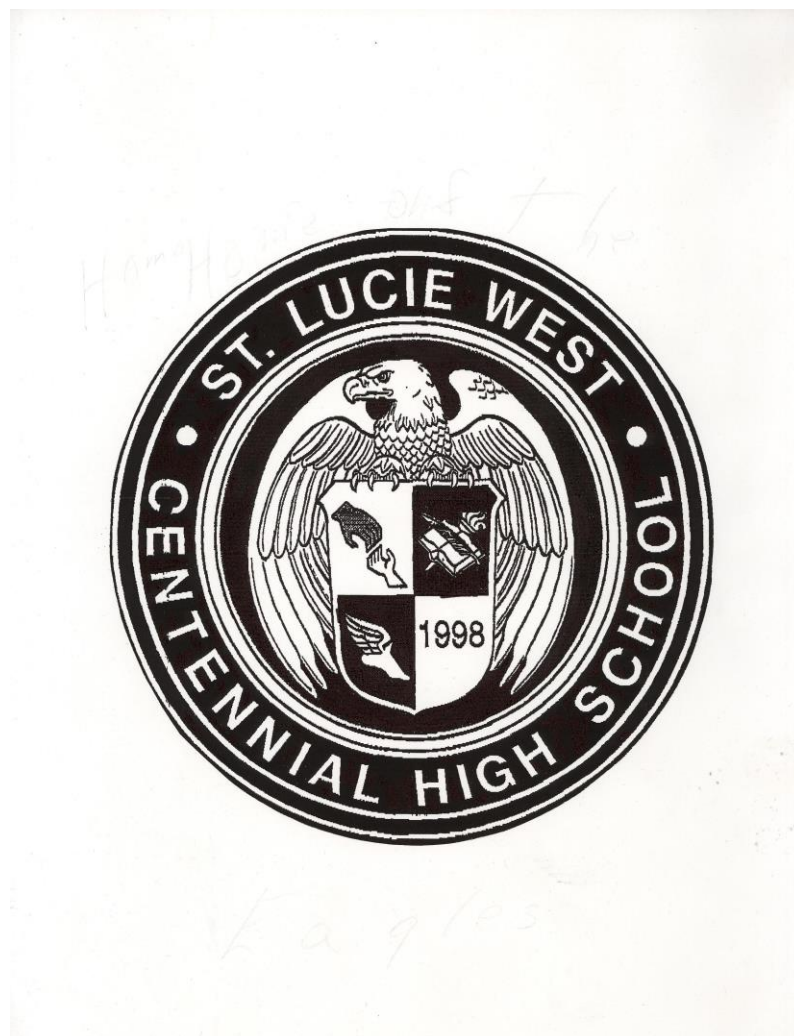


*The Legacy Continues*

# **ST. LUCIE WEST CENTENNIAL HIGH SCHOOL**



**2022 – 2023**

## **Curriculum Guide**



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*Greetings Eagle Families:*

*Welcome to a new year at Saint Lucie West Centennial High School. We have been working hard to create an educational environment that is personalized, rigorous and relevant. Families will be part of the process and our business partners, post-secondary colleges, and our community partners have all rallied to support this transformation in our school. We are working to ensure that our courses prepare students for ongoing education after they graduate as well as creating increased opportunities for students to take higher level classes while they are still a part of our student body. We believe that all of our students need to be prepared to enter credit bearing college courses should they choose to enter college upon graduation; therefore, you will see an increase in expectations accompanied by personalized support. We also offer students the opportunity to take Advanced Placement and AICE courses. These courses are college level courses that will earn college credit if the AP or AICE Exam is passed. Students will also have the opportunity to attend Dual Enrollment courses at Indian River State College or on Centennial's campus as upperclassmen.*

*We also encourage students to be part of our sports teams and extra-curricular activities that are so important to high school life. As we plan for this next school year, we look to providing you with an educational experience that meets or exceeds our state requirements, leads to success after graduation, and makes the high school years rigorous, relevant, and personalized.*

*As you work through this book with your school counselor, teachers, and as a family you will be making important choices. Please ask questions and choose wisely. Once course selections are made, resources are allocated based on student selection, making it difficult for changes in programs the following year. So again, please use the resources available and make your final selections wisely.*

*With Great Eagle Pride,*

Andrea Popwell, Principal

# GENERAL INFORMATION

## SCHOOL COUNSELING SERVICES

The School Counselors of St. Lucie West Centennial High School assist students in developing a realistic picture of their progress in relation to their potential. The School Counselor provides academic advising, orientation services, consultation with parents and teachers, college and career information, referral services, coordination of standardized testing, and assistance to students, parents, teachers, and other professionals in providing a sound educational program for all students. Professional counselors assist in a confidential manner with personal, socio/emotional issues when requested.

## ESE SERVICES

A continuum of services is offered through our Exceptional Student Education Department (ESE). The services include support facilitation, consultative services, resource settings, self-contained settings, and related services. Services offered to students must be identified on the Individual Education Plan (IEP).

## THE MINIMUM CORE FOR COLLEGE PREP

The State University System consists of eleven institutions providing limited access for post-secondary education. MINIMUM requirements are as follows:

Nineteen (19) units in college preparatory courses. The following distribution of the 19 units is required:

English	4
Math (at Algebra I and above levels)	4
Natural Science	3
Social Science	3
Foreign Language	2
Academic Electives	3

## SCHEDULE CHANGES

Students will be able to request changes to their schedules beginning with the second day of each semester. The student must submit a completed Request for Schedule Change form no later than four days following the beginning of each semester. Changes are done on a first come/first served basis, with the upperclassmen receiving first priority.

Schedule changes will ONLY be considered for the following reasons:

- Student has failed to meet the prerequisite for the next level.
- A level change (up or down); parent / teacher / student conference is required.
- Student scheduled for course in which a passing grade was previously recorded.
- 

- Senior needing a course for college or graduation.
- Administrative change

Requests for elective class changes will be denied if the original elective was chosen on your registration form.

## ADMINISTRATIVE CHANGES

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

## COURSE CREDIT

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

## GRADES

The grade for the semester will be determined by each nine-week grade and the semester exam. Two Fs in any combination constitute an automatic failure for the semester.

Grading System:

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

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

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

Honors classes receive a .02 weight; Dual Enrollment, AICE, and Advanced Placement courses receive a .04 weight factor.

## SUMMER CREDIT RECOVERY

Summer Credit Recovery is provided through the District and is available for all students. Students who have course deficiencies are encouraged to attend summer credit recovery. The summer session may be attended for retaking a failed course. Students are urged to read summer school policies prior to enrolling in the program, as there are rule differences relating to attendance, discipline, transportation, etc.

## **PREPARING FOR COLLEGE**

### **Grade 9**

- ✓ Take schoolwork seriously because 9<sup>th</sup> grade counts toward Bright Futures Scholarships.
- ✓ Take college prep courses.
- ✓ Begin to build your personal resume. Include any school, religious organization or community activities you join as well as any awards or honors you receive.
- ✓ Complete a 4-year plan.
- ✓ Begin looking at colleges in general, vocational tech schools, or the military based on your long-range goals.
- ✓ Plan to take computer / technology courses now. With today's technology focus, these skills are extremely important!
- ✓ Get involved in quality activities.
- ✓ Start a file on colleges and college materials.
- ✓ Visit Florida Shines at [www.floridashines.org](http://www.floridashines.org).

### **Grade 10**

- ✓ Take the PSAT in October. The PSAT gives you good practice for standardized testing for college entrance. *It also is used in determining eligibility for Advanced Placement courses.*
- ✓ Attend the local College and Career Night. Numerous colleges, universities, and businesses allow you to browse and ask questions and to collect brochures about their organizations.
- ✓ Meet with your School Counselor to discuss your 4-year plan and make any adjustments to your courses for the future. Discuss your eligibility for honors, dual enrollment, or AP level courses based on your successes last year and this year.
- ✓ Begin planning for college visits with your family. See the campus in person and visit with college students as well as admission representatives.
- ✓ Access [www.Khanacademy.org](http://www.Khanacademy.org) for ACT and SAT preparation, consult SAT preparation software, books, or tutorial classes to become comfortable with the types of questions on the test and how to work with time limits.
- ✓ Continue to add materials to your college file.

### **Grade 11**

- ✓ Take the PSAT. *This year it will count for qualifying for the National Merit Scholarship.* Check the box that allows your profile to be sent to interested colleges.
- ✓ Attend the local College and Career Night. Ask specific questions about degree programs, admissions procedures, financial aid, and campus life. Add material to your college file. Plan when to take both the SAT ([www.collegeboard.org](http://www.collegeboard.org)) and the ACT ([www.actstudent.org](http://www.actstudent.org)) Depending on

your test taking strengths / weaknesses, you may want to take them in the fall and again in the spring. Colleges will always take your best subtest on each test to use for admission purposes. Plan to take the SAT-II Subject Test(s) after completing specific advanced course work (if needed for college).

- ✓ Continue updating your resume. Add in clubs, leadership positions, and activity involvement.
- ✓ If interested in athletic scholarships, contact the athletic department at the college of your choice.
- ✓ Start researching scholarship and financial aid directories. You may also go online and research scholarships at [www.fastweb.com](http://www.fastweb.com) and [www.collegeboard.com](http://www.collegeboard.com).
- ✓ Spend spring break visiting college campuses. Check on schools of various sizes and locations, both in and out of state.
- ✓ Get a head start on writing your college essays. They often take more time than you think so don't wait until the hectic senior year.
- ✓ Review your profile on [www.flvc.org](http://www.flvc.org) for eligibility for Bright Futures Scholarships.

### **Grade 12**

- ✓ Prepare college application packages Review deadlines and requirements. Line up letters of recommendation early. Give teachers, employers, or other adults at least two weeks to complete the recommendation forms. Include a stamped, addressed envelope with each request.
- ✓ Meet with your School Counselor for your schedule and senior credit check.
- ✓ Complete paper or online college applications by the end of October. Let your counselor know when you hear from your colleges on admission.
- ✓ Take or retake the SAT and ACT if needed for admission scores or scholarship cut off scores.
- ✓ Visit college campuses for final decisions. Attend classes if possible and see the dorms.
- ✓ Apply for Bright Futures Scholarships after October 1<sup>st</sup>.  
[www.floridastudentfinancialaid.org](http://www.floridastudentfinancialaid.org).
- ✓ File the FAFSA as soon after October 1<sup>st</sup> as possible. The application can be completed online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).
- ✓ Have parents attend the Fall Financial Aid Workshop
- ✓ Take SAT-II Subject Tests if needed for your colleges.
- ✓ Provide school counselors with requests for mid-year senior grades, if required by a college or university.
- ✓ Wait for college admission decision and financial aid award letters!
- ✓ Make your final decision based on the college best suited for your personal academic goals and financial needs.
- ✓ Send housing application deposit for selected college.

- ✓ Notify all colleges immediately when you make a decision. This frees up places for other students.
- ✓ Attend Scholarship Night if you are receiving a local scholarship.
- ✓ Send thank you notes to anyone assisting you during the admission's process.
- ✓ Breathe a big sigh of relief!

### **SERVICE HOURS**

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

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

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

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

### **WORK SERVICE HOURS**

Florida House Bill 461 allows high school students graduating in the 2022-2023 academic year and thereafter, to meet the volunteer service requirements prescribed under each award in the Bright Futures Program through 100 hours of paid work. A student meeting an award requirement

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

### **BRIGHT FUTURES**

The following is a link to Bright Future Award amounts and to complete the application.

[www.FloridaStudentFinancialAid.org/SSFAD/bf/awardsmt.htm](http://www.FloridaStudentFinancialAid.org/SSFAD/bf/awardsmt.htm) for Bright Futures award amounts or see below.

Type	16 High School Course Credits <sup>1</sup>	High School Weighted Bright Futures GPA	College Entrance Exams by High School Graduation Year (ACT <sup>®</sup> /SAT <sup>®</sup> )	Service Hours
FAS	4 - English <i>(three must include substantial writing)</i> 4 - Mathematics <i>(at or above the Algebra I level)</i> 3 - Natural Science <i>(two must have substantial laboratory)</i>	3.50	2021-22 Graduates: 29/1330  2022-23 Graduates: 29/1330	100 hours
FMS	3 - Social Science  2 - World Language <i>(sequential, or same language)</i>	3.00	2021-22 Graduates: 25/1210  2022-23 Graduates: 25/1210	75 hours

The required coursework aligns with the State University System admission requirements found in Florida Board of Governor's Regulation 6.002. Additional information regarding high school coursework can be found within the Florida Counseling for Future Education Handbook.

### **FAFSA**

Submission of the *Free Application for Federal Student Aid (FAFSA)* is NO LONGER required, however, students are encouraged to submit the FAFSA to learn of potential eligibility for additional state and federal aid.

### **CLASSIFICATION OF ACHIEVEMENT**

Each academic program at St. Lucie West Centennial provides for different rates and means of reaching educational goals. Courses are designed to meet the individual needs of students. Students are placed in courses with different achievement levels based on past records, test scores and teacher recommendations.

Standard	Classes designed for students who have an average background of achievement.
Honors	Classes designed for students who are self-motivated and have demonstrated advanced achievement.
Advanced Placement	University level classes designed to award high school credit, and based on AP exam results, may award college credit.
Dual Enrollment	University level classes designed to award both high school and college credit to students who meet the requirements.
AICE	University level classes designed to award high school credit, and based on AICE exam results, may award college credit.

### **STANDARD DIPLOMA DESIGNATIONS**

#### **Scholar Designation**

In addition to meeting the 24-credit standard high school diploma requirements, a student must

- Earn 1 credit in Algebra II (or an equally rigorous course)
- Pass the Geometry EOC
- Earn 1 credit in Statistics or an equally rigorous mathematics course
- Earn 1 credit in Chemistry or Physics
- Earn 1 credit in a course equally rigorous to Chemistry or Physics
- Earn 2 credits in the same world language
- Earn 1 credit in AP, AICE, IB or a dual enrollment course
- Pass the Biology 1 EOC assessment
- Pass the US History EOC assessment

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.

#### **Merit Designation**

- Meet the standard high school diploma requirements
- Attain 1 or more industry certifications under s.1003.492, F.S



**STUDENTS ENTERING GRADE NINE IN THE 2013-14 SCHOOL YEAR (and beyond)**

<b>Subject Area</b>	<b>Graduation Requirements of 24 Credit Program s.1003.4282F.S</b>	<b>Graduation Requirements for ACCELL 18 Credit Program</b>
English Language Arts (ELA)	4 credits must be in ELA I, II, III, and IV	4 credits must be in ELA I, II, III, and IV
Mathematics	4 credits, one of which must be Algebra I (passing score on EOC in order to earn diploma and score will count for 30% of course grade) or its equivalent, one of which must be Geometry (EOC will count for 30% of course grade) or its equivalent.	4 credits, one of which must be Algebra I (passing score on EOC in order to earn diploma and score will count for 30% of course grade) or its equivalent, one of which must be Geometry (EOC will count for 30% of course grade) or its equivalent.
Science	3 Science credits: 1 credit Biology I (EOC will count as 30% of the course grade) or an equivalent course or a series of courses, two equally rigorous courses and two of the three must have a lab component,	3 Science credits: 1 credit Biology I (EOC will count as 30% of the course grade) or an equivalent course or a series of courses, two equally rigorous courses and two of the three must have a lab component,
Social Studies	1 credit World History 1 credit United States History .5 credit United States Government .5 credit Economics with Financial Literacy	1 credit World History 1 credit United States History .5 credit United States Government .5 credit Economics with Financial Literacy
Foreign Language	Not required for high school graduation, but required for admission into state universities	
Fine Arts or Performing Arts, Speech, Debate, or Practical Arts courses specified	1 credit in Fine or Performing Arts, Speech and Debate, or Practical Arts (eligible courses specified in Course Code Directory)	1 credit in Fine or Performing Arts, Speech and Debate, or Practical Arts (eligible courses specified in Course Code Directory)
Physical Education	1 credit of HOPE PE or HOPE Core or .5 credit Personal Fitness and .5 credit P.E. elective	Not Required
Electives	8 credits • 8 credits in elective courses, individual elective courses or intensive reading or mathematics intervention courses	3 credits in electives
<b>Total</b>	<b>24 credits</b>	<b>18 credits</b>
State Assessment Requirements	Passing scores on the Grade 10 Reading FSA and the Algebra I EOC or scores on a standardized test that is concordant with passing scores on the FSA/Algebra EOC (ACT or SAT); Geometry and Biology EOC will count as 30% of course grade	Passing scores on the Grade 10 Reading FSA and the Algebra I EOC or scores on a standardized test that is concordant with passing scores on the FSA/Algebra EOC (ACT or SAT)
Grade Point Average (GPA) Requirements	Cumulative GPA of 2.0 on a 4.0 scale	Cumulative GPA of 2.0 on a 4.0 scale

**\*Please note:** End of Course Assessments: Students may participate in a Credit Acceleration Program (CAP) to allow a student to earn high school course credit by attaining a passing score on the corresponding statewide standardized End of Course assessments.

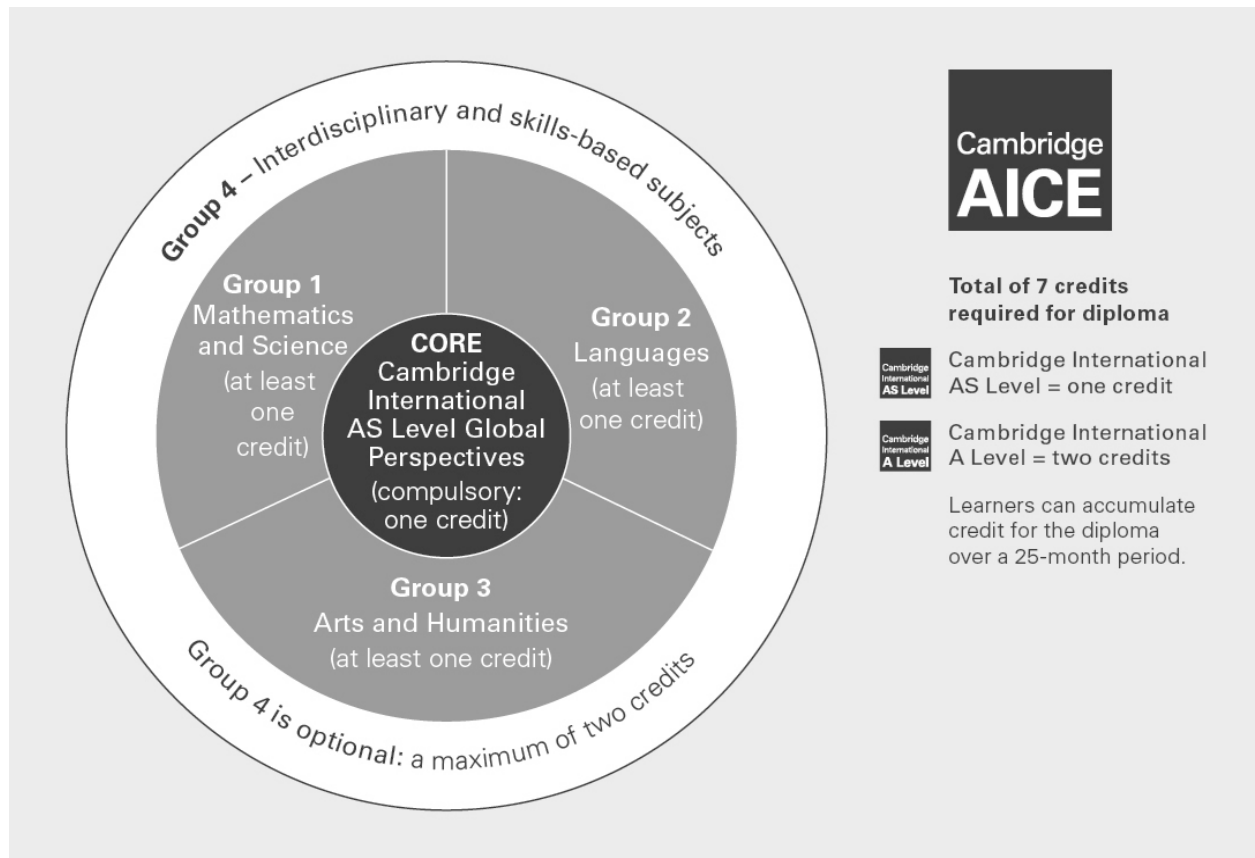
## Advanced International Certificate of Education (AICE) Program

The Cambridge Advanced International Certificate of Education (AICE) is an international program whereby students earn college credit through an advanced academic curriculum and written assessment program. Tests are administered through a non-profit department, Cambridge International Examinations (CIE) of the University of Cambridge in England. AICE courses and examinations will be offered in grades 9-12.

The AICE course of study aims to provide a broad and international curriculum, equip students to cope successfully with the demands of higher education, provide professional assessment of student performance on internationally recognized standards of achievement, increase appreciation of world cultures, and create positive learning experiences for students.

The Cambridge AICE curriculum is comprised of courses that are divided into four subject groups: Mathematics and Sciences, Languages, Arts and Humanities, and Interdisciplinary and skills-based subjects.

AICE courses can be taken in two ways: as individual subject examinations, or as qualifications towards the AICE Diploma. Cambridge learners must take a minimum of seven (7) AICE courses to qualify for the AICE Diploma. Learners may select courses from subject Groups 1, 2, 3, and 4 to be awarded the AICE Diploma. Learners must earn at least one credit from each of the Groups 1, 2, and 3, and the mandatory core course of Global Perspectives. As an option, students may earn a maximum of two credits in Group 4.



<b>Group 1 Mathematics and Sciences</b>	<b>Group 2 Languages</b>	<b>Group 3 Arts and Humanities</b>	<b>Group 4 Interdisciplinary &amp; Skill</b>	<b>Core Mandatory for AICE Diploma</b>
AICE Environmental Management	AICE English Language	AICE English Literature	AICE General Paper	AICE Global Perspectives
AICE Marine Science	AICE Spanish Language	AICE European History	AICE Thinking Skills	
AICE Psychology		AICE United States History		
		AICE Psychology		
		AICE Geography		
		AICE Sociology		
		AICE Art and Design		
		AICE Media Studies		
		AICE Digital Media & Design		

<b>AICE Cambridge Pathway</b>			
<b>9th Grade</b>	<b>10th Grade</b>	<b>11th Grade</b>	<b>12th Grade</b>
AICE General Paper	AICE General Paper	AICE General Paper	AICE General Paper
AICE Media Studies	AICE Geography	AICE Geography	AICE Geography
AICE Digital Media & Design	AICE English Language	AICE English Language	AICE English Language
	AICE Spanish Language	AICE Spanish Language	AICE Spanish Language
	AICE European History	AICE European History	AICE European History
	AICE Thinking Skills	AICE Thinking Skills	AICE Thinking Skills
	AICE Psychology	AICE Psychology	AICE Psychology
	AICE Sociology	AICE Sociology	AICE Sociology
	AICE Global Perspectives	AICE Global Perspectives	AICE Global Perspectives
	AICE Environmental Management	AICE US History	AICE US History
	AICE Media Studies	AICE English Literature	AICE English Literature
	AICE Digital Media & Design	AICE Marine Science	AICE Marine Science
	AICE Art and Design	AICE Environmental Management	AICE Environmental Management
		AICE Media Studies	AICE Media Studies
		AICE Digital Media & Design	AICE Digital Media & Design
		AICE Art and Design	AICE Art and Design

For information, please contact AICE Coordinator:

Mrs. Lea-Ann Willems at 772-344-4400 (ext.8430), [Lea-ann.Willems@stlucieschools.org](mailto:Lea-ann.Willems@stlucieschools.org) or in room I-110.

## Admissions

Students must submit an application to the AICE office to be reviewed. The criteria reviewed includes:

- Grades (minimum 3.0 GPA on core academic subjects)
- FSA Scores (minimum 3 or above) or comparable national examinations
- Teacher recommendations
- Conduct Records
- Attendance Records
- **Students who are enrolled in an AICE course may not drop the course unless they are receiving a grade of a D or an F after the first 9-week grading period.**
- **AICE classes earn an extra .04 weight factor per semester when averaging grade point averages. Class rank is determined by a weighted GPA.**

**Characteristics** - What characteristics are apparent in an AICE Student?

- Self-motivated
- Self-disciplined
- Excellent expressive writer
- Good time manager
- Organized
- Possesses leadership qualities
- Passionate about learning

## AICE Benefits

- The Advanced International Certificate of Education (AICE) program is an international diploma program through the University of Cambridge in England.
- AICE courses and examinations are equivalent to first year college and university courses (See Course Equivalents for more detail).
- Students who pass the seven examinations may be awarded the AICE Diploma directly by the University of Cambridge. Students who do not earn the AICE Diploma may receive college credit for exams passed.
- AICE teachers at St. Lucie West Centennial High School are trained and certified directly by Cambridge. Each course strictly follows a course syllabus that is designed by Cambridge professors.
- AICE students who earn the AICE Diploma are eligible for the Florida Bright Futures Scholarship.
- Rigorous college preparatory.
- Students who earn an AICE Diploma may earn a cord to wear at graduation.
- Cambridge AICE classes have CRITICAL THINKING at its core which prepares students for college and life-long learning.
- The program is FLEXIBLE (students can tailor their AICE class selections to their areas of interest and strengths).
- AICE is internationally recognized for its merit in preparing students for post-secondary/ college SUCCESS!!
- AICE advanced level courses are equivalent to International Baccalaureate and Advanced Placement (AP) courses.
- The AICE learner and teacher must be confident reflective innovative and engaged.

### **Additional Benefits for Students**

*The AICE program offers students one of the most demanding and rigorous college preparatory programs in the world.*

*The State of Florida Universities and the Bright Futures scholarship Program each award 1 extra quality point (GPA) for students who successfully complete an AICE course with the highest rating (e or better). Students have the opportunity to earn an AICE Diploma directly from the University of Cambridge. AICE diploma recipients who have earned 100 hours of community service are eligible for the Florida Academic Scholars Award through the Bright Futures Scholarship.*

**MINIMUM ELIGIBILITY**

- Completion of a minimum of 4.0 core (or world language) high school credits
- Cumulative grade point average 3.0 or above (unweighted)
- Qualifying test scores [on SAT/ACT/PERT (#8)]
- On track to graduate with, or ahead of, cohort

Students must meet or exceed the following placement test scores:

	<b>READING</b>	<b>ENGLISH/ WRITING</b>	<b>MATH</b>
<b>PERT</b>	106	103	114
<b>ACT</b>	19	14	19
<b>SAT</b>	24	25	24

Students must meet or exceed the following alternative Placement Test scores to demonstrate college readiness:

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

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

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

Important Notes:

- 1) Students must be aware that Dual Enrollment course work is college course work and **the student is expected to be motivated, self-directed and adept at time management.**
- 2) First time Dual Enrollment students cannot participate in more than two, 3-credit courses during their first semester. One of the two courses must be SLS 1101 (PERT Reading 106 req for SLS1101).
- On campus DE courses will not count toward this maximum enrollment total. Students are also strongly encouraged to participate in the IRSC Dual Enrollment New Student orientation (NSO), which includes information on college policies, procedures, resources, expectations, and other essential items that help support student success. Students will provide the completion certificate to high school counselor upon enrollment.
- 3) The college GPA earned from Dual Enrollment classes will be the college GPA when the student begins full-time college studies. There is no asterisk indicating it was taken while the student was in high school. Students are considered to be college students, with all the respective responsibilities of college students. Therefore, students need to be aware that while a 'C' will earn college credit, it may negatively impact their college GPA for future graduate school admissions, as well as for scholarship eligibility. Students must maintain the minimum college GPA of a 2.0 for continued enrollment in the program.
- 4) **Students are also expected to research their intended major at their intended 4 year college to ensure Dual Enrollment classes are applicable to their intended program of study.** Although all colleges and universities in the State University System are required to accept the credits earned, they may not apply them to their college major. Out of state schools are not bound to a requirement to accept the credits. Each student must research to ensure they are not taking unnecessary credits, as this may affect their financial aid eligibility later in their college career.
- 5) *Effective Fall 2009, students entering a Florida community college, state college, or state university for the first time in Fall, 2009, and thereafter, will be subject to the state statute on excess hours which could result in a surcharge on tuition. This charge will be applied for each credit hour in excess of 120% of the number required to complete the baccalaureate degree program. Students should regularly review their degree audits and consult with an academic advisor to make sure they are not enrolling in excess courses. (Florida Statute 1009.286)* In addition, there may be more restrictive credit rules for financial aid. Please check with your post-secondary institution.
- 6) Classes chosen must meet high school graduation requirements, as well as the student's intended AA program of study.
- 7) If a student opts to qualify with SAT or ACT scores, s/he is responsible for any fees associated with score submission.
- 8) If classes are during the regular school day, students must obtain a parking permit and complete and return the form per school policy (i.e. *Policy for Students with Abbreviated Schedules* with parking rules)
- 9) Students may only take a maximum combined (assigned high school and Dual Enrollment) schedule of 7 classes.
- 10) Beginning in the Spring 2016 semester, all Dual Enrollment students must complete SLS1101 – Student Success during their first semester of Dual Enrollment or will be ineligible to continue Dual Enrollment course in future semesters.
- 11) Students are assigned an IRSC advisor and given his/her name and contact information. Students must schedule an appointment during their first semester of DE. All Dual Enrollment students are required to meet with their IRSC advisor sometime during their **first semester** to map out their program of study Guided Pathway/"Academic Plan". (Please note that during peak registration times – 2 weeks prior to starting classes – students will not be able to schedule an appointment, so students must plan accordingly). Students must become familiar with the IRSC website, especially the course listings, and programs and careers sections. **Student will be ineligible to continue in dual enrollment if a guided pathway is not complete by the first semester.** It is the responsibility of the student to notify the high school counselor if there is any change to the Academic Plan.

- 12) **To drop, add or withdraw from a Dual Enrollment class, the student MUST meet with high school counselor.** Upon withdrawal from or completion of the course, the student must return all Dual Enrollment books to the **district** bookstore. Students will need to return all Dual Enrollment books from one semester before being allowed to pick up books for the next semester.
  - 13) Students who withdraw from a course after the 'Last Day to Drop' period (and would consequently have a "W" appear on transcript) cannot take additional Dual Enrollment classes until they have retaken and completed the course at their own expense or during the summer. **Before dropping a course online, student must meet with instructor and complete the Dual Enrollment Withdrawal Form. Then, student meets with both the high school counselor and the college advisor for review.** Dual Enrollment students must also adhere to all of the College's withdrawal procedures.
  - 14) Students who fail a Dual Enrollment course cannot enroll in additional Dual Enrollment courses until they have retaken and completed the course they failed at their own expense or during the summer. To retake a course, the student must still meet eligibility criteria (including 3.0 cumulative unweighted GPA)
- \*\*See SLPS/IRSC articulation agreement for second and third attempt guidelines.\*\***
- 15) Students will be limited to a maximum of 60 credit hours of Dual Enrollment.
  - 16) Students are eligible to enroll in a maximum of 12 credits over the summer (example: 6 credits in Summer Session A, 6 credits in Summer Session B)
  - 17) Students recommended for secondary school expulsion and who are assigned to an alternative school setting may be ineligible for Dual Enrollment while attending the assigned alternative school. Students enrolled in Dual Enrollment courses prior to an assignment at an alternative school may be permitted to complete their Dual Enrollment course(s) but may not be permitted to enroll in additional classes as previously described.
  - 18) If student receives an incomplete, it is the sole responsibility of the student to notify the school when the final grade/grade change posts. An "I" (high school or Dual Enrollment) must be reconciled before future dual enrollment eligibility is determined. The general grade change notification policy during senior ranking also applies to DE grade change posts.

## **ADVANCED PLACEMENT**

### College and High School Credit

#### **UNIVERSITY BOUND STUDENTS**

**ADVANCED PLACEMENT** is a college preparatory curriculum for the motivated high academic achiever. It is intended to prepare students to be successful upon entry into a four-year university. The opportunity to pursue a challenging, in-depth study of English, math, science, social studies, foreign language, and fine arts may be provided based on course availability. A qualifying score on the final comprehensive exam will award college credit that is recognized at universities across the country. ***Students that sign up to take the AP exam and then DO NOT take the exam will be charged a fee of \$40.00 for the unused exam. Outstanding fees will be placed on the obligation list. Students who drop an AP class and still want to take the AP exam must pay for the entire cost of the AP exam, \$87.*** Due to the demanding nature of these courses, it is imperative that a high-level academic environment exist and that the student is dedicated to learning, is highly motivated, and is willing to put forth the effort for courses of this intensity. ***Students who are enrolled in an AP course may not drop the course unless they are receiving a grade of a D or an F after the first 9-week grading period.*** Visit the College Board website at [www.collegeboard.com](http://www.collegeboard.com)

GPA: AP classes earn an extra .04 weight factor when averaging grade point averages. Class rank is determined by a weighted grade point average.

#### **Eligibility:**

Honors classes in core subjects  
Grade point average - 3.0  
Above average test scores  
PSAT (College Board recommendation)  
Passing score on FSA  
Attendance  
Teacher recommendations

Available AP Courses:  
Calculus AB and BC  
Biology  
Physics  
American Government

#### **ABBREVIATED SCHEDULE**

**Grade 12** – If a schedule can be developed that has no gaps during the day (must arrive after the first period of the day or leave prior to the last period of the day; a minimum 2.0 GPA; has passed or is currently enrolled in an acceleration course; is enrolled in any required remedial classes based on graduation assessments; *the student must have their own transportation or be dropped off and picked up by an approved family member.* **Students who are regularly tardy or do not leave campus when course schedule is through for the day will be scheduled for a full day of courses.**



#### **ONLINE COURSES FOR HIGH SCHOOL CREDIT**

### **FLORIDA VIRTUAL SCHOOL**

Middle and senior high school students are eligible to enroll in the Florida Virtual School. The courses offered are teacher-facilitated and available throughout the state. Courses are based upon the same criteria as those taught in the standard high school program and, therefore, generate the same credit for students. Middle school students may earn credit only in those courses designated as "acceleration" courses as indicated above. Students may obtain more information about any of these opportunities for acceleration from their school counselors. **Courses must be approved by a school counselor.** Additional information about the Florida Virtual School can be found at [www.flvs.net](http://www.flvs.net) See page 25 for a list of FLVS courses.



### **MOSAIC DIGITAL ACADEMY**

A virtual school experience with a personal touch. This self-selecting, student-parent choice option is designed for kindergarten through grade 12 students whose primary residence is St. Lucie, Martin, or Okeechobee counties. Virtual schooling is a progressive choice for families, providing expanded educational services, utilizing online curriculum, to a wider student community for anywhere, anytime learning. What really makes Mosaic Digital Academy's virtual program unique is the local and personal experience students get by participating in school clubs, field experiences capturing learning opportunities in our tri-county region, face-to-face tutoring with teachers, and student-centered workshops designed to ensure learning goals are met for every student. Additional information can be found at <http://schools.stlucie.k12.fl.us/mda/> See page 25 for a list of MDA courses.

### **TALENTED 20**

The Talented Twenty Program is part of the Governor's One Florida Initiative. Students eligible for the Talented Twenty Program are guaranteed admission to one of the eleven state universities, and are given priority for award of funds from the Florida Student Assistance Grant (FSAG). The FSAG program is a need-based grant; therefore, Talented Twenty students must meet

FSAG eligibility requirements in order to be eligible for priority funding. Please note that while eligible students are guaranteed admission at one of the state universities, they may not be admitted to the campus of choice.

**QUALIFICATIONS:**

In order to qualify for the Talented Twenty Program, one must:

- be enrolled in a Florida public high school and graduate with a standard diploma.
- be ranked in the top 20% of the class after the posting of seventh semester grades (with validation of the eighth semester ranking) for students enrolled in the 4-year, 24-credit option.

For students in either one of the two 3-year, 18-credit options, the ranking will occur after the posting of the fifth semester grades (with validation of the sixth semester ranking). • take the ACT or SAT (with no minimum score required). • complete all eighteen college preparatory courses as specified in State Board of Education Rule.

<https://www.fldoe.org/schools/k-12-public-schools/bosss/talented-twenty-program/>

## **CAREER ACADEMY PROGRAMS**

St. Lucie West Centennial High School Career Academy Programs provide students with a carefully planned program of study throughout high school. Our programs correlate course work with career goals. Students prepare for the future job market and choose a career-oriented program of study. Students must complete three courses in one academy in order to qualify for the Gold Seal and/or scholarships.

**\*\*\* Career and Technical courses that satisfy the Arts graduation requirement for students that entered high school in the 2015-2016 school year and thereafter.**

### **ACADEMY OF COMMUNICATION AND MULTIMEDIA TECHNOLOGY**

- Digital Information Technology \*\*\*
- Game & Simulation Animation I – IV\*\*\*
- Digital Design I – IV\*\*\*
- Digital Video Technology I – VI \*\*\*

### **ACADEMY OF CULINARY ARTS**

- Culinary Arts I
- Culinary Arts II/III \*\*\*
- Culinary Arts IV
- Hospitality & Tourism Directed Study

### **ACADEMY OF MEDICAL SCIENCE**

- Health Science Anatomy & Physiology
- Health Science Foundations/Allied Health Assisting III
- Nursing Assistant 3
- EKG Technician

### **ACADEMY OF EARLY CHILDHOOD**

- Early Childhood I
- Early Childhood II
- Early Childhood III/IV \*\*\*

### **ACADEMY OF CRIMINAL JUSTICE**

- Criminal Justice Operations I
- Criminal Justice Operations II
- Criminal Justice Operation III
- Certified Legal Assistant

### **ACADEMY OF OUTBOARD MARINE SERVICE TECHNOLOGY**

- Outboard Marine Service I
- Outboard Marine Service II
- Outboard Marine Service III/IV

### **ACADEMY OF NAVAL JROTC**

- Naval Science I – IV

# COURSE OFFERINGS



ST. LUCIE WEST CENTENNIAL  
EAGLES

# EAGLE CURRICULUM GUIDE 2022 – 2023

EN - English      AH - American History      LM - Life Management Skills      EC - Economics  
 MA - Mathematics      AG - American Government      PF - Performing Arts      SC - Science  
 WH - World History      PE - Physical Education      EL - Elective Credits      VO - Practical Arts

STATE #	COURSE TITLE	PREREQUISITE *	GRADE LEVEL	CREDIT AMT	KIND
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## ALLIED HEALTH

8417100	Health Science Anat & Phys		10-11	1.0	VO
8417110	Health Science Foundations	Hlth Sc A & P	11-12	1.0	VO
8417131	Allied Hlth Assist III	Hlth Sc Found	11-12	1.0	VO
8417211	Nursing Assistant 3	Acad Completer	12	1.0	VO
8427130	Electrocardiograph Technician	Acad Completer	12	1.0	VO

## ART

0101300	Two-Dimensional Art 1		9-12	1.0	PF
0108400	AICE Digital Media and Design		9-12	1.0	PF
0101370	AICE Art and Design	2-D Art I	10-12	1.0	PF
0104340	Drawing I	2-D Art 1	10-12	1.0	PF
0104350	Drawing II	Drawing I	11-12	1.0	PF
0102300	Ceramic/Pottery I		10-12	1.0	PF
0102310	Ceramic/Pottery II	Cer/Pott I	11-12	1.0	PF
0108310	Creative Photo I	2-D Art 1	10-12	1.0	PF
0108320	Creative Photo II	Photo I	11-12	1.0	PF
0109310	Portfolio I	Drawing I	11-12	1.0	PF
0109320	Portfolio II	Portfolio I	12	1.0	PF

## BAND, MUSIC, & CHORUS

1302320	Band III (Concert Band)	*	9	1.0	PF
1302330	Band IV (Concert Band)	*	10	1.0	PF
1302340	Band V (Concert Band)	*	11	1.0	PF
1302350	Band VI (Concert Band)	*	12	1.0	PF
1302320XS	Symphonic Wind Ensemble III	Director Approval	9	1.0	PF
1302330XS	Symphonic Wind Ensemble IV	Director Approval	10	1.0	PF
1302340XS	Symphonic Wind Ensemble V	Director Approval	11	1.0	PF
1302350XS	Symphonic Wind Ensemble VI	Director Approval	12	1.0	PF
1302420	Instrument Tech I (Percussion)	*	9-12	1.0	PF
1302430	Instrument Tech II (Percussion)	I	10-12	1.0	PF
1302440	Instrument Tech III (Percussion)	II	10-12	1.0	PF
1302450	Inst Tech IV Honors (Percussion)	III	11-12	1.0	PF
1302500	Jazz Ensemble I	Director Approval	9-12	1.0	PF
1302510	Jazz Ensemble II	Director Approval	10-12	1.0	PF
1302520	Jazz Ensemble III	Director Approval	11-12	1.0	PF
1302530	Jazz Ens IV Honors	Director Approval	12	1.0	PF
1305300	Eurhythmics I (Color Guard)	Audition	9-12	1.0	PF
1305310	Eurhythmics II (Color Guard)	Audition	10-12	1.0	PF
1305320	Eurhythmics III (Color Guard)	Audition	11-12	1.0	PF
1305330	Eurhythmics IV (Color Guard)	Audition	12	1.0	PF

STATE #	COURSE TITLE	PREREQUISITE *	GRADE LEVEL	CREDIT AMT	KIND
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1303440	Vocal Ensemble I	*Audition	9-12	1.0	PF
1303450	Vocal Ensemble II	Vocal Ens I	10-12	1.0	PF
1303460	Vocal Ensemble III	Vocal Ens II	11-12	1.0	PF

## COMPUTER EDUCATION

8207010	Emerging Technology in Business		12	1.0	VO
8207310	Digital Info Technology		9-12	1.0	VO
8209510	Digital Design I	DIT	10-12	1.0	VO
8209520	Digital Design II	DD I	11-12	1.0	VO
8209530	Digital Design III	DD II	12-12	1.0	VO
8208110	Game & Simulation Foun	DIT	10-12	1.0	VO
8208120	Game & Simulation Des	Game&Sim Foundations	11-12	1.0	VO
8208130	Game&Sim 2D Graphic Dev	Game&Sim Design	12-12	1.0	VO
8208140	Game&Sim 3D Graphic Ani	Game&Sim 2D	12-12	1.0	VO

## CRIMINAL JUSTICE

8918010	Criminal Justice Ops I		9-11	1.0	VO
8918020	Criminal Jus Ops II	Crim Jus I	10-12	1.0	VO
8918030	Criminal Jus Ops III	Crim Jus II	11-12	1.0	VO
8918060	Certified Legal Assistant	Crim Jus III	12-12	1.0	VO

## CULINARY ARTS

8800510	Culinary Arts I		9-11	1.0	VO
8800520	Culinary Arts II	Culinary I	10-12	1.0	VO
8800530	Culinary Arts III	Culinary II	10-12	1.0	VO
8800540	Culinary Arts IV	Culinary III	11-12	1.0	VO
8801000	Hospitality & Tour Dir Study	Culinary IV	11-12	1.0	VO

## DIGITAL VIDEO TECHNOLOGY

8201410	Digital Video Technology I	Middle School Tech/DIT	9-11	1.0	VO
8201420	Digital Video Technology II	DVT I	10-12	1.0	VO
8201430	Digital Video Technology III	DVT II	10-12	1.0	VO
8201440	Digital Video Technology IV	DVT III	11-12	1.0	VO
8201450	Digital Video Technology V	DVT IV	11-12	1.0	VO

## DRAMA

0400310	Theatre I		9-12	1.0	PF
0400370	Acting I	Audition	9-12	1.0	PF
0400380	Acting II	Audition/Acting I	10-12	1.0	PF
0400390	Acting III	Audition/Acting II	11-12	1.0	PF
0400400	Acting IV Honors	Audition/Acting III	12-12	1.0	PF
0400700	Musical Theatre I	Audition	9-12	1.0	PF
0400710	Musical Theatre II	Musical Theatre I	10-12	1.0	PF
0400720	Musical Theatre III	Musical Theatre II	11-12	1.0	PF

STATE #	COURSE TITLE	PREREQUISITE *	GRADE LEVEL	CREDIT AMT	KIND
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### DUAL ENROLLMENT (SLWCHS CAMPUS)

SLS1101	Student Success	Placement Test	9	0.5	EL
MAT1033	Intermediate Algebra	Placement Score	11-12	0.5	MA
MAC1105	College Algebra	MAT1033 or Plcmt Score	11-12	1.0	MA
MAC1140	Precalculus Algebra	MAC1140 or Plcmt Score	11-12	1.0	MA

### EARLY CHILDHOOD

8405110	Early Childhood I		9-12	1.0	VO
8405120	Early Childhood II	Early Child I	10-12	1.0	VO
8405130	Early Childhood III	Early Childhood II	11-12	1.0	VO
8405140	Early Childhood IV	Early Childhood III	11-12	1.0	VO

### FOREIGN LANGUAGES

0701320	French I		9-12	1.0	EL
0701330	French II	French I	10-12	1.0	EL
0708340	Spanish I		9-12	1.0	EL
0708350	Spanish II	Spanish I	9-12	1.0	EL
0708360	Spanish III Honors	Spanish II	10-12	1.0	EL
0708538	AICE Spanish Lang	*	10-12	1.0	EL
0708340BL	Spanish I		9-12	1.0	EL
0708350BL	Spanish II		9-12	1.0	EL

### FRESHMEN SEMINAR

2400310	Leadership Techniques		9	1.0	EL
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### HUMANITIES

2107300	Psychology I		9-12	0.5	EL
2107310	Psychology II	Psych I	9-12	0.5	EL
2107360	AICE Psychology	*	11-12	1.0	EL
2108300	Sociology		9-12	0.5	EL
2108310	AICE Sociology		10-12	1.0	EL
1700372	AICE Thinking Skills	*	9-12	1.0	EL
1700364	AICE Global Perspectives	*	10-12	1.0	EL

### LANGUAGE ARTS

1001310	English I		9	1.0	EN
1009400	AICE General Paper	*	9-12	1.0	EN
1001340	English II		10	1.0	EN
1001350	English II Honors		10	1.0	EN
1001550	AICE English Language	*	10-12	1.0	EN
1001370	English III		11	1.0	EN
1001380	English III Honors		11	1.0	EN
1005370	AICE English Lit AS Level	*	11-12	1.0	EN
1005375	AICE English Lit A Level	AICE Eng Lit AS	12	1.0	EN
1001405	English 4 College Prep		12	1.0	EN

STATE #	COURSE TITLE	PREREQUISITE *	GRADE LEVEL	CREDIT AMT	KIND
1001410	English IV Honors		12	1.0	EN
1007300	Speech I		9-12	1.0	PF
1006375	Social Media		9-12	0.5	EL
1006300	Journalism I		9-12	1.0	EL
1006310	Journalism II	Journalism I	10-12	1.0	EL
1009320	Creative Writing I		9-12	0.5	EL
1009330	Creative Writing II	Creative Writing I	9-12	0.5	EL

## LEADERSHIP/SKILLS DEVELOPMENT

2400300	Leadership Skills Dev I	*application*	10-12	1.0	EL
0500510	PCSD II (Leadership II)	Leadership I	10-12	1.0	EL
0500520	PCSD III (Leadership III)	Leadership II	11-12	1.0	EL

## LIBRARY/MEDIA

0500530	Personal Career & School Dev 4 *		11-12	1.0	EL
1100460	AICE Media Students AS Level		9-12	1.0	EL

## MATHEMATICS

1200310	Algebra I		9	1.0	MA
1200320	Algebra I Honors		9	1.0	MA
1206310	Geometry	Alg I	9-11	1.0	MA
1206320	Geometry Honors	Alg I	9-12	1.0	MA
1207350	Math for College Lib Arts	Alg I/Geom	9-12	1.0	MA
1200387	Math for Data and Fin Lit	Alg I/Geom	9-12	1.0	MA
1200388	Math for Data and Fin Lit Hon	Alg I/Geom	9-12	1.0	MA
1200330	Algebra II	Alg I/Geom	9-12	1.0	MA
1200340	Algebra II Honors	Alg I/Geom	9-12	1.0	MA
1200700	Math for College Algebra	Alg I/Geom	10-12	1.0	MA
1210300	Probability and Stat Honors	Alg II/Geom	10-12	1.0	MA
1202340	Pre-Calculus Honors	Alg II/Geom	10-12	1.0	MA
1202310	AP Calculus AB	Precalc	11-12	1.0	MA
1202320	AP Calculus BC	AP Calculus AB	12	1.0	MA

## NAVY JROTC

1802300	Naval Science I		9-12	1.0	EL
1802310	Naval Science II	Naval Science I	10-12	1.0	EL
1802320	Naval Science III	Naval Science II	11-12	1.0	EL
1802330	Naval Science IV	Naval Science III	12	1.0	EL

## OUTBOARD MARINE SERVICE TECHNOLOGY

9504210	Outboard Marine Service 1		9-12	1.0	VO
9504220	Outboard Marine Service 2	OMS 1	10-12	1.0	VO
9504230	Outboard Marine Service 3	OMS 2	11-12	1.0	VO
9504240	Outboard Marine Service 4	OMS 3	11-12	1.0	VO

STATE #	COURSE TITLE	PREREQUISITE *	GRADE LEVEL	CREDIT AMT	KIND
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### PHYSICAL EDUCATION

1503350	Team Sports I		10-12	0.5	PE
1503360	Team Sports II	TS I	10-12	0.5	PE
1501340	Weight Training I		10-12	0.5	PE
1501350	Weight Training II	WT I	10-12	0.5	PE
1501360	Weight Training III	WT II	10-12	0.5	PE
1501410	Power Weight Training I		10-12	0.5	PE
1503310	Basketball		10-12	0.5	PE
1503320	Soccer		10-12	0.5	PE
1502410	Individual & Dual Sports I		10-12	0.5	PE
1502420	Individual & Dual Sports II	IDS I	10-12	0.5	PE
1502430	Individual & Dual Sports III	IDS II	10-12	0.5	PE
1504500	Tennis I		10-12	0.5	PE
1504510	Tennis II	Tennis I	10-12	0.5	PE
1504520	Tennis III	Tennis II	10-12	0.5	PE
1505500	Volleyball I		10-12	0.5	PE
1505510	Volleyball II	VB I	10-12	0.5	PE
1505520	Volleyball III	VB II	11-12	0.5	PE
3026010	HOPE		10-12	1.0	PE

### SCIENCE

2000310	Biology I		10-12	1.0	SC
2000320	Biology I Honors		9-12	1.0	SC
2000340	AP Biology	Bio/Chem	11-12	1.0	SC
2000360	Anat Physiology Honors		11-12	1.0	SC
2002500	Marine Science I		11-12	1.0	SC
2002510	Marine Science Honors		10-12	1.0	SC
2002515	AICE Marine Science AS Level	Bio/Chem	10-12	1.0	SC
2002535	AICE Marine Science A Level	AICE Mar Sci AS	11-12	1.0	SC
2003340	Chemistry I	Algebra I	11-12	1.0	SC
2003350	Chemistry I Honors		11-12	1.0	SC
2003390	Physics I Honors	Alg II	11-12	1.0	SC
2003421	AP Physics 1	Geo/Alg II	11-12	1.0	SC
2001310	Earth Space Science		11-12	1.0	SC
2001320	Earth Space Science Honors		10-12	1.0	SC
2001340	Environmental Science		9	1.0	SC
2001381	AICE Environmental Management	Bio/Chem	10-12	1.0	SC

### SOCIAL STUDIES

2103410	AICE Geography 1		10-12	1.0	EL
2109310	World History		10-12	1.0	WH
2109320	World History Honors		10-12	1.0	WH
2109371	AICE European History	*	10-12	1.0	WH/EL
2100310	United States History		11-12	1.0	AH
2100320	United States History Honors		11-12	1.0	AH
2100500	AICE United States History	*	11-12	1.0	AH
2102372	Personal Financial Literacy		9-12	0.5	EL

STATE #	COURSE TITLE	PREREQUISITE *	GRADE LEVEL	CREDIT AMT	KIND
2102335	Economics w/ Financial Lit		12	0.5	EC
2102345	Economics w/ Fin Lit Honors		12	0.5	EC
2106310	United States Government		12	0.5	AG
2106320	United States Government Honors		12	0.5	AG
2106420	AP American Government (sem 1) <sup>1</sup> *		12	0.5	AG
1700300	Research (sem 2 of AP Amer Gov't) <sup>1</sup>		12	0.5	EL
2100335	African American History		9-12	0.5	EL
2100336	African American History Honors		9-12	0.5	EL

<sup>1</sup>Students must enroll in both semester 1 and semester 2 of these courses

## VIRTUAL SCHOOL COURSES – FLVS (F) or MOSAIC DIGITAL ACADEMY (M)

[FLVS Flex Course List | Online Courses for Grades K-12](http://www.flvs.net/flex/courses) (www.flvs.net/flex/courses)

### English

English 4: Florida College Prep (F)  
English I and Honors (F, M)  
English II and Honors (F, M)  
English III and Honors (F, M)  
English IV and Honors (F, M)

### Mathematics

Algebra I and Honors  
Algebra II and Honors

Geometry and Honors  
Liberal Arts Math I  
Math for College Readiness

### Health/Physical Education

Fitness Lifestyle Design (F)  
HOPE (F, M)  
Outdoor Education (F)  
Personal Fitness (F)

### Science

Anatomy and Physiology and Honors (F)  
Biology and Honors (F, M)  
Chemistry and Honors (F, M)  
Earth Space Science and Honors  
Marine Science and Honors (F, M)  
Physical Science and Honors (F)  
Physics I and Honors (F)

### Social Studies

Econ w/ Financial Lit and Honors (F, M)  
US Government and Honors (F, M)  
United States History and Honors (F, M)  
World History and Honors (F, M)

### World Languages

Chinese I and II (F)  
Chinese III Honors (F)  
French I and II (F)  
Latin I and II (F)  
Latin III Honors (F)  
Spanish I and II (F, M)

### Electives

Art History and Criticism I Honors (F)  
Career Research and Decision Making (F)  
Creative Photography I (F, M)  
Criminal Justice Operations I (F)  
Critical Thinking and Study Skills (F, M)  
Dave Ramsey's Found in Personal Finance (F, M)  
Driver's Education/Traffic Safety (F, M)  
Forensic Science I (F)  
Guitar (F)  
Intensive Reading (F, M)  
Journalism I (F, M)  
Law Studies (F)  
Leadership Skills Development (F, M)  
Life Management Skills (F)  
Music of the World (F)  
Parenting Skills (F)  
Peer Counseling I and II (F)  
Personal and Family Finance (F)  
Psychology I (F, M)  
Reading for College Success (F)  
Social Media I (F, M)  
Theatre, Cinema, and Film Production (F)

### Career and Technical Education Courses

Applied Object-Oriented Java Programming (F)  
Business Software Application I and II (F)  
CSIT Network System configuration (F)  
CSIT System Essentials (F)  
Data Control and Functions (F)  
Database Fundamentals (F)  
Digital Design I (F)  
Digital Information Technology (F, M)  
Digital Media/Multimedia Foundations 1 – 5 (F)  
Foundations of Programming Honors (F)  
Foundations of Web Design (F, M)  
Networking I (F)  
Specialized Database Applications (F)  
Specialized Database Programming (F)  
User Interface Design (F)

### AP Courses (all FLVS)

AP Art History  
AP Biology  
AP Calculus AB  
AP Calculus BC  
AP Computer Science A  
AP English Lang and Comp  
AP English Lit and Comp  
AP Environmental Science  
AP Human Geography  
AP Macroeconomics  
AP Microeconomics  
AP Psychology  
AP Statistics  
AP US Government & Politic  
AP US History

### Credit Recovery

Chemistry I (F)  
Econ w/ Financial Lit (F)  
English 1-4 (F)  
US Government (F)  
World History (F)

# COURSE DESCRIPTIONS



ST. LUCIE WEST CENTENNIAL  
EAGLES

**2022-2023**

# AICE



## AICE GENERAL PAPER AS Level

Year	1.0 credit	1009400	9-12
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PREREQUISITE: Must be accepted into the AICE Program

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

## AICE ENGLISH LANGUAGE AS Level

Year	1.0 credit	1001550	10-12
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PREREQUISITE: Must be accepted into the AICE Program; A/B in English or C or higher in General Paper; Pass ELA FSA with 3 or higher

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

## AICE ENGLISH LITERATURE AS Level

Year	1.0 credit	1005370	11-12
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PREREQUISITE: Must be accepted into the AICE Program; A/B in English or C or higher in General Paper; Pass ELA FSA with 3 or higher

By studying a range of texts, learners understand more about writers' choice of structure and language, and develop their ability to form independent opinions about what they read. Learners also improve their understanding of the English language and how it is used, extending their skills across a range of writing styles, including imaginative, discursive and argumentative.

## AICE ENGLISH LITERATURE A Level

Year	1.0 credit	1005375	12
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PREREQUISITE: Must be accepted into the AICE Program; Must have completed AICE English Literature AS Level in prior school year with a C or higher; Pass ELA FSA with 3 or higher. **If a student does not pass the AS Level test in prior year, the student must take Papers 1, 2, 3, and 4 in order to qualify for A Level credit.**

The purpose of this course is to have students continue with their study of AICE English Literature. Students will continue to study a range of texts, and understand more about writers' choice of structure and language, and develop their ability to

form independent opinions about what they read. Students also improve their understanding of the English language and how it is used, extending their skills across a range of writing styles

## AICE EUROPEAN HISTORY (World History or Elective Credit) AS Level

Year	1.00 credit	2109371	10-12
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PREREQUISITE: Must be accepted into the AICE Program

Students understand the development of Europe within the context of history by examining connections to the past in order to prepare for the future as participating members of a global community. Students use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings.

## AICE UNITED STATES HISTORY AS Level

Year	1.00 credit	2100500	11-12
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PREREQUISITE: Must be accepted into the AICE Program

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

## AICE GEOGRAPHY AS Level

Year	1.00 credit	2103410	9-12
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PREREQUISITE: Must be accepted into the AICE Program

Learners widen their knowledge and understanding of the subject, while developing their investigative abilities and their evaluation and decision-making skills. The course is wide-ranging and comprises a variety of options. For example, learners can study topics such as hydrology and fluvial geomorphology, atmosphere and weather, rocks and weathering, population change and settlement dynamics. The course considers a range of environments, from tropical to arid, and learners can also study subjects such as environmental management, global interdependence and economic transition.

## AICE PSYCHOLOGY AS Level

Year	1.00 credit	2107360	11-12
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PREREQUISITE: Must be accepted into the AICE Program; previous Psychology courses

The purpose of this course is to provide an introduction to psychological concepts, theories, research findings, and applications; to create an understanding of the range and limitations of psychological theory and practice, and to encourage students to explore and understand the relationship between psychological findings and everyday life; to develop skills of analysis, interpretation, and application.

## AICE SOCIOLOGY AS Level

Year	1.00 credit	2108310	10-12
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PREREQUISITE: Must be accepted into the AICE Program

This course offers students the opportunity not only to explore the processes that are shaping current trends, but also to develop an understanding of the complexity and diversity of human societies and their continuities with the past. The study of sociology stimulates awareness of contemporary social, cultural and political issues, and focuses on the importance of examining these issues in a rigorous, reasoned and analytical way.

## AICE GLOBAL PERSPECTIVES AND RESEARCH AS Level – Required course for all AICE Diploma candidates

Year	1.0 credit	1700364	10-12
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PREREQUISITE: Must be accepted into the AICE Program; recommendation of AICE General Paper of AICE English Language teacher and C or higher in those courses.

The focus of AICE Global Perspectives is on developing the ability to think, speak, and write critically about a range of global issues where there is always more than one point of view. Students will become aware of global themes and issues, viewed from personal, local, national and international perspectives, and of the connections between them. This cross-curricular program challenges students to work in groups, to present seminars, to create projects, and to publish essays. Students who sign up for AICE Global Perspectives must be self-motivated and have the ability to establish and meet deadlines.

## AICE THINKING SKILLS AS Level

Year	1.0 credit	1700372	11-12
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PREREQUISITE: Must be accepted into the AICE Program

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

## AICE ART & DESIGN AS Level

Year	1.0 credit	0101370	10-12
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PREREQUISITE: 2-D Art

Cambridge International AS & A level Art and Design encourages learners to explore a range of processes and techniques appropriate to their chosen area of study. The

syllabus encourages personal responses that are based on knowledge and understanding and skills in art, craft and design. The four areas of study are Fine Art, Graphic Communication, Three-dimensional Design, and textiles and fashion.

## AICE MEDIA STUDIES AS Level

Year	1.0 credit	1100460	9-12
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PREREQUISITE: Must be accepted into the AICE Program

This course offers learners the chance to develop an understanding and appreciation of the place of media in our everyday lives. Learners will take a hands-on approach to the subject by creating their own media products from planning through to execution. Learners also consider and analyse examples from existing media, examining production processes and technologies and the effects they achieve. Media areas: film, music, print, radio and podcasts, video games.

## AICE DIGITAL MEDIA & DESIGN AS Level

Year	1.0 credit	0108400	9-12
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PREREQUISITE: Must be accepted into the AICE Program

This course is for candidates who want to explore a range of processes and techniques in digital media. It is grouped into three broad areas of study: digital photography, moving image (ex. cinema & animation), mobile and multimedia applications (ex. apps & video games) which candidates will understand the different styles, genres and techniques of them and how they relate to social, cultural, geographical or historical contexts.

## AICE MARINE SCIENCE AS Level

Year	1.0 credit	2002515	11-12
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PREREQUISITE: Must be accepted into the AICE Program; Biology, Chemistry, or taking Chemistry in same year as Marine Science.

This course provides a coherent and stimulating introduction to the science of the marine environment. The content of the AS part of the course concentrates on the scientific study of the sea and its ecosystems, while the A Level part of the course concentrates on human activities that depend on the sea and have an impact on it. The emphasis throughout is on the understanding of concepts and the application of ideas to new contexts as well as on the acquisition of knowledge, and the course will foster creative thinking and problem solving skills which are transferable to any future career path. It is expected that practical activities will underpin the teaching of the whole course, and students may be asked about practical activities in examination questions.

## AICE MARINE SCIENCE A Level

Year	1.0 credit	2002535	11-12
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**PREREQUISITE:** Must be accepted into the AICE Program; Must have complete AICE Marine Science AS Level in prior school year with a C or higher. ***If a student does not pass the AS Level test in prior year, the student must take Papers 1, 2, 3, and 4 in order to qualify for A Level credit.***

The purpose of this course is to have students continue with their study of AICE Marine Science. Students will study the physiology of marine primary producers; aspects of marine animal physiology; marine animal reproductive behavior; fisheries management; aquaculture; human impact on marine ecosystems; marine conservation and ecotourism; and marine biotechnology.

**AICE ENVIRONMENTAL MANAGEMENT AS Level**

Year	1.0 credit	2001381	10-12
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**PREREQUISITE:** Must be accepted into the AICE Program; Biology, Chemistry or 10<sup>th</sup> grade students that are seeking AICE diploma and took Biology Honors in 9<sup>th</sup> grade.

This course is designed to teach learners about sustainable development in a world where the security of resources and life-sustaining systems is endangered by human impact. It draws upon disciplines such as biology, Earth science, geography and economics. Learners gain an understanding of the Earth's natural systems and how people use natural resources; they then investigate the impact of human development on the environment and learn how the environment can be managed sustainably in the future, from a local as well as a global perspective.

**AICE SPANISH LANGUAGE AS Level**

Year	1.0 credit	0708538	10-12
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**PREREQUISITE:** Must be accepted into the AICE Program; Must have completed Spanish I and II. Spanish III is highly recommended but not necessary. If student has not completed Spanish III, a diagnostic test will be administered to determine readiness for course.

The purpose of this course is to develop student's ability to understand and communicate confidently and clearly in speech and written language. Students will be encouraged to read widely, to use relevant vocabulary, employ correct grammar, spelling and punctuation. The students will develop the ability to analyze, synthesize, make inferences, and organize arguments and ideas logically.

**ALLIED HEALTH**



**HEALTH SCIENCE ANATOMY AND PHYSIOLOGY**

Year	1.0 credit	8417100	10-11
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This class is designed to provide students with an overview of the human body. This class will focus on structures, functions, diseases, medical terminology, and health careers related to diagnosing diseases of the human body.

**HEALTH SCIENCE FOUNDATIONS BLOCK**

Year	1.0 credit/Semester	8417110	11-12
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**PREREQUISITE:** Health Science Anatomy and Physiology

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

**ALLIED HEALTH ASSISTING III BLOCK**

Year	1.0 credit/Semester	8417131	11-12
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**PREREQUISITE:** Health Science Foundations

This class provides students the opportunity to perform skills related to major allied health areas such as Physical Therapy, Medical Assisting, and Nurse Assisting. There will be clinical site visits and guest speakers from various allied health areas. During the year students take Health Science 2/Allied Health 3, they will be prepared for Industry Certification as a Certified Medical Administrative Assistant.

**NURSING ASSISTANT 3 BLOCK**

Year	1.0 credit/ Semester	8417211	12
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**PREREQUISITE:** Health Science I/II, Allied Health Asst. III, application

This course is designed to assist with all aspects of daily living for the adult patient in both hospital and nursing home settings. The course includes didactic instruction, skills practice in the laboratory and clinical experience. Upon successful completion, the student is eligible to apply to sit for the Florida State Certified Nursing Assistant exam which qualifies as industry certification.

**ELECTROCARDIOGRAPH TECHNICIAN BLOCK**

Semester	1.0 credit	8427130	12
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**PREREQUISITE:** Nursing Assistant 3

This course prepares students to be employed as Electrocardiograph Technicians. Content includes a foundation in the cardiovascular system, safety measure for the individual, co-workers and patients as well as training in the theories and instruments used by an Electrocardiograph Technician. Additional focus on cardiac monitoring, cardiac telemetry, and cardiovascular diagnostic testing, and arrhythmia identification. During the year students take **ELECTROCARDIOGRAPH TECHNICIAN**, they will be prepared for Industry Certification as a Certified Electrocardiograph Technician.

# ART



## TWO-DIMENSIONAL ART I

Year	1.00 credit	0101300	9-12
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This entry-level course promotes the enjoyment and appreciation of art as students experiment with the media and techniques used to create two-dimensional (2-D) artworks, including drawing, painting, printmaking, collage, and/or design. Students practice, sketch, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. This course incorporates hands-on activities and consumption of art materials.

**This course is a prerequisite to MOST other Art classes.**

## DRAWING I/II

Year	1.00 credit	0104340 I	10-12
		0104350 II	11-12

PREREQUISITE: 2-D Art 1 for Drawing I  
Drawing I for Drawing II

The purpose of this course is to give students an understanding of drawing.

## CERAMICS/POTTERY I/II

Year	1.00 credit	0102300 I	10-12
		0102310 II	11-12

PREREQUISITE: 2-D Art 1 for Ceramics I  
Ceramics I for Ceramics II

The purpose of Ceramics I is to give students a basic understanding of ceramic processes, sculpture and ceramics in general. The focus is on the use of clay, glazes, tools, and techniques in producing clay products. The purpose of Ceramics II is to give students an in depth understanding of ceramic processes. The content includes the investigation of the ceramic process; the relationship among the art elements and compositional principles; knowledge of the function of ceramics/pottery in our society; knowledge about the history of ceramic/pottery and its relationship to other processes and periods.

## CREATIVE PHOTOGRAPHY I/II

Year	1.00 credit	0108310 I	10-12
		0108320 II	12

PREREQUISITE: 2-D Art 1 for Photo I  
Photo I for Photo II

The purpose of this course is to give students an understanding of photography. Students will learn Photoshop and become Industry Certified upon passing the test.

## PORTFOLIO I/II

Year	1.00 credit	0109310 I	11-12
		0109320 II	11-12

PREREQUISITE: Drawing I for Portfolio I  
Portfolio I for Portfolio II

These are individualized instruction studio courses that introduce the student to the basics of building a visual art portfolio.

# BAND and MUSIC



## CONCERT BAND

Year	1.00 credit	see course # below	9-12
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PREREQUISITES: Prior participation in middle/high school band

This course is open to those students who have achieved a basic degree of proficiency on a woodwind, brass or percussion instrument. Emphasis will be placed on basic skills and theory. This ensemble will perform at concerts and other functions. **Members of the Concert Band are required to participate in the marching band, which is a co-curricular activity meeting after school in the fall.**

Band III	1302320	Band V	1302340
Band IV	1302330	Band VI	1302350

## SYMPHONIC WIND ENSEMBLE

Year	1.00 credit	see course # below	9-12
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PREREQUISITES: Director Approval/Audition

Symphonic wind ensemble is the premier performing band and is open to those students who have achieved advanced proficiency on a woodwind, brass or percussion instrument. A wide variety of music, individual skills, and theory will be covered in this course. This ensemble will perform at concerts and other functions. **Members of the Wind Ensemble are required to participate in the marching band, which is a co-curricular activity meeting after school in the fall.** The band director places students in this course after a successful audition in the Spring of the previous year.

Band III	1302320XS	Band V	1302340XS
Band IV	1302330XS	Band VI	1302350XS

## INSTRUMENTAL TECHNIQUE (PERCUSSIONISTS)

Year	1.0 credit	see course # below	9-12
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PREREQUISITE: Prior participation on percussion in band in Middle/High School

Instrumental Technique is a performance class designed to give the percussionists specialized instruction in their performance areas. **Members of the Percussion classes are required to participate in the marching band, which is a co-curricular activity meeting after school in the fall.**

All percussionists are placed in this course as their primary ensemble and are encouraged to take Band I-IV as a secondary course.

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

## EURHYTHMICS (Color Guard/Flags)

Year	1.0 credit	see course # below	9-12
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PREREQUISITE: Completion of successful audition in June prior to start of new year

The purpose of this course is to enable students to develop basic skills in creating, performing, and evaluating choreographed performances as an independent ensemble and in cooperation with the marching band. **Members of the Eurhythmics classes are required to participate in the marching band, which is a co-curricular activity meeting after school in the fall.** Emphasis is placed on dance, equipment manipulation, precision, and the relationship between music and dance. The content will include safe and healthful performance practices; dance and choreographic techniques and terminology; choreographic design; equipment, props, and costumes; music and movement analysis and evaluation; role and influence of music and dance; responsible participation; and relationships among music, movement, and other subject areas. **STUDENTS MUST SUCCESSFULLY COMPLETE AN AUDITION AND SEEK DIRECTORS APPROVAL.**

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

## JAZZ BAND

Year	1.0 credit	see course # below	9-12
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PREREQUISITE: Director Approval

COREQUISITE: Band III – VI or Instrumental Tech I-IV

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.

**All students performing in Jazz Ensemble must be performing members in any of the other band or instrumental techniques courses.** **STUDENTS MUST**

## SUCCESSFULLY COMPLETE AN AUDITION AND SEEK DIRECTOR'S APPROVAL.

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

## VOCAL ENSEMBLE I/II/III

Year	1.0 credit	1303440 I	9-12
		1303450 II	10-12
		1303460 III	11-12

PREREQUISITE: Audition

The purpose of this course is to enable students to develop basic performance techniques in a small ensemble setting through the study of varied high school choral literature. Emphasis will be placed on vocal independence, expressiveness, and stylistic authenticity. The course will include vocal production; ensemble performance techniques; music literacy; sight reading and ear training; elements and characteristics of music; improvisation and arranging; performance analysis; role and influence of choral music and musicians; connections between music and other subject areas; and responsible participation in music activities.

## BUSINESS AND COMPUTER EDUCATION



### EMERGING TECHNOLOGY IN BUSINESS

Year	1.0 Credit	8207010	12
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PREREQUISITE: Counselor Placement

***This course is for ONLY Seniors that do not have an acceleration component.*** The purpose of this course is to give students an opportunity to apply knowledge and skills related to the area of Emerging Technology in Business. The content includes electronic research methods; business communications including speaking, listening, writing, and telecommunicating; multimedia presentation skills; ethical considerations related to technology; and emerging technologies affecting business environments. Instruction is designed to provide an understanding of the advances being made in technology today and in the future.

### DIGITAL INFORMATION TECHNOLOGY

Year	1.0 Credit	8207310	9-12
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This course is designed to provide a basic overview of current business and information systems and trends and to introduce students to the basics and foundations required for today's business environments. Emphasis is placed on developing

proficiency with touch keyboarding and fundamental computer applications, and gain the knowledge of creating a social media campaign as well as analyzing and presenting data to address organizational issues and make appropriate business decisions. **This course is a prerequisite to ALL other Business classes.**

### GAME AND SIMULATION I – IV

Year	1.0 credit	8208110 I	10-12
		8208120 II	11-12
		8208130 III	12
		8208140 IV	12

PREREQUISITE: Digital Information Technology for GS I  
 Game & Simulation Foundations for GS II  
 Game & Simulation Design for GS III  
 Game & Simulation 2D Graphic for GS IV

This program offers a sequence of project-based courses that provide coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Information Technology career cluster such as Game or Simulation Designer, Game or Simulation Graphic Artist, and Game or Simulation 3-D Animator. The content includes practical experiences in game/simulation conceptualization, design, storyboarding, development methodologies, 2D/3D animation design and production, and implementation issues. Specialized skills involving graphic animation software are used to produce a variety of two and three dimensional components.

### DIGITAL DESIGN I

Year	1.0 credit	8209510	10-12
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PREREQUISITE: Digital Information Technology

This course is designed to develop basic entry -level skills required for careers in the digital publishing industry. The content includes computer skills; digital publishing concepts and operations; layout, design, measurement activities; and digital imaging as well as communication, collaboration and decision-making activities; critical thinking; and problem solving.

### DIGITAL DESIGN II and III

Year	1.0	8209520 II	11-12
		8209530 III	12

PREREQUISITE: Digital Design I for II  
 Digital Design II for III

**Digital Design II and Digital Design III** continues the development of entry-level skills required for careers in digital design. The content includes computer skills; digital publishing operations; layout, design, and measurement activities; digital imaging; the use of software and equipment to perform digital publishing and digital imaging activities; communication, collaboration and decision-making activities; critical thinking and problem solving.

# CRIMINAL JUSTICE OPERATIONS

### CRIMINAL JUSTICE OPERATIONS I - III

Year	1.0 credit	8918010 I	10-11
		8918020 II	11-12
		8918030 III	11-12

PREREQUISITE: Criminal Justice Operations I for II  
 Criminal Justice Operations II for III

The purpose of this program is to prepare students for employment as community service officers and for any student interested in the legal field. The content includes introduction to the criminal justice system, police ethics and constitutional law, patrol procedures, traffic control procedures, defensive tactics and physical proficiency skills, interpersonal and communication skills, investigation procedures, court systems and trial procedures, correctional system, introduction to forensic science, crime prevention, property control, and employability skills. Our school provides a court setting and gives the opportunity to have real-life experience.

### CERTIFIED LEGAL ASSISTANT

Year	1.0 credit	8918060	12
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PREREQUISITE: Criminal Justice Operations III

This course prepares the student for a career as an Accredited Legal Professional (ALP). The curriculum covers comprehension and communication of legal knowledge skills, develop awareness of the ALS certification requirements, rules and guidelines and how to develop communication skills in technical reading and writing of legal documents. The student will learn about the legal office functions and responsibilities, and knowledge of legal operating systems.

# CULINARY ARTS

### CULINARY ARTS I

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

### CULINARY ARTS II/III BLOCK

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

Students will acquire advanced skills in the 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 II	8800520	1 <sup>st</sup> Semester
Culinary Arts III	8800530	2 <sup>nd</sup> Semester

### CULINARY ARTS IV/HOSPITALITY & TOURISM DIRECTED STUDY BLOCK

Year	1.0 credit/ Semester	See course # below	11-12
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PREREQUISITE: Culinary Arts II/III

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

Culinary Arts IV	8800540	1 <sup>st</sup> Semester
Hosp & Tour Direct Study	8801000	2 <sup>nd</sup> Semester

## DIGITAL VIDEO TECHNOLOGY



### DIGITAL VIDEO TECHNOLOGY

The purpose of this program is to prepare students for initial employment as production assistants, audio/video equipment technician, video/TV camera operators, video editors, multi-media artists/animators and broadcast technicians.

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Arts, A/V Technology and Communication career cluster. The content includes, but is not be limited to communication skills; leadership skills; human relations and employability skills; safe and efficient work practices; and preparation to assume responsibility for overall production of digital video activities including: scripts, lighting, camera operation, electronic news gathering, field/studio production, and video editing. **The following materials are required for this program: 16 gigabyte SD card, 16 gigabyte flash drive, and ear/headphones.**

### DIGITAL VIDEO TECHNOLOGY I

Year	1.0 credit	8201410	9-11
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PREREQUISITE: Middle School Technology/DIT

Digital Video Technology I is a basic video production course. At this level, this course covers competencies in safe work practices, planning a production set, lighting planning, camera operation, and audio/ video recording, mixing, and editing.

### DIGITAL VIDEO TECHNOLOGY II/III BLOCK

Year	1.0 credit/Semester	see course # below	10-12
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PREREQUISITE: Digital Video Technology I

In Digital Video Technology II, students expand their knowledge of basic camera and editing skills. Students at this level cover competencies in safe work practices, planning a production set, lighting planning, camera operation, and audio/ video recording, mixing, and editing.

In Digital Video Technology III, this course covers competencies in safe work practices and lighting.

Digital Video Technology II	8201420	1 <sup>st</sup> Semester
Digital Video Technology III	8201430	2 <sup>nd</sup> Semester

### DIGITAL VIDEO TECHNOLOGY IV/V BLOCK

Year	1.0 credit/Semester	see course # below	11- 12
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PREREQUISITE: Digital Video Technology II/III

The Digital Video Technology IV course covers competencies in safe work practices; audio/ video recording, mixing, and editing; and shooting footage.

Digital Video Technology V course covers competencies in safe work practices, and production scheduling.

Digital Video Technology IV	8201440	1 <sup>st</sup> Semester
Digital Video Production V	8201450	2 <sup>nd</sup> Semester

## DRAMA



### THEATRE I

Year	1.0 credit	0400310	9-12
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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.

### ACTING I - IV

Year	1.0 credit	0400370	9-12
Year	1.0 credit	0400380	10-12
Year	1.0 credit	0400390	11-12
Year	1.0 credit	0400400	12-12

PREREQUISITE: Audition/Director Approval for Acting I  
Acting I & Director Approval for Acting II  
Acting II & Director Approval for Acting III  
Acting III & Director Approval for Acting IV Honors

The purpose of this course is to introduce students to the study and practice of acting. Content will include techniques of acting, terminology, movement, audition methods, character analysis, and acting techniques. **Students are required to compete in this class, as well as attend, support, and star in the Drama Department performances.**

### MUSICAL THEATRE I-III

Year	1.0 credit	0400700	9-12
Year	1.0 credit	0400710	10-12
Year	1.0 credit	0400720	11-12

PREREQUISITE: Audition/Director's Approval  
Musical Theatre I for II  
Musical Theatre II for III

Students' course work focuses on, but is not limited to, acting, vocal performance, dance, non-dance movement, and staging, which transfer readily to performances in musicals and other venues. Students survey the evolution of music in theatre from ancient Greece to modern Broadway through a humanities approach and representative literature. 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.

## DUAL ENROLLMENT (SLWCHS CAMPUS)



### STUDENT SUCCESS

Semester	.5 credit	SLS1101	9
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The course provides extensive instruction in study skills and strategies, helps students develop a positive attitude toward learning, and offers an orientation to the College. Must complete the online application and have Reading (106), Writing, and Math PERT scores . 3 credits

### INTERMEDIATE ALGEBRA

Semester	.5 credit	MAT1033	11-12
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PREREQUISITE: MAT 0028 with a grade of "C" or higher, or placement scores  
Placement Scores PERT 114-122 SAT 440+ ACT 19+

This course covers the following topics: factoring, algebraic fractions, radical and rational equations, complex numbers, quadratic equations, rational equations, linear equations, and inequalities in two variables and their graphs, systems of linear equations and inequalities, and introduction to functions. 3 credits

### COLLEGE ALGEBRA

Semester	1.0 credit	MAC1105	11-12
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PREREQUISITE: MAT1033 with a grade of "C" or higher, or placement scores  
Placement Scores PERT 123-134 SAT 520+ ACT 23+

This course covers the following topics: functions and functional notation, domain and ranges of functions, graphs of functions and relations, operations on functions, inverse functions, polynomial and rational functions, absolute value and radical functions, exponential and logarithmic properties, functions, and equations; and systems of equations and inequalities. **A graphics calculator is required for this course.** Gordon Rule course - must achieve a grade of "C" or higher for the A.A. and A.S. Degree. 3 credits

### PRECALCULUS ALGEBRA

Semester	1.0 credit	MAC1140	12
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PREREQUISITE: MAC1105 with a grade of "C" or higher, or placement scores  
Placement Scores PERT  $\geq 135$  then have to take the CLM 60-89, SAT 590+, ACT 25+

This course is required for students who need calculus. Topics in this course include polynomial, rational, exponential and logarithmic functions with their properties and graphs, polynomial and rational inequalities, conic sections, matrices and determinants, sequences and series, mathematical induction, and Binomial theorem and application. **A graphics calculator is required for this course.** Gordon Rule course - must achieve a grade of "C" or higher for the A.A. and A.S. Degree. 3 credits

## EARLY CHILDHOOD



### EARLY CHILDHOOD I

Year	1.0 credit	8405110	9-12
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This course covers State and Local Rules and Regulations; Health, Safety, and Nutrition; Identifying and Reporting Child Abuse and Neglect; Child Growth and Development; Behavioral Observation and Screening; and Developmentally Appropriate Practices. Also included are components on communication, leadership, and relationship skills, methods of guidance, professionalism, career opportunities in the profession, community resources, and the development of an emergent reading and writing program including literacy activities.

## EARLY CHILDHOOD II

Year	1.0 credit	8405120	10-12
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PREREQUISITE: Early Childhood I

This course covers initial competencies involved in becoming a preschool teacher. Students will acquire competence in basic curriculum development, child development theories, factors that influence development, and planning and implementing a variety of developmentally appropriate activities for infants, toddlers, and preschoolers. Students can earn their 40 hour Department of Children and Families Training Certification

## EARLY CHILDHOOD III/IV BLOCK

Year	1.0 credit/ Semester	See course # below	11-12
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PREREQUISITE: Early Childhood I/II

Competencies covered in Early Childhood III include planning and implementing developmentally appropriate activities that focus on preschool children. Students will acquire competence in understanding school age children and children with special needs. Classroom management techniques, creating optimum environments for all children, and developing appropriate curriculum are also covered. Students can earn their Infants and Children First Aid and CPR certification. They may also earn an Early Childhood Professional Certificate or a Child development Associate Credential.

Early Childhood IV prepares students to be a child development specialist. Students will acquire competence in the areas of mentoring, developing the ability to motivate children, recognizing cultural differences when planning activities, and including children with special needs.

Early Childhood III	8405130	1 <sup>st</sup> Semester
Early Childhood IV	8405140	2 <sup>nd</sup> Semester

# FOREIGN LANGUAGES



**SPANISH I/II BLOCK** (*Intensive instruction - class meets every day and will result in 2 credits at the end of the year*) *Instructor/administrative approval.*

Year	1.0 credit/Semester	see course # below	9-12
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**Spanish I** provides an introduction to 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** 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.

Spanish I	0708340	1 <sup>st</sup> Semester
Spanish II	0708350	2 <sup>nd</sup> Semester

## SPANISH III HONORS

Year	1.0 credit	0708360	10-12
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PREREQUISITE: Spanish II

The purpose of Spanish III is to bring students from the novice level of oral proficiency to the intermediate level, where they can create with language, participate in progressively more challenging conversations, and communicate successfully in basic survival situations. Through a wide variety of listening and speaking activities, the students will strengthen their command of spoken and written Spanish. ***This course will prepare students to take AICE Spanish Language AS Level.***

## FRENCH I

Year	1.0 credit	0701320	9-12
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French 1 stresses the four basic language skills: Listening, comprehension, speaking with proper pronunciation, writing with correct spelling and sentence structure, and reading comprehension. Emphasis is placed primarily on vocabulary and grammar fundamentals for conversation and writing. Students can enjoy learning about the different cultures and customs of French-speaking countries.

## FRENCH II

Year	1.0 credit	0701330	10-12
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PREREQUISITE: French I

In French II the students' vocabulary is broadened; more advanced grammar is stressed to develop their speaking and writing skills. Readings are more narrative and continue to emphasize particular cultural aspects. Projects are required for further in-depth study of civilization.

# FRESHMEN SEMINAR



Year 1.0 credit	2400310	9
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The Freshmen Seminar courses are an essential component of the ninth grade academy. Strong emphasis will be on self-awareness and career exploration. The class will teach study skills, goal setting and organizational skills required for successful transition to high school and beyond. The Freshman Seminar course will also be used to help ninth grade students explore career academy options for their high school course selections. The content will also include goal-setting and decision-making processes.

# HUMANITIES



## PSYCHOLOGY I and II

Semester .5 credit	2107300 I 2107310 II	9-12
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PREREQUISITE: Psychology I for Psychology II

Psychology will be an exploration into the complex and fascinating world of human behavior. The course will introduce the essential areas of psychology such as memory, intelligence, creativity, learning, personality development, dreams, mental illness, and therapy techniques. Teenagers and their relationships with their parents and peers will be a major topic of the course. The course will also include an interesting unit on values clarification.

## SOCIOLOGY

Semester .5 credit	2108300	9-12
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This course will study the development of society through an investigation of the values, folkways and structure of society. It will include a look at the American family, the status of women and minorities, ethnic diversity, crime, civil rights, the homeless, juvenile delinquency, religion and cults, etc. Activities such as role-playing, games and surveys will accompany lectures and texts.

# INTENSIVE READING



## INTENSIVE READING I – IV

Year 1.0 credit	1000412	9
	1000414	10
	1000416	11
	1000418	12

PREREQUISITE: Counselor Placement

The purpose of this course is to enable students to build comprehensive reading knowledge, develop independent endurance, and increase comprehension through intensive instruction and practice.

9 – 10: prepares students for Statewide Reading Assessments  
11 – 12: prepares students for SAT and ACT Assessments.

# LANGUAGE ARTS



## ENGLISH I and ENGLISH I HONORS

Year 1.0 credit	1001310 1001320 Honors	9
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This course consists of the development and reinforcement of skills in language and composition. It also includes introduction to literary genre and mythology. Related writings and coordinated vocabulary are also emphasized.

## ENGLISH II and ENGLISH II HONORS

Year 1.0 credit	1001340 1001350 Honors	10
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PREREQUISITE: English I

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

## ENGLISH III and ENGLISH III HONORS

Year 1.0 credit	1001370 1001380 Honors	11
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PREREQUISITE: English II

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

## ENGLISH 4 College Prep and ENGLISH IV HONORS

Year 1.0 credit	1001405 1001410 Honors	12
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PREREQUISITE: English III

*English 4 College Prep* is a course that incorporates reading and writing study through writing a variety of informative texts using

grade-level writing craft and through the in-depth reading and analysis of informational selections in order to develop critical reading and writing skills necessary for success in college courses. This course prepares students for successful completion of Florida college English courses. The benchmarks reflect the Florida Postsecondary Readiness Competencies necessary for entry-level college courses.

*English IV Honors* is a course that prepares students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

### JOURNALISM I and II (Yearbook)

Year	1.0 credit	1006300 I	9-12
		1006210 II	10-12

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

### SPEECH I

Year	1.0 credit	1007300	9-12
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This is an elective course which will meet the Performing Fine Arts graduation requirement. The purpose of this course is to enable students to develop fundamental skills in formal and informal oral communication. The content should include formal and informal oral communication skills, forms of oral communication, techniques of public speaking, research, organization, writing for public speaking, and analysis of public speaking.

### CREATIVE WRITING I AND II

Semester	.5 credit	1009320 I	9-12
		1009330 II	

PREREQUISITE: Creative Writing I for II

The purpose of these courses is to enable students to develop and use fundamental writing and language skills for creative expression in a variety of literary forms. Emphasis will be on development of a personal writing style. The content should include analysis of literary models, impact of audience, purpose, and writing mode, writing process strategies, personal writing style, various creative writing experiences, peer review techniques, and publication of final products

### SOCIAL MEDIA I

Semester	.5 credit	1006375	9-12
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The purpose of this course is to enable students to develop fundamental skills in the use of social media across print, multimedia, web, and broadcast platforms, including ethical and legal uses. The content should include, but not be limited to, the following: Demonstrating entry-level skills in digital communication and packaging them across the platforms/mediums of print, multimedia, online, and broadcast; demonstrating fundamental skills in social media platforms and their uses; expressing social connections with maturity and complexity appropriate to writer, audience, purpose, and context; using fundamental research skills and networking formats; collaborating amongst peers; and using effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions

## LEADERSHIP



### LEADERSHIP SKILLS DEVELOPMENT

Year	1.0 credit	2400300	9-12
		0500510	10-12
		0500520	11-12

PREREQUISITE: *Approved through application*

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.

## LIBRARY/MEDIA



### MEDIA SERVICES

Year	1.0 credit	0500530	11-12
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PREREQUISITE: Media Specialist Approval

The purpose of this course is to enable students to develop skills in the production of multimedia materials utilizing resources from video, CD-ROM, audio, and other media.

The content should include techniques and skills for production of multimedia for academic and creative expression, production of resources in a variety of media formats, critical analysis of multimedia productions, and career opportunities in the field of multimedia production.

## MATHEMATICS



### ALGEBRA I and ALGEBRA I HONORS

Year	1.0 credit	1200310	9
		1200310	10
		1200320 Honors	9

PREREQUISITE: Counselor Placement

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

### GEOMETRY and GEOMETRY HONORS

Year	1.0 credit	1206310	9-11
Semester		1206310	12-12
		1206320 Honors	

PREREQUISITE: Algebra I/Counselor Placement

The students will learn new concepts of numbers, lines, angles, figures, formulas, relationships, and proofs that enable them to organize their mathematical thought processes towards the study of higher mathematics. **SENIORS TAKING GEOMETRY FOR THE FIRST TIME WILL TAKE IT AS A BLOCK 1<sup>ST</sup> SEMESTER (MEETS EVERY DAY)**

### MATH FOR COLLEGE LIB ARTS

Year	1.0 credit	1207350	9-12
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PREREQUISITE: Algebra 1/Geometry I/Counselor Placement

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

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

Year	1.0 credit	1200387	9-12
		1200388 Honors	9-12

PREREQUISITE: Algebra 1/Geometry I/Counselor Placement

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

### ALGEBRA II and ALGEBRA II HONORS

Year	1.0 credit	1200330	9-12
		1200340 Honors	9-12

PREREQUISITE: Algebra 1/Geometry I/Counselor Placement

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

### MATH FOR COLLEGE ALGEBRA

Year	1.0 credit	1200700	10-12
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PREREQUISITE: Algebra 1/Geometry I/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

### PRE-CALCULUS HONORS

Year	1.0 Credit	1202340	10-12
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PREREQUISITE: Algebra II and Geometry

The purpose of this course is to study and analyze in depth algebraic functions, to expand on concepts in trigonometry, and to develop skills necessary for the study of Calculus.

## PROBABILITY AND STATISTICS HONORS

Year 1.0 Credit	1210300	11-12
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PREREQUISITE: Algebra II

This course is designed to provide a basic understanding of descriptive and inferential statistics. Topics include the measure of central tendency, standard deviation, combination and permutations, probability, sampling, and various distributions. Emphasis is on applications of statistical concepts. **Graphing Calculator is required.**

## ADVANCED PLACEMENT CALCULUS AB

Year 1.0 Credit	1202310	11-12
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PREREQUISITE: Pre-calculus or Trigonometry; Instructor/Administrator Approval; PSAT results

The study of Calculus uses the concept of limit to develop the derivative of algebraic and transcendental functions and related applications. Other topics include methods of integration, the definite integral and applications of the integral, and the study of differential equations.

## ADVANCED PLACEMENT CALCULUS BC

Year 1.0 Credit	1202320	12
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PREREQUISITE: AP Calculus AB; Instructor/Administrator Approval; PSAT results

Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions.



## NAVAL SCIENCE

Year 1.0 credit	see course # below	9-12
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PREREQUISITE: Must complete the previous level prior to enrolling in the next level; only one NJROTC class may be taken at a time.

Navy 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. It prepares high school students for responsible leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens. The program is a stimulus for promoting graduation from high school and admission to college, including assistance with obtaining an ROTC

scholarship. It also provides instruction and rewarding opportunities that will benefit the student, community, and nation.

Naval Science I	1802300
Naval Science II	1802310
Naval Science III	1802320
Naval Science IV	1802330

## OUTBOARD MARINE SERVICE



### OUTBOARD MARINE SERVICE 1

Year 1.0 credit	9504210	9-12
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Students will learn entry-level skills for the outboard marine service industry. Hands-on training combined with laboratory and classroom experiences gives the student a full understanding of workplace safety and organization, trailer service, various boat materials, 2-stroke cycle outboard engines, and fuel systems on boats.

### OUTBOARD MARINE SERVICE 2

Year 1.0 credit	9504220	10-12
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PREREQUISITE: Outboard Marine Service 1

Students will learn entry-level skills for the outboard marine service industry. Hands-on training combined with laboratory and classroom experiences gives the student a full understanding of marine electrical systems, procedures for preparing boats to customers, capacitor discharge ignition systems, outboard engine fuel systems, and proper use of computer systems related to parts specialization.

### OUTBOARD MARINE SERVICE 3/4 BLOCK

Year 1.0 credit/ Semester	See course # below	11-12
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PREREQUISITE: Outboard Marine Service 2

In OMS 3, students will learn entry-level skills for the outboard marine service industry. Hands-on training combined with laboratory and classroom experiences gives the student a full understanding of outboard 4-stroke cycle engines, charging systems, battery ignition systems, and cranking systems.

In OMS 4, students will learn entry-level skills for the outboard marine service industry. Hands-on training combined with laboratory and classroom experiences gives the student a full understanding of outboard engine lubrication systems, cooling systems, lower gear cases, lower units and housing assemblies, employability, and entrepreneurship.

Outboard Marine Service 3 9504230	1 <sup>st</sup> Semester
Outboard Marine Service 4 9504240	2 <sup>nd</sup> Semester

# PHYSICAL EDUCATION



## WEIGHT TRAINING

Semester .5 credit see course # below 10-12

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.

Weight Training I	1501340
Weight Training II	1501350
Weight Training III	1501360

## TEAM SPORTS

Semester .5 credit 1503350 I 10-12  
1500360 II

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.

## VOLLEYBALL

Semester .5 credit see course # below 10-12

The purpose of this course is to provide students with opportunities to acquire knowledge and skills in power volleyball that may be used in recreational pursuits today as well as later life, and maintain and/or improve their personal fitness. Students will learn advanced power play, advanced offense and defenses, and officiating rules.

Volleyball I	1505500
Volleyball II	1505510
Volleyball III	1505520

## SOCCER

Semester .5 credit 1503320 10-12

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

## BASKETBALL

Semester .5 credit 1503310 10-12

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.

## TENNIS

Semester .5 credit see course # below 10-12

The purpose of this course is to enable students to develop knowledge and skills in tennis and to maintain or improve health-related fitness.

Tennis I	1504500
Tennis II	1504510
Tennis III	1504520

## INDIVIDUAL AND DUAL SPORTS

Semester .5 credit see course # below 10-12

This course will provide a background in a broad base of activities. This course will allow the students to improve their basic skills and be introduced to advanced skills in individual, dual, and team sports, while providing them with the knowledge of rules and strategies related to the activities.

Individual and Dual Sports I	1502410
Individual and Dual Sports II	1502420
Individual and Dual Sports III	1502430

## HOPE

Year 1.0 credit 3026010 9-12

Will meet graduation requirement for Physical Education with the integration of health topics

The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness. The content should include fitness and health concepts, biomechanical and physiological principles, prevention and control of lifestyle diseases, risk factor assessments, includes chronic diseases, communicable and non-communicable diseases such as HIV/AIDS, other STDs, heart disease, diabetes, cancers, asthma, development of an individual wellness plan, responsible decision making, development of an individual nutrition plan, completion of a behavior change project, analyzing of skills related fitness, safety and injury prevention, analyzing consumer information and community resources, interpersonal communication, relationships, sportsmanship, tobacco, alcohol, and other drug use and abuse, risk and protective factors, advocating for health and fitness promotion, and technology application to facilitate health and fitness



# SCIENCE



## BIOLOGY I and BIOLOGY I HONORS

Year 1.0 credit 2000310 10-12  
2000320 Honors 9-12

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

### ADVANCED PLACEMENT BIOLOGY

Year	1.0 credit	2000340	11-12
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PREREQUISITE: Bio /Chem; Instructor/Administrator Approval; PSAT results

This course will continue and expand the study of biological concepts introduced in Biology with emphasis on the molecular and biochemical principles underlying these concepts. The content includes cell biology, biochemistry, classical genetics, current advances in molecular genetics, evolutionary theory, ecology, taxonomy, plant and animal structure and physiology. This course is designed for mature, advanced students able to learn independently. It will be taught as a laboratory/lecture course at a college freshman level.

### CHEMISTRY I and CHEMISTRY I HONORS

Year	1.0 credit	2003340	11-12
		2003350 Honors	11-12

PREREQUISITE: "C" or better in Algebra I

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

### PHYSICS I HONORS

Year	1.0 credit	2003390 Honors	11-12
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PREREQUISITE: Algebra II

This course will provide students with an introductory study of the theories and laws governing the interaction of matter, energy, and the forces of nature. The content shall include mechanics, thermodynamics, wave phenomena, electricity, magnetism, optics, sound, fluids, and nuclear phenomenon.

### ADVANCED PLACEMENT PHYSICS I

Year	1.0 credit	2003421	11-12
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PREREQUISITE: Geometry/Algebra II concurrently for AP Physics I

**AP Physics 1** is the equivalent to a first-semester College course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It will also introduce electric circuits.

### ENVIRONMENTAL SCIENCE

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

### ANATOMY & PHYSIOLOGY HONORS

Year	1.0 Credit	2000360	11- 12
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This course will provide students with detailed knowledge of the structures and function of the component system of the human body. Included in the topics covered will be cytology, histology, the skeletal, muscular, nervous, circulatory, respiratory, digestive, urinary and reproductive systems, and special senses. Laboratory work will be emphasized in order to advance the exploratory skills of the students.

### MARINE SCIENCE AND MARINE SCIENCE I HONORS

Year	1.0 credit	2002500	11-12
		2002510 Honors	10-12

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

### EARTH SPACE SCIENCE AND HONORS

Year	1.0 credit	2001310	11-12
		2001320 Honors	10-12

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 origin of the universe and solar system, the life cycle of stars, formation of landforms and basic mountain types, fundamental plate tectonics, the hydrologic cycle, oceanography, weather mapping, and the U.S. space program.

# SOCIAL STUDIES



## WORLD HISTORY

Year	1.0 credit	2109310	10-12
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The first semester traces the growth of Europe to 1600 AD, including feudalism, the rising of nation-states, the Renaissance, Reformation, the Age of Discovery, the Industrial Revolution, the period of Reaction, Revolution and Reform, and World War I. The second semester presents the history of the significant events of the 20<sup>th</sup> century, including events leading to World War II, the rise of Third World Nations, The Cold War, The Age of the Superpowers and the significant events of the 1980's. It will also include Americanism vs. Communism.

## WORLD HISTORY HONORS

Year	1.0 credit	2109320	10-12
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The first semester begins with a brief overview of the period prior to 1350 and is proceeded by in-depth study of Renaissance, Reformation, Age of Revolution, Napoleon and his effects on Europe. The second semester of this year course will begin with an in-depth study of Industrialism to present day world affairs. Included are the rise of the modern nation-state, major revolutions, the impact of colonialism, World War I, World War II, post-war Europe, the rise of the super powers and Europe today. Survey coverage will also be given to Asia, Africa, and the Western Hemisphere during the same time period.

## US HISTORY and US HISTORY HONORS

Year	1.0 credit	2100310	11-12
		2100320 Honors	

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.

## ECONOMICS WITH FINANCIAL LITERACY and HONORS

Semester	.5 credit	2102335	12
		2102345 Honors	

Money! We all want it, use it, and need it. We all get it through the system of economics used in the United States. How does the economy work? What is the role of business, labor, government, and the consumer? What makes the free enterprise system so productive? What are the problems of the

economy and how do we survive inflation, recession, or budget deficits? Find out in the course by understanding supply and demand, market structures, goods and services, and the comparison of different economic systems.

## US GOVERNMENT and US GOVERNMENT HONORS

Semester	.5 credit	2106310	12
		2106320 Honors	

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

## ADVANCED PLACEMENT AMERICAN GOVERNMENT/RESEARCH

Semester 1	.5 credit	2106420	12
Semester 2	.5 credit	1700300	12

PREREQUISITE: Instructor/Administrator Approval; PSAT results

This course is designed to instruct students in the mastery of techniques to pass the Advanced Placement exam. Students will acquire a critical perspective of politics and government in the United States. The content will include federalism and the separation of powers, development of the Constitution, political process, nature of public opinion, role of political parties and interest groups, major formal and informal institutional arrangement of power, and the development of civil liberties and civil rights.

## AFRICAN-AMERICAN HISTORY and AFRICAN-AMERICAN HISTORY HONORS

Semester	.5 credit	2100335	9-12
		2100336 Honors	

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

## PERSONAL FINANCIAL LITERACY

<i>Semester</i>	<i>.5 credit</i>	<i>2102372</i>	<i>9-12</i>
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The primary content for the course pertains to the study of learning the ideas, concepts, knowledge and skills that will enable students to implement beneficial personal decision-making choices; to become wise, successful, and knowledgeable consumers, savers, investors, users of credit and money managers; and to be participating members of a global workforce and society. Content should include cost/Benefit analysis of economic decisions, earning an income, understanding state and federal taxes, utilizing banking and financial services, balancing a checkbook and managing a bank account, savings, investment and planning for retirement, understanding loans and borrowing money, including predatory lending and payday loans, understanding interest, credit card debt and online commerce, how to prevent identify fraud and theft, rights and responsibilities of renting or buying a home, understanding and planning for major financial purchases, understanding the costs and benefits of insurance, understanding the financial impact and consequence of gambling, avoiding and filing bankruptcy, and reducing tax liability.

**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.

Book	St. Lucie County School Board Policy Manual
Section	Chapter 2: School Board Governance and Organization
Title	Title IX Sexual Harassment Complaint and Investigation Procedures
Code	2.701
Status	Active

### 1. Definitions.

For the purposes of this policy, the following definitions shall apply:

- a. School District means the St. Lucie County School District.
- b. Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:
  - i. A School District employee conditioning the provision of an aid, benefit, or service of the school on an individual's participation in unwelcome sexual conduct;
  - ii. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity; or
  - iii. Sexual assault as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).
- c. Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.
- d. Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.
- e. Supportive measures means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the school's education program or activity without unreasonably burdening the other party, including measures designed to protect

the safety of all parties or the school's educational environment, or deter sexual harassment. Schools must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the school to provide the supportive measures. The school-based Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures. Remedies are designed to restore or preserve equal access to the school's education program or activity. Remedies may be issued at the conclusion of the grievance process.

- f. Formal complaint refers to a document filed by a complainant or signed by the school-based Title IX Coordinator alleging sexual harassment against a respondent and requesting investigation of the allegation. The formal complaint may be filed in person, by mail, or by electronic mail.
  
- g. The District Title IX Coordinator ("District Coordinator") is responsible for coordinating School District compliance with Title IX of the Education Amendments of 1972 ("Title IX") regulations.
  
- h. The school-based Title IX Coordinator ("school-based Coordinator") is responsible for coordinating Title IX compliance at an assigned school.
  
- i. The Title IX investigator ("investigator") is responsible for conducting the investigation as required by Title IX and preparing the investigative report.
  
- j. The Title IX decision-maker ("decision maker") reviews the evidence, determines responsibility for all formal complaints, and provides a written determination to the parties. The decision-maker cannot be the same person as the school-based Title IX Coordinator or the investigator.
  
- k. The Title IX appeals decision-maker ("appeals decision maker") is

responsible for reviewing the written determination and issuing a written decision describing the result and rationale for the appeal.

- I. Notice. Whenever notice is required in this policy, notice shall be sent to the parent as defined in CFR 99.3 or to the eligible student as defined in CFR 99.3.
2. Scope of Title IX. This policy applies to allegations that meet the definition of sexual harassment as defined in section (1)(b) of this policy, conduct that occurred in a School District education program or activity, and allegations against a person in the United States.
  - a. "Education program or activity" includes locations, events, or circumstances over which the School District exercised substantial control over both the respondent and the context in which the sexual harassment occurred.
  - b. Reporting Sexual Harassment. Any person may report sexual harassment, regardless of whether the reporting person is the alleged victim of the conduct. A report can be made in person, by mail, by telephone, or by electronic mail, using the contact information for the District Coordinator or school-based Coordinator. Reports may be made at any time, including during non-business hours. Any person with knowledge of sexual harassment is strongly encouraged to report the incident. Reports should be made as soon as possible after the alleged incident. A formal complaint must be filed within ten (10) school days after the alleged incident. Failure on the part of the complainant to initiate or follow up on the complaint within this period may result in the complaint being deemed abandoned.
    - i. The School District is responsible for responding to complaints of which it has notice even if notice is not received within the aforementioned time frame.
  - c. All School District employees are required to, and must, report, in writing, any allegations of sexual harassment or violations of this policy to the District Coordinator, school-based Coordinator, or appropriate administrator.
3. The Superintendent may identify, upon request of a complainant or respondent, a designee for the District Coordinator when, in the Superintendent's judgment, it is warranted. Should an alternate be designated to investigate a complaint, the complainant may request a review by the Superintendent.

4. Knowledge of Sexual Harassment. When a school-based employee assigned to an elementary or secondary school has knowledge of sexual harassment or allegations of sexual harassment, the School District is obligated to respond.
  
5. Response to Knowledge of Sexual Harassment. A school must respond to knowledge of sexual harassment in the school's education program or activity against a person in the United States within twenty-four (24) hours or no more than two (2) school days.
  - a. If the alleged sexual harassment might constitute a crime the matter shall immediately be reported to the School Resource Officer ("SRO") or the appropriate law enforcement agency. Any uncertainty regarding whether the alleged sexual harassment might constitute a crime must be resolved in favor of reporting the incident to law enforcement.
  
  - b. If the alleged sexual harassment might constitute child abuse the matter shall immediately be reported to the Florida Department of Children and Families ("DCF"). Any uncertainty regarding whether the alleged sexual harassment might constitute child abuse must be resolved in favor of reporting the incident.
  
  - c. When a School District employee is the respondent, the school-based Coordinator or school administrator shall immediately notify the Director of Employee Relations. If the respondent is a School District employee, discipline may be taken, consistent with any applicable collective bargaining agreement provisions or statutory provisions to resolve a complaint of sexual harassment. Upon knowledge of alleged sexual harassment, the school-based Coordinator must:
    - i. Contact the complainant to discuss the availability of supportive measures;
  
    - ii. Consider the complainant's wishes with respect to supportive measures;
  
    - iii. Inform the complainant of the availability of supportive measures with or without the filing of a formal complaint; and
  
    - iv. Explain to the complainant the process for filing a formal complaint.

6. Filing of Formal Complaint. The formal complaint may be filed by a complainant, parent or legal guardian, or signed by the school-based Coordinator. At the time of filing a formal complaint, the complainant must be participating in or attempting to participate in the school's education program or activity.

7. Response to Filing of Formal Complaint.

a. When a formal complaint has been filed, the school must immediately determine if:

i. The allegations meet the definition of sexual harassment even if proved, as defined in section (1)(b) of this policy;

ii. The conduct occurred in a School District education program or activity;  
and

iii. The allegations occurred against a person in the United States.

b. If the school determines these requirements are met, the school must follow the grievance process outlined in section (12) of this policy. If the school determines any of these requirements are not met, the school must dismiss the formal complaint. Written Notice of dismissal must be sent.

8. Consolidation of Formal Complaints. Formal complaints involving allegations of sexual harassment arising from the same facts or circumstances may be consolidated against more than one (1) respondent, if multiple complainants file a complaint against multiple respondents, or if one (1) party files a complaint against the other party.

9. Dismissal of Formal Complaints. Schools shall investigate allegations in a formal complaint and determine whether dismissal is required or permitted.

a. Required Dismissal.

i. The School District must dismiss a formal complaint if the alleged conduct:  
does not constitute sexual harassment even if proved as  
defined in section (1)(b) of this policy; or

ii. Did not occur in a school's education program or activity; or

iii. Did not occur against a person in the United States.

iv. The School District may take action under another provision of the Code of Student Conduct in the event dismissal is required.

b. Permitted Dismissal. Schools may dismiss a formal complaint or any allegations during the investigation or hearing if:

i. The complainant provides written notice to the school-based Coordinator of their intent to withdraw the formal complaint or any allegations; or

ii. The respondent is no longer enrolled or employed by the School District; or

iii. Specific circumstances prevent the school from gathering evidence sufficient to reach a determination.

c. Written Notice of Dismissal. Upon a required or permitted dismissal, schools must send written notice of the dismissal and reasons for the dismissal simultaneously to parties within twenty-four (24) hours or no more than two (2) school days.

d. Appeal of Dismissal. Parties may request an appeal from a dismissal within two (2) school days of issuance of the dismissal. Requests for an appeal should be sent to the decision-maker, as outlined in section (14) of this policy.

10. Emergency Removal. The School District may remove a respondent from a school's education program or activity on an emergency basis, only after undertaking an individualized safety and risk analysis, and determining if an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and providing the respondent with notice and an opportunity to challenge the decision within two (2) school days following the removal. This provision may not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

a. Grievance Process for Formal Complaints of Sexual Harassment. In response to a formal complaint, schools must provide written notice to all known parties and follow a specified grievance process before the imposition of any disciplinary sanctions against the respondent. A school must provide written notice of allegations within two (2) school days of the allegations to all known parties upon receipt of a formal complaint.

i. Written notice must include:

1. The identities of the parties involved in the incident, if known;
2. The conduct allegedly constituting sexual harassment;
3. The date and location of the alleged incident, if known;
4. A statement that the respondent is presumed not responsible for the alleged conduct;
5. The school's grievance process;
6. A statement that a determination regarding responsibility is made at the conclusion of the grievance process;
7. A statement informing the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney;
8. A statement advising parties that they may inspect and review evidence, as outlined in section (11)(f)(i); and
9. A statement informing the parties of any provision in the school's Code of Student Conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

ii. If during the course of an investigation the school decides to investigate allegations about the complainant or respondent that are not included in the original notice, the school must provide written notice of the additional allegations to the known parties within two (2) school days, pursuant to the requirements of written notice in this policy.

b. Response to Complaint. Parties shall be afforded the opportunity to prepare a response regarding the complaint and provide that response during the initial interview. Parties shall have no less than two (2) school days from the date of the written notice to prepare a response.

The school-based Coordinator shall conduct the initial interviews with both the complainant and the respondent within five (5) school days. Each individual shall be interviewed separately and at no time will the complainant and respondent be interviewed together. This time frame may be modified for good cause. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

c. Basic Requirements for Grievance Process. A school's grievance process must:

- i. Treat complainants and respondents equitably by providing remedies to a complainant where a determination of responsibility has been made against the respondent;
- ii. Require an objective evaluation of all relevant evidence;
- iii. Include a presumption that the respondent is not responsible for the alleged conduct until the written determination is made at the end of the grievance process;
- iv. Ensure the school-based Coordinator, investigator, decision-maker, and appeals decision-maker are free from any conflicts of interest or bias for or against any complainants or respondents;
- v. Include reasonably prompt time frames for the conclusion of the grievance process;
- vi. Include reasonably prompt time frames for filing and resolving appeals;
- vii. Allow for the temporary delay of the grievance process or limited extension of time frames for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action;
- viii. List the range of possible disciplinary sanctions and remedies that may be implemented;

- ix. Include the procedures and grounds for appeal;
  - x. Describe the range of supportive measures available to parties;
  - xi. Not allow, require, rely upon, or otherwise use questions or evidence that seek disclosure of protected information under a legally recognized privilege, unless the person holding such privilege waives the privilege; and
  - xii. Notify parties that the preponderance of the evidence standard will be used to determine responsibility.
11. Procedures for Investigation of a Formal Complaint. The investigation must be completed and evidence provided to the respondent and complainant within five (5) school days of the initial interviews with the complainant and respondent, whichever interview is later. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.
- a. The School District must ensure that the burden of proof and the burden of gathering evidence rests on the school.
  - b. Confidentiality of Medical Records. The School District cannot access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the school obtains that party's voluntary, written consent to do so for a grievance process under this section. If a party is not an "eligible student," as defined in 34 CFR 99.3, then the school must obtain the voluntary, written consent of a "parent," as defined in 34 CFR 99.3;
  - c. Schools shall not restrict the ability of either party to discuss the allegations under investigation.
  - d. Written Notice of Grievance Proceedings. Notice for any investigative interviews, or meetings must be sent at least two (2) school days prior to the interview or meeting. Notice for any hearings must be sent at least ten (10) school days prior to the hearing. Notice must

include the date, time, location, participants, and purpose of meeting to all parties whose participation is expected or invited.

e. Grievance Proceedings. Both parties must be given an equal opportunity to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding with an advisor of their choice.

f. Evidence

(i) Inspection and Review of Evidence. Both parties must be given an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint including the evidence upon which the school does not intend to rely in reaching a determination regarding responsibility. OTC must make all evidence subject to the parties' inspection and review available at any hearing to give each party an equal opportunity to refer to such evidence during the hearing, including for purposes of cross-examination.

(ii) Prior to completion of the investigative report, schools shall send to each party and their advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy. Parties have ten (10) school days to submit a written response to all evidence, for the investigator to consider before concluding the investigative report. If a response is not received within ten (10) school days, the investigator will deem the non-response as a waiver and continue with the investigative report.

(iii) Gathering and Presentation of Evidence. Schools may not restrict the ability of either party to gather and present relevant evidence.

g. Presenting Witnesses. Both parties shall be given the equal opportunity to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence.

h. The Investigative Report. The investigator shall create an investigative report that fairly summarizes all relevant evidence presented. The investigator must send the report in an electronic form or a hard copy to all parties and all advisors ten (10) days prior to a hearing for their review and written response, if a hearing is required. If a hearing is not required, schools must send the report to all parties and all advisors for their review and written response ten (10) days prior to any written determination. Parties will have ten (10) days from receipt of the investigative report to provide a written response to the investigative report.

- i. K-12 Questions. After the investigative report has been sent to all parties and before a determination regarding responsibility is made, each party shall be given two (2) school days to submit written, relevant questions to be asked of any party or witness and provide each party with answers within two (2) school days. Parties shall then be allowed two (2) school days to provide no more than five (5) follow-up questions in total from all parties and witnesses. Parties and witnesses have two (2) school days to respond to any follow-up questions.
  
- j. After parties submit written questions, the decision-maker must:
  - (i) Determine whether a question is relevant; and
  - (ii) Explain to the proposing party any decision to exclude a question as not relevant;
  - (iii) Questions and evidence regarding a complainant's sexual predisposition or prior sexual behavior are only relevant if offered to prove someone other than the respondent committed the alleged conduct, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

12. Advisors. Parties may have at least one (1) advisor of their choosing.

- a. The following restrictions will be placed on advisors for both parties:
  - i. Advisors may attend interviews with their party only at their party's request, unless the advisor is a parent or legal guardian;
  - ii. Advisors shall not restrict access to their party;
  - iii. Advisors are only permitted to use the investigative report and evidence received for inspection and review for purposes of the grievance process;
  - iv. Advisors will be required to abide by a non-disclosure agreement that complies with both Title IX and FERPA; and
  - v. Advisors may not request education records that are protected

by the Family Educational Rights and Privacy Act of 1974 (“FERPA”).

13. Procedures for Written Determination. At the conclusion of the grievance process, the decision-maker must apply the preponderance of the evidence standard to reach a determination and then issue a written determination to the parties simultaneously within three (3) school days. The school-based Coordinator is responsible for implementing remedies stated in the written determination.

a. The written determination must include:

- i. Identification of the allegations potentially constituting sexual harassment, pursuant to the definition in this policy;
- ii. A description of the procedural steps taken from the receipt of the formal complaint through the written determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings;
- iii. Findings of fact supporting the determination;
- iv. Conclusions regarding application of the Code of Student Conduct to the facts;
- v. The result and rationale as to each allegation;
- vi. A determination regarding responsibility as to each allegation;
- vii. Any disciplinary sanctions imposed on the respondent by the school;
- viii. Whether remedies will be provided by the school to the complainant; and
- ix. Permissible procedures and grounds for the complainant and respondent to appeal.

14. Appeals. Each party has the opportunity to appeal from both a written determination, and a dismissal of a formal complaint or any allegations. A request for an appeal from a dismissal must be made within two (2) school days of issuance of the dismissal. A request for an appeal from a written determination must be made within two (2) school days of issuance of the written determination. Requests for an appeal should be sent to the decision-maker.
  - a. If an appeal is not filed, the determination regarding responsibility becomes final on the date after the two (2) school days to file an appeal has passed. If an appeal is filed, the determination regarding responsibility becomes final on the date the school provides the written appeals decision.
  - b. Grounds for Appeal. Appeals may take place for the following reasons:
    - i. Procedural issues affected the outcome;
    - ii. New evidence that was not reasonably available at the time the written determination or dismissal was made becomes available that could affect the outcome; or
    - iii. There was a conflict of interest or bias by the school-based Coordinator, investigator, or decision-maker, against any complainant or respondent that affected the outcome.
  - c. Notification of Appeal. Schools must notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties. Parties must be given three (3) school days to submit a written statement in support of, or challenging, the outcome of the written determination. If a written statement is not received within three (3) school days, the appeals decision-maker will deem the non- response as a waiver and continue with the appeals process.
  - d. Appeals Decision-Maker. The appeals decision-maker may not be the same person as the investigator, school-based Coordinator, or decision- maker who reached the initial determination of responsibility or dismissal. The appeals decision-maker must not have a conflict of interest or bias for or against any complainant or any respondent.
  - e. Written Appeals Determination. The written appeals determination describing the result and rationale for the decision must be provided

simultaneously to both parties within five (5) school days.

15. Retaliation. No school or other person may intimidate, threaten, coerce, or discriminate against any individual for the purposes of interfering with any right or privilege secured by Title IX, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing.

a. Definition of Retaliation.

i. Intimidation, threats, coercion, or discrimination, including against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, constitutes retaliation.

ii. The exercise of rights protected under the First Amendment does not constitute retaliation.

iii. A Code of Student Conduct violation for making a materially false statement in bad faith during the course of the grievance process does not constitute retaliation. A determination regarding responsibility alone is insufficient to conclude that any party made a materially false statement in bad faith.

b. Confidentiality of Parties. Schools must keep confidential the identity of the following individuals:

i. Any individual who has made a report or complaint of sex discrimination;

ii. Any individual who has made a report or filed a formal complaint of sexual harassment;

iii. Any complainant;

iv. Any individual reported to be the perpetrator of sex discrimination;

v. Any respondent; and

vi. Any witness.

c. Exceptions to Confidentiality. The School District may release confidential information as permitted by FERPA, 20 U.S.C. 1232g, or FERPA regulations, 34 CFR part 99, or as required by law, or to carry out the purposes of 34 CFR part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder.

d. Filing of Retaliation Complaints. Complaints alleging retaliation may be filed according to the grievance procedures for sex discrimination as outlined in section (6) of this policy.

16. Training. All materials used to train school-based Coordinators, investigators, decision-makers, and appeals decision-makers must not rely on sex stereotypes and must promote impartial investigations and adjudications.

a. School-based Coordinators, investigators, decision-makers, hearing officers, and appeals decision-makers must receive training on:

i. The definition of sexual harassment as defined in (1)(b);

ii. The scope of the school's education program or activity;

iii. How to conduct an investigation and grievance process, including appeals; and

iv. How to serve impartially by avoiding prejudgment of the facts, conflicts of interest, and bias.

b. Decision-makers must receive training on:

i. Any technology used to conduct investigations; and

ii. Relevance of questions and evidence, including the relevance of the complainant's sexual predisposition or prior sexual behavior as set forth in section (11)(j)(iii) of this policy.

c. Investigators must receive training on:

- i. Issues of relevance to create an investigative report that fairly summarizes relevant evidence; and
- ii. Sending the investigative report, in an electronic or hard copy, to each party and their advisor for their review and written response.

17. Recordkeeping.

a. Required Recordkeeping. Schools must create records of any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment. If supportive measures are not provided, the school must document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

b. Maintaining Records. Schools must maintain records related to any sexual harassment investigation for seven (7) years, including records of:

- i. Any actions taken in response to a report of sexual harassment;
- ii. Any actions taken in response to a formal complaint of sexual harassment;
- iii. Any supportive measures provided;
- iv. Each sexual harassment investigation;
- v. Any determination regarding responsibility;
- vi. Any audio or audiovisual recording or transcript;
- vii. Any disciplinary sanctions imposed on the respondent;
- viii. Any remedies provided to the complainant;
- ix. Any appeal and written appeal decision; and

- x. All materials used to train school-based Coordinators, investigators, decision-makers, hearing officers and appeals decision-makers.

18. Dissemination of Policy.

- a. Notification of Title IX Coordinator. The School District must notify students, parents or legal guardians of elementary and secondary school students, employees, applicants for admission and employment, and all unions or professional organizations the School District holds collective bargaining or professional agreements with, of the name, office address, electronic mail address, and telephone number of the District Coordinator.
- b. Notification of Policy. The School District must notify students, parents or legal guardians of elementary and secondary school students, employees, applicants for admission and employment, and all unions or professional organizations the School District holds collective bargaining or professional agreements with, that:
  - i. The School District does not discriminate on the basis of sex in any education program or activity;
  - ii. The School District is required by Title IX not to discriminate on the basis of sex;
  - iii. The requirement to not discriminate on the basis on sex extends to admission and employment; and
  - iv. Inquiries about Title IX are referred to the District Coordinator.

19. Publication. Schools must not use or distribute a publication that states the School District treats applicants, students, or employees differently on the basis of sex, except as permitted by Title IX.

- a. Website Publication. The School District must prominently display the name, office address, electronic mail address and telephone number of the District Coordinator on the School District's website.
- b. Handbook Publication. The School District must prominently display the name, office address, electronic mail address and telephone number of the District Coordinator in each handbook

or catalog made available to students, parents or legal guardians of elementary and secondary school students, employees, applicants for admission and employment, and all unions or professional organizations who hold collective bargaining or professional agreements with the School District.

c. Training Materials Publication. The School District must make all training materials publicly available on the School District's website.

20. FERPA. The School District shall, to the extent possible, interpret Title IX and FERPA in a manner to avoid any conflicts. Where a true conflict exists, the obligation to comply with Title IX is not obviated or alleviated by the FERPA statute, 20 U.S.C. 1232g, or FERPA regulations, 34 CFR part 99.

**SPECIFIC AUTHORITY:** Sections 760.01; 794.022; 1000.05; 1001.41;  
1001.43;  
1006.07;  
1006.09 and 1012.23, Florida Statutes

**STATUTORY AUTHORITY:**

**1001.41, 1001.42, F.S. LAWS**

**IMPLEMENTED:** \_\_\_\_\_, \_\_\_\_\_, F.S.

**History:**

New

**ADOPT**

**ED:**

**03/09/20**

**21**

**Revision Date(s):** \_\_\_\_\_

**Formerly:**

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 Title IX Formal Complaint

My name is \_\_\_\_\_ and I am a student/employee at

\_\_\_\_\_.

School Name

\_\_\_\_\_ sexually harassed me on or about \_\_\_\_\_ at

**Name**

**Date/Time**

\_\_\_\_\_.

**Location**

Please explain the incident below:

I am requesting that \_\_\_\_\_ investigate these allegations.

**Title IX Coordinator's Name**

**Name:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

## Section

### Chapter 2: School Board Governance and Organization

## Title

### Prohibiting Discrimination, Including Sexual and Other Forms of Harassment



## Code

2.70



## Status

Active

#### A. Policy Against Discrimination

(1) 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.

(2) The School Board shall comply with all state and federal laws which prohibit discrimination and are designed to protect the civil rights of applicants, employees, and/or students, or other persons protected by applicable law.

(3) Except as otherwise required by law, School Board shall admit students to District Schools, identified programs and classes without regard to 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, or sexual orientation.

(4) Employees shall also refer to Human Resources Policy 6.304.

#### B. Policy Against Sexual Harassment or Other Forms of Harassment Prohibited by Law

(1) The School Board desires to maintain an academic and work environment in which all employees, volunteers, students, and visitors are treated with respect and dignity. A vital element of this atmosphere is the Board's commitment to equal opportunities and the prohibition of discriminatory practices. The Board's prohibition against discriminatory practices includes prohibitions against sexual harassment or any other form of harassment based upon a person's membership in a protected class and specifically prohibited by applicable state or federal law, including but not limited to harassment based on any of the factors or classifications specified in subsection A.(1) of this policy. As used in this policy, the term "harassment" includes but is not limited to any conduct or behavior that demeans, degrades, antagonizes, or humiliates a person or group of persons, or interferes with a person's work or school performance or participation. The School Board forbids sexual harassment, or any other form of illegal harassment, of any employee, student, volunteer or visitor. The Board will not tolerate sexual harassment, or any other form of illegal harassment, by any of its employees, students, volunteers or agents.

(2) The prohibition against discrimination including sexual and other forms of illegal harassment shall also apply to non-employee volunteers who work subject to the control of school authorities and to all vendors or service providers who have access to School Board facilities.

(3) This policy against discrimination prohibits and deems unacceptable and intolerable all forms of sexual harassment or intimidation, including:

(a) Any unwelcome staff to staff, third party to staff, student to student, or student to staff verbal or sexual advance, request for sexual favor, or other inappropriate statement, communication, or physical conduct of a sexual nature.

(b) Any welcome or unwelcome staff to student or third party to student verbal or sexual advance, request for sexual favor, or other inappropriate statement, communication, or physical conduct of a sexual nature, and

(c) Any verbal or physical act or conduct of a sexual nature that has the effect of unreasonably interfering with an individual's work or learning performance or that creates an intimidating, hostile, or offensive work or learning environment.



C. Retaliation and Coercion Prohibited

(1) No person shall be discriminated against because such person has opposed any act or practice prohibited by this policy or Policy 3.43, Bullying and Harassment, or because such person made a charge, testified, assisted, or participated in any manner in an investigation, proceeding, or hearing concerning such an act or practice.

(2) No person shall be coerced, intimidated, threatened, or interfered with in the exercise or enjoyment of, or on account of his or her having exercised or enjoyed, or on account of his or her having aided or encouraged any other individual in the exercise or enjoyment of, any right recognized or protected by this policy or Policy 3.43, Bullying and Harassment.

D. Violations

(1) Any student who violates this policy will be subject to appropriate disciplinary action as provided in the Code of Student Conduct adopted in accordance with Policy 5.30.

(2) Any employee who violates this policy shall be subject to appropriate disciplinary action as provided in the prohibition against violation of policy and laws set forth in new Policy 6.30 and the employee standards of conduct set forth in Policy 6.301.

E. Protections for Persons with Disabilities

This policy is intended to incorporate and extend the protections afforded by the Americans with Disabilities Act. This policy is also intended to ensure that students who are disabled within the meaning of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and provided with appropriate educational services.

F. Reporting

(1) Any act of sexual harassment of a student that may involve harm, or the threat of harm, to the physical or mental health of the student may constitute an act of child abuse or neglect.

(2) Any School Board employee who knows or has reasonable cause to suspect that an act of child abuse or neglect has occurred shall report such knowledge or suspicion to the Child Abuse Registry, the school principal, and the appropriate law enforcement agency in accordance with Ch. 39, Fla. Stat., and Policy 5.37(8).

G. Procedures

Procedures for registering, investigating, and determining any complaint alleging a violation of this policy of educational equity are set forth in Policy 5.71 (as to students and applicants for admission to school), Policy 2.71 (as to applicants for employment with the Board and other non-students and non-employees) and Policy 6.35 (as to employees and non-employee volunteers). Complaints regarding identification, evaluation, or educational placement under Section 504 should be filed under the procedures set forth in the Section 504 Manual. For complaints of bullying and harassment, the District shall follow the procedures in Policy 3.43, Bullying and Harassment.

**STATUTORY AUTHORITY:** [120.54](#), [1001.41](#), [1001.42](#), [1012.23](#), F.S.

**LAWS IMPLEMENTED:** [112.51](#), [119.07](#), [760.01](#), et. seq., [1000.05](#), [1000.21](#), [1001.43](#), [1012.22](#), F.S.,  
34 CFR, Parts [100](#), [104](#), and [106](#),

**STATE BOARD OF EDUCATION RULE:** [6A-19.001](#) et seq.

**History:**

**ADOPTED:** 03/30/2004

**Revision Date(s):** 09/13/2011, 07/29/2014, 12/08/2015

**Formerly:** 2.09, 3.01



Book	St. Lucie County School Board Policy Manual
Section	Chapter 5: Students
Title	Equity Grievance Procedure for Students
Code	5.71
Status	Active

(1) Grievance. For purposes of this policy, a grievance is a complaint by a student of or applicant for admission to the public schools in St. Lucie County alleging (a) a violation, misinterpretation, or inequitable application of an established policy governing students individually or collectively, (b) an act of discrimination or intimidation against the student, or any other conduct or practice prohibited by Policy 2.70 Prohibiting Discrimination, or (c) any other act in violation of the student's rights, but not including complaints regarding identification, evaluation, or educational placement arising under Section 504 of the Rehabilitation Act. Complaints regarding identification, evaluation, or educational placement under Section 504 should be filed under the procedures set forth in the Section 504 Manual. For complaints of bullying and harassment, the District shall follow the procedures in Policy 3.43, Bullying and Harassment.

(2) Student Grievance Coordinator. The Superintendent shall appoint a Student Grievance Coordinator ("Coordinator")

whose responsibility is to ensure that the District is in compliance with the Florida Educational Equity Act, Section 1000.05, Florida Statutes, and School Board Policy 2.70. As used in this policy, the term Coordinator shall also refer to the Coordinator's designee. The Coordinator shall be trained in the impartial investigation of complaints of all forms of discrimination prohibited by Policy 2.70, and shall not be subject to direct or indirect supervision by any school-based administrator.

β Procedure



- (a) Any student or applicant for admission who believes he or she has an equity grievance should first discuss the grievance with the principal of the school involved. If the grievant is not satisfied with the outcome of such discussion, or if the school principal is involved in the alleged incident, the grievant should communicate the grievance and the specific relief requested in writing to the Coordinator within sixty (60) calendar days of the alleged incident.
- (b) The Coordinator, after receiving the grievance shall notify the school principal of the filing of the grievance within fifteen (15) working days of the filing of the complaint.
- (c) If the Coordinator determines that the grievance alleges a potential violation, that there is probable cause that such a violation has occurred, and that the School Board is able to provide the specific relief requested, the Coordinator shall set a date for an informal hearing and include any essential personnel germane to the case. If the Coordinator determines that the grievance is insufficient, that there is no probable cause to proceed, or that the School Board is not able to provide the specific relief requested the Coordinator shall so notify the grievant in writing. A determination of insufficiency, of no probable cause, or of unavailable relief shall be subject to appeal as provided in subsections (3)(g) and (h) of this policy.
- (d) If an informal hearing is set, the Coordinator shall encourage the grievant to discuss the matter informally with the person against whom the grievance has been lodged. Upon request, the Coordinator shall accompany the grievant in an attempt to conciliate the matter. If conciliation is not effected, the hearing shall proceed.
- (e) Notwithstanding any other provision of this policy, the grievant shall not be required to confront the person against whom the grievance has been lodged, particularly in instances in which the grievant has alleged acts or practices of discrimination, including but not limited to harassment, retaliation, or coercion. At the informal hearing, both the grievant and the person against whom the grievance has been lodged shall be afforded an opportunity to present witnesses and other evidence in support or defense of the grievance.
- (f) If an informal hearing is held, the Coordinator shall render a recommendation in writing to the grievant and the person against whom the grievance has been lodged within ten (10) working days of such hearing. The principal of the involved school shall be responsible for taking any action required to implement the Coordinator's recommendations.
- (g) Either the grievant or the person against whom the grievance has been lodged may appeal the recommendation of the Coordinator to the Superintendent with ten (10) working days of receiving notice of such recommendation. Any appeal to, and the decision rendered by, the Superintendent shall be in writing. The decision of the Superintendent shall be rendered within ten (10) working days of the filing of an appeal from the Coordinator recommendation.
- (h) The decision of the Superintendent may be appealed to the School Board within ten (10) working days of the appealing party receiving notice of such decision. Any appeal to, the School Board shall be in writing and shall appear on the agenda for the next regularly scheduled public meeting that will be held not less than seven (7) working days after receipt of the appeal. The School Board shall render a written decision on the appeal within ten (10) working days of the meeting. All affected parties will be notified and provided with a copy of the decision of the School Board. The decision of the School Board shall be administratively final.
- (i) If a violation is determined to have occurred, the District shall take appropriate steps to prevent the recurrence of any discrimination and to correct the discriminatory effects on the grievant and others. Based upon the circumstances, such steps may include, but are not limited to:
1. Imposing consequences, including referral for discipline when appropriate, upon the person against whom the grievance was lodged,

2. Undertaking such remedial measures as appropriate in the circumstances to address and resolve the grievance and to protect the grievant and witnesses for the grievant from retaliation or future discrimination,

3. Undertaking referrals for counseling, when appropriate, of the grievant and the person against whom the grievance was lodged, and

4. Re-emphasizing instruction of students and training of employees on identifying, preventing, and responding to acts of discrimination.

(j) All proceedings and records of proceedings related to a grievance filed by a student of, or applicant for admission to, the public schools in St. Lucie County, Florida, shall be confidential as provided in Section 1002.22, Florida Statutes, and other applicable law.



(4) Information in Student Handbooks. All student handbooks for District schools shall incorporate the text of the Board's policy of non-discrimination and educational equity as set forth in Policy 2.70, and this policy establishing an equity grievance procedure for students.

**STATUTORY AUTHORITY: 1001.41, 1001.42, F. S.**

**LAWS IMPLEMENTED: 1000.05, F.S.**

**History:**

**Adopted: 03/30/2004**

**Revision Date(s): 10/28/2008, 06/08/2010, 09/13/2011**

**Formerly: 5,65**



**Board Members** Debbie  
Hawley Troy Ingersoll Jack  
Kelly  
Dr. Donna Mills Jennifer  
Richardson  
**Superintendent**  
Dr. Jon R. Prince

**NOTICE OF NON-DISCRIMINATION AND SECTION 504 COMPLIANCE**

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

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

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

Heather Roland, Executive Director of Student Services  
9461 Brandywine Lane, Port St. Lucie, FL 34986  
Office: (772) 429-4521, Fax: (772) 429-4528, E-mail: [SS-GRV@stlucieschools.org](mailto: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](mailto: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](mailto:Adrian.Ocampo@stlucieschools.org)

**St. Lucie**  
PUBLIC SCHOOLS

