOR COLLEGE ALGEBRA

Credit: 1

Course Number: 1200710

Grades: 9-12

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

## SCIENCE



### AICE MARINE SCIENCE

Credit: 1

Course Number: 2002515

Grades: 9-12

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 MANAGEMENT – AS LEVEL

Credit: 1

Course Number: 2001381

Grades: 10-12

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.

### **AP ENVIRONMENTAL SCIENCE**

Credit: 1

Course Number: 2001380

Grades: 9-12

The purpose of this course is to study the interaction of man with the environment. The content should include, but not be limited to, the following: scientific analysis; fundamental principles and concepts about the interdependence of earth's systems; population dynamics; distribution, ownership, and use of degradation of renewable and nonrenewable resources; environmental quality; global changes and their consequences; environment and society: trade-offs and decision making; choices for the future.

### **IB MYP BIOLOGY**

Credit: 1

Course Number: 2000850

Grades: 9-12

The purpose of this course is to focus on accelerated biology with related earth/space science topics. The content should include, but not be limited to, biological and mineral classification systems, study of telescopes and microscopes, solar systems and life, cell biology, biological and ecological changes through time, and the fundamentals of Biochemistry, including nucleic acids and protein synthesis and current technologies and trends through the study of scientific current events.

### **IB BIOLOGY 1**

Credit: 1

Course Number: 2000805

Grades: 9-12

Major topics for the first year of this course include statistical analysis, cells, the chemistry of life, nucleic acids and proteins, cellular respiration, photosynthesis, genetics, and biotechnology. Students will construct, analyze, and evaluate hypotheses (including research questions and predictions), scientific methods (including techniques and procedures), and scientific explanations of the biological world.

### **IB BIOLOGY 3**

Credit: 1

Course Number: 2000820

Grades: 9-12

Major topics for year two include plant science, ecology (including options and accompanying objectives) evolution (including options and accompanying objectives), and human health and physiology. Students will continue to construct, analyze, and evaluate hypotheses (including research questions and predictions), scientific methods (including techniques and procedures), and scientific explanations of the biological world.

### **IB MYP CHEMISTRY**

Credit: 1

Course Number: 2003830

Grades: 10-12

The purpose of this course is to provide students with a rigorous study of the composition, properties and changes associated with matter. The content should include, but not be limited to, heat, changes of matter, atomic structure, periodic table, bonding, formulas and equations, mole concept, gas laws, energy and order, reaction rates and equilibrium, solutions, acids, bases, salts, nuclear chemistry, electrochemistry, and organic chemistry.

### **CHEMISTRY 1 HONORS**

Credit: 1

Course Number: 2003350

Grades: 9-12

The purpose of this course is to provide students with a rigorous study of the composition, properties and changes associated with matter. The content should include, but not be limited to, heat, changes of matter, atomic structure, periodic table, bonding, formulas and equations, mole concept, gas laws, energy and order, reaction rates and equilibrium, solutions, acids, bases, salts, nuclear chemistry, electrochemistry, and organic chemistry.

### **IB CHEMISTRY 2**

Credit: 1

Course Number

Grades: 9-12

The purpose of this course is to provide an in-depth quantitative study of the development and application of chemistry principles, concepts, and experimental methods. This course incorporates the goals and objectives of the International Baccalaureate program and is available only to students accepted into the program.



### **MARINE SCIENCE**

#### **1 HONORS**

Credit: 1

Course Number:

2002510

Grades: 9-12

The purpose of this course is to provide an overview of the marine environment. The content should include, but not be limited to, the following: the nature of science; the origins of the oceans; the chemical, physical and geological aspects of the marine environment; ecology of various

sea zones; marine communities; the diversity of marine organisms; characteristics of major marine ecosystems; characteristics of major marine phyla/divisions; and the interrelationship between man and the ocean.

### **ENVIRONMENTAL SCIENCE**

Credit: 1

Course Number: 2001340

Grades: 9-12

The purpose of this course is to study the interaction of man with the environment. The content should include, but not be limited to, the following: scientific analysis; fundamental principles and concepts about the interdependence of earth's systems; population dynamics; distribution, ownership, and use of degradation of renewable and nonrenewable resources; environmental quality; global changes and their consequences; environment and society: trade-offs and decision making; choices for the future.

## SOCIAL STUDIES



### AICE GLOBAL PERSPECTIVES

Credit: 1

Course Number: 1700364

Grades: 9-12

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

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 US HISTORY – AS LEVEL

Credit: 1

Course Number: 2100500

Grades: 11

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.

### AICE INTERNATIONAL HISTORY – AS LEVEL

Credit: 1

Course Number: 2100490

Grades: 9

Will meet world history requirement. The purpose of this course is to engage students in some of the major international issues of the nineteenth and twentieth centuries, analyzing the history of particular regions in more depth. The emphasis is on both historical knowledge and on the skills required for historical research.

### AFRICAN AMERICAN HISTORY

Credit: 1

Course Number: 2100336

Grades:

The grade 9-12 African American History Honors course consists of the following content area strands: World History, American History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the chronological development of African Americans by examining the political, economic, social, religious, military, and cultural events that affected the cultural group. Content will include, but is not limited to, West African heritage, the Middle Passage and Triangular Trade, the African Diaspora, significant turning points and trends in the development of African American culture and institutions, enslavement and emancipation, the Abolition, Black Nationalist, and Civil Rights movements, major historical figures and events in African American history, and contemporary African American affairs.

### **AP US GOVERNMENT & POLITICS**

Credit: 1

Course Number: 2106420

Grades: 9-12

This course must include a comparative discussion of political ideologies, such as communism and totalitarianism, that conflict with the principles of freedom and democracy essential to the founding principles of the United States.

### **AP WORLD HISTORY**

Credit: 1

Course Number: 2109420

Grades: 9-12

The purpose of this course is to provide students with the opportunity to understand the development of Europe within the context of history by examining connections to the past to prepare for the future as participating members of a global community. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures, and humanities to solve problems in academic, civic, social, and employment settings. The content should include, but not be limited to, the content specified by the Advanced Placement Program, an exposure to the foundations of World History prior to 1000 A.D., an emphasis on the time period between 1000 and present, Asia, Europe, Saharan, and Sub-Saharan Africa, China, Mesoamerica, Islam, Mongol dominate, new political units in Africa and Europe.

### **ECONOMICS HONORS**

Credit: 1

Course Number: 2102320

Grades: 9-12

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.

### **FLORIDA PRE-IB INQUIRY SKILLS**

Credit: 1

Course Number: 1700360

Grades: 10

The purpose of this course is to study the development of short and long-term educational goals, the nature of learning, the nature of study skills, strategies for specific study skills improvement and improvement in content areas, the problems associated with critical thinking and their solutions, problem solving, group-discussion guidelines, the interdisciplinary nature of knowledge, and research skills.

### **IB HISTORY OF THE AMERICAS**

Credit: 1

Course Number: 2100800

Grades: 11-12

History of the Americas is the first and regional component for the IB History curriculum. It is primarily a comparative studies course, which provides in-depth analysis of the entire Western Hemisphere. Students must be able to interpret and critically evaluate primary source material, and present clear, well-substantiated arguments. Students complete the external assessment associated with IB History, which requires that students analytically interpret historical events and topics. This course is the prerequisite for IB Contemporary History.

### **IB CONTEMPORARY HISTORY**

Credit: 1

Course Number: 2109805

Grades: 11-12

This course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and challenges

inherent in understanding the history of the 20th Century. Themes covered include the causes, practices & effects of modern war, the rise and fall of single party states, the Arab-Israeli Conflicts and the Cold War. Students gain the opportunity to engage in the exciting and proven international curriculum while fulfilling the IB History requirement. Students will sit for three externally assessed IB History examinations in May of the senior year covering content from 11th grade History of Americas and 12th grade Contemporary History topics.

#### **IB MYP WORLD HISTORY**

Credit: 1  
Course Number: 2109420  
Grades: 9-12

The purpose of this course is to provide students with the opportunity to acquire an understanding of the chronological development of civilization by examining the political, economic, social, religious, military, dynastic, scientific, and cultural events that have affected humanity. The content should include, but not be limited to, an understanding of geographic, historic, and time-space relationships, the use of arbitrary periodization in history, a review of pre-history, the rise of civilization and cultural universals, the development of nationalism as a global phenomenon, the origin and cause of economic systems and philosophies, the influence of major historical figures and events and contemporary world affairs.

#### **US HISTORY HONORS**

Credit: 1  
Course Number: 2100320  
Grades: 9-12

The grade 9-12 United States History course consists of the following content area strands: United States History, Geography, and Humanities. The primary content emphasis for this course pertains to the study of United States history from Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the

opportunity to review those fundamental ideas and events which occurred before the end of Reconstruction.

#### **PSYCHOLOGY 1**

Credit: 0.5  
Course Number: 2107300  
Grades: 9-12

Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction and the progressive development of individuals. The content examined in this first introductory course includes major theories and orientations of psychology, psychological methodology, memory and cognition, human growth and development, personality, abnormal behavior, psychological therapies, stress/coping strategies, and mental health.

#### **AICE PSYCHOLOGY – AS LEVEL**

Credit: 1  
Course Number: 2107360  
Grades: 10-12

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.

#### **US GOVERNMENT HONORS**

Credit: 1  
Course Number: 2106320  
Grades: 9-12

Civic education is essential in the development of informed citizenry who are equipped to participate in civic life and preserve a government of the people, by the people, and for the people. The Civics and Government (CG) standards in this class were revised in 2021 as a result of the House Bill (2019) civics standards review and reflect the following priorities for K-12 Civics and Government teaching and learning in Florida schools.

- Students study primary source documents to understand the philosophical

underpinnings of the American Republic and the root cause of American exceptionalism.

- Students compare the success of the United States and the success or failure of other nations' governing philosophies to evaluate their past, present and likely future effects.
- Students have a sense of civic pride and participate regularly in all levels of government.
- Students reflect upon United States civic history, so they understand their rights and responsibilities as citizens, including the process of advocating properly with government officials.

This course must include a comparative discussion of political ideologies, such as communism and totalitarianism, that conflict with the principles of freedom and democracy essential to the founding principles of the United States.

#### **WORLD CULTURAL GEOGRAPHY**

Credit: 1

Course Number: 2103300

Grades: 9-12

The World Cultural Geography course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of world cultural regions in terms of location, physical characteristics, demographics, historical changes, land use, and economic activity. Content should include, but is not limited to, the use of geographic tools and skills to gather and interpret data and to draw conclusions about physical and human patterns, the relationships between physical geography and the economic, political, social, cultural and historical aspects of human activity, patterns of population growth and settlement in different cultures and environments, the interaction between culture and technology in the use, alteration and conservation of the physical environment, and the interrelationships and interdependence of world cultures.

#### **CTE COURSES BY PROGRAM IN ALPHABETICAL ORDER**



##### **APPLIED ENGINEERING TECHNOLOGY I**

Credit: 1

Course Number: 8401110

Grades: 9-12

This course helps students understand the field of engineering/engineering technology and prepares them for postsecondary engineering programs by developing a more in-depth mastery of the associated mathematics, science, and technology knowledge and skills. The course also includes essential concepts of technology and design, as well as concerns about the social and political implications of technological change.

##### **APPLIED ENGINEERING TECHNOLOGY II**

Credit: 1

Course Number: 8401120

Grades: 10-12

This course provides students with opportunities to further their mastery of engineering-related math and science principles to design solutions to real world problems. The course also includes a more in-depth look into the relationship between technology and design.

##### **APPLIED ENGINEERING TECHNOLOGY III**

Credit: 1

Course Number: 8401130

Grades: 11-12

This course provides opportunities for students to apply their acquired knowledge and skills in engineering scenarios. The course features multiple

options for providing context-based projects oriented to specific fields of engineering. This feature enables instruction in complex projects involving multi-faceted project teams by providing instruction oriented to four key engineering disciplines: mechanical, electrical, civil, and environmental. Students need only complete standards #43 and #44 for one of the engineering disciplines, in addition to the other standards.

#### **CIVIL ENGINEERINGS & ARCHITECTURE**

Credit: 1  
Course Number: 8600590  
Grades: 12

This course provides an overview of the fields of Civil Engineering and Architecture, while emphasizing the interrelationship and dependence of both fields on each other. Students use state of the art software to solve real world problems and communicate solutions to hands-on projects and activities. This course covers topics such as the Roles of Civil Engineers and Architects, Project Planning, Site Planning, Building Design, and Project Documentation and Presentation.

#### **DIGITAL ELECTRONICS**

Credit: 1  
Course Number: 8600530  
Grades: 11-12

The purpose of this course is to provide students with an advanced understanding of the knowledge, human relations, and technological skills found today in technical professions.

#### **DIGITAL MEDIA/MULTIMEDIA MOTION GRAPHICS PRODUCTION**

Credit: 1  
Course Number: 8201620  
Grades: 10-12

Premiere Pro is the industry-leading video editing software for social sharing, TV, and film. Creative tools, integration with other apps and services, help you craft footage into polished films and videos. Focus on your story, and integrated workflows let you polish your work without leaving your timeline. Create cinematic movie titles, intros, and transitions. Remove an object from a clip. Start a fire or make it

rain. Animate a logo or character. Even navigate and design in a 3D space. With After Effects, the industry-standard motion graphics, and visual effects software, you can take any idea and make it move.

#### **DIGITAL MEDIA/MULTIMEDIA FOUNDATIONS**

**II**  
Credit: 1  
Course Number: 8201220  
Grades: 10-12

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers. Become an Adobe Certified Associate (ACA) in Illustrator, achieving an industry certification and 3 college credit hours with the industry-leading vector graphic toolset. The industry-standard vector graphics app lets you create logos, icons, sketches, typography and complex illustrations for print, web, interactive, video, and mobile as you help put your way through college on freelance websites or simply for fun!

#### **DIGITAL MEDIA/MULTIMEDIA WEB**

Credit: 1  
Course Number: 8201610  
Grades: 12

This course covers competencies in webpage design, HTML and CSS, authoring software, animated webpage design, and use the interactive design software.

#### **DIGITAL INFORMATION TECHNOLOGY**

Credit: 1  
Course Number: 8207310  
Grades: 9-12

This core course is designed to provide a basic overview of current business and information systems and trends, and to introduce students to fundamental skills required for today's business and academic environments. Emphasis is placed on developing fundamental computer skills. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Students will work toward earning the CompTia ITF+ certification, which covers IT Concepts & Terminology, Infrastructure,

Applications & Software, Database Fundamentals, Software Development and Cybersecurity.

#### **DIGITAL MEDIA/MULTIMEDIA FOUNDATIONS 1**

Credit: 1  
Course Number: 8201210  
Grades: 9-12

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers. Become an Adobe Certified Associate (ACA) in Photoshop, achieving an industry certification and 3 college credit hours with the world's best imaging and design app that is at the core of almost every creative project. Work across desktop and mobile devices to create and enhance your photographs, website and mobile app designs, 3D artwork, videos and more as you help put your way through college on freelance websites or simply because it is fun!

#### **HEALTH SCIENCE ANATOMY AND PHYSIOLOGY**

Credit: 1  
Course Number: 8417100  
Grades: 10-12

This course is part of the secondary Health Core consisting of a study 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.

#### **HEATH SCIENCE FOUNDATIONS**

Credit: 1  
Course Number: 8417110  
Grades: 11-12

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.

#### **I.T. SYSTEMS AND APPLICATIONS**

Credit: 1  
Course Number: 9003430  
Grades: 11-12

This course focuses on providing skills in computer hardware, software, networks, databases, programming, and web design, focusing on technical proficiency, problem-solving, and employability for IT careers, including cybersecurity and digital citizenship, with standards for communication, critical thinking, and leadership

#### **NURSING ASSISTANT 3**

Credit: 1  
Course Number: 8417211  
Grades: 12

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. Upon successful completion, the student is eligible to apply to sit for the Florida State Certified Nursing Assistant exam which qualifies as industry certification. The course is an exit point with an OCP B completion.

#### **PRINCIPLES OF ENGINEERING**

Credit: 1  
Course Number: 8600590  
Grades: 9-12

The purpose of this course is to provide students with an intermediate understanding of the knowledge, human relations, and technological skills found today in technical professions.

#### **TECHNICAL DESIGN 1**

Credit: 1  
Course Number: 8401010  
Grades: 11-12  
This course provides students with instruction in the characteristics and evolution of technology, underlying principles of design, and fundamental knowledge and skills in the use of illustration and

drafting software. Included in the content is the use of essential application software. The ultimate output of this course is a design portfolio created by the student. Each item or product included in the portfolio should include a narrative description and an explanation of the technical approach or techniques used to create the item. Consideration should be given to having students present the portfolio using presentation software.

### **TECHNICAL DESIGN 2**

Credit: 1  
Course Number: 8401020  
Grades: 11-12

In this course, students learn more about the nature of design and drafting techniques for architectural purposes. Students are also provided with instruction in a variety of technical illustrations commonly produced to depict architectural concepts and designs. Students are expected to continue collating their portfolio using exemplars of their work. As with previous portfolio pieces, each exemplar should include a narrative description of the item with an explanation of any special techniques used to create the item.

### **TECHNICAL DESIGN 3**

Credit: 1  
Course Number: 8401030  
Grades: 11-12

In addition to exploring the implications of applying technologies, this course provides students with instruction in advanced imaging techniques relative to both static and animated illustrations. In addition to learning more advanced techniques, students will have an opportunity to research a project, design an appropriate solution, and present their results. The ultimate output of this course is the student's presentation of a completed portfolio illustrating their best exemplars. The portfolio should include a narrative description of the scenario, the approach to data collection, resulting renderings, and an interpretation of each chart/graph. Research references should be cited appropriately. Given the advanced nature of this course, students should be encouraged to produce the portfolio using

presentation software suitable for dissemination via the Internet.

### **WEB TECHNOLOGY**

Credit: 1  
Course Number: 9003420  
Grades: 10-12

In this course, students will focus on practical skills in IT, including computer applications (hardware, software, programming, web design), networks, databases, and essential employability skills like communication and problem-solving, preparing students for tech careers and further education.

## **ELECTIVE COURSES**

### **AICE MEDIA STUDIES**

Credit: 1  
Course Number: 1100460  
Grades: 9-12

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

### **AICE MUSIC**

Credit: 1  
Course Number: 1300395  
Grades: 9-12

Cambridge International AS and A Level Music encourages learners to develop their musical skills in a variety of music styles and traditions and build on their musical interests. Learners are encouraged to listen, compose and perform with understanding, analysis and confident communication. They learn to become independent and critical thinkers.

Cambridge International AS and A Level Music provides a foundation for the study of music or related courses in higher education.

### **2-D STUDIO ART 3 HONORS**

Credit: 0.5

Course Number: 010320

Grades: 9-12

Students demonstrate proficiency in the conceptual development of content in drawing, painting, printmaking, collage, and/or design to create self-directed or collaborative 2-D artwork suitable for inclusion in a portfolio. Students produce works that show evidence of developing craftsmanship and quality in the composition. Through the critique process, students evaluate and respond to their own work and that of their peers. Through a focused investigation of traditional techniques, historical and cultural models, and individual expressive goals, students begin to develop a personal art style. This course incorporates hands-on activities and consumption of art materials.

### **2-D STUDIO ART 1**

Credit: 0.5

Course Number: 0101300

Grades: 9-12

This year-long, entry-level class promotes the enjoyment and appreciation of art as students experiment with the media and techniques used to create two-dimensional (2-D) artworks, including drawing, painting, printmaking, collage, and more. Students regularly reflect on aesthetics and issues related to art and anchor the structural elements of art and organizational principles of design, experimenting with them as they create. They use analytical and problem-solving skills to improve their work and that of their peers, self-diagnosing and experimenting with potential solutions to art challenges based on their foundational structural, historical, and cultural knowledge. Students investigate, analyze, and learn to honor the art of Western and non-Western cultures, which informs their own choices when creating works of art and their understanding of the role of art in global culture. As they work, students develop and apply, at a basic level, 21st-century skills that will help

them be successful after high school graduation, including time management, self-assessment, the ability to solve problems, the ability to perceive both the whole of an idea or concept and its parts, and critical analysis.

### **AICE SPANISH LANGUAGE**

Credit: 1

Course Number: 0708540

Grades: 10

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

### **AP STUDIO/2D**

Credit: 1

Course Number: 0109350

Grades: 9-12

Students will develop skills in a two-dimensional medium such as graphic design, photography, collage, printmaking, and others as they learn the principles of 2-D design. Students will create artwork that reflects their own ideas and skills and what they have learned. Students will investigate the materials, processes, and ideas that artists and designers use; practice, experiment, and revise as they create their own work; and communicate their ideas about works of art and design.

### **CREATING 2-D ART**

Credit: 0.5

Course Number: 0101355

Grades: 9-12

Students investigate a wide range of media and techniques, from both an historical and contemporary perspective, as they engage in the art-making processes of creating two-dimensional works, which may include drawing, painting, printmaking, and/or collage. Student artists reflect on their own artwork and that of others through critical analysis to achieve artistic goals related to craftsmanship, technique, and application of 21st-

century skills. This course incorporates hands-on activities and consumption of art materials.

### **INTRO TO CERAMICS/POTTERY**

Credit: 0.5

Course Number: 0102305

Grades: 9-12

Students explore how much space, mass, balance, and form combine to create aesthetic forms or utilitarian products and structures. Instructional focus will be on ceramics and/or pottery. Media may include, but are not limited to, clay and/or plaster, with consideration of the workability, durability, cost, and toxicity of the media used. Student artists consider the relationship of scale (i.e., hand-held, human, monumental) through the use of positive and negative space or voids, volume, visual weight, and gravity to create low/high relief or freestanding structures for personal intentions or public places. They explore sharp and diminishing detail, size, position, overlapping, visual pattern, texture, implied line, space, and plasticity, reflecting craftsmanship and quality in the surface and structural qualities of the completed art forms. Students in the ceramics and/or pottery art studio focus on the use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

### **CERAMICS/POTTERY 1**

Credit: 1

Course Number: 0102300

Grades: 9-12

The purpose of this course is to give students a basic understanding of ceramic processes. The content should include, but not be limited to, the composition and treatment of clay products; qualities of art in different forms and styles of clay products; the recognition of properties, limitations and possibilities of clay construction through hand-building techniques, use of clay bodies, glazes, tools and techniques in producing clay products; investigation of decorating techniques; development of skills with ceramic tools; examination of qualities of finished products made by professionals; study of

vocabulary relating to ceramics and pottery and defense of aesthetic judgments about works of art produced in clay

### **CERAMICS/POTTERY 2**

Credit: 1

Course Number: 0102310

Grades: 9-12

The purpose of this course is to give students an understanding of the ceramic process. The content should include, but not be limited to, the investigation of the ceramic process, the relationship between art elements and compositional principles, the function of ceramics/pottery in our society, the history of ceramics/pottery and its relationship to other processes and periods, and the practice of successful forming techniques.

### **CERAMICS/POTTERY 3**

Credit: 1

Course Number: 0102320

Grades: 9-12

The purpose of this course is to enable students to recognize the properties, possibilities, and limitations of clay by creating functional and nonfunctional works of ceramics and pottery using advanced hand-building, intermediate-level wheel throwing, and firing techniques. The content should include, but not be limited to, the following: use of tools, equipment, and materials, art vocabulary, functional and nonfunctional form, material preparation, object production, decoration and firing, critical thinking and evaluation, historical and cultural perspectives, personal and social benefits, collaborative skills, and career opportunities.

### **CHORUS 1/RHAPSODY CHORUS**

Credit: 1

Course Number: 1303300

Grades: 9-12

The purpose of this course is to provide students with experiences in basic vocal production techniques and part-singing. The content should include, but not be limited to, enabling students to develop basic fundamental skills in vocal tone productions, choral performance techniques, musical literacy and music appreciation.

## **CHORUS 2/RHAPSODY CHORUS**

Credit: 1

Course Number: 1303310

Grades: 9-12

The purpose of this course is to extend experiences in basic vocal production techniques and partsinging. The content should include, but not be limited to extending development of basic musicianship skills including choral performance techniques, vocal tone production, musical literacy and music listening.

## **CHORUS 3/RHAPSODY CHORUS**

Credit: 1

Course Number: 1303320

Grades: 9-12

The purpose of this course is to provide students with instruction in the development of basic vocal musicianship and technical skills through the study of varied choral literature. The content should include, but not be limited to interpretation of notation, establishment of appropriate tone production and performance techniques, holistic presentation of simple musical form, varied style periods and aesthetic values.

## **CHORUS 4/RHAPSODY CHORUS**

Credit: 1

Course Number: 1303330

Grades: 9-12

The purpose of this course is to provide students with instruction in the application of vocal musicianship and technical skills through the study of varied choral literature.

## **COMPREHENSIVE FITNESS**

Credit: 0.5

Course Number: 1501390

Grades: 9-12

The purpose of this course is to enable students to develop an understanding of fitness concepts, design a personal fitness program, and develop an individualized level of health-related fitness. The content should include, but not be limited to, safety practices, terminology, biomechanical and physiological principles, concepts and principles of health-related fitness, personal and group fitness

activities, personal fitness, design and implementation of a personal fitness program, fitness assessment, nutrition, consumer issues, benefits of participation.

## **CREATIVE WRITING**

Credit: 0.5

Course Number: 1009320

Grades: 9-12

The purpose of this course is to enable students to develop and use fundamental writing and language skills for creative expression in a variety of literary forms. Emphasis will be on the development of a personal writing style.

## **IB MYP FRENCH 1**

Credit: 1

Course Number: 0701870

Grades: 9-12

The purpose of this course is to introduce students to French and French culture and to develop communication skills and cross-cultural understanding. The content should include, but not be limited to beginning skills in listening and speaking with special attention to pronunciation; introduction to reading and writing skills; fundamentals of grammar and fundamentals of culture.

## **IB MYP FRENCH 2**

Credit: 1

Course Number: 0701880

Grades: 9-12

The purpose of this course is to expand previously acquired skills. The content should include, but not be limited to expansion of vocabulary and conversational skills through discussions based on readings; strengthening of grammar skills through analysis of reading selections; acquisition of vocabulary relevant to everyday life of French-speaking people.

## **IB FRENCH 4-B**

Credit: 1

Course Number: 0701830

Grades: 9-12

The aims of the course are to develop the student's ability to communicate accurately and effectively in speech and in writing; to develop the ability to understand and respond to the language demands of transactional and social contacts; to provide the student with a sound linguistic base for further study; and to provide the opportunity for enjoyment, creativity, and intellectual stimulation. Class is conducted entirely in French. A systematic presentation and review of grammatical structures is built into this course and is applied to the four basic language skills. Students are required to read a variety of texts. Continuous ongoing assessment of students' progress is a feature of the program during this course. Video and audio recordings of student presentations, discussions, debates, and similar activities are required by IB, which monitors the audio recordings as a part of the examination process. IB candidates will be prepared to sit for the externally administered written examinations in May.

#### **IB FRENCH 5-B**

Credit: 1

Course Number: 0701840

Grades: 9-12

The aims of the course are to develop the student's ability to communicate accurately and effectively in speech and in writing; to develop the ability to understand and respond to the language demands of transactional and social contacts; to provide the student with a sound linguistic base for further study; and to provide the opportunity for enjoyment, creativity, and intellectual stimulation. Class is conducted entirely in French. A systematic presentation and review of grammatical structures is built into this course and is applied to the four basic language skills. Students are required to read a variety of texts. Continuous ongoing assessment of students' progress is a feature of the program during this course. Video and audio recordings of student presentations, discussions, debates, and similar activities are required by IB, which monitors the audio recordings as a part of the examination process. IB candidates will be prepared to sit for the externally administered written examinations in May.

#### **FRENCH 3 HONORS**

Credit: 1

Course Number: 0701340

Grades: 9-12

French 3 provides mastery and expansion of skills acquired by the students in French 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

#### **HOPE**

Credit: 1

Course Number: 3026010

Grades: 9-12

The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness. The content should include, but not be limited to, applying fitness and health concepts, risk and benefits of varying fitness levels, biomechanical and physiological principles, development of an individual wellness plan, responsible decision making, development of an individual nutrition plan, completion of a behavior change project, analyzing of skills related fitness, safety and injury prevention, safety education practices, analyzing consumer information and community resources, mental and emotional health, including depression and suicide, stress management, coping skills, interpersonal communication, disease prevention and control, tobacco, alcohol, and other drug use and abuse, teen pregnancy prevention, advocating for health and fitness promotion, and technology application to facilitate health and fitness.

#### **IB MYP SPANISH 1**

Credit: 1

Course Number: 0708870

Grades: 9-12

The purpose of this course is to introduce students to the Spanish language and its culture and to develop communicative skills and cross-cultural understanding. The content should include, but not be limited to beginning skills in listening and speaking with special attention to pronunciation. An introduction to reading and writing should also be

included, as well as the fundamentals of grammar and culture.

#### **IB MYP SPANISH 2**

Credit: 1

Course Number: 0708880

Grades: 9-12

The purpose of this course is to reinforce the fundamental skills acquired by the students. This course develops increased listening, speaking, reading, and writing skills, as well as cultural awareness. The content should include, but not be limited to, an expansion of the listening and oral skills previously acquired. Reading and writing should receive emphasis, while oral communication remains the primary objective. This course should include a cultural survey of Spanish-speaking people.

#### **IB MYP SPANISH 3**

Credit: 1

Course Number: 0708890

Grades: 9-12

The purpose of this course is to master and expand the skills previously acquired by the students. The content should include, but not be limited to, expansion of vocabulary and conversational skills through discussions based on selected readings. Students' acquisition of grammatical concepts should be strengthened by analyzing reading selections. Contemporary vocabulary should stress activities which are important to everyday life of Spanish-speaking people.

#### **IB SPANISH 4-B**

Credit: 1

Course Number: 0708830

Grades: 9-12

The aims of the course are to develop the student's ability to communicate accurately and effectively in speech and in writing; to develop the ability to understand and respond to the language demands of transactional and social contacts; to provide the student with a sound linguistic base for further study; and to provide the opportunity for enjoyment, creativity, and intellectual stimulation. Class is conducted entirely in Spanish. A systematic presentation and review of grammatical structures is built into this course and is applied to the four basic

language skills. Students are required to read a variety of texts. Continuous ongoing assessment of students' progress is a feature of the program during this course. Video and audio recordings of student presentations, discussions, debates, and similar activities are required by IB, which monitors the audio recordings as a part of the examination process. IB candidates will be prepared to sit for the externally administered written examinations in May.

#### **IB SPANISH 5-B**

Credit: 1

Course Number: 0708840

Grades: 9-12

The aims of the course are to develop the student's ability to communicate accurately and effectively in speech and in writing; to develop the ability to understand and respond to the language demands of transactional and social contacts; to provide the student with a sound linguistic base for further study; and to provide the opportunity for enjoyment, creativity, and intellectual stimulation. Class is conducted entirely in Spanish. A systematic presentation and review of grammatical structures is built into this course and is applied to the four basic language skills. Students are required to read a variety of texts. Continuous ongoing assessment of students' progress is a feature of the program during this course. Video and audio recordings of student presentations, discussions, debates, and similar activities are required by IB, which monitors the audio recordings as a part of the examination process. IB candidates will be prepared to sit for the externally administered written examinations in May.

#### **IB MUSIC 2**

Credit: 1

Course Number: 1300818

Grades: 9-12

The purpose of this course is to engage students with a diverse range of music that will broaden their musical horizons and provide stimuli to expand their own music-making.

#### **IB THEATER 1**

Credit: 1

Course Number: 0400810

Grades: 9-12

The purpose of this course is to develop in the International Baccalaureate student's knowledge of the major developments in the theatrical history of more than one culture, an ability to interpret play scripts, an understanding audience, an understanding of acting techniques, and an understanding of the basic processes of theatrical production. The content should include, but not be limited to, the historical perspective of theater, multicultural awareness, and the study of theater through analysis, performance, and individual theater performance skill development.

#### **IB THEATER 2**

Credit: 1  
Course Number: 0400820  
Grades: 9-12

The purpose of this course is to develop in the advanced International Baccalaureate student a knowledge of the major developments in the theatrical history of the third of at least three diverse theatrical cultures separated by time; an ability to interpret play scripts analytically and imaginatively, independent of class experience, and to create a director's notebook; an understanding of the art of the stage of the need for objective self-criticism in the development of this art; an ability to perform before an audience demonstrating a knowledge of, and skill, in basic acting techniques; an understanding of the basic processes of theatrical production with sufficient technical skill to produce satisfactory work in at least one of the theatrical arts or crafts; and an ability to synthesize this knowledge in a research paper on some aspect of theater studies. The content should include, but not be limited to, the historical perspective of theater, multicultural awareness, and the study of theater through analysis, performance, and individual theater performance skill development.

#### **INDIVIDUAL & DUAL SPORTS**

Credit: 1  
Course Number: 1502430  
Grades: 9-12

The purpose of this course is to enable students to develop knowledge and skills in specified individual and dual sports and to maintain or improve health-related fitness. The content should include, but not be limited to, the following: safety practices, rules,

terminology and etiquette, history, biomechanical and physiological principles, techniques and strategies, sportsmanship, fitness activities, fitness assessment, consumer issues, and benefits of participation.

#### **JAZZ ENSEMBLE 1**

Credit: 1  
Course Number: 1302500  
Grades: 9-12

The purpose of this course is to provide an introduction to styles and idiomatic performance techniques of representative contemporary popular music and jazz literature. The content should include, but not be limited to, the following: beginning level interpretations of varying styles of jazz literature; characteristic tone production; and idiomatic performance techniques. \*Must currently be enrolled in Band

#### **JAZZ ENSEMBLE 2**

Credit: 1  
Course Number: 1302510  
Grades: 9-12

The purpose of this course is to develop and extend understanding of styles and idiomatic performance techniques of representative contemporary popular music and jazz literature. The content should include, but not be limited to, the following: rehearsal and performance of diverse popular and idiomatic jazz literature; basic improvisation; tone productions; and individual and ensemble performance techniques. \*Must currently be enrolled in Band

#### **JAZZ ENSEMBLE 3**

Credit: 1  
Course Number: 1302520  
Grades: 9-12

The purpose of this course is to develop the ability to apply the knowledge of styles and techniques of varied contemporary popular and jazz literature. The content should include, but not be limited to, the following: varied medium-level popular and jazz idiomatic literature; improvisation; characteristic tone; individual and ensemble performance techniques; and the history of jazz in the United States. \*Must currently be enrolled in Band

### **JAZZ ENSEMBLE 4 HONORS**

Credit: 1

Course Number: 1302530

Grades: 9-12

The purpose of this course is to develop independence in knowledge of styles and performance techniques of varied contemporary music and jazz styles. The content should include, but not be limited to, the following: study and performance of varied difficult diverse popular and idiomatic literature; and independence in improvisation, interpretation, and performance.

\*Must currently be enrolled in Band

### **JOURNALISM 1**

Credit: 1

Course Number: 1006300

Grades: 9-12

The purpose of this course is to enable students to develop fundamental skills in the production of journalism across print, multimedia, web, & broadcast/radio platforms to develop knowledge of journalism history, ethics use, & management techniques related to the production of journalistic media.

### **JOURNALISM 2**

Credit: 1

Course Number: 1006310

Grades: 9-12

The purpose of this course is to enable students to extend fundamental skills in the production of journalism across print, multimedia, web, & broadcast/radio platforms & to develop further knowledge of journalism history, ethics use, & management techniques related to the production of journalistic media.

### **MUSIC TECHNOLOGY & SOUND ENGINEERING**

**1**

Credit: 1

Course Number: 1304300

Grades: 9-12

The purpose of this course is to enable students to develop musical skills and an understanding of the

elements of a recording studio and apply the concepts and language in a musical setting. The content should include, but not limited to, exploration of the structure of music, ear training, analysis of musical events and elements in a composition, connection between music and other area, roles and influence of music and musicians in history, culture, society, and everyday life, exploration of basic acoustical principles, role and influence of sound and recording history, culture society and individual lifestyles, production techniques of a recording studio, set-up and operation of equipment in a recording studio, exploration of professional unions and organizations, demonstration of professional responsibility, ethical behavior, and time management skills.

### **MUSIC TECHNOLOGY & SOUND ENGINEERING**

**2** Credit: 1

Course Number: 1304310

Grades: 9-12

The purpose of this course is to enable students to develop musical skills and an understanding of the elements of a recording studio and apply the concepts and language in a musical setting. The content should include, but not limited to, exploration of the structure of music, ear training, analysis of musical events and elements in a composition, connection between music and other area, roles and influence of music and musicians in history, culture, society, and everyday life, exploration of basic acoustical principles, role and influence of sound and recording history, culture society and individual lifestyles, production techniques of a recording studio, set-up and operation of equipment in a recording studio, exploration of professional unions and organizations, demonstration of professional responsibility, ethical behavior, and time management skills.

### **ORCHESTRA 1**

Credit: 1

Course Number: 1302360

Grades: 9-12

The purpose of this course is to develop musicianship skills in music ensembles on orchestra instruments. The content should include, but not be limited to, basic and fundamental skills in characteristic tone production, orchestral

performing techniques, understanding of musical form, style, and aesthetic perception.

### **ORCHESTRA 2**

Credit: 1

Course Number: 1302370

Grades: 9-12

The purpose of this course is to extend musicianship and ensemble experiences on orchestra instruments. The content should include, but not be limited to, extending skill development in characteristic tone production, orchestral performance techniques, musical literacy, and music appreciation.

### **ORCHESTRA 3**

Credit: 1

Course Number: 1302380

Grades: 9-12

The purpose of this course is to provide instruction in the development of technical skills through the study of varied orchestral literature. The content should include, but not be limited to, independent interpretation of medium level orchestral music, refinement of tone production and performance techniques, musical form, style periods, and aesthetic perceptions.

### **ORCHESTRA 4**

Credit: 1

Course Number: 1302390

Grades: 9-12

The purpose of this course is to provide instrumental instruction in a classroom situation. The content should include, but not be limited to, independent interpretation of medium-level orchestral music, refinement of tone production and performance techniques, musical form, style periods and aesthetic perceptions.

### **PERCUSSION ENSEMBLE/BEGINNING STEEL DRUM**

Credit: 1

Course Number: 1302420

Grades: 9-12

Students in this entry-level class focus on the development of musical and technical skills on a specific instrument through etudes, scales, and selected music literature. Through problem-solving,

critical thinking, and reflection, students develop the physical and cognitive skills to be more disciplined performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

### **PERCUSSION ENSEMBLE/ADVANCED STEEL**

#### **DRUM 2**

Credit: 1

Course Number: 1302430

Grades: 9-12

Students in this novice-level class continue to develop musical and technical skills on a specific instrument through developmentally appropriate solo literature, etudes, scales, and exercises. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills necessary to be more disciplined performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. 30 of This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

### **PERCUSSION ENSEMBLE/ADVANCED STEEL**

#### **DRUM 3**

Credit: 1

Course Number: 1302440

Grades: 9-12

Students in this intermediate-level class develop their musical and technical skills further on a specific instrument, and expand their technical and performance skills, enhanced by historical and cultural background knowledge of the music. Students explore more demanding solo literature, etudes, and technical exercises with increasing independence. Public performances may serve as a culmination of specific instructional goals. Students

may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

#### **PERCUSSION ENSEMBLE/ADVANCED STEEL**

##### **DRUM 4**

Credit: 1

Course Number: 1302450

Grades: 9-12

Students in this advanced class refine their musicianship and performance skills on a specified instrument. Students prepare for post-secondary and community music experiences and develop artistry independently through a variety of advanced solos, etudes, and excerpts. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

#### **RESEARCH**

Credit: 1

Course Number: 1700300

Grades: 10

The purpose of this course is to enable students to develop fundamental knowledge of the steps in the research process.

The content should include, but not be limited to, the following:

- nature and purpose of research
- research questions and hypotheses
- research methods and procedures
- review of literature and other resources
- primary and secondary sources
- directed investigations
- organization of information
- report formats, styles, and content
- critical analysis of research

- submission of a major independent research project

#### **RESEARCH 2**

Credit: 1

Course Number: 1700010

Grades: 9-12

The purpose of this course is to enable students to develop basic knowledge and skills in the research process with emphasis on determining and refining research questions.

The content should include, but not be limited to, the following:

- research process
- research topics
- research questions and hypotheses
- definition, analysis, and evaluation of research questions
- review of literature and other resources
- primary and secondary sources
- formulation of hypotheses
- organization of information
- report formats, styles, and content
- directed investigations -critical analysis of research

#### **THEATER 1**

Credit: 1

Course Number: 0400310

Grades: 9-12

The purpose of this course is to provide in-depth experiences in the study and practice of theatre arts and literature. The content should include, but not be limited to, an overview of the history of the theatre and literature of the theatre. Students should be introduced to the fundamentals of theatre production, which include scenery construction, costuming, lighting and make-up. Students should be introduced to the fundamentals of acting.

#### **THEATER 2**

Credit: 1

Course Number: 0400320

Grades: 9-12

The purpose of this course is to provide intermediate development of skills useful to the study and practice of theatre arts. The content should include, but not be limited to, instruction in reading and interpretation of dramatic literature, other instructional emphasis should include techniques and mechanics of acting; set, costume and lighting design, as well as other features of stagecraft; character analysis and portrayal; interpretive and analytical study of plays; and production of plays and other dramatic presentations.

#### **THEATER 3 HONORS**

Credit: 1  
Course Number: 0400330  
Grades: 9-12

The purpose of this course is to provide opportunities for drama students to continue study in acting and production techniques. The content should include, but not be limited to, instruction in specific acting techniques used in various kinds of dramatic presentations. Emphasis should be given to the study of acting theories as well as practice and theory in set design, make-up and lighting.

#### **THEATER 4 HONORS**

Credit: 1  
Course Number: 0400340  
Grades: 9-12

The purpose of this course is to provide study in various aspects of dramatic and theatrical art. The content should include, but not be limited to, study and practical application in costume, scenery, lighting and sound design; make-up techniques; advanced acting techniques, and theatrical management. Students may specialize by researching information about and participating in selected areas of theatre, including playwriting, direction, stage design and management, choreography, and advanced acting. Acting emphasis should be placed upon the development of unique performing styles and solo ensemble presentations.

#### **WIND ENSEMBLE 1**

Credit: 1  
Course Number: 1302300  
Grades: 9-12

The purpose of this course is to provide students with opportunities to develop musicianship skills in

band and instrumental ensembles. The content should include, but not be limited to, enabling students to develop fundamental skills in characteristic tone production, band performance techniques, musical literacy, and music appreciation.

#### **WIND ENSEMBLE 2**

Credit: 1  
Course Number: 1302310  
Grades: 9-12

The purpose of this course is to extend musicianship skills in band instrumental ensembles. The content should include, but not be limited to, extending skill development in characteristic tone production, band performance techniques, musical literacy, and music appreciation.

#### **WIND ENSEMBLE 3**

Credit: 1  
Course Number: 1302320  
Grades: 9-12

The purpose of this course is to provide students with instruction in the development of musicianship and technical skills through the study of varied band literature. The content should include, but not be limited to, interpreting medium level band music; establishing appropriate tone production and performance techniques; identifying simple musical form and varied style periods; formulating aesthetic awareness.

#### **WIND ENSEMBLE 4**

Credit: 1  
Course Number: 1302330  
Grades: 9-12

The purpose of this course is to provide students with instruction in the application of musicianship and technical skills through the study of varied band literature. The content should include, but not be limited to, interpreting medium level band music; refining tone production and performance techniques, understanding of musical form, style, and aesthetic perceptions.

#### **WEIGHT TRAINING 1**

Credit: 0.5  
Course Number: 1501340

Grades: 9-12

The purpose of this course is to provide students with opportunities to acquire basic knowledge and skills in weight training that may be used in physical fitness pursuits today as well as later in life, improve muscular strength and endurance, and enhance body image. The content should include, but not be limited to, knowledge of the importance of muscular strength and endurance, assessment of muscular strength and endurance, knowledge of health problems associated with inadequate levels of muscular strength and endurance, knowledge of skeletal muscles, knowledge and application of biomechanical and physiological principles to improve and maintain muscular strength and endurance, knowledge of sound nutritional practices related to weight training, knowledge of safety practices related to weight training, and knowledge of consumer issues related to weight training.

### **WEIGHT TRAINING 2**

Credit: 0.5

Course Number: 1501350

Grades: 9-12

The purpose of this course is to provide students with opportunities to extend the acquisition of knowledge and the development of skills in weight training that may be used in physical fitness pursuits today as well as later in life, further improve muscular strength and endurance, and further enhance body image. The content should include, but not be limited to, reinforcement of basic weight training knowledge, knowledge of safety practices, expansion of weight training programs by incorporating new exercises, increasing resistance and modifying the number of sets and repetitions, knowledge of various weight training theories, knowledge of various equipment available in the field to develop muscular strength and endurance,

and knowledge of designing, implementing, and evaluating a personal weight training program.

### **WEIGHT TRAINING 3**

Credit: 1

Course Number: 1501360

Grades: 9-12

The purpose of this course is to further extend the acquisition of knowledge and the development of skills in weight training for current and future physical fitness pursuits, to further improve muscular strength and endurance, and to enhance body image. Implementation of personal weight-training programs and realization of personal goals should be stressed. The content should include, but not be limited to, reinforcement of basic weight training knowledge, safety practices, designing 24 of and implementing a personal weight training program to meet specific needs and goals, and the organization and administration of weightlifting activities.

### **POWER WEIGHT TRAINING**

Credit: 0.5

Course Number: 1501410

Grades: 9-12

The purpose of this course is to acquire knowledge and skills in power weight training (Olympic and power lifting) and improve or maintain health related physical fitness. The content should include, but not be limited to, safety practices, assessment of health-related fitness skills, techniques, strategies and rules of weight training, assessment of basic Olympic and power weight training skills, and consumer issues related to weight training and fitness activities.

**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.

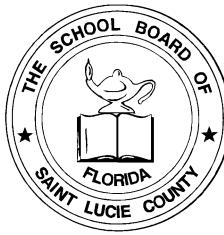
These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

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

