

PORT ST. LUCIE HIGH SCHOOL

CURRICULUM GUIDE



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ABOUT PORT ST. LUCIE HIGH SCHOOL



The mission of Port St. Lucie High School is to ensure all students feel safe and cared for, equipped with the knowledge, skills, and desire to succeed. Port St. Lucie High School is a vibrant, energetic high school with a long history in the community that is living out its tagline: The Pride of Port St. Lucie. There is widespread school, academic, and athletic pride among Jaguars—which creates a strong feeling of respect and pride among all our stakeholders. Staff, students, and parents are excited to be part of the Jaguar Family.

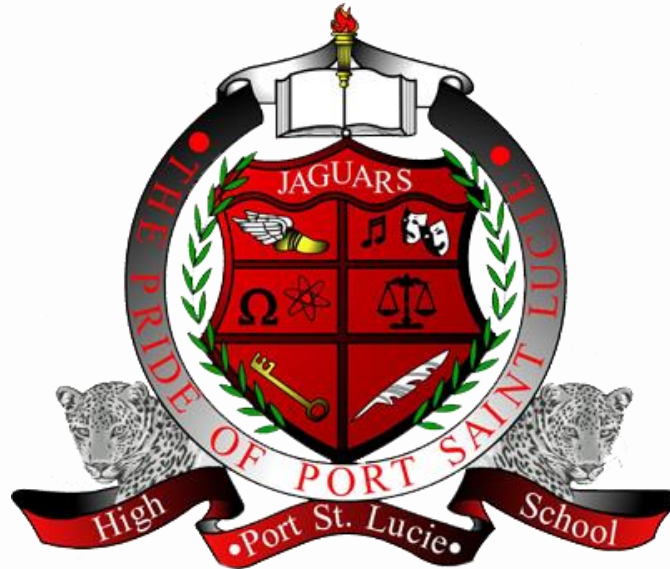
FROM THE PRINCIPAL

Port St. Lucie High School is truly a comprehensive High School. We have something for everyone! To begin with, we offer the Cambridge AICE Diploma program that will challenge even the most capable student. We also offer a wide selection of Applied Technology courses in areas such as Technical Design, Allied Health, Carpentry, Automotive Technology, Culinary Arts, and more. In addition, we have an award-winning Fine and Performing Arts Department that is simply the best in the area. Our Jaguars graduate prepared to succeed in the College and Career of their choice, and we are proud to continue to serve the students of St. Lucie County.



Nicole Telese, Principal

ADMINISTRATION



Nicole Telese • Principal

Myrna Belgraves • Assistant Principal | *12th Grade*

Vincent Lalonde • Assistant Principal | *11th Grade*

David Pierce • Assistant Principal | *10th Grade*

Kathleen Manchester • Assistant Principal | *9th Grade*

SCHOOL COUNSELORS

Marcia Griffin • School Counselor | *9th – 12th Grades A-F*

Christine Derry • School Counselor | *9th-12th Grades G-M*

Joseph Anton • School Counselor | *9th -12th Grades N-Z*

Dawn Montoya • School Counselor | *9th – 12th Grades ELL and 504 students*

Monica Brooks • Director of Counseling and Dual Enrollment Students

Dana Sheffield • Graduation Coach and Senior Class Activity Sponsor

Kathleen Scherden • Guidance Secretary

ESE SPECIALISTS

Mario Aleus • ESE Specialist | *9th – 12th Grades A-L*

Jeffery Keith • ESE Specialist | *9th-12th Grades M-Z*

Tiana McDonald • Student Support Secretary

GENERAL INFORMATION

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, 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. Please visit the [Port St Lucie High School Webpage](#) to access additional resources under the School Counseling tab. The school counseling team will host parent information nights regarding post-secondary planning throughout the year, please make sure your email is correct in Skyward to receive notification about guidance events.

Exceptional Student Education

All students currently determined eligible for Special Education services will be contacted by our ESE Specialists annually for their Individual Education Plan Review. 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 school 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 in the United States within the last two years and additional WIDA screener requirements.

SCHEDULE CHANGE PROCEDURES

Students are scheduled into core classes by administration based on academic performance levels and graduation requirements.

Schedule changes will occur during the first two weeks of school and will only be considered for specific reasons. Students that qualify for a schedule change need to message their school counselor via Microsoft Teams within the 1st two weeks of school. Elective requests are not guaranteed, as seats are based on availability.

Schedule change requests **may be permitted** for the following reasons:

- Incorrect course sequence.
- Prerequisite not met.
- Previously earned credit for the course.
- Previously failed course with the same teacher.
- Course needed for graduation requirement.

Schedule change requests **will not be permitted** for the following reasons:

- Desire for a different teacher.
- To change lunch periods.
- Failure to submit the course selection form by deadline.
- Failure to select 5 different electives on the course selection form.

GRADUATION REQUIREMENTS

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

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

STANDARD HIGH SCHOOL DIPLOMA DESIGNATIONS

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

1. SCHOLAR DESIGNATION

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

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

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

2. INDUSTRY SCHOLAR DESIGNATION

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

3. FLORIDA SEAL OF BILITERACY DESIGNATION

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

4. SEAL OF FINE ARTS

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

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

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

CREDIT/MAKE-UP WORK POLICY

DEFINITION OF CREDIT

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

SCHOOL-SPONSORED ACTIVITIES IN LIEU OF CLASSES

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

MAKING UP MISSED CLASS WORK/HOMEWORK

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

GRADING POLICIES

UNIFORM GRADING SYSTEM

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

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

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

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

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

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

CALCULATION OF MIDDLE & HIGH SCHOOL GRADES

Full Year Course Calculations

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

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

Semester Course Calculations

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

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

Full Year Course Calculations

1st 9 weeks = 35%

2nd 9 weeks = 35%

Comprehensive State End-of-Course Exam = 30%

Total First Semester Grade = 100% *

3rd 9 Weeks = 35%

4th 9 Weeks = 35%

Comprehensive State End-Of-Course Exam = 30%

Total Second Semester Grade = 100%

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

HONORS/WEIGHTED COURSES

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

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


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

GRADE FORGIVENESS

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

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

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



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

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

INTERSCHOLASTIC SPORTS

1. Students entering 9th grade must maintain a cumulative GPA of 2.0 or above on a 4.0 scale in the courses required for graduation.
2. Students in the 9th or 10th grade must maintain a GPA of 2.0 or above in the semester preceding participation or a cumulative GPA of 2.0 or above. If the student's GPA falls below the cumulative 2.0, the student must enter a contractual agreement with the district, the appropriate extracurricular governing association and the student's parent.
3. Students must maintain satisfactory conduct and, if a student is convicted of or found to have committed a felony or delinquent act (which would have been a felony if committed by an adult), regardless of whether adjudication is withheld, the student's participation in interscholastic extracurricular activities is contingent upon established and published school board policy.
4. Students who are exempt from attending a full day must maintain the GPA required. (F.S. 1006.15).



NCAA AND NAIA

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

NCAA - [NCAA Eligibility Center](#)

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

POST-SECONDARY INFORMATION

COLLEGE AND UNIVERSITY EXPECTATIONS

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

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

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

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

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

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

SUGGESTED FOUR YEAR PLAN

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

Students interested in dual enrollment must be on track for graduation including state test scores, 3.0 unweighted grade point average, and earned 4 core high school academic credits. Students take a total of 7 classes that includes dual enrollment courses. Independent transportation to and/or from school to accommodate off campus dual enrollment courses is required for each course. All dual enrollment courses except SLS 1101 occur off campus. Students normally apply for dual enrollment in 10th or 11th grade.

Grade Level	Most Academically Challenging	Strong College Preparation	Graduation Preparation
9th	<ul style="list-style-type: none"> Freshman Seminar HOPE (FLVS in summer) AICE General Paper Math Honors based on district progression plan. Biology Honors Spanish I/II/AICE Spanish AICE Media Studies AS Performing Fine Art 	<ul style="list-style-type: none"> Freshman Seminar HOPE AICE General Paper Math Honors based on district progression plan. Biology Honors/Environmental Sci Spanish I/II/AICE Spanish Elective 	<ul style="list-style-type: none"> Freshman Seminar HOPE English 1 Math based on district progression plan. Environmental Science Intensive Reading Elective
10th	<ul style="list-style-type: none"> AICE English Language AS Math Honors based on district progression plan. AICE Marine AS AICE International History AS Spanish 2 or AICE Spanish AICE Global Perspectives AS Elective or Dual Enrollment if eligible 	<ul style="list-style-type: none"> AICE English Language AS Math Honors based on district progression plan. Biology Honors/AICE Marine AS World History Honors Spanish 1/2/AICE Spanish AICE Elective Elective (Career Academy) 	<ul style="list-style-type: none"> English II Geometry Biology World History Intensive Reading Elective/Career Academy Elective
11th	<ul style="list-style-type: none"> AICE English Language A Math Honors based on progression plan or off campus dual enrollment math if eligible. AICE Marine Science A AICE US History AS AICE Global Perspectives AS Spanish 2/AICE Spanish AS AICE Electives or Career Academy or Dual Enrollment if eligible 	<ul style="list-style-type: none"> AICE English Language AS/A Math Honors based on progression plan or off campus dual enrollment math if eligible. AICE Marine Science AS/Earth Space/Physical Science AICE US History AS/US History Spanish I/II/AICE Spanish Electives/Career Academy Dual Enrollment if eligible 	<ul style="list-style-type: none"> English III Math for College Algebra/Algebra II Earth Space Science or Physical Science US History Electives/Career Academy Intensive Reading for students that have not met the reading testing requirement for graduation.
12th	<ul style="list-style-type: none"> AICE English Literature AS Math Honors based on progression plan or off campus dual enrollment math if eligible. AICE Environmental Science AS/Chemistry Honors Economics and US Government AICE Electives or Career Academy or Dual Enrollment if eligible Personal Finance and Money Management 	<ul style="list-style-type: none"> AICE English Literature AS Math Honors based on progression plan or off campus dual enrollment math if eligible. AICE Environmental Science/Earth Space Science/Physical Science Economics /US Government Personal Finance and Money Management Electives/Career Academy Dual Enrollment if eligible 	<ul style="list-style-type: none"> English IV Math for Data Financial Literacy/Algebra 2 Earth Space or Physical Science Economics/US Government Personal Finance and Money Management Electives or Career Academy Intensive Reading for students that have not met the reading testing requirement for graduation.

BRIGHT FUTURES SCHOLARSHIPS

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

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

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

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

COMMUNITY SERVICE/WORK HOUR INFORMATION

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

Volunteer community service hours have the following guidelines:

- Service hours must include work for non-profit community service organizations, activities on behalf of a candidate for public office, business or government internship, or school sponsored community service opportunities.
- Service hours may not be service to family members, defined as parents, grandparents, siblings, aunts, uncles, cousins, nieces, nephews, and their spouses, including all step relations.

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

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

WORK SERVICE HOURS

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

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

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

COURSE INFORMATION

CTE

Career and Technical Education offers a complete range of career options for all students, helping them to discover their interests and the educational pathways that lead to success. These programs offer students the opportunity to achieve industry-recognized certifications, work-based learning experiences, and articulated college credits.

CTE helps students gain the technical skills, rigorous academic foundation, and real-world experience they need for post-secondary education and a high-skill, high-wage, high-demand career. Students that apply and get accepted into a CTE Academy are expected to complete the 3-course program.

Automotive

**Building Construction
Technical Design (includes
technical drawing, 3D printing,
and graphical design skills)**

**Sports, Recreation, &
Entertainment Marketing
TV Production
Biomedical**

Culinary

**Health Science
TV Production**

*Career and Technical Education programs are designed for completion over the course of a 3-year period.



ADVANCED PROGRAMS (AICE AND DUAL ENROLLMENT “DE”)

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

ABOUT AICE

- The Advanced International Certificate of Education (AICE) is an advanced academic curriculum and assessment program written and administered by the University of Cambridge in England.
- AICE program courses and examinations may be offered during grades 9 through 12.
- Students taking courses at the AICE level will sit for an exam series at the end of the school year for each AICE course. If the student passes the exam series, the student can earn college credit. The State Board of Education has established rules that specify the cutoff scores and AICE Examination that will be used to grant postsecondary credit at community colleges and universities. Attending college outside of Florida? Visit: www.cie.org.uk and search for recognition to see if your college of interest is listed. Most colleges and universities accept AICE credits.
- AICE also provides students with the skills required to be successful in college and in future careers by developing analytical and critical thinking skills.

TWO TRACKS or TWO OPTIONS FOR STUDENTS

There are two tracks that students can follow:

- Students can take one or several AICE courses to earn college credit without necessarily earning the AICE diploma. Students select AICE courses to register for, and if the student successfully passes the course and the AICE exam at the end of the school year, the student will earn college credit. Or,
- Students can work towards earning the AICE Diploma.
- AICE Diploma seeking students should have a FAST-reading level of 3 or higher, minimum of 3.0 GPA, good attendance and time management skills.

Students not working toward the AICE Diploma will receive General Certificate of Education (GCE) subject certificates for examinations passed.

To earn the AICE Diploma, the student must complete 7 courses and pass the 7 exams for each course. This must be done within a 25-month period. It is recommended that students take the 7 required AICE Diploma courses in 9th-11th grade so students will know if they have earned AICE Diploma for Bright Futures during the college application process in their senior year. Students must sit for each AICE Exam Series for each course, the test dates are firmly established in advance. There are no make-up dates for missed exam dates. Students must pay to retake the exam series the next school year.

Earning an AICE diploma and completing 100 hours of community service/work hours guarantees the Florida Bright Futures scholarship. The Bright Futures award is based on receiving the diploma and not on the SAT or ACT score that the student achieved. Bright Futures qualifications are subject to change every legislative session.

Dual Enrollment:

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

See your School Counselor for more information about accelerated programs offered and how to register for accelerated courses at your school. IRSC Dual Enrollment information is located on the [Port St. Lucie High School Website under the school counseling dropdown.](#)

VIRTUAL PROGRAMS

PART-TIME VIRTUAL COURSES

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

FULL-TIME VIRTUAL SCHOOL

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

COURSE OFFERINGS

ENGLISH/LANGUAGE ARTS

ENGLISH I

Credit: 1
Course Number 1001310
Grades: 9
Prerequisite: None

This course defines what students should understand and be able to do by the end of 9th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.



ENGLISH III

Credit: 1
Course Number: 1001370
Grades: 11
Prerequisite: English II

This course defines what students should understand and be able to do by the end of 10th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

ENGLISH II

Credit: 1
Course Number 1001340
Grades: 10
Prerequisite: English I

This course defines what students should understand and be able to do by the end of 10th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

ENGLISH IV

Credit: 1
Course Number: 1001400
Grades: 11
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.

AICE GENERAL PAPER AS

Credit: 1

Course Number: 1009400

Grades: 9 (Counts in Group #4 for students seeking and AICE Diploma)

Prerequisite: FAST Level 3

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. An awareness of the wider implications of particular issues will enhance the quality of the student's response to the questions; the General Paper is not a test of general knowledge. The key objective is for the student to convey information or opinion in a way that is thoughtful, perceptive and immediately intelligible to the reader.

AICE ENGLISH LANGUAGE AS/A

Credit: 1

Course Number 1001550/51

Grades: 10-11 (Counts in Group #2 for students seeking an AICE Diploma)

Prerequisite: FAST Reading Level 3

The purpose of this course is to provide students with an understanding of the semantic, structural, and rhetorical resources of the English language as they relate to the principles of effective writing. The course also provides a variety of writing opportunities calling for the use of different styles and tones. The content should include, but not be limited to, the following: using the writing process for various purposes with attention to style and format; using effective listening, speaking, and viewing strategies in informal and formal situations; understanding the power of language as it impacts readers, writers, listeners, viewers, speakers, and society as a whole; responding critically and aesthetically to fiction and nonfiction; the content specified by the Advanced International Certificate of Education program.

AICE ENGLISH LITERATURE AS

Credit: 1

Course Number 1005370

Grades: 11-12 (Counts in Group #3 for students seeking an AICE Diploma)

Prerequisite: FAST Reading Level 3 or ACT/SAT Concordant Score

The purpose of this course is to provide students with an understanding of the semantic, structural, and rhetorical resources of the English language as they relate to the principles of effective writing. The course also provides a variety of writing opportunities calling for the use of different styles and tones. The content should include, but not be limited to, the following: using the writing process for various purposes with attention to style and format; using effective listening, speaking, and viewing strategies in informal and formal situations; understanding the power of language as it impacts readers, writers, listeners, viewers, speakers, and society as a whole; responding critically and aesthetically to fiction and nonfiction; the content specified by the Advanced International Certificate of Education program.

MATHEMATICS

ALGEBRA I

Credit: 1

Course Number 1200310

Grades: 9

Prerequisite: None

In Algebra 1, instructional time will emphasize five areas: (1) performing operations with polynomials and radicals, and extending the Laws of Exponents to include rational exponents; (2) extending understanding of functions to linear, quadratic and exponential functions and using them to model and analyze real-world relationships; (3) solving quadratic equations in one variable and systems of linear equations and inequalities in two variables; (4) building functions, identifying their key features and representing them in various ways and (5) representing and interpreting categorical and numerical data with one and two variables.

ALGEBRA II

Credit: 1

Course Number 1200330

Grades: 10-12

Prerequisite: Algebra I and Geometry

In Algebra 2, instructional time will emphasize five areas: (1) extending arithmetic operations with algebraic expressions to include radical and rational expressions and polynomial division; (2) graphing and analyzing functions including polynomials, absolute value, radical, rational, exponential and logarithmic; (3) building functions using compositions, inverses and transformations; (4) extending systems of equations and inequalities to include non-linear expressions and (5) developing understanding of the complex number system, including complex numbers as roots of polynomial equations.

ALGEBRA II HONORS

Credit: 1

Course Number 1200340

Grades: 9-10

Prerequisite: Algebra I and Geometry

In Algebra 2 Honors, instructional time will emphasize six areas: (1) developing understanding of the complex number system, including complex numbers as roots of polynomial equations; (2) extending arithmetic operations with algebraic expressions to include polynomial division, radical and rational expressions; (3) graphing and analyzing functions including polynomials, absolute value, radical, rational, exponential and logarithmic; (4) extending systems of equations and inequalities to include non-linear expressions; (5) building functions using compositions, inverses and transformations and (6) developing understanding of probability concepts.

GEOMETRY/GEOMETRY HONORS

Credit: 1

Course Number: 1206310/1206320

Grades: 9-10

Prerequisite: Algebra I

In Geometry, instructional time will emphasize five areas: (1) proving and applying relationships and theorems involving two-dimensional figures using Euclidean geometry and coordinate geometry; (2) establishing congruence and similarity using criteria from Euclidean geometry and using rigid transformations; (3) extending knowledge of geometric measurement to two-dimensional figures and three-dimensional figures; (4) creating and applying equations of circles in the coordinate plane and (5) developing an understanding of right triangle trigonometry.

PRE-CALCULUS HONORS

Credit: 1

Course Number: 1202340

Grades: 10-12

Prerequisite: Algebra I, Geometry, and Algebra II/Counselor Placement

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

MATH FOR COLLEGE ALGEBRA

Credit: 1

Course Number 1200710

Grades: 11

Prerequisite: Algebra I and Geometry/Counselor Placement

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

MATH FOR DATA AND FINANCIAL LITERACY

Credit: 1

Course Number 1200384

Grades: 12

Prerequisite: Algebra I and Geometry/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.

MATH FOR COLLEGE LIBERAL ARTS

Credit: 1

Course Number 1207350

Grades: 12

Prerequisite: Algebra I and Geometry/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.

PROB. & STATISTICS HONORS

Credit: 1

Course Number 1210300

Grades: 10-12

Prerequisite: Algebra I and Geometry/Algebra II/Counselor Placement

Will meet graduation requirements for Mathematics. The purpose of this course is to enable students to read and interpret data presented in various formats. Students will be able to determine whether data is presented in appropriate format and identify possible corrections. Formats include histograms, bar graphs, line graphs, stem and leaf plots, circle graphs, box and whisker plots, scatter plots and cumulative frequency graphs.

SCIENCE

BIOLOGY/BIOLOGY HONORS

Credit: 1

Course Number: 2000310/2000800

Grades: 10-11

Prerequisite: Honors required an FAST Reading Level 3 or higher

This course provides students with the opportunity to understand the following concepts: the cell, matter and energy in living systems, molecular basis of heredity, biological evolution, interdependence of organisms, nervous system and behavior of organisms, science inquiry, science as technology, science in personal and social perspectives, science as a human endeavor, nature of scientific knowledge, and historical perspectives.

Opportunities to use equipment, materials, supplies, and other resources for experimentation and direct investigation of phenomena will incorporate the scientific, method, processes of science, and safety.

CHEMISTRY HONORS

Credit: 1

Course Number 2003350

Grades: 10-12

Prerequisite: Biology and Algebra II

This course provides students with a rigorous study of the composition, properties and changes associated with matter. Content includes, but is not limited to: heat, changes of matter, atomic structure, the periodic table, bonding, formulas and equations, the mole concept, gas laws, energy and order, reaction rates and equilibrium, solutions: acids, bases and salts, nuclear chemistry, electrochemistry, and organic chemistry. Laboratory investigations of selected topics in the content, which also include the use of the scientific method, measurement, laboratory apparatus and safety, are an integral part of the course.

ENVIRONMENTAL SCIENCE

Credit: 1

Course Number: 2001340

Grades: 9

Prerequisite: None

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.

AICE ENVIRONMENTAL MANAGEMENT AS

Credit: 1

Course Number: 2001381

Grades: 10-12 (Counts in Group #1 for students seeking an AICE Diploma)

Prerequisite: Biology and Level 3 FAST Reading

The AS syllabus covers environmental issues and their management, especially the human aspect. Through their studies, learners gain an understanding of environmental resources and their human exploitation, and the goal of sustainable environmental management. Learners also consider a range of case study material which can feature local, regional, or global examples. Learners do not need to have studied the subject before starting the course.

AICE MARINE SCIENCE AS/A

Credit: 1

Course Number 2002510/35

Grades: 10- 12 (Counts in Group #1 for students seeking an AICE Diploma)

Prerequisite: Level 3 FAST Reading and Biology

The purpose of this course is the scientific study of the sea and its ecosystems. The content of the course should actively seek to develop, but no be limited to, the following abilities and qualities: recognize the usefulness and limitations of the scientific method and to appreciate its applicability in other disciplines and in everyday life; enhance understanding of the relevance of marine science to society; develop abilities and skills that are relevant to the study and practice of marine science, are useful in everyday life, and encourage effective communication; develop objectivity, integrity, initiative, and the skills of scientific inquiry; stimulate interest in and care for the local and global environment and understand the need for conservation; promote awareness that the study and practice of science is subject to social, economic, technological, ethical and cultural influences and limitations; promote awareness that science transcends national boundaries and that the language of science, correctly and rigorously applied, is universal; promote awareness of the importance of the use of IT for communication, as an aid to experiments and as a tool for the interpretation of experimental and theoretical results

EARTH/SPACE SCIENCE

Credit: 1

Course Number 2001310

Grades: 11-12

Prerequisite: None

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

Credit: 1

Course Number 2003310

Grades: 11-12

Prerequisite: None

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

Credit: 1

Course Number 2109310

Grades: 10

Prerequisite: None

The 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.

AICE INTERNATIONAL HISTORY AS

Credit: 1

Course Number 2100490

Grades: 10 (Meets the World History Requirement for a Standard High School Diploma. Counts in Group #3 for students seeking the AICE Diploma.)

Prerequisite: FAST Reading Level 3

The 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.



US HISTORY

Credit: 1

Course Number 210310

Grades: 11

Prerequisite: None

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

AICE US HISTORY AS

Credit: 1

Course Number 2100500

Grades: 11 (Meets US History Requirement for a Standard High School Diploma. Counts in Group # 3 for students seeking an AICE Diploma.)

Prerequisite: FAST Reading Level 3

The purpose of this course is to enable students to understand the development of the United States within the context of history with a major focus on the transformation of the USA from an isolated agrarian society of the 1840's to the world's leading superpower. Students will demonstrate an understanding of the complexity of issues and themes within a United States historical period, and distinguish and assess different approaches to, interpretations of, and opinions about the United States past. The course explicitly encourages the development of two fundamental historical skills, the construction of clear, concise, logical and relevant arguments and the evaluation and interpretation of course materials as historical evidence within the context of United States history.

ECONOMICS AND ECONOMICS HONORS

Credit: .5

Course Number 2102310 and 2102302

Grades: 12

Prerequisite: None

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

Credit: .5

Course Number 2106310 and 2106320

Grades: 12

Prerequisite: None

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.

HOLOCAUST HONORS/AFRICAN AMERICAN HISTORY HONORS

Credit: 1

Course Number 2100405/2100330

Grades: 9-12

Prerequisite: None

The primary content emphasis for this Holocaust Honors 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. The primary content emphasis for African American History Honors 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.

PERSONAL FINANCE AND MONEY MANAGEMENT

Credit: .5

Course Number 2102371

Prerequisite: None

Learn one of life's most important lessons – making sound financial decisions! In this course, you will practice money management skills using real-life scenarios. This course teaches the skills and knowledge you need to become a wise consumer, saver, investor, user of credit, and planner. Topics include financial attitudes and behaviors, income and taxes, budgeting, buying goods and services, financial accounts, credit and loans, financial investing, and insuring and planning. Build your financial literacy skills to excel in today's global workforce and society. And if you are still asking yourself, when will I ever use this information? The answer is every day for the rest of your adult life.

This course satisfies Florida's personal financial literacy graduation requirement.

CTE COURSES BY PROGRAM IN ALPHABETICAL ORDER

Allied Health CTE Program Description

Our aging population, the increased use of medical technologies for diagnosis and treatment, and the resulting demand for healthcare services assure us that Healthcare will continue to be the fastest-growing industry sector. St. Lucie Public School's Allied Health programs offer students opportunities for certifications that lead to entry-level jobs in healthcare, as well as articulated credits to continue their educational and career pathway at the college level.

HEALTH SCIENCE I (Anatomy and Physiology)

Credit: 1

Course Number 8417100

Grades: 10-11

Prerequisite: Biology or enrolled in Biology

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

Credit: 1

Course Number 8417110

Grades: 11/12

Prerequisite: Health Science 1

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. Instructor approval and application could be required.

ALLIED HEALTH ASSISTING

Credit: 1

Course Number 8417131

Grades: 11/12

Prerequisite: Health Science I and II

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. Instructor approval and application could be required.

NURSING ASSISTING

Credit: 1

Course Number 8417211

Grades: 12

Prerequisite: Health Science I and II

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

Automotive CTE Program Description

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.

AUTOMOTIVE I-IV

Credit: 1 per course code each year.

Course Number 9504110/20/30/40

Grades: Students should start this program by 11th grade year so they can complete 3 courses. Upper-level courses have the potential to be blocked if needed to complete 3 years.

Prerequisite: Students will start with Automotive I for their first year in the Automotive program then proceed to the next level each year.

Building Construction CTE Program Description

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 CTE PROGRAM

Credit: 1 per course code.

Course Number 8720310/20/30/40

Grades: Students should start this program by 11th grade year so they can complete 3 courses. Upper-level courses have the potential to be blocked if needed to complete 3 years.

Students start the program with Building Construction 1, 8720310, then proceed to the next level each year.

Biomedical Science CTE Program Description

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

Credit: 1 credit, required first class

Course Number 8708110

Grades: 10-11

Prerequisite: None

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

Credit: 1 credit, required second class

Course Number 8708120

Grades: 11/12

Prerequisite: Principles to Biomedical Science

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

MEDICAL INTERVENTIONS

Credit: 1 credit, required third class

Course Number 8708130

Grades: 11/12

Prerequisite: Principles to Biomedical Science and Human Body Systems

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

Culinary CTE Program Description

Culinary Arts is much more than simply cooking for those involved in the industry. Those working on an education in Culinary Arts can become chefs at small establishments or large, fine-dining restaurants. Areas of study include sanitation, refrigeration, and cooking techniques, food preparation, presentation, and serving food in restaurants and other establishments, catering, retail and marketing, dining room operation, catering, hospitality management. Aligned with National Restaurant Association and Florida Restaurant Association “ProStart” curriculum.

CULINARY 1

Credit: 1
Course Number 8800510
Grades: 9-11
Prerequisite: None

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 11/111

Credit: 1
Course Number 88005120/30
Grades: 10-12
Prerequisite: Culinary 1

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 ARTS IV TRACK 1 AND 2

Credit: 1
Course Number 88005140
Grades: 12
Prerequisite: Culinary II/III
Students will acquire basic management skills in kitchen management and restaurant entrepreneurship. Students will develop leadership skills in kitchen management and business management.

Sports, Recreation, & Entertainment Marketing CTE Program

Students learn economic principles, marketing, business fundamentals, selling techniques, and communication skills used in the sports, entertainment, and recreation industry. They will also learn promotional planning techniques, marketing management principles and entrepreneurial concepts.

MARKETING ESSENTIALS 1

Credit: 1
Course Number 8827110
Grades: 9-11
Prerequisite: None

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

Credit: 1
Course Number 8827120
Grades: 10-12
Prerequisite: Marketing Essentials

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

Credit: 1
Course Number 8827430
Grades: 10-12
Prerequisite: Marketing Essentials and Apps

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.

Technical Design CTE Program

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 1

Credit: 1
Course Number 8401010
Grades: 9-11
Prerequisite: None

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 2

Credit: 1
Course Number 8401020
Grades: 10-12
Prerequisite: Technical Design 1

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 3

Credit: 1
Course Number 8401030
Grades: 10-12
Prerequisite: Technical Design 1 and 2

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

Credit: 1
Course Number 8601900
Grades: 10-12
Prerequisite: Tech. Des 1-3 and Instructor approval

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".

TV Production CTE Program

An Introduction to the basic principles, procedures, and techniques of television production. The courses include video control, special effects, operation of cameras and editing machines, scripts, graphics, composition, lighting, staging, and directing, on-camera announcing and interviewing. These skills prepare students for a range of careers including television broadcast technicians, camera operators, directors, and producers.

TELEVISION PRODUCTION I

Credit: 1
Course Number 8772110
Grades: 9-11
Prerequisite: None

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 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 - V

Credit: 1

Course Number 9001120-50

Grades: 10-12

Prerequisite: Television I

Television II 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.

ELECTIVES BY SUBJECT IN ALPHABETICAL ORDER

AICE MEDIA STUDIES AS/A

Credit: 1

Course Number 1100460/70

Grades: 9-12, counts in group 3 for AICE Diploma

Prerequisite: Level 3 FAST Reading.

This course offers learners the chance to develop an understanding and appreciation of the place of media in our everyday lives. The syllabus enables learners to take a hands-on approach to the subject. Through the coursework components - the Foundation Portfolio students create their own media products from planning through to execution. Learners also consider and analyze examples from existing media, examining production processes and technologies and the effects they achieve. Mature content waiver required.

AICE GLOBAL PERSPECTIVES & RESEARCH AS/A

Credit: 1

Course Number 1700364

Grades: 9-12 Required in year 2 and/or 3 for AICE Diploma

Prerequisite: Level 3 FAST Reading.

Cambridge International AS and A Level Global Perspectives and Research courses prepare learners for positive engagement with our rapidly changing world. Learners broaden their outlook through the critical analysis of-and reflection on-issues of global significance. The Cambridge International AS and A Level Global Perspectives and Research courses are based on skills rather than on specific content. Learners develop research, thinking, reasoning and communication skills by following an approach to analyzing and evaluating arguments and perspectives called the Critical Path. Collaborative skills are enhanced through participation in a team project. The skills gained through study of Cambridge International AS and A Level Global Perspectives and Research enable students to meet the demands of twenty-first century learning and to make a successful transition to study in college.

FRESHMAN SEMINAR

Credit: 1

Course Number 2400310 (Leadership Techniques)

Grades: Required for all 9th grade students

Credit: 1

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.

ENGLISH LANGUAGE DEVELOPMENT

Credit: 1

Course Number 1002380/81

Grades: 9-12

Credit: 1

Placement determined with ESOL testing.

The purpose of this course is to enable high school students who are native speakers of languages other than English to accelerate the development of communication and literacy skills that will promote English proficiency. This course will strengthen English listening, speaking, reading, and writing skills so that students are able to successfully comprehend high school grade-level text independently, as well as communicate for social and instructional purposes within the school setting.

INTENSIVE READING

Credit: 1

Course Number 1000412/14/16/18

Grades: 9-12

Credit: 1

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 PROGRAM DESCRIPTION

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 will fulfill the HOPE Physical Education and Performing Fine Arts graduation requirements.

Leadership Educ/Training I	1801300	1 Credit
Leadership Educ/Training II	1801310	1 Credit
Leadership Educ/Training III	1801320	1 Credit
Leadership Educ/Training IV	1801330	1 Credit

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

Students must be enrolled in JROTC and accepted by the instructor to enter the Executive Internship courses. This course is only offered 7th period.

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

Executive Internship (7th 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.

PERFORMING FINE ARTS PROGRAMS

BAND PROGRAM

BAND 1

Credit: 1
Course Number 1302300
Grades: 9-12
Prerequisite: None

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.**

EURHYTHMICS

Credit: 1

Course Number 1305300, 10, 20, 30

Grades: 9-12

Prerequisite: None

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.**

INSTRUMENTAL TECHNIQUES

Credit: 1

Course Number 1302420,30,40,50

Grades: 10-12

Prerequisite: Instructor Approval

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.**

INSTRUMENTAL ENSEMBLE 1-4

Credit: 1

Course Number: 1302460, 70, 80, 90

Grades: 10-12

Prerequisite: Instructor Approval

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.**

JAZZ BAND

Credit: 1

Course Number: 1302500, 10, 20, 30

Grades: 11/12

Prerequisite: Instructor Approval

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.**

AICE MUSIC AS/A

Credit: 1

Course Number: 1300395/97

Grades: 11/12

Prerequisite: Instructor Approval

Recommended for students in the band program. Students can earn potential college credit for passing the AICE exam, also counts towards AICE Diploma. Students can take this class as an independent AICE elective course. Includes study the symphonic works and music history of the world, focusing on analysis of events and elements in a composition and demonstrating understanding of theme, form, and harmonic structure as well as the influence of history and culture on music styles and genres. Performance of their choice of a contrasting musical selection and create two contrasting compositions in any tradition, style, or genre of choice.

CHORUS PROGRAM

CHORUS I

Credit: 1

Course Number: 1303300

Grades: 9-12

Prerequisite: None

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-IV

Credit: 1

Course Number: 1303310, 20, 30

Grades: 9-12

Prerequisite: Instructor Approval

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.**

DANCE PROGRAM

DANCE TECHNIQUES I-IV

Credit: 1

Course Number: 0300310

Grades: 9-12

Prerequisite: None

Designed for those having no prior dance instruction, learn foundational skills in two or more dance styles. Their development of fundamental dance technique is enriched and enlivened through study of works by a variety of diverse artists, developing genre-specific movement vocabulary and dance terminology, and building knowledge and skills related to somatic practices, dance composition, analysis of effort and outcomes, dance history and culture, collaborative work, and rehearsal and performance protocols.

DANCE REPERT 1-4

Credit: 1

Course Number: 0300400/10/20/30

Grades: 9-12

Prerequisite: Instructor Approval

Students in this year-long, advanced dance techniques class build on skills learned in previous dance classes to improve their performance in two or more dance styles. During the class, students perform sequences of increasing complexity to advance their technical skills. Students may be required to attend and/or participate in after school rehearsals and performances.

DRAMA PROGRAM

THEATER I

Credit: 1

Course Number: 0400310

Grades: 9-12

Prerequisite: None

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.

AICE DRAMA AS

Credit: 1

Course Number: 0400346

Grades: 10-12

Prerequisite: Instructor Approval

Cambridge International AS Level Drama encourages learners to develop their skills in performing, devising and researching a wide range of theatrical styles and genres. They learn to communicate with an audience through practical and creative work on performance texts and their own devised material, both as individuals and in groups. Underpinned by theoretical and practical study, they learn to research, analyze, create and interpret, and to

become skilled, well-informed and reflective theatrical practitioners who enjoy drama.

ACTING 3 AND 4

Credit: 1

Course Number: 0400390/400

Grades: 11-12

Prerequisite: Instructor Approval

The purpose of these courses is to introduce students to the study and practice of acting. Content will begin with techniques of acting, terminology, movement, and advance to Acting 4 with audition methods, character analysis, and acting techniques, which include mass media production.

Extracurricular activities required.

THEATRE 3 AND 3 HONORS

Credit: 1

Course Number: 0400330/40

Grades: 11-12

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.

Extracurricular activities required.

MUSIC TECH AND SOUND ENGINEERING PROGRAM

MUSIC TECH AND SOUND ENGINEERING I

Credit: 1

Course Number: 1304300

Grades: 9-12

Prerequisite: None

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.

MUSIC TECH AND SOUND ENGINEERING II

Credit: 1

Course Number:1304310

Grades: 9-12

Prerequisite: Instructor Approval

Students expand their experience with music technology and sound engineering, integrating their knowledge of traditional musical elements with past and current technologies used to capture, create, mix, and present music. Students focus on deeper exploration of their own creative work, enhanced by their knowledge of music and other arts and sciences. 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.

PHYSICAL EDUCATION

BASKETBALL 1 AND 2

Credit: .5

Course Number 1503310/15

Grades: 9-12

Prerequisite: None

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.

HOPE (REQUIRED FOR 24 CREDIT DIPLOMA)

Credit: 1

Course Number 1506320

Grades: 9-12

Prerequisite: None

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.

INDIVIDUAL AND DUAL SPORTS I AND II

Credit: .5

Course Number 1502410/20

Grades: 9-12

Prerequisite: None

The purpose of this course it 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.

RECREATION

Credit: .5

Course Number 1502470

Grades: 9-12

Prerequisite: None

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.

SELF DEFENSE

Credit: .5
Course Number 1502460
Grades: 9-12
Prerequisite: None

The purpose of this course is to provide students with opportunities to acquire knowledge and skills in a variety of self-defense strategies that may be used in everyday life activities today as well as in later life and that will help maintain and/or improve their personal fitness.

SOCCER

Credit: .5
Course Number 1503320
Grades: 9-12
Prerequisite: None

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 personal fitness.

TEAM SPORTS I AND II

Credit: .5
Course Number 1503350/60
Grades: 9-12
Prerequisite: None

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

WEIGHT TRAINING I, II, AND III

Credit: 1
Course Number 1501340/50/60
Grades: 9-12
Prerequisite: None

The purpose of this course is to provide students with opportunities to acquire knowledge and skills in weight training that may be used in physical fitness pursuits today as well as in the future.

PERSONAL FITNESS TRAINER

Credit: 1
Course Number 1501380
Grades: 10-12
Prerequisite: Instructor Approval (Varsity Athletes)

The purpose of this course is to provide students with opportunities to acquire knowledge and skills in personal fitness training that may be used in physical fitness pursuits today as well as in the future.

VISUAL ARTS PROGRAM

CREATING 2D/3D

Credit: 1
Course Number 0101310/0101365
Grades: 9-12
Prerequisite: None

Students gain experience in the artistic expression of ideas through two-dimensional art media. Includes the 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. In 3D Art, students investigate a wide range of media and techniques, from both an historical and contemporary perspective, as they engage in the art-making processes of creating 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.

AICE ART AND DESIGN AS/A

Credit: 1
Course Number 0101370/71
Grades: 10-12
Prerequisite: 2D/3D art or equivalent
Students will research, explore, and develop ideas about a topic, ultimately creating a piece of artwork using what has been learned about the topic, mediums of art, and other artists. Students explore a range of processes and techniques appropriate to their area of study. The syllabus encourages personal responses that are based on knowledge and understanding and skills in art, craft, and design.

STUDENT LEADERSHIP

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.

Required approved student application via the student government sponsor.

Credit 1:

Grades: 10-12

Course Number 2400300/20/30

WORLD LANGUAGE

SPANISH 1

Credit: 1

Course Number 0708340

Grades: 9-12

Prerequisite: None

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

Credit: 1

Course Number 0708350

Grades: 9-12

Prerequisite: None

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.

AICE SPANISH AS

Credit: 1

Course Number 0708538

Grades: 9-12

Prerequisite: Proficiency in reading, writing, and speaking Spanish.

Students in the Spanish Language class will study a wide range of topics in the language including human relationships, family, patterns of daily life, the media, food and drink, law and order, religion, health and fitness, work and leisure, employment, sports, and education. It is recommended that students who wish to enter the AICE Spanish Language be proficient in reading, writing, and speaking Spanish. Students are required to complete a speaking presentation that will be recorded as part of the exam for this class.

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

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

1. *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (“ED”) –
 - (a) Political affiliations or beliefs of the student or student’s parent;
 - (b) Mental or psychological problems of the student or student’s family;
 - (c) Sex behavior or attitudes;
 - (d) Illegal, anti-social, self-incriminating, or demeaning behavior;
 - (e) Critical appraisals of others with whom respondents have close family relationships;
 - (f) Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 - (g) Religious practices, affiliations, or beliefs of the student or parents; or
 - (h) Income, other than as required by law to determine program eligibility.
2. *Receive notice and an opportunity to opt a student out of* –
 - a. Any other protected information survey, regardless of funding;
 - b. Any non-emergency, invasive physical examination, or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical examination or screening permitted or required under State law; and
 - c. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
3. *Inspect*, upon request and before administration or use –
 - (a) Protected information surveys of students;
 - (b) Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
 - (c) Instructional material used as part of the educational curriculum.

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

The School Board of St. Lucie County has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal

information for marketing, sales, or other distribution purposes. The School Board will directly notify parents of these policies at least annually at the start of each school year and after any substantive change. The School Board will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. The School Board will make this notification to parents at the beginning of the school year if the Board has identified the specific or approximate dates of the activities or surveys at the time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below, and will be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

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

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

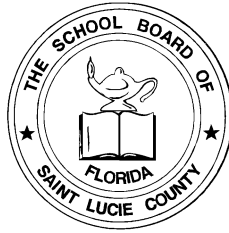
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C, 20202-5901

SCHOOL BOARD OF ST. LUCIE COUNTY, FLORIDA

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

SCHOOL BOARD OF ST. LUCIE COUNTY, FLORIDA, does not discriminate in employment, treatment, in admission, or access to its programs and activities on the basis of age, ancestry, citizenship status, color, disability, ethnicity, genetic information, gender, gender expression, gender identity, marital status, medical condition, national origin, political beliefs, pregnancy, race, religion, religious beliefs, sex, sexual orientation or veteran status. No person shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity or any employment conditions or practices conducted by this School District, except as provided by law. The School Board provides equal access to Boy Scouts and other designated youth groups¹. This holds true for all students who are interested in participating in educational programs and/or extracurricular school activities. (PO2266)

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



Board Members

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

Superintendent

Dr. Jon R. Prince

NOTICE OF NON-DISCRIMINATION AND SECTION 504 COMPLIANCE

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

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

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

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

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

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

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

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

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

If due to a disability you need special accommodations to receive School Board information

or to participate in School Board functions, call (772) 429-3600 and ask for the School Board Secretary. Telecommunications Device for the Deaf (TDD) phone (772) 429-3919.

Dr. Adrian Ocampo, Executive Director of Assessment and Accountability Equity Coordinator

9461 Brandywine Lane, Port St. Lucie, FL 34986

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