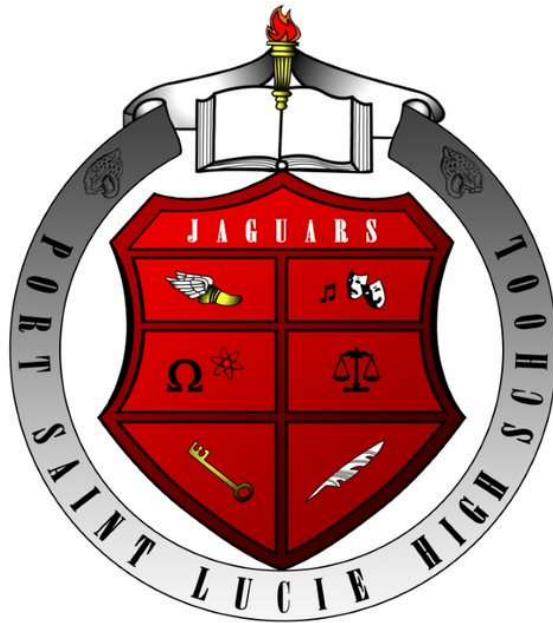


Port St. Lucie High School Curriculum Guide 2023-2024



“Home of the Jaguars”

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GENERAL INFORMATION

Smaller Learning Communities

Port St. Lucie is divided into smaller learning communities designed to personalize the learning environment so each of our students are known well by the adults on campus.

An academy is a group of courses across subject areas taught by teachers who team around a central career focus.

9th Grade SLC

Freshman enter the 9th Grade Jaguar Preparatory Academy, where the same students share a team of teachers in English, math, science, and Freshman Seminar. In Freshman Seminar, students learn all about high school options and programs. They receive curriculum in time management, conflict negotiation, social and emotional learning, reading and math test prep, note-taking, and using technology. Students explore colleges and career majors. Additional student electives include courses that could earn industry certification, Junior ROTC, visual/performing arts, or courses in Career and Technical Education.

GUIDANCE SERVICES

The guidance department of Port St. Lucie High School assists and supports students in developing and implementing a plan to achieve their full potential. The School Counselors provide academic advising, orientation services, consultation with parents and teachers, college and career planning resources, referral services, and assistance to students, parents, teachers, and other professionals in providing a sound educational program for all students.

Exceptional Student Education

All students currently or determined eligible for Special Education services will be contacted by our ESE Specialists. A copy of each student's IEP is on file at the school and can be accessed by all teachers assigned to the student.

Homebound and Hospitalized Programs

The district's Homebound and Hospitalized Program has been established to provide instruction to students who must remain out of school for at least three weeks due to illness or convalescence, as determined by a licensed physician, psychiatrist, or clinical psychologist. Parents can contact their student's guidance counselor in the event their student must be at home due to illness.

ELL/ESOL

The ELL, English Language Learner, Program is designed to meet communication and academic needs of limited English proficient students who come from an environment where the native language is other than English and who have difficulty understanding, reading, and writing English. The program provides them with the English languages skills necessary to function effectively in a regular school program. Furthermore, limited English proficient students are introduced to the various cultural aspects of American society so that they may participate fully in the community life of their new country in accordance with their age, interest, background, and abilities. Additional services are offered to ELL students that have arrived to the United States within the last two years and additional WIDA screener requirements.

SCHEDULE CHANGES

Students will be able to request changes to their schedules **after the first two weeks of school**. The student must submit a completed Request for Schedule Change form **online**. The request for schedule change form is emailed to students school email accounts. Changes are done on an individual and first come/first served basis.

Schedule changes will ONLY be considered for the following reasons:

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

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

ADMINISTRATIVE CHANGES

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

SENIORS WITH ABBREVIATED SCHEDULES

The St. Lucie County School District allows 12th grade students to abbreviate their schedule based on the criteria below. It is a privilege to receive an abbreviated schedule – students must have satisfied all FSA/ELA and/or Algebra 1 EOC graduation requirements. Students are not permitted to be on campus during the school day during the periods they have no classes. Therefore, it is required that seniors with abbreviated schedules:

- Maintain a 2.0 or higher GPA and enrolled in all required classes on campus.
- No online classes required for graduation.
- **Have earned an Acceleration Credit (CTE, AICE, AP, DE, or IB).**
- May not transport other students during school hours.
- Must have schedules with consecutive periods and no gaps.
- Students who are regularly tardy/absent (five or more per nine weeks) or do not leave campus when scheduled will be given a full day of courses on campus.
- Must have transportation that allows them to arrive late or leave early.
- Must have provided a signed parental consent with notarization to have an abbreviated schedule.

Students encountered on campus in violation of these understandings without administrative consent will be subject to disciplinary consequences including suspension and loss of the abbreviated schedule privilege.

INTENSIVE INTERVENTION

St. Lucie County has developed a Comprehensive K-12 Reading Plan that has been implemented since the 2005-2006 school year. This plan addresses the instructional materials, assessments, and interventions for meeting the reading needs of all students. Additionally, this plan addresses the requirement that all students in grades 6- 12, scoring at levels 1 or 2 on the Reading portion of the state assessment be provided remediation in reading.

GRADES

The grade for the semester will be determined by each nine-week grade and the semester exam.

Two F's in any combination constitute an automatic failure for the semester.

Grading System:

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

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

A = 4; B = 3; C = 2; D = 1; F = 0.

Honors classes receive a .02 weight; dual enrollment, advanced placement courses, and I.B. receive a .04 weight factor.

END-OF-COURSE EXAMS

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

Full Year

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%

Semester 1 / Semester 2 Only

1st 9 weeks =35%

2nd 9 weeks = 35%

Comprehensive State End-of-Course Exam= 30%

* No credit or grade will be earned in the first semester in courses with End-of-Course State Exams

until scores are received at applied for 30% of the grade.

PATHWAY TO GRADUATION

COURSE CREDIT

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

Core Course Offerings by Grade

	English	Science	Math	Social Studies
9th Grade	English I AICE General Paper	Environmental Science Environmental Sci Honors Biology Honors	Algebra 1 Geometry Honors Algebra 2 Honors	
10th Grade	English II Pre-AP English 2	Biology Marine Science Chemistry Honors AP Environmental AP Biology	Algebra 1 Geometry Algebra 2	World History World History Honors AP World History
11th Grade	English III AP English Comp	Biology Marine Science Chemistry Honors Earth/Space Science AP Biology AP Environmental	Geometry Algebra 2 Math For College Algebra Math For Financial and Data Literacy Honors Pre-Calculus Hon Probability and Stats Hon	U.S. History AP U.S. History
12th Grade	English IV AP English Comp AP English Lit	Earth/Space Science Marine Science AP Biology AP Environmental	Geometry Algebra 2 Math For College Algebra Math For Financial and Data Literacy Honors Pre-Calculus Hon Probability and Stats Hon	US Government US Government Honors AP US Gov Economics Economics Honors

Standard Diploma Requirements

Academic Advisement – What Students and Parents Need to Know

What are the diploma options?

Students must successfully complete one of the following diploma options:

- 24-credit standard diploma
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL)
- Career and Technical Education (CTE) Pathway
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 English Language Arts (ELA) or a concordant score
- Algebra 1 end of course (EOC) or a comparative score

Refer to [Graduation Requirements for Florida's Statewide Assessments](#) for concordant and comparative scores.

Students enrolled in the following courses must participate in the corresponding EOC assessment, which constitutes 30 percent of the final course grade*:

- Algebra 1
- Geometry
- Biology 1
- U.S. History

*Special note: Thirty percent not applicable if not enrolled in the course but passed the EOC (credit acceleration program [CAP]).

What is the difference between the 18-credit ACCEL option and the 24-credit option?

- 3 elective credits instead of 8
- Physical Education is not required
- Online course is not required

What is the difference between the CTE Pathway option and the 24-credit option?

- At least 18 credits are required
- 4 elective credits instead of 8
 - 2 credits in CTE courses, must result in completion and industry certification
 - 2 credits in work-based learning programs or up to 2 elective credits including financial literacy
- Physical Education is not required
- Fine and Performing Arts, Speech and Debate, or Practical Arts is not required
- Online course is not required

24 Credit Standard Diploma

4 Credits ELA

- ELA 1, 2, 3, 4
- ELA honors, Advanced Placement (AP), AICE, IB and dual enrollment courses may satisfy this requirement

4 Credits Mathematics*

- One of which must be Algebra 1 and one of which must be Geometry
- Industry Certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry)
- An identified computer science** credit may substitute for up to one mathematics credit (except for Algebra 1 and Geometry)

3 Credits Science

- One of which must be Biology 1, two of which must be equally rigorous science courses
- Two of the three required course credits must have a laboratory component
- Industry Certifications that lead to college credit may substitute for up to one science credit (except for Biology 1)
- An identified computer science** credit may substitute for up to one science credit (except for Biology 1)

3 Credits Social Studies

- 1 credit in World History
- 1 credit in U.S. History
- 0.5 credit in U.S. Government
- 0.5 credit in Economics

1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts*

1 Credit Physical Education*

- To include the integration of health

8 Elective Credits

1 Online Course

Students must earn a 2.0 grade point average (GPA) on a 4.0 scale for all cohort years and pass statewide, standardized assessments unless a waiver of assessment results is granted by the IEP team for students with disabilities.

* Eligible courses are specified in the [Florida Course Code Directory](#).

**A computer science credit may not be used to substitute for both a mathematics and science credit.

Scholar Diploma Designation

In addition to the requirements of section (s.) [1003.4282](#), Florida Statutes (F.S.), a student must satisfy the following requirements (per. s. [1003.4285](#), F.S.):

- Earn 1 credit in Algebra 2 or an equally rigorous course
- Pass the Geometry EOC
- Earn 1 credit in Statistics or an equally rigorous mathematics course
- Pass the Biology 1 EOC*
- Earn 1 credit in Chemistry or Physics
- Earn 1 credit in a course equally rigorous to Chemistry or Physics
- Pass the U.S. History EOC*
- Earn 2 credits in the same World Language
- Earn at least 1 credit in an AP, IB, AICE or a dual enrollment course

*A student is exempt from the Biology 1 or U.S. History EOC assessment if the student is enrolled in an AP, IB or AICE Biology 1 or U.S. History course; takes the respective AP, IB or AICE assessment; and earns the minimum score to earn college credit.

Merit Diploma Designation

- Meet the standard high school diploma requirements
- Attain one or more [industry certifications](#) from the list established (per s. 1003.492, F.S.)

What are the additional graduation options for students with disabilities ?

Two additional options are available only to students with disabilities. Both allow students to substitute a CTE course with related content for one credit in ELA 4, mathematics, science and social studies (excluding Algebra 1, Geometry, Biology 1 and U.S. History). The two options are as follows:

- Students with significant cognitive disabilities may earn credits via access courses and be assessed via an alternate assessment.
- Students who choose the academic and employment option must earn at least 0.5 credit via paid employment.

What is the CAP?

The CAP allows a student to earn high school credit if the student passes an AP examination, a College Level Examination Program (CLEP) or a statewide course assessment without enrollment in the course. The courses include:

- Algebra 1
- Geometry
- Biology 1
- U.S. History

State University System (SUS)

Admission into Florida's public universities is competitive. Prospective students should complete a rigorous course of study in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements (credit earned by industry certification does not count for SUS admission):

- High school graduation with a standard diploma, a minimum of a 2.5 GPA, and admission test scores meeting minimum college-ready test scores per Board of Governors (BOG) Regulation 6.008
- 16 credits of approved college preparatory academic courses per BOG Regulation 6.002
- 4 English (3 with substantial writing)
- 4 Mathematics (Algebra 1 level and above)
- 3 Natural Science (2 with substantial lab)
- 3 Social Science
- 2 World Language (sequential, in the same language or other equivalents)
- 2 approved electives

[State University System of Florida](#)

The Florida College System

The 28 colleges of the Florida College System serve nearly 800,000 students. Colleges offer affordable and stackable workforce credentials including certificate programs, associate in science degrees and associate in arts degrees, which transfer to a bachelor's degree program. Many colleges also offer workforce bachelor's degree programs in areas of high demand. All Florida College System institutions have open-door admissions for students who earned a standard high school diploma or an equivalent diploma or successfully earned college credit.

[Florida College System](#)

Career and Technical Colleges and Centers

Florida also offers students 49 accredited career and technical colleges or centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.

[Career and Technical Education Directors](#)

Where is information on financial aid located?

The Florida Department of Education's Office of Student Financial Assistance administers a variety of postsecondary educational state-funded grants and scholarships.

[Office of Student Financial Assistance](#)

CONCORDANT AND COMPARATIVE SCORES

A student can also meet assessment graduation requirements by earning a concordant or comparative score as specified in Rule 6A-1.09422, Florida Administrative Code (F.A.C.).

Table 3: Grade 10 ELA Concordant Scores

Grade 10 FAST ELA Reading ¹ , Grade 10 FSA ELA or Grade 10 FCAT 2.0 Reading	
Available for <i>all</i> students who entered grade 9 in 2010–11 and beyond:	
SAT Evidence-Based Reading and Writing (EBRW) ²	480
ACT English and Reading subtests ³	18
Available <i>only</i> for students who entered grade 9 prior to 2019–20:	
SAT EBRW ²	430
SAT Reading Subtest ⁴	24
ACT Reading	19

Table 4: Algebra 1 EOC Comparative Scores

Algebra 1 EOC (B.E.S.T. ¹ , FSA, NGSSS)	
Available for <i>all</i> students who entered grade 9 in 2010–11 and beyond:	
PSAT/NMSQT Math ²	430
SAT Math ³	420
ACT Math	16
FSA or B.E.S.T. Geometry EOC ⁴	499
Available <i>only</i> for students who entered grade 9 prior to 2019–20:	
PERT Mathematics	97



Advanced International Certificate of Education (AICE)

The Cambridge Advanced International Certificate of Education (AICE) is an international curriculum that students can earn potential college credit through an advanced academic curriculum and written assessment program. Tests are administered through a non-profit department, Cambridge International Examinations (CIE) of the University of Cambridge in England. AICE courses and examinations will be offered in Grade 9—12. See your school counselor for more information.



Advanced Placement Courses

The College Board's Advanced Placement (AP) Program is a national program consisting of more than 30 college level courses and exams offered at participating high schools. Students who earn a qualifying grade of 3 or above on an AP exam can earn college credit or advanced placement or both, depending on the college or university. Students in Florida's public secondary schools enrolled in AP courses do not have to pay to take the exams.

PORT ST LUCIE HIGH SCHOOL
ADVANCED PLACEMENT/AICE COMMITMENT AGREEMENT

Welcome, and congratulations on accepting the challenge of taking one or more Advanced Placement/AICE courses. You should be proud of yourself for recognizing the importance of taking a rigorous academic schedule as a way to prepare yourself for a successful post-high school education. Should you take advantage of the lessons in these classes, remain current in completing all assignments, and seek to obtain a deep understanding of the topics taught, you will be assured of receiving the best education to prepare you for a college degree.

There are some expectations that we need to make clear. Please read and carefully consider the following components that are common to all Advanced Placement/AICE classes. It is imperative that students and parents sign the bottom of this paper as proof of their commitment to the requirements of Advanced Placement classes. Parents and students must sign this commitment to be scheduled into an AP/AICE Course for the upcoming school year.

1. AP/AICE Students must be self-motivated and self-disciplined. Lessons and assignments occur frequently, students are expected to stay abreast of all assignments and prepare for each test. Failure to keep up with assignments will result in poor academic performance, and there will be few opportunities (if any) to make up work that is missed.
2. AP/AICE students must expect to complete an average of 5-10 hours of homework per week. This is due to the increased amount of content AP classes cover. Students manage their time so they can successfully participate in other activities in addition to academics.
3. AP/AICE students must expect to meet a rigorous academic challenge. AP teachers do not merely assign a greater number of assignments than regular classes. AP classes require students to develop a deep and critical understanding of the topics covered.
4. Due to the rigorous academic challenge, AP students are expected to maintain regular, on time attendance at school.
5. AP/AICE students are expected to uphold academic integrity in their homework assignments, tests, and essays. Cheating (or turning in any work that was not completed by you) will not be tolerated. Plagiarism is wrong, and if you commit it –intentionally or unintentionally – you will receive disciplinary action and may lose credit for the class.
6. AP/AICE Students are expected to complete the yearlong course. **Course “drops” will not be approved.**
7. Students are required to take the AP/AICE exam for each course in which a student is registered. If a student earns a level 3 or above on the College Board AP exam, universities might award college credit. The current cost of an AP/AICE exam is \$94-\$143, depending on the course (fees are subject to change). Port St Lucie High School will pay for the AP exam for each student, however, if the student does not sit for the exam, they will be required to reimburse the school for the cost of the exam. Students should be prepared to take the exam on the scheduled date/time, typically in May.

Please sign this letter to acknowledge your agreement with the terms of this Advanced Placement Commitment/AICE letter. This Commitment Agreement must be returned to your school counselor prior to being scheduled into any AP/AICE course.

Print Student Name	Student Signature	Date

Print Parent Name	Parent Signature	Date



INDIAN RIVER STATE COLLEGE

Dual Enrollment for High School Students

Indian River State College (IRSC) and St. Lucie Public Schools have an articulation agreement where eligible high school students may enroll in certain college courses. Dual Enrollment is an option to earn college credit, but students and their parents must be aware of the risks as well. Please note that universities weigh Dual Enrollment, AICE, Advanced Placement, and International Baccalaureate classes equally.

- 1) Students must be aware that Dual Enrollment course work is college course work and **the student is expected to be motivated, self-directed and adept at time management.**
- 2) First time Dual Enrollment students cannot participate in more than two, 3-credit courses during their first semester. One of the two courses must be SLS 1101 (PERT Reading 106 req for SLS1101).
 - On campus DE courses will not count toward this maximum enrollment total. Students are also strongly encouraged to participate in the IRSC Dual Enrollment New Student orientation (NSO) which includes information on college policies, procedures, resources, expectations, and other essential items that help support student success. Students will provide the completion certificate to high school counselor upon enrollment.
- 3) The college GPA earned from Dual Enrollment classes will be the college GPA when the student begins full-time college studies. There is no asterisk indicating it was taken while the student was in high school. Students are considered to be college students, with all the respective responsibilities of college students. Therefore, students need to be aware that while a 'C' will earn college credit, it may negatively impact their college GPA for future graduate school admissions, as well as for scholarship eligibility. Students must maintain the minimum college GPA of a 2.0 for continued enrollment in the program.
- 4) **Students are also expected to research their intended major at their intended 4 year college to ensure Dual Enrollment classes are applicable to their intended program of study.** Although all colleges and universities in the State University System are required to accept the credits earned, they may not apply them to their college major. Out of state schools are not bound to a requirement to accept the credits. Each student must research to ensure they are not taking unnecessary credits, as this may affect their financial aid eligibility later in their college career.
- 5) *Effective Fall 2009, students entering a Florida community college, state college, or state university for the first time in Fall, 2009, and thereafter, will be subject to the state statute on excess hours which could result in a surcharge on tuition. This charge will be applied for each credit hour in excess of 120% of the number required to complete the baccalaureate degree program. Students should regularly review their degree audits and consult with an academic advisor to make sure they are not enrolling in excess courses. (Florida Statute 1009.286) In addition, there may be more restrictive credit rules for financial aid. Please check with your post-secondary institution.*
- 6) Classes chosen must meet high school graduation requirements, as well as the student's intended AA program of study.
- 7) If a student opts to qualify with SAT or ACT scores, s/he is responsible for any fees associated with score submission.
- 8) If classes are during the regular school day, students must obtain a parking permit and complete and return the form per school policy (i.e. *Policy for Students with Abbreviated Schedules* with parking rules)
- 9) Students may only take a maximum combined (assigned high school and Dual Enrollment) schedule of 7 classes.

- 10) Beginning in the Spring 2016 semester, all Dual Enrollment students must complete SLS1101 – Student Success during their first semester of Dual Enrollment or will be ineligible to continue Dual Enrollment course in future semesters.
- 11) Students are assigned an IRSC advisor and given his/her name and contact information. Students must schedule an appointment during their first semester of DE. All Dual Enrollment students are required to meet with their IRSC advisor sometime during their **first semester** to map out their program of study Guided Pathway/“Academic Plan”. (Please note that during peak registration times – 2 weeks prior to starting classes – students will not be able to schedule an appointment, so students must plan accordingly). Students must become familiar with the IRSC website, especially the course listings, and programs and careers sections. **Student will be ineligible to continue in dual enrollment if a guided pathway is not complete by the first semester.** It is the responsibility of the student to notify the high school counselor if there is any change to the Academic Plan.
- 12) **To drop, add or withdraw from a Dual Enrollment class, the student MUST meet with high school counselor.** Upon withdrawal from or completion of the course, the student must return all Dual Enrollment books to the district bookstore. Students will need to return all Dual Enrollment books from one semester before being allowed to pick up books for the next semester.
- 13) Students who withdraw from a course after the ‘Last Day to Drop’ period (and would consequently have a “W” appear on transcript) cannot take additional Dual Enrollment classes until they have retaken and completed the course at their own expense *or* during the summer. Before dropping a course online, student must meet with instructor and complete the Dual Enrollment Withdrawal Form. Then, student meets with both the high school counselor and the college advisor for review. Dual Enrollment students must also adhere to all of the College’s withdrawal procedures.
- 14) Students who fail a Dual Enrollment course cannot enroll in additional Dual Enrollment courses until they have retaken and completed the course they failed at their own expense *or* during the summer. To retake a course, the student *must still meet eligibility criteria* (including 3.0 cumulative unweighted GPA)
See SLPS/IRSC articulation agreement for second and third attempt guidelines.
- 15) Students will be limited to a maximum of 60 credit hours of Dual Enrollment.
- 16) Students are eligible to enroll in a maximum of 12 credits over the summer (example: 6 credits in Summer Session A, 6 credits in Summer Session B)
- 17) Students recommended for secondary school expulsion and who are assigned to an alternative school setting may be ineligible for Dual Enrollment while attending the assigned alternative school. Students enrolled in Dual Enrollment courses prior to an assignment at an alternative school may be permitted to complete their Dual Enrollment course(s) but may not be permitted to enroll in additional classes as previously described.
- 18) If student receives an incomplete, *it is the sole responsibility of the student to notify the school when the final grade/grade change posts.* An “I” (high school or Dual Enrollment) must be reconciled before future dual enrollment eligibility is determined. The general grade change notification policy during senior ranking also applies to DE grade change posts.

Eligibility and Access:

1. Students must be enrolled as a student in a Florida public or nonpublic secondary school (grades 6-12), or in a home education program.
2. Students must have a 3.0 unweighted high school grade point average (GPA) based on four high school credits, in order to enroll in college credit courses, or a 2.0 high school unweighted GPA based on four high school credits to enroll in career and technical education clock hour dual enrollment courses.
3. Students must maintain the minimum college GPA of a 2.0 for continued enrollment in the Dual Enrollment Program.
4. For college credit courses, students must demonstrate college readiness by achieving or exceeding minimum scores on Common Placement Tests, Alternative Placement Tests, or by approved High School Coursework as provided under SBE Rule 6A-10.0315.
5. Eligible students may participate in the dual enrollment program by using Alternative Placement Methods upon approval from their high school counselor.
6. Students must meet or exceed the following Common Placement Test scores to demonstrate college readiness:

Common Placement Tests	Reading	English/Writing	Mathematics, QAS
PERT	106	103	114
ACT	19	17	19
SAT	24	25	24
NEXT GEN ACCUPLACER	256	253	261

Dual Enrollment Alternative Placement Test Scores

Alternative Placement Tests	Reading	English/Writing	Mathematics
PSAT/NMSQT	24	25	24
PreACT®	22	18	22
(GED®) Test	165		165
<small>*NA for the Dual Enrollment Program</small>			
Test Assessing Secondary Completion (TASC™)	560	560 - 6 on essay	580
High School Equivalency Test (HiSET®)	15	15	15
ALEKS® PPL			30

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

High School Coursework	
English	Mathematics
English 4/English 4 Honors	Algebra 1/Algebra 1 Honors
English Language and English Literature	Algebra 2/Algebra 2 Honors
Advanced International Certificate of Education (AICE) high school English courses	Pre-Calculus
Advanced Placement (AP) high school English courses	Calculus
International Baccalaureate (IB) high school English courses	Geometry
	Probability and Statistics
	Math for College Algebra
	Math for College Statistics
	Math for College Liberal Arts
	Advanced International Certificate of Education (AICE) high school mathematics courses
	Advanced Placement (AP) high school mathematics courses

Dual Enrollment Success Academy (DESA) Program: The Dual Enrollment Success Academy Program is for 12th grade students who have met specific eligibility requirements and are seeking college credits prior to graduation. Specific program tracks and courses with a higher likelihood for success are made available for (DESA) students. The Dual Enrollment Success Academy Program processes are the same to that of Dual Enrollment with the following eligibility requirements.

Student Eligibility and Access:

- Students must be in 12th grade.
- Students must take an approved Common or Alternative Placement Test and scores must be submitted.
- Students may participate if they have a 3.0 unweighted GPA without the minimum placement scores.
- Students may participate with a minimum of a 2.5 unweighted GPA and have demonstrated college readiness via an approved Common or Alternative Placement Test in Reading.
- Students must be on track to graduate high school.
- Students who fail or withdraw from a course will not be eligible to continue in the DESA program.
- No exceptions are allowed for this program.
- Students may participate in the following courses, not to exceed two courses within a semester and four courses in their senior year.

Course Number	Course Title	College Credits
SLS1101	Student Success	3
Business Track		
SLS1261	Essentials to Contemporary Leadership	3
GEB1011	Introduction to Business	3
MAN2021	Principles of Management	3
Digital Media Track		
DIG1115	Digital Imaging Fundamentals with Photoshop	3
DIG2030	Digital Video Fundamentals	3
GRA2160	Digital Animation I	3
AA Track		
HUM1020	Intro to Humanities	3
BSC1005	Life Science	3
SLS1261	Essentials to Contemporary Leadership	3

Employment Ready Dual Enrollment - The Employment Ready Dual Enrollment Program is for high school students who would like to develop technical skills with an emphasis on 21st Century employment opportunities. Students may pursue approved Associate in Science (AS) degrees. The Employment Ready Dual Enrollment Program's processes are the same to that of Dual Enrollment with the following eligibility requirements.

Student Eligibility and Access:

- a. Students must be in 10th grade.
- b. Students must demonstrate college readiness via a common or alternative placement test or via high school coursework to participate in college related courses.
- c. Students may participate with a minimum of a 2.5 unweighted GPA and have demonstrated college readiness on a Common or Alternative Placement Exam.
- d. Students must be on track to graduate high school.
- e. Students may enroll in a maximum of 6 college credit hours per semester.

Career Pathways Dual Enrollment - Career Pathways Dual Enrollment is for High School Students in the 11th or 12th grade who are enrolled in a Career Academy and would like to accelerate towards a Post-Secondary credential. Students who have received Gold Standards Industry Certifications may receive additional course credits, during any semester that they are enrolled. Career Pathways articulated credits may also be applied when the student completes the Career Academy program, graduates from high school and enrolls in a course at IRSC. The Career Pathways Dual Enrollment Program's processes are the same to that of Dual Enrollment with the following eligibility requirements.

Student Eligibility and Access:

- a. Students must be in the 11th or 12th grade.
- b. Students must be enrolled in an approved Florida Career Pathways program at a high school within the St. Lucie County School District.
- c. Students must be on track to graduate high school.
- d. Students must be on track to complete one or more Career Pathways programs.
- e. Students may participate with a minimum of a 2.5 unweighted GPA and have demonstrated college readiness on a Common or Alternative Placement Test.
- f. Students may participate with a 3.0 GPA and have demonstrated college readiness via approved High School Course work as provided under SBE Rule 6A-10.0315.

CAREER AND TECHNICAL EDUCATION PROGRAMS

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

Allied Health <ul style="list-style-type: none"> Health Science 1/Anatomy-Physiology Health Science 2 Allied Health Nursing Assisting 	Automotive Technology <ul style="list-style-type: none"> Auto Main. -Lt. Repair 1 Auto Main. -Lt. Repair 2 Auto Main. -Lt. Repair 3 Auto Main. -Lt. Repair 4 Auto Main. -Lt. Repair 5 	Biomedical Technology <ul style="list-style-type: none"> Principles of Biomed Science Human Body Systems Medical Interventions
Building Construction Technologies <ul style="list-style-type: none"> Building Construction Tech. 1 Building Construction Tech. 2 Building Construction Tech. 3 Building Construction Tech. 4 Building Construction Tech. 5 	Culinary Arts <ul style="list-style-type: none"> Culinary 1 Culinary 2 Culinary 3 Culinary 4 Track 1 	Technical Design <ul style="list-style-type: none"> Technical Design 1 Technical Design 2 Technical Design 3 Advanced Technology Applications
Fashion Marketing <ul style="list-style-type: none"> Digital Information Technology Marketing Essentials Marketing Applications Sport Rec Ent Mkt Management 	TV Production <ul style="list-style-type: none"> TV Production Tech. 1 TV Production Tech. 2-7 	Web Development <ul style="list-style-type: none"> Digital Information Technology Foundations of Web Design User Interface Design

Florida Bright Futures Scholarship Program Florida Gold Seal Vocational Scholars (GSV) 2022-23

Initial Eligibility Requirements: (As determined by the Florida Department of Education.)

1. Submit the [Florida Financial Aid Application \(FFAA\)](#) no later than August 31 after high school graduation.
2. Graduate with a standard Florida high school diploma or its equivalent.
3. Achieve the required weighted 3.0 GPA in the non-elective high school courses.
4. Complete at least 3 full credits in a single Career and Technical Education program.
5. Achieve the required minimum 3.5 unweighted GPA in the single Career and Technical Education program.
6. Complete 30 volunteer service hours or 100 paid work hours.
7. Achieve the required minimum scores on one of the college entrance exams per the chart below no later than June 30 of the year the student graduates from high school.

Exam Type	Sub-test	Required Score
ACT [®]	Reading	19
	English	17
	Mathematics	19
SAT [®]	Reading Test	24
	Writing and Language Test	25
	Math Test	24
Postsecondary Education Readiness Test (PERT)	Reading	106
	Writing	103
	Mathematics	114

Required test scores follow those established by Rule 6A-10.0315, Florida Administrative Code.

Requirements to Receive an Award: (As determined by your postsecondary institution.)

1. Be evaluated by the Office of Student Financial Assistance (OSFA) as meeting initial eligibility requirements.
2. Be a Florida resident and U.S. citizen or eligible noncitizen.
3. Enroll as a degree- or certificate-seeking student at a Florida institution in at least 6 non-remedial semester credit hours.

Scholarship Restrictions:

The GSV award may only be used at postsecondary institutions that offer an applied technology diploma, technical degree education program (associate in applied science or associate in science), or a career certificate program and not towards the completion of an associate in arts or a baccalaureate degree.

Career and Post-Secondary Planning

9th Grade

- Take the most challenging (and realistic) course load for which you are eligible.
- Go to FloridaShines and download the “Tools for Success” worksheets. They’re loaded with great tips and tricks to help you enjoy a successful Freshman year.
- Check out the FloridaShines career pages and begin exploring options for your education and career.
- Get involved! Clubs, activities, and community involvement look great on a college application. Record and keep track of your credentials (awards, volunteer hours, etc.).
- Start learning about college. Look at the information available in your school counselor’s office, at the library, and on FloridaShines.
- Plan a challenging 10th grade course load. Make your summer count. Continue to build your credentials (e.g., awards, volunteer hours).
- Attend the Dual Enrollment Information Session to possibly start DE your 10th grade year.
- Complete all summer reading assignments so they are ready to turn in the first week of the year. Remember, reading more than is required is always helpful!

10th Grade

- Practice makes perfect! Take the PSAT to get some practice and to familiarize yourself with the SAT.
- Check out the official ACT Prep Guide and begin studying and taking practice tests. Get involved with your extracurricular and volunteer activities.
- Be a leader both inside and outside of school.
- Visit the FloridaShines career pages to learn more about careers that interest you.
- Begin your college search. Go to FloridaShines and check out the Explore Institutions section for detailed information about each of Florida’s public colleges and universities.
- Assemble your resume. Even if you’re not ready to get a job, learning how to write and present a resume is a skill that will come in handy throughout life.
- Visit the FloridaShines career pages to learn the ins and outs of writing a resume.
- Plan a challenging 11th grade course load. Be sure to contact one of your school counselors to discuss Dual Enrollment courses. Find a summer job! A steady summer job can offer valuable work experience, an opportunity to network, and will help you along your path to college and a successful career. Plus, it looks great on your college application! Find programs and camps to attend.

11th Grade

- Know the dates and locations of the SAT, ACT, and other tests you plan to take.
- Sign up for the tests and don't forget to add them to your calendar. Use your test scores and current GPA to evaluate your college options. Start building a list of your top five colleges.
- FloridaShines lists the admissions requirements, deadlines, and other important information about each public college and university in Florida.
- Continue to stay on track in your classes and build up that GPA. Update your resume to include your summer work and other experience.
- Find out if representatives from the colleges you are interested in are visiting your area. Consider attending those sessions.
- Search for scholarships. Organize financial aid information. Start college application essays. Build service hours needed for Bright Futures Scholarships. (Florida students) Contact the individuals from whom you plan to request letters of recommendation. Plan college visits. Create a filing system to help you keep your college materials organized.
- Stay involved in extracurricular activities and seek out leadership roles in your community that will look good on your college application.
- Start communicating with admissions officers and recruiters at colleges on your list.

12th Grade

- Check requirements and deadlines for the colleges of your choice.
- Be sure to submit your application and materials on time!
- Update your resume. Include summer work and new or continued club/team activities. Finalize your college essays. Ask for letters of recommendation.
- Take the SAT and/or ACT. Remember, you can take the tests more than once. Ensure your transcripts and records are up to date.
- Apply for financial aid. Submit FAFSA and other financial aid forms required by the college. FAFSA opens October 1st of your senior year.
- Florida Students: Complete your Florida Financial Aid Application (FFAA). The application opens October 1st of your senior year. Verify that colleges received your application, letters of recommendations, and test scores.
- Maintain your second semester grades and beware of "Senioritis."
- Colleges can withdraw their acceptances if your grades drastically decline.
- Compare financial aid packages. Admission letters begin arriving! Watch for them in the mail.
- If possible, take one last campus visit to the colleges that offer you admission.
- Make a final choice of the college you will attend. (This date may vary by college, so know the correct date).

Florida Bright Futures Scholarship Program
Florida Academic Scholars (FAS) / Florida Medallion Scholars (FMS)
2023-24

Initial Eligibility Requirements: (As determined by the Florida Department of Education)

1. Submit the [Florida Financial Aid Application \(FFAA\)](#) no later than August 31 after high school graduation.
2. Graduate from a Florida high school with a standard high school diploma or its equivalent.
3. Complete the 16 college-preparatory courses required for admission to a state university.
4. Achieve the required weighted GPA in the 16 college-preparatory courses per the chart below.
5. Achieve the required composite ACT[®] score, Overall Score on the Classic Learning Test (CLT), or combined SAT[®] score no later than August 31 of the student's graduation year (or through January 31 for mid-year graduates), per the chart below.
6. Complete the required number of volunteer service hours, paid work hours, or 100 total combined hours per the chart below.

Type	16 High School College-Preparatory Course Credits ¹	High School Weighted Bright Futures GPA	College Entrance Exams by High School Graduation Year (ACT [®] /CLT [®] /SAT [®])	Volunteer Service Hours ²	Paid Work Hours ²
FAS	4 - English (three must include substantial writing) 4 - Mathematics (at or above the Algebra I level) 3 - Natural Science (two must have substantial laboratory)	3.50	2023-24 Graduates: 29/96/1340 2024-25 Graduates: 29/96/1340	100 hours	100 hours
FMS	3 - Social Science 2 - World Language (sequential, in same language)	3.00	2023-24 Graduates: 25/84/1210 2024-25 Graduates: 25/84/1210	75 hours	100 hours

¹ The required coursework aligns with the State University System admission requirements found in Florida Board of Governor's Regulation 6.002.

Additional information regarding high school coursework can be found within the [Florida Counseling for Future Education Handbook](#).

² Students must earn the required volunteer service hours, 100 paid work hours, or a combination that totals a minimum of 100 hours.

Requirements to Receive an Award: (As determined by the postsecondary institution)

1. Be evaluated by the Office of Student Financial Assistance (OSFA) as meeting initial eligibility requirements.
2. Be a Florida resident and U.S. citizen or eligible noncitizen.
3. Enroll as a degree- or certificate-seeking student at a Florida institution in at least 6 non-remedial semester credit hours.

Renewal Requirements: (As determined by grade and hours submitted by the postsecondary institution)

1. Students must earn the number of credit hours based on the student's enrollment type per term.
2. The renewal cumulative GPA requirements are outlined in the table below.

	Florida Academic Scholars (FAS)	Florida Medallion Scholars (FMS)
Minimum Cumulative GPA (unrounded and unweighted)	3.0	2.75

For detailed information, including other ways to qualify, please refer to the [Bright Futures Student Handbook](#).

Eligibility requirements are subject to change with each legislative session.

Students are responsible for tracking their application and award status online and ensuring that funding for an academic year is accurate by contacting their institution's financial aid office.

Florida Bright Futures Scholarship Program Florida Gold Seal Vocational Scholars (GSV) 2023-24

Initial Eligibility Requirements: (As determined by the Florida Department of Education.)

1. Submit the [Florida Financial Aid Application \(FFAA\)](#) no later than August 31 after high school graduation.
2. Graduate with a standard Florida high school diploma or its equivalent.
3. Achieve the required weighted 3.0 GPA in the non-elective high school courses.
4. Complete at least 3 full credits in a single Career and Technical Education program.
5. Achieve the required minimum 3.5 unweighted GPA in the single Career and Technical Education program.
6. Complete at least 30 volunteer service hours, 100 paid work hours, or a combination that equals a minimum of 100 total hours.
7. Achieve the required minimum scores on one of the college entrance exams per the chart below no later than August 31 of the year the student graduates from high school.

Exam Type	Sub-test	Required Score
ACT*	Reading	19
	English	17
	Mathematics	19
SAT*	Reading Test	24
	Writing and Language Test	25
	Math Test	24
Postsecondary Education Readiness Test (PERT)	Reading	106
	Writing	103
	Mathematics	114

Required test scores follow those established by Rule 6A-10.0315, Florida Administrative Code.

Requirements to Receive an Award: (As determined by your postsecondary institution.)

1. Be evaluated by the Office of Student Financial Assistance (OSFA) as meeting initial eligibility requirements.
2. Be a Florida resident and U.S. citizen or eligible noncitizen.
3. Enroll as a degree- or certificate-seeking student at a Florida institution in at least 6 non-remedial semester credit hours.

Scholarship Restrictions:

The GSV award may only be used at postsecondary institutions that offer an applied technology diploma, technical degree education program (associate in applied science or associate in science), or a career certificate program and not towards the completion of an associate in arts or a baccalaureate degree.

Renewal Requirements: (As determined by grade and hours submitted by your postsecondary institution.)

1. Students must earn the number of credit hours based on the student's enrollment type per term.
2. Students must maintain a minimum cumulative 2.75 GPA (unrounded and unweighted).

For detailed information, please refer to the [Bright Futures Student Handbook](#).

Eligibility requirements are subject to change with each legislative session.

Students are responsible for tracking their application and award status online and ensuring that funding for an academic year is accurate by contacting their institution's financial aid office.

Gold Seal CAPE Scholars (GSC)

The Florida Gold Seal CAPE Scholars award (GSC) may be funded if a student is enrolled in a career education or certificate program. Upon completion of an associate in science degree program that articulates to a Bachelor of Science degree, a GSC Scholar may also receive an award for a maximum of 60 credit hours toward a Bachelor of Science degree program. Upon completion of an associate in applied science program, a GSC Scholar may also receive an award for a maximum of 60 credit hours toward a bachelor of applied science degree program.

Florida high school students who wish to qualify for the GSC award must meet the following initial eligibility requirements:

- Earn a minimum of five postsecondary credit hours through CAPE industry certifications that articulate for college credit; and
- Complete 30 service hours.

Community Service Hours

Donating your time to help an organization or group of people can be a great opportunity to interact with your community and get experiences you can use to make decisions about your future. Community service hours are required for Bright Futures Scholarships and other forms of financial aid. Students who participate in community service hours can add the information to their resume and college applications. Hours must be earned between 9th and 12th grades to be used to qualify for scholarships. Requirements for community service hours are below:

- 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 school personnel:

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

Work Service Hours

Florida House Bill 461 allows high school students graduating in the 2022-2023 academic year and thereafter, to meet the volunteer service requirements prescribed under each award in the Bright Futures Program

through 100 hours of paid work. A student meeting an award requirement through paid work must have approval from the school designee, the administrators of a non-public school, or the Department of Education for a home education program student. Work hours must be earned between 9th and 12th grades in order to be used to qualify for scholarships. The following is required to have work service hours entered by school personnel.

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

Course Descriptions

EXCEPTIONAL STUDENT EDUCATION

Exceptional Education Students with an active IEP will be scheduled according to the recommendations of the IEP team. They may be mainstreamed, co-taught, receive consultative/support services, or specialized instruction in a small classroom setting. Within this section you will find the core subjects, all elective courses will be in the Course Descriptions that follow.

ESE student course selection will be made in collaboration with the ESE Department Chairs and school counselor.

STATE #	COURSE TITLE	PREREQUISITE*	GRADE	CREDIT(S)	KIND
LANGUAGE ARTS					
1001310C/R/S/A	English I		9-12	1.0	EN
1001340CRSA	English II		10-12	1.0	EN
1001370CRSA	English III		11-12	1.0	EN
1001400CRSA	English IV		12	1.0	EN
MATHEMATICS					
1200310CRSA	Algebra 1		9	1.0	MA
1206310CRSA	Geometry		10-12	1.0	MA
1208300CRA	Liberal Arts Math		9-12	1.0	XX
1200330CRSA	Algebra 2		11-12	1.0	MA
1200387CRSA	Financial Algebra		11-12	1.0	MA
1200700CRSA	Math for College Readiness		12	1.0	MA
SCIENCE					
2002510CRSA	Marine Science		9-10	1.0	SC
2000310CRSA	Biology		10-12	1.0	SC
2001340CRSA	Environmental Science		9-12	1.0	SC
2001310CRSA	Earth/Space Science		11-12	1.0	SC
SOCIAL STUDIES					
2100310CRSA	US History		11-12	1.0	AH
2109310CRSA	World History		9-12	1.0	WH
2106310CRSA	US Government		12	0.5	AG
2102310CRSA	Economics		12	0.5	EC
ESE STANDARD DIPLOMA					
7910120	Access English 1		9-12	1.0	XX
7910125	Access English 2		9-12	1.0	XX
7910130	Access English 3		9-12	1.0	XX
7910135	Access English 4		9-12	1.0	XX
7963010	Prep for Adult Living		9-12	1.0	XX
7915015	Access HOPE		9-12	1.0	XX
7963080	Learning Strategies		9-12	1.0	XX
7912070	Access Liberal Arts Math		9-12	1.0	XX
7912075	Access Algebra		9-12	1.0	XX
7900015	Access Biology		9-12	1.0	XX
7963070	Social Personal Skills		9-12	1.0	XX
7912065	Access Geometry		9-12	1.0	XX
7960010	Transition Planning		9-12	1.0	XX
7921027	Access World History		9-12	1.0	XX
7920020	Access Earth Space Science		9-12	1.0	XX

ALLIED HEALTH

HEALTH SCIENCE I (Anatomy and Physiology)

Year	1.0 credit	8417100	9-11
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This class is designed to provide students with an overview of the human body. This class will focus on structures, functions, diseases, medical terminology, and health careers related to diagnosing diseases of the human body.

HEALTH SCIENCE II ***Blocked w/Allied Health**

Year	1.0 credit	8417110	11-12
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PREREQUISITE: Health Science I

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

ALLIED HEALTH ASSISTING ***Blocked w/Health Sci. II**

Year	1.0 credit	8417131	11-12
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PREREQUISITE: Health Science 1 and 2

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

NURSING ASSISTING (Approved application from teacher)

Year	0.5 credit	8417211	11-12
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PREREQUISITE: Health Science II

This course is designed to prepare students for employment as nursing assistants in nursing homes, hospitals, or other health care facilities. Students will have gain experience in a long-term care facility away from campus.

ARTS/ VISUAL ARTS

CREATING 2D ART

Year	0.5 credit	0101310	10-12
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The purpose of this course is to give students an extensive experience in the artistic expression of ideas through two-dimensional art media. Also included will be production and critiquing of ideas, and /or images; the elements of color, value, line, space, shape/form and texture; principles of emphasis, balance rhythm, unit, repetition, contrast and proportion; expressive ideas in painting and additional two-dimensional art.

CREATING 3D ART

Year	0.5 credit	0101365	10-12
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Students in Creating Three-Dimensional Art, 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 3-D artworks, which may include sculpture, assemblage, and/or ceramics. 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.

AP 2D Art and Design

Year	1.0 credit	0109350	10-12
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AP Commitment Form Required.

AP 2D Studio Art is an introductory college-level two-dimensional design course. Students refine and apply 2-D skills to ideas they develop throughout the course. Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented.

DIGITAL ART IMAGING I

Year	1.00 credit	0108370	09-12
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Students explore the fundamental concepts, terminology, techniques, and applications of digital imaging to create original work. Students produce digital still images through the single or combined use of computers, digital cameras, scanners, photo editing software, drawing, and painting software, graphic tablets, printers, new media, and emerging technologies.

DIGITAL ART IMAGING II

Year	1.00 credit	0108380	10-12
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Students explore and develop concepts, terminology, techniques, and applications to design, create, print, and display original two-dimensional graphic and fine works of art. Through the critique process, students evaluate and respond to their own designs and images and those of their peers to measure artistic growth with increasing sophistication.

CREATIVE PHOTOGRAPHY I & II

Semester	1.0 credit	0108310/8320	9-12
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Students explore the aesthetic foundations of art making using beginning photography techniques. This course may include, but is not limited to, color and/or black and white photography via digital media and/or traditional photography. Students become familiar with the basic mechanics of a camera, including lens and shutter operation, compositional foundations, printing an image for display, and evaluating a successful print.

AUTOMOTIVE TECHNOLOGY

AUTOMOTIVE Maintenance and Light Repair I

Year	1.0 credit	9504110	9-11
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AUTOMOTIVE Maintenance and Light Repair II

Year	1.0 credit	9504120	10-12
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AUTOMOTIVE Maintenance and Light Repair III

Year	1.0 credit	9504130	10-12
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AUTOMOTIVE Maintenance and Light Repair IV-VI

Year	1.0 credit	9504140/50/60	11-12
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The purpose of this program is to prepare students for employment as an auto technician assistant, general service, front-end repair, brake repair, air conditioning repair, electrical repair, engine performance, drivability, and diagnostic repair technician. The content includes, but is not limited to communication skills, leadership skills, human relations, employability skills, and safe, efficient work practices in the automotive trades.

BAND & MUSIC

BAND 1 - 4

Year	1.0 credit	see course # below	9-12
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This year-long, entry level to intermediate-level course, is designed for students with a variety of experience in woodwind, brass and/or percussion techniques, music literacy, critical listening/aural skills, and ensemble performance skills, promotes greater engagement with and appreciation for music through performance and other experiences with a broad spectrum of music, as well as creativity through composition and/or arranging. Study includes cultivation of well-developed instrumental ensemble techniques and skills, music literacy and theory, and deeper aesthetic engagement with a wide variety of high-quality repertoire. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source. Extracurricular participation is required.

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

INSTRUMENTAL TECHNIQUE (PERCUSSIONISTS)

Year	1.0 credit	see course # below	9-12
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The purpose of this course is to enable percussion students to develop basic performance skills on percussion instruments in a solo or small ensemble setting using varied high school and advanced literature. Performance techniques, music knowledge, critical

analysis, and aesthetic response are emphasized. The content will include technical skills; individual and ensemble techniques; music literacy; sight reading and ear training; elements and characteristics of music; improvisation, composition, and arranging; performance analysis; role and influence of instrumental music and musicians; connections between music and other subject areas; instrument care and maintenance; and responsible participation in music activities. **MUST HAVE DIRECTORS APPROVAL and prior band experience.** All percussionists are placed in this course as their primary ensemble and may take Band I-IV as a secondary course.

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

INSTRUMENTAL ENSEMBLE 1-4

Year	1.0 credit	see course # below	10-12
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The purpose of this course is to enable students, of various skill levels with instrumental ensemble experience to refine their critical listening, music literacy, and ensemble skills through the study, rehearsal, and performance of high-quality, advanced literature. Students use reflection and problem-solving skills with increasing independence to improve their performance and musical expression. 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. **MUST HAVE DIRECTORS APPROVAL and prior band experience.**

Inst Ens. 1	1302460	Inst Ens. 3	1302480
Inst Ens. 2	1302470	Inst Ens. 4	1302490

EURHYTHMICS

Year	1.0 credit	see course # below	9-12
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The purpose of this course is to enable students to develop basic skills in creating, performing, and evaluating choreographed performances as an independent ensemble and in cooperation with the marching band. Emphasis is placed on dance, equipment manipulation, precision, and the relationship between music and dance. The content will include safe and healthful performance practices; dance and choreographic techniques and terminology; choreographic design; equipment, props, and costumes; music and movement analysis and evaluation; role and influence of music and dance; responsible participation; and relationships among music, movement, and other subject areas. **MUST SUCCESSFULLY COMPLETE AN AUDITION AND SEEK DIRECTORS APPROVAL.**

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

JAZZ BAND

Year	1.0 credit	see course # below	9-12
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The purpose of this course is to enable students to develop basic skills in jazz performance through knowledge of styles and performance techniques of varied jazz and contemporary literature. The content will include technical skills; individual and ensemble techniques; performance styles; jazz idioms, rhythms, and articulation; improvisation; composition and arranging; literature and

performance analysis; history; role and influence of jazz and contemporary music and musicians; connections between music and other subject areas; instrument care and maintenance; and responsible participation in music activities. **MUST HAVE DIRECTORS APPROVAL and prior band experience.**

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

BIOMEDICAL SCIENCES

The purpose of this program is to provide students with a foundation of knowledge and technically oriented experiences in the study and applications of biomedical sciences and the possibilities in the biomedical field. Offerings include a sequence of courses that provides relevant technical knowledge and skills needed to prepare for further education and careers in the Health Sciences.

PRINCIPLES of BIOMEDICAL SCIENCE (Yr. 1)

<i>Year</i>	<i>1.0 credit</i>	<i>8708110</i>	<i>10-12</i>
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Students investigate the human body systems and various health conditions. This course is designed to provide an overview of all the courses in the Biomedical Sciences program and lay the scientific foundation for subsequent courses. Students are introduced to human physiology, medicine, research processes and bioinformatics. Key biological concepts including homeostasis, metabolism, inheritance of traits, and defense against disease are embedded in the curriculum. Engineering principles including the design process, feedback loops, and the relationship of structure to function are also incorporated.

HUMAN BODY SYSTEMS (Yr. 2)

<i>Year</i>	<i>1.0 credit</i>	<i>8708120</i>	<i>11-12</i>
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Students examine the interactions of body systems as they explore identity, communication, power, movement, protection, and homeostasis. Students design experiments investigate the structures and functions of the human body and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real-world cases and often play the role of biomedical professionals to solve medical mysteries.

MEDICAL INTERVENTIONS (Yr. 3)

<i>Year</i>	<i>1.0 credit</i>	<i>8708130</i>	<i>12</i>
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Students investigate the variety of interventions involved in the prevention, diagnosis, and treatment of disease as they follow the lives of a fictitious family. The course is a "How-To" manual for maintaining overall health and homeostasis in the body as students explore: how to prevent and fight infection; how to screen and evaluate the code in human DNA; how to prevent, diagnose and treat cancer; and how to prevail when the organs of the body begin to fail. Through these scenarios, students are exposed to the wide

range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.

WEB DEVELOPMENT PROGRAM

This program offers a sequence of courses providing technical skill proficiency, including competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Information Technology career cluster.

DIGITAL INFORMATION TECHNOLOGY (Yr. 1)

<i>Year</i>	<i>1.0 credit</i>	<i>8207310</i>	<i>9-12</i>
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This course is designed to provide a basic overview of current business and information systems and trends, and to introduce students to fundamental skills required for today's business and academic environments. Emphasis is placed on developing fundamental computer skills.

FOUNDATIONS OF WEB DESIGN (Yr. 2)

<i>Year</i>	<i>1.0 credit</i>	<i>9001110</i>	<i>9-12</i>
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This course is designed to provide students with opportunities to acquire and apply foundational skills related to web design.

USER INTERFACE DESIGN* (Yr. 3)

<i>Year</i>	<i>1.0 credit</i>	<i>9001120</i>	<i>11-12</i>
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This course provides advanced concepts used in interface design. The content includes principles of Human Computer Interface (HCI), advanced page design using Cascading Style Sheets (CSS), advanced HTML commands, multimedia applications, Internet/Intranet tools, and website promotion.

BUSINESS MARKETING PROGRAM

Students will learn to develop strategic marketing with sales and customer plans. A review of the marketing environment is used to help develop the segmentation, targeting and market positioning strategy for implementation along with the marketing mix (product, price, place, and promotion). The goal is the identification and delivery of organizational competitive advantage and customer satisfaction – key to long-term revenue growth, profitability, and success.

MARKETING ESSENTIALS (Yr. 1)

<i>Year</i>	<i>1.0 credit</i>	<i>8827110</i>	<i>9-11</i>
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Marketing Essentials blends theory and practice to facilitate immediate implementation and impact. Students will learn to

develop strategic marketing with sales and customer plans. A review of the marketing environment is used to help develop the segmentation, targeting and market positioning strategy for implementation along with the marketing mix (product, price, place, and promotion). The goal is the identification and delivery of organizational competitive advantage and customer satisfaction – key to long-term revenue growth, profitability, and success.

MARKETING APPLICATION (Yr. 2)

Year	1.0 credit	8827120	10-12
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This course is designed to provide students with an in-depth study of marketing in a free enterprise society and includes advertising, promotion, product development and branding, selling, and marketing research. This course also includes the uses of technology and the Internet in marketing, purchasing, retail positioning strategies, and e-Commerce marketing.

SPORT REC ENT MKT Management.* (Yr. 3)

Year	1.0 credit	8827430	11-12
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Students develop an extensive understanding of marketing concepts and theories that apply to sports, entertainment, and business. Areas covered in this course include: the basics of marketing, target marketing and segmentation, sponsorship, event marketing, promotion, and marketing plans. It also includes college and amateur sports marketing, professional sports marketing, public image, the entertainment industry, entertainment marketing, and legal issues for sports and entertainment. Provides a foundation for the financial planning and management of a new venture start-up and acquisition. It examines the process of financial forecasting, the practice of effective financial management, and sources of finance, bootstrapping strategy, and valuation and exit planning.

BUILDING CONSTRUCTION TECHNOLOGY

The purpose of this program is to prepare students for employment or advanced training in the building construction industry. This program offers relevant technical knowledge and skills needed to prepare for further education and careers in the Architecture & Construction career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills and occupation-specific skills, and knowledge of all aspects of the Architecture & Construction career cluster.

Building Construction Technology I

Year	1.0 credit	8720310	9-11
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Building Construction Technology II/III

Year	1.0 credit each	8720320/30	10-12
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PREREQUISITE: Building Construction Technology I

Building Construction Technology IV/V

Year	1.0 credit each	8720340/50	11-12
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PREREQUISITE: Building Construction Technology II/III and instructor approval.

Journalism (YEARBOOK)

Year	1.0 credit	1006300	9-12
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(The course provides instruction in aspects of journalism and workshop experience in journalistic production. Instruction will be given in recognizing and writing news for journalistic media and in developing editorials, sports articles, and feature stories. In addition to written work, students will receive instruction in the history and traditions of journalism, as well as workshop experiences in photography, layout, advertising, printing, and other practical aspects of journalistic enterprise. In connection with workshop experiences, one or more journalistic productions may be included. The required selling of ads is part of the business aspect of the curriculum and can count for up to 10% of the grade.)

CULINARY ARTS

CULINARY ARTS I

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

CULINARY ARTS II/III

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

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

Culinary Operations II	8800520	1 st Semester
Culinary Operations III	8800530	2 nd Semester

CULINARY ARTS IV Track 1 and 2

Year	1.0 credit/ Semester	See course # below	11-12
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PREREQUISITE: Culinary Operations II/III (Instructor Approval)

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

TECHNICAL DESIGN (Drafting)

The purpose of this program is to provide students with a foundation of knowledge and technically oriented experiences in the study of technical design. This program focuses on transferable skills and stresses understanding and operation of complex two and three-dimensional graphics, editing, and image analysis tools to better understand, illustrate, explain, and present technical concepts and principles. Science, math, and visual design concepts are reinforced throughout each course.

Technical Design I (Yr. 1)

Year	1.0 Credit	8401010	9-12
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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.

Technical Design II (Yr. 2)

Year	1.0 credit	8401020	10-12
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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.

Technical Design III (Yr. 3)

Year	1.0 credit	8401030	10-12
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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.

ADVANCED TECHNOLOGY APPLICATIONS (Yr.4)

Year	1.0 credit	8601900	11-12
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This is a project-based capstone course to provide Engineering and Technology Education students with the opportunity to develop a project from "vision" to "reality". Students work in teams to design,

engineer, manufacture, construct, test, redesign, test again, and then produce a finished "project". Must have instructor approval.

DRAMA & PERFORMING ARTS

ACTING

Year	1.00 credit	see course# below	10-12
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The purpose of these courses is to introduce students to the study and practice of acting. Content will begin in Acting 1 with techniques of acting, terminology, movement, and advance to Acting 4 with audition methods, character analysis, and acting techniques, which include mass media production. **Requires teacher approval.**

Acting I	0400370	
Acting III (BLOCK)	0400390	1 st Semester
Acting IV (BLOCK)	0400400	2 nd Semester

CHORUS I

Year	1.0 credit	1303300	9-12
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This year-long, entry-level class, designed for students with little or no choral experience, promotes the enjoyment and appreciation of music through performance of beginning choral repertoire from a variety of times and places.

CHORUS II

Year	1.0 credit	1303310	9-12
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This year-long, beginning-level class, designed for students with one year of experience or less in a choral performing group, promotes the enjoyment and appreciation of music through performance of basic, high-quality choral music. Extracurricular participation is required.

CHORUS III and 1V

Year	1.0 credit	1303320/30	9-12
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This year-long, formative class, designed for students with previous participation in a school chorus who have basic knowledge of note-reading and vocal technique, concentrates on providing students opportunities to strengthen existing skills in critical listening, vocal techniques, and ensemble performance using high-quality three- and four-part choral literature. Extracurricular participation is required. Requires teacher approval.

DANCE TECHNIQUES

Year	1.0 credit	0300310	9-12
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Students in this year-long, entry-level course, designed for those having no prior dance instruction, learn foundational skills in two or more dance styles. Their development of fundamental dance technique is enriched and enlivened through study of works by a variety of diverse artists, developing genre-specific movement vocabulary and dance terminology, and building knowledge and

skills related to somatic practices, dance composition, analysis of effort and outcomes, dance history and culture, collaborative work, and rehearsal and performance protocols.

THEATRE I

Year	1.0 credit	0400310	9-12
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This course is designed for students with little or no theatre experience and promotes enjoyment and appreciation for all aspects of theatre. Classwork focuses on the exploration of theatre literature, performance, historical and cultural connections, and technical requirements. Improvisation, creative dramatics, and beginning scene work are used to introduce students to acting and character development. Incorporation of other art forms in theatre also helps students gain appreciation for other art forms, such as music, dance, and visual art.

THEATRE II/THEATRE III Honors (BLOCK)

Year	1.0 credit/Semester see course # below 10-12		
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PREREQUISITE: Instructor Approval

The purpose of this course is to enable students to develop skills in the multiple elements of theatre as a collaborative art. Areas covered may include acting and characterization, movement and vocal production, pantomime and improvisation, theatre terminology, script elements, play writing, artistic discipline, and roles and careers in theatre arts.

Theatre II (BLOCK)	0400320	1 st Semester
Theatre III (BLOCK)	0400330	2 nd Semester

KEYBOARD I

Year	1.0 credit	1301360	9-12
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Students build fundamental piano techniques while learning to read music, acquire and apply knowledge of basic music theory, and explore the role of keyboard music in history and culture. Beginning pianists develop skills in analytical listening and explore musical creativity in the form of basic improvisation and basic composition.

KEYBOARD II

Year	1.0 credit	1301370	9-12
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Students build on previous piano techniques and skills through reading music, acquiring, and applying knowledge of music theory, and exploring the role of keyboard music in history and culture. Public performances may serve as a culmination of specific instructional goals.

Music Tech and Sound Engineering

Year	1.0 credit	1304300	9-12
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Students explore the fundamental applications and tools of music technology and sound engineering. As they create and learn its terminology, students also learn the history and aesthetic

development of technology used to capture, create, and distribute music. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

FOREIGN LANGUAGES

SPANISH I

Year	1.0 credit	0708340	9-12
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Spanish I introduces the language and culture of the Spanish-speaking world. The basic objective of Spanish I is to help each student attain an acceptable degree of proficiency in the four skills of listening, speaking, reading, and writing and to present the language within the context of the Spanish-speaking world and its culture. The program places great emphasis on student participation and encourages oral communication through group activities, games, and projects.

SPANISH II

Year	1.0 credit	0708350	10-12
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Spanish II opens with a systematic review in new contexts of all the important materials presented in Spanish I. Spanish II then presents the more complex structures of basic Spanish and expands the cultural themes of the first level. By the time the students complete the second level, they will have acquired a command of the key vocabulary and structures necessary for personal communication as well as an appreciation of the Spanish-speaking world.

AP Spanish Language and Culture

Year	1.0 credit	0708400	10-12
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PREREQUISITE: Spanish 2 and AP Commitment Form

AP Spanish Language and Culture is equivalent to an intermediate level college course in Spanish. Students cultivate their understanding of Spanish language and culture by applying interpersonal, interpretive, and presentational modes of 22 of communication in real-life situations as they explore concepts related to family and communities, personal and public identities, beauty and aesthetics, science and technology, contemporary life, and global challenges. Reading, writing, and conversational Spanish skills.

HEALTH

HOPE

Year 1.0 credit	1506320	9-12
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The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and

fitness. Students will combine the learning of principles and background information in a classroom setting with physical application of the knowledge. Much of class time should be spent in physical activity. Florida requirement for graduation.

HUMANITIES

LEADERSHIP TECHNIQUES (Freshman Seminar)

Year	1.0 credit	2400310	9
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This course will provide an in-depth study of the leadership techniques of decision making, problem solving, meeting skills, communication, group conflict reduction, time and stress management, evaluation, team building, group dynamics, motivational strategy, and the role of leadership in a democratic society.

AICE THINKING SKILLS

Year	1.0 credit	1700372	9-12
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Requirements: Level 3 BEST

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

INTENSIVE READING

INTENSIVE READING 1-4

Year	1.0 credit	1000412/14/16/18	9-12
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PREREQUISITE: Counselor Placement

The purpose of this course is to enable students to build comprehensive reading knowledge, develop independent endurance, and increase comprehension through intensive instruction and practice and to prepare level 1 or 2 reading students for the FSA ELA and FAST state assessments.

JROTC

JROTC LEADERSHIP DEVELOPMENT

Year	1.0 credit	see course # below	9-12
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JROTC is designed to teach high school students the value of citizenship, leadership, service to the community, personal responsibility, and a sense of accomplishment, while instilling in them self-esteem, teamwork, and self-discipline. Its focus is reflected in its mission statement, *"To motivate young people to be better citizens."*

It prepares high school students for responsible leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens. The program is a stimulus for promoting graduation from high school, and it provides instruction and rewarding opportunities that will benefit the student, community, and nation.

This Program Intends to Teach Cadets to:

- Appreciate the ethical values and principles that underlie good citizenship.
- Develop leadership potential, while living and working cooperatively with others.
- Be able to think logically and to communicate effectively with others, both orally and in writing.
- Appreciate the importance of physical fitness in maintaining good health.
- Understand the importance of high school graduation for a successful future and learn about college and other advanced educations and employment opportunities.
- Develop mental management abilities.
- Become familiar with military history as it relates to America's culture, and understand the history, purpose, and structure of the military services.
- Develop the skills necessary to work effectively as a member of a team.

Upon completion of Leadership Education I and II, students may substitute 0.5 credits of Health-Life Management Skills, a required course. JROTC counts as an elective Social Studies credit. Students may also receive credit for a practical art.

Leadership Educ/Training I	1801300
Leadership Educ/Training II	1801310
Leadership Educ/Training III	1801320
Leadership Educ/Training IV	1801330

(Must complete the previous level prior to enrolling in the next level; only one JROTC class may be taken at a time.

Executive Internship I	0500300
Executive Internship II	0500310
Executive Internship III	0500320
Executive Internship IV	0500330

Students must be enrolled in JROTC and accepted by the instructor to enter the Executive Internship courses. This course is only offered 1st period.

First Hour JROTC is the Drill Team class – all members of the class will be on the JROTC Drill Team and must be accepted by the instructors. In addition to normal JROTC subjects, cadets will focus on Exhibition and Regulation Drill.

Second and fourth hour JROTC is primarily an academic class – members of the class will, in addition to normal JROTC subjects, be required to complete research in subjects assigned by the instructors.

Personal, Career, and School Development Skills (6th period) is a leadership course that teaches students a variety of subjects including leadership principles, communication skills, personal and financial goal setting, team building, supervisory skills, and interpersonal skills.

Executive Internship (1st period) is a Battalion Leadership – Battalion Commander and Commander Sergeant Major, Battalion staff (personnel, security, operations, logistics, public affairs, and automation officers and NCOs), and Company Commanders and Company First Sergeants. The course is mandatory for Battalion Leadership and is optional for Company Commanders and First Sergeants. This course teaches students how to function as a coherent staff focusing on leadership skills, oral and written communication skills, staff functions, and supervisory skills.

LANGUAGE ARTS

ENGLISH I

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

ENGLISH II

Year	1.0 credit	1001340	9-12
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PREREQUISITE: English I

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

Pre-AP English 2

Year	1.0 credit	1001416	9-12
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The Pre-AP English areas of focus are vertically aligned to the practices embedded in high school and college English courses, including AP. This gives students multiple opportunities to prioritize and strengthen key literacy skills throughout their course of study.

- Reading closely: Students read closely and analyze a range of complex literary and informational texts.
- Valuing evidence: Students evaluate textual evidence and incorporate it effectively in writing and speaking.
- Noticing language choices: Students understand how writers and speakers use specific words and sentences to move the thoughts, emotions, and actions of readers and listeners.

ENGLISH III

Year	1.0 credit	1001370	11-12
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PREREQUISITE: English II

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

AICE GENERAL PAPER

Year	1.0 credit	1009400	9-12
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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.

ADVANCED PLACEMENT ENGLISH LANGUAGE & COMP

Year	1.0 credit	1001420	11-12
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FSA/BEST Reading Level 3 or higher, SAT ERBW 480 or above is recommended. AP Commitment Form Required.

The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text— from a range of disciplines and historical periods.

ADVANCED PLACEMENT ENG LIT AND COMP

Year	1.0 credit	1001430	11-12
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FSA/BEST Reading Level 3 or higher, SAT ERBW 480 or above is recommended. AP Commitment Form Required.

The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

ENGLISH IV

Year	1.0 credit	1001400	12
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PREREQUISITE: English III

This course surveys the major literary periods in Great Britain from Beowulf to the present. Students will write in response to literature. Writing assignments will be appropriate to the level and they will prepare students for their college or vocational pursuits.

MATHEMATICS

ALGEBRA I

Year	1.0 credit	1200310	9-12
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This course meets the minimum state requirements for mathematics. This course develops the algebraic concepts and processes that can be used to solve a variety of real world and mathematical problems. The content will include: structure and properties of the real number system; exponents; square roots; radicals; absolute value; scientific notation; relations and functions, including words, tables, sequences, graphs and algebraic equations; algebraic expressions; polynomials; data analysis concepts and techniques including introductory statistics and probability; and varied solutions strategies, algebraic and graphic, for inequalities and for systems of equations.

ALGEBRA II and ALGEBRA II HONORS

Year	1.0 credit	1200330/1200340	9-12
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PREREQUISITE: Algebra 1 and teacher recommendation

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

GEOMETRY and GEOMETRY HONORS

Year	1.0 credit	1206310 1206320 Honors	10-12
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PREREQUISITE: Algebra I

The students will learn to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The critical areas organized into five units are as follows. Unit 1- Congruence, Proof, and Constructions Unit 2- Similarity, Proof, and Trigonometry Unit 3- Extending to Three Dimension Unit 4- Connecting Algebra and Geometry Through Coordinates Unit 5- Circles with and without Coordinates

PRE-CALCULUS HONORS

Year	1.0 Credit	1203420	11-12
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PREREQUISITE: Algebra 1, Geometry, Algebra 2

The course 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.

MATH FOR DATA AND FINANCIAL LITERACY and MATH FOR DATA AND FINANCIAL LITERACY HONORS

Year	1.0 credit	120038 1200388 Honors	9-12
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PREREQUISITE: Algebra 1/Geometry I/Counselor Placement

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

MATHEMATICS for COLLEGE LIBERAL ARTS

Year	1.0 credit	1207350	12
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PREREQUISITE: Algebra 1/Geometry I/Counselor Placement

In Mathematics for College Liberal Arts, instructional time will emphasize five areas: (1) analyzing and applying linear and exponential functions within a real-world context; (2) utilizing geometric concepts to solve real-world problems; (3) extending understanding of probability theory; (4) representing and interpreting univariate and bivariate data and (5) developing understanding of logic and set theory.

MATHEMATICS for COLLEGE ALGEBRA

PREREQUISITE: Algebra 1/Geometry I/Counselor Placement

Year	1.0 credit	1200710	9-12
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The course 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.

PROBABILITY & STATISTICS with APPLICATIONS HONORS

Year	1.0 credit	1210300	11-12
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PREREQUISITE: Algebra 1, Geometry, Algebra 2

The course 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.

PHYSICAL EDUCATION

WEIGHT TRAINING

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

Beginning Weight Training	1501340
Intermediate Weight Training	1501350
Advanced Weight Training	1501360

TEAM SPORTS

Semester .5 credit	1503350 I 1503360 II	9-12
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The purpose of this course is to provide students with opportunities to acquire knowledge of strategies of team sports play, develop skills in selected team sports, and maintain and/or improve their personal fitness.

INDIVIDUAL AND DUAL SPORTS

Semester .5 credit	1502410 I 1502420 II	9-12
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The purpose of this course is to provide students with opportunities to acquire knowledge of strategies of individuals and dual sports play, develop skills in selected individuals and dual sports, and maintain and/or improve their personal fitness.

SOCCER

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

BASKETBALL

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

AEROBICS

Semester .5 credit	see course # below	9-12
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The purpose of this course is to develop an individual level of health-related fitness, acquire knowledge of fitness concepts, and recognize the significance of health-related fitness on one's health.

Beg Aerobics	1503400	Inter Aerobics	1503410
Adv Aerobics	1503420		

RECREATION

Semester .5 credit	1502470	9-12
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The purpose of this course is to provide students with opportunities to acquire knowledge and skills in a variety of recreational activities that may be used in recreational pursuits today as well as in later life and that will help maintain and/or improve their personal fitness.

SCIENCE

BIOLOGY I

Year 1.0 credit	2000310	9-11
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In this course students will explore the relationships between organisms and their environment, and between their individual cells and system. The processes of life will be approached from the viewpoints of cellular structure and function, genetics and molecular biology, classification of organisms, physiology, biochemistry, and biological changes through time. Laboratory work offers students an opportunity to develop the skills of observing, hypothesizing, and evaluating data, as well as the opportunity to become familiar with scientific instruments and experimental methods.

BIOLOGY HONORS

Year 1.0 credit	2000800	9-10
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PREREQUISITE: teacher recommendation

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

CHEMISTRY HONORS

Year	1.0 credit	2003350	10-12
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PREREQUISITE: Algebra 1 and Geometry, taken concurrently with Algebra 2.

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

ENVIRONMENTAL SCIENCE

Year	1.0 credit	2001340	9-12
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This course will involve the study of man's interaction with the environment. The content shall include, but not be limited to: the study of world-wide biomes, populations, the effect of technology on air, water, and land quality, possible solutions to the problems of pollution, conservation of natural resources and energy, and the effects of different methods of environmental planning and waste management. Laboratory investigations offer students an opportunity to develop skills in observation, evaluating data, and biological field techniques.

AP ENVIRONMENTAL SCIENCE

Year	1.0 credit	200138010	10-12
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PREREQUISITE: Biology and AP Commitment Form.

The AP Environmental Science course is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

MARINE SCIENCE

Year	1.0 credit	2002500	10
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PREREQUISITE: Biology

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

EARTH/SPACE SCIENCE

Year	1.0 credit	2001310	11-12
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This course will involve the student in developing concepts central to an understanding of the earth, its materials, processes, history, and environment in space. The content shall include, but not be limited to: origin of the universe and solar system, the life cycle of stars, formation of various rock types, formation of landforms and basic mountain types, fundamental plate tectonics, the hydrologic cycle, oceanography, weather mapping, and the U.S. space program.

PHYSICAL SCIENCE

Year	1.0 credit	2003310	11-12
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Students will build an understanding of physical and chemical phenomena through scientific inquiry, interactive experiences, virtual and hands-on labs, higher order thinking, and collaborative projects, enabling them to apply these principles to their everyday lives.

SOCIAL STUDIES

WORLD HISTORY

Year	1.0 credit	2109310	10-12
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World History course consists of the following content area strands: World History, Geography and Humanities. This course is a continued in-depth study of the history of civilizations and societies from the middle school course and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events from ancient and classical civilizations.

WORLD HISTORY HONORS

Year	1.0 credit	2109320	10-12
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World History content that requires a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

UNITED STATES HISTORY

Year	1.0 credit	2100310	11
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This course is designed to develop an understanding of the American experience. The first semester includes a brief overview of the Civil War and Reconstruction Era and continues with an in-depth study of

America's rise to power, the Populist and Progressive movements, World War I and the Crash. The second semester course continues an in-depth study of the American experience including the Depression, World War II, the Fifties, Sixties, the Vietnam War, Watergate, and into the 1990's.

ADVANCED PLACEMENT UNITED STATES HISTORY

Year	1.0 credit	2100330	11-12
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PREREQUISITE: Level 3 FAST or FSA, World History and AP Commitment Form Required.

This course is designed to enable students to develop analytical skills and acquire a thorough knowledge of United States History. The approach to the course includes the following elements: development of knowledge of social, cultural, political, economic, and military events relevant to US History; development of interpretation and analytical skills; and the development of communicative skills through the writing of analytical essays. Students are required to participate in an assigned reading program, lecture, advanced writing skills, and discussion.

ECONOMICS and ECONOMICS HONORS

Semester .5 credit	2102310	12
	2102302 Honors	

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

US GOV'T and US GOV'T HONORS

Semester .5 credit	2106310	12
	2106320 Honors	

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

AP United States Government and Politics

Semester .5 credit	2106420	12
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PREREQUISITE: Level 3 BEST and AP Commitment Form

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies,

interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project.

HOLOCAUST HONORS

Semester .5 credit	2100405	10-12
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This grades 9-12 Holocaust 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 examination of the events of the Holocaust (1933-1945), the systemic, planned annihilation of European Jews and other groups by Nazi Germany. Content will include, but is not limited to, the examination of twentieth century programs and of twentieth century and twenty-first century genocides, investigation of human behavior during this period, and an understanding of the ramifications of prejudice, racism and stereotyping..

AFRICAN AMERICAN HISTORY HONORS

Semester .5	2100336	10-12
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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.

AICE Psychology

Year	1.0 credit	2107350	10-12
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Requirements: Level 3 BEST

AP Psychology is an introductory college-level psychology course. Students cultivate their understanding of the systematic and scientific study of human behavior and mental processes through inquiry-based investigations as they explore concepts like the biological bases of behavior, sensation, and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology.

STUDENT LEADERSHIP

School Leadership Development

Year	1.0 credit	2400300	10-12
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PREREQUISITE: Approved through application via Student Government Sponsor

Do you want to step up, be where the action is and the decisions are made? Do you know what to do when you reach the front? Even if you've never thought of yourself as a "born leader," you can be taught the skills necessary for successful leading and following. Students interested in Student Government are especially encouraged to apply. Responsibilities include organizing dances, rallies, spirit days, and community service projects. Extracurricular activities required.

TV PRODUCTION

TELEVISION PRODUCTION I

Year	1.0 credit	8772110	9-11
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Television, I is a basic video production course. At this level, students learn about television production through textbooks, writing assignments, and daily class work. Students will learn about the history of television production. In television II, students learn the basic camera and editing skills. Students at this level will produce simple independent and group video projects. At the end of this course, students will have learned pre-production and production skills by producing video projects.

TELEVISION PRODUCTION II/III BLOCK

Year	1.0 credit/Semester see course # below	10-12
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PREREQUISITE: Television Production I

Television III and IV students produce the daily WJAG-TV News-15 morning broadcast in a real working television studio. Students are assigned rotating jobs such as anchors, reporters, and technical crew, including camera operators and sound technicians. In addition, students are required to produce independent projects to be aired on WJAG-TV. Students also will learn how to produce other genres of video production such as music videos, commercials, weddings and training videos. Advanced non-linear editing is incorporated at this level. To complete this level, students are required to produce a music video.

TV Production II	8772120	1 st Semester
TV Production III	8772130	2 nd Semester

TELEVISION PRODUCTION IV/V BLOCK

Year	1.0 credit/Semester	see course # below	11-12
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PREREQUISITE: Television Production II/III

Television V and VI students are teacher assistants. These students provide support for the television III and IV students and work with outside businesses and agencies to produce videos in the real work. This level requires students to produce a video reel of their work for employment.

TV Production IV	8772140	1 st Semester
TV Production V	8772150	2 nd Semester