



# **TREASURE COAST HIGH SCHOOL**



## **2017 – 2018**

*PATH TO GRADUATION*

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PORT ST. LUCIE, FL 34953  
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## 9-12 Course Catalog 2017-2018

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Students explore their own interests in Smaller Learning Communities.

**Smaller Learning Communities emphasize rigorous, relevant curriculum and instruction.**



Students in smaller learning communities feel more connected to the school.

## Smaller Learning Communities

The Smaller Learning Communities (SLC's) model is the structure we have chosen to personalize Treasure Coast High School. In fact, our school building was designed around this model. This research-based model for high school allows students to choose an area of interest and to be scheduled into their classes with students of similar interests. We also know from the research that the world in which our students will live in requires that they be critical thinkers who can problem-solve at high levels and use technology to find, synthesize, and apply information to solve problems and create solutions.

Opportunities for making connections among various academic disciplines, career and interest areas, and the world at large can be more readily assured in Smaller Learning Communities.

Students in this structure can choose career and technical courses that provide exploration and development of skills and expertise in a career area. In addition, students may select from a wide array of courses in the Global Community. Regardless of choice of community, all students may take Honors and Advanced Placement courses. Students may also take AICE courses, if qualified.

Senior options will provide opportunities for dual enrollment, early college admission, paid and unpaid internships. Planning for post-secondary education will be an integral part of the process.

### Benefits of Smaller Learning Communities

- Emphasizes rigorous, relevant curriculum and instruction.
- Provides continuous program improvements.
- Provides for student personalization.
- Encourages students to feel more connected to school.
- Provides students with mentoring and guidance.
- Connects students to opportunities within the community for continued learning and work options.
- Studies show students in smaller learning communities have improved grades, test scores, and graduation rates compared to students who are not in smaller learning communities.
- Students in smaller learning communities also have better attendance rates.
- Smaller learning communities create increased school spirit.



TCHS is designed to help ensure all students feel well known and supported.

## About Treasure Coast High School

Treasure Coast High School (TCHS), founded during the 2006-2007 school year, is Saint Lucie County's newest high school. TCHS is home to 2,500 students in grades 9-12. Students begin their journey on the path to graduation as members of the 9th grade, STARS Academy. In the STARS Academy, students take their core courses and also take a special course, Freshman Seminar, designed to help students transition from middle school to high school and help them plan their high school learning. Students then become members of the 10th grade Explorer Academy. By their junior year,

students are members of the Upper School where they join one of three academies: Technology, Public Service and Culinary and General Studies.

All students take courses in the global community as well, such as world languages and physical education.

Personalization is an important part of a student's experience at TCHS. All students will be members of an advisory group that will meet frequently to ensure students are on track for graduation and post-high school life.

There are many special programs offered including:

Advanced Placement Courses, Advanced International Certificate of Education (AICE) program, Exceptional Student Education (ESE), and the Dual Enrollment and Early Admissions Program.

Seniors demonstrate the culmination of a K-12 education through a senior project.

Our teachers have common planning so that they can coordinate cross-curricular projects, linear instruction as well discuss student progress and needs.

## Principal's Message

The vision for Treasure Coast High School is grounded in the belief that all students can be successful in high school when immersed in a caring, challenging, relevant learning environment.

The facility, organizational structure, curricular and extra-curricular opportunities available at TCHS have been thoughtfully researched and developed based on best

practices, model schools and a passion for students. The faculty and staff have been selected due to their expertise and desire to help students succeed. It is our pledge that your education at TCHS will be personalized and you will feel a life-long connection to Titan Territory.

Student voice is a key component of Treasure Coast High School and will continue

to be a central focus for decision-making. Parent involvement is encouraged through volunteerism, school advisory membership and student-led conferences.

Please use this course catalog to make careful choices about your future. Your guidance counselor and adult advocate are available to help you as you develop your four-year high school plan.

## Small Learning Communities

Treasure Coast High School is committed to the "small learning communities" design for our students. Research on the practices of best high schools tells us that smaller learning communities create a safer place to learn where more students are successful. Small learning communities have a smaller gap in achievement between different groups of students. Students in small

schools tend to do better on aptitude tests. Students in small learning communities demonstrate better attendance.

Freshmen are grouped together by team so that students can bond and receive extra support as they transition from middle school to high school. Teachers have common students and a common planning time.

Students then transition onto 10th grade teams. Tenth grade students begin their career-related coursework. The upper level consists of 11th and 12th grade students in academy programs that are based on career options identified as important to the business and local community. See page 15 for an outline of our small learning community structure.

## Informative Websites

[www.floridashines.org](http://www.floridashines.org)

[www.volunteermatch.org](http://www.volunteermatch.org)

[www.fastweb.com](http://www.fastweb.com)

[www.floridastudentfinancialaid.org](http://www.floridastudentfinancialaid.org)

[www.fafsa.ed.gov](http://www.fafsa.ed.gov)

[www.succeed.naviance.com/TCoastHS](http://www.succeed.naviance.com/TCoastHS)

To view the St. Lucie County  
Schools Student Progression  
Plan, go to:

[www.stlucie.k12.fl.us](http://www.stlucie.k12.fl.us)

## Guidance Services

The TCHS Guidance Counselors assist students in developing a realistic picture of their progress in relation to their potential. The guidance staff provides academic advising, orientation services, consultation with parents and teachers, college and career advising, referral services, coordination of standardized testing, assistance to students, parents, teachers and other professionals in developing a sound education program.

## Schedule Changes

Students will be able to request changes to their schedules beginning the first day of each semester. The student must submit a completed *Request for a Schedule Change* form no later than four days following the beginning of each semester. Changes are done on a first come, first serve basis in priority order. No schedule change requests or changes will occur after the second week of the semester except as a result of an ability level change. An ability level conference must consist of the student, parent, teacher, counselor and administrator.

Schedule changes will only be considered for the following reasons: student has already completed course work, a missing course is needed for graduation or program/major completion or student has failed the prerequisite course for the class. All other changes are at administrative discretion.

## Exceptional Student Education

All students currently enrolled or determined eligible for Special Education Services will be contacted by the case manager. A copy of each student's Individual Education Plan is on file at the school and accessed by all teachers assigned to the student. Please visit our ESE website at <http://www.stlucie.k12.fl.us/>

## Homebound and Hospitalized Program

The district's Homebound and Hospitalized Program (HHP) has been established to provide instruction to the pupil who must be out of school for at least three weeks due to illness or convalescence, as certified by a licensed physician, psychiatrist, or clinical psychologist. Parents can contact their student's guidance

## ESOL/ELL

The ESOL (English for Speakers of Other Languages)/ELL (English Language Learners) program is designed to provide assistance to students where the primary language spoken at home is other than English. ESOL is a specialized program that focuses on English language instruction.

## Guidance/Student Services

Ms. White	Guidance Director 11th-12th grades
Ms. Sangemino	9th and 10th grades
Mr. Hendrickson	9th and 10th grades
Ms. Parham	11th-12th grades
Mrs. Hendrickson	9th and 10th grades
Ms. Kelley	11th-12th grades
Ms. Korta	11th-12th grades

## Other Related Services

Ms. Beckford	ESE Director
Ms. Bolte	ESE Director





TCHS: Preparing Titans for a Lifetime!

## Awarding Credit Towards Graduation

### Definition of Credit

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

### School Sponsored Activities in Lieu of Classes

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

### Making Up Missed Class Work/Homework

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

## Florida State Assessments

The Florida Department of Education requires that students pass assessments based on the year they enter 9th grade.

St. Lucie County Schools will report to the state on student progress in the standards. Participation in ELA, EOC and FCAT testing is mandatory for students. Students who are in the Department of Juvenile Justice program are also required to pass respective exams by cohort for graduation.

St. Lucie County Schools will follow the state recommendations for test adaptations and modifications of proce-

dures as necessary for students in the exceptional student education (ESE) program and for students who are English Speakers of Other Languages (ESOL).

Students who do not qualify for district or statewide assessments as determined by their IEP shall be administered an alternative assessment with score reports to the state.

For more information, go to <http://www.fldoe.org/core/fileparse.php/7764/urlt/0084238-fcatpass.pdf>.

Reading courses required for students are located on page 23.

## Online Course Requirement

Beginning with students entering 9th grade in the 2011-2012 school year, at least one course with the 24 credits required must be completed through online learning. This requirement does not apply to students receiving the ACCEL Diploma Option. A school district may not require a student to take the online course outside the school day or in addition to a student's courses for a given semester. An online course, at the high school level, taken during grades 6 through 8 fulfills this requirement. This requirement shall be met through an online course offered by Mosaic Digital Academy, Florida Virtual School, an online course offered by the high school, or an online dual enrollment course. A student who is enrolled full-time or part-time virtual instruction program under s. 1002.45 meets this requirement. This requirement does not apply to a student who has an individual educational plan under s. 1003.57, F.S., which indicates that an online course would be inappropriate or out-of-state transfer student who has less than 1 academic year remaining in high school. Courses currently meeting this requirement at TCHS are Economics with



Titan Media Center

## Graduation Requirements for students in grades 9—12 (2017-2018)

Subject Area	Graduation Requirements for 24 Credit Program	Graduation Requirements for ACCEL 18 credit diploma
<b>English</b>	4 credits, with major concentration in composition, reading for information and literature	4 credits, with major concentration in composition, reading for information and literature
<b>Mathematics</b>	4 credits, one of which must be Algebra 1 or its equivalent, one of which must be Geometry or its equivalent	4 credits, one of which must be Algebra 1 or its equivalent, one of which must be Geometry or its equivalent
<b>Science</b>	3 credits, two or the three must have a laboratory component and one must be Biology 1 or its equivalent or a series of courses of which two must be equally rigorous	3 credits, two or the three must have a laboratory component and one must be Biology 1 or its equivalent or a series of courses of which two must be equally rigorous
<b>Social Studies</b>	1 credit World History 1 credit US History .50 credit US Government .50 credit Economics (w/ Financial Lit)	1 credit World History 1 credit US History .50 credit US Government .50 credit Economics (w/ Financial Lit)
<b>World Language</b>	Not required for high school graduation, but is required for admission into state universities and scholarships	
<b>Fine or Performing Arts</b>	1 credit in Fine or Performing Arts, Speech, Debate, or Practical Arts.	1 credit in Fine or Performing Arts, Speech, Debate, or Practical Arts.
<b>Physical Education</b>	1 credit of HOPE PE or HOPE Core or .50 credit in Personal Fitness and .5 credit PE elective	
<b>Electives</b>	8 credits in elective courses or intensive reading or mathematics intervention courses	3 credits in electives
<b>Total</b>	24 credits	18 credits
<b>State Assessment Requirements</b>	Passing scores on the Grade 10 FSA ELA and Algebra 1 EOC or scores on a standardized test that is concordant such as ACT and SAT and comparative scores for Algebra 1 EOC such as PERT.	Passing scores on the Grade 10 FSA ELA and Algebra 1 EOC or scores on a standardized test that is concordant such as ACT and SAT and comparative scores for Algebra 1 EOC such as PERT.
<b>Grade Point Average Requirement</b>	Cumulative GPA of 2.0 on a 4.0 scale	Cumulative GPA of 2.0 on a 4.0 scale
<b>Online Course Requirement</b>	At least one course within the 24 credits must be completed through online learning.	

### End of Course Assessments

- Earn passing score on the Algebra 1 EOC Assessment in order to earn a standard diploma. Algebra 1 EOC will also count for 30% of the course grade.
- Geometry EOC, Biology 1 EOC, US History assessments will count for 30% of the course grade.
- Courses identified as equally rigorous are listed at <http://info.fl DOE.org/docu share/dsweb/Get/Document-6096/dps-2011-69.pdf>
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## College and University Expectations

If you are planning on going into a university just after you graduate from Treasure Coast High School, you should start preparing during your 9th grade year. Ninth grade is when your grade point average begins to affect your college acceptance status. You should get involved in a club or team during your 10th grade year. You can begin applying to colleges and universities during the summer between your junior and senior years.

Colleges and universities only have a certain number of spaces available so the sooner you apply, the better your chances are of getting accepted. Universities will look at all of the courses you have taken during your high school life and all grades earned in those courses. The more rigorous and challenging the coursework, the higher your chances are of getting admitted. If schools see that your grades have progressively gotten better, they will take that into consideration. They also notice if your grades have gotten worse throughout your schooling.

If you earned any D's or F's, you can talk with your Counselor about retaking the course to increase your grade point average. When you earn a C or higher, we can exclude the D or F from your GPA. It is important that you do this as soon as possible.

Use the suggested four-year plan on the next page in this curriculum guide to choose your classes. Universities prefer students who have the "most academically challenging" coursework but will also admit students who have had "strong college preparation".

If you have never taken an honors class, register for at least one next year. Choose the subject (s) in which you do the best and challenge yourself with honors or college level.

When university admissions committees review your application and admissions documents, they give points for each requirement. At most universities, you will earn points for each of the following areas:

1. rigor of your courses
2. grade point average
3. test scores
4. recommendations
5. community service
6. extracurricular involvement

The higher your points in each area, the better your chances of being admitted. This is not an easy task. You should choose challenging classes. Your grades should be high from 9th grade until the end of your 12th grade year.

Universities are expecting you to prepare for the SAT and ACT. Students are encouraged to take a preparation course or buy a preparation book from a bookstore. Set aside two hours every Saturday morning (or whichever day and time is best for you) and practice until the actual test date. If you get a book that includes a practice test then you should take the test at your home under proper testing conditions (no disturbances) so that your score is similar to what it would be in a real testing situation. Score the test and practice the areas in which you were the weakest.

Keep in mind that there are all kinds of colleges and universities in existence. There are colleges that are public, private, religious, non-religious, liberal arts, community colleges and vocational/technical schools. There is something out there for you. Look up schools on the internet and try to visit the campus in person. You can start at [www.flvc.org](http://www.flvc.org). This website has a plethora of information regarding high school requirements, college and scholarships.

We have several college representatives visit us each year. Juniors and seniors should sign up in their Guidance Counselor's office. There is also a College Fair every October.

This may seem like a long and difficult process, but it will be worth it when you receive those acceptance letters in the mail. The sooner you begin preparing, the less stressful it is when you are a senior.





## **SUGGESTED FOUR-YEAR PLAN**

Given below are sample four-year programs you may wish to consider in planning your high school curriculum. The selection of one program does not prevent a student from changing directions at a later time. These sample plans include those subjects needed by students to fulfill state and local graduation requirements.

	<b>Most Academically Challenging</b>	<b>Strong College Preparation</b>	<b>Basic College Preparation</b>
<b>9th Grade</b>	Pre-AICE English Literature Pre-AICE Biology Freshman Seminar AICE General Paper World Language I/II/III	English I Honors Algebra I Hon./ Geometry Honors Physical Science Honors Freshman Seminar HOPE World Language I/II Elective	English I Algebra I Physical Science Freshman Seminar HOPE World Language I Elective
<b>10th Grade</b>	AICE English Language AICE Math I Pre-AICE Chemistry AICE European History AICE Spanish/French Language AICE Thinking Skills AICE Psychology	English II Honors Geometry Hon./Algebra II Honors Biology Honors World History Honors World Language II/III Science or Social Studies elective Elective/Career Academy	English II Geometry Biology World History World Language I/II Elective/Career Academy Elective
<b>11th Grade</b>	AICE English Language AICE Thinking Skills AICE Math I, AICE Math 2 or AP Calculus AICE Chemistry AICE U.S. History AICE Spanish/French Literature AICE Elective/Career Academy	English III Honors Algebra II Honors or Pre Calculus Chemistry Honors United States History Honors World Language III/IV or AICE Honors Elective Elective/Career Academy	English III Algebra II Chemistry United States History World Language II/III or other Elective Elective/Career Academy Elective
<b>12th Grade</b>	AICE English Literature AICE Math II AICE Physics AICE Economics AP US Government AICE General Paper AICE Global Perspectives AICE Electives	English IV Honors Pre-Calculus or Probability & Statistics Physics Honors Economics Honors/ US Government Honors Foreign Language IV or AICE or other Elective (Core Class) Elective/Career Academy Elective	English IV Liberal Arts Math or Trigonometry Science US Government/ Economics Elective (Core Class) Elective/Career Academy Elective

## Bright Futures Scholarships

**Initial Eligibility Requirements must be met prior to graduation from a Florida high school. Students must apply by submitting a Florida Financial Aid Application at [www.FloridaStudentFinancialAid.org](http://www.FloridaStudentFinancialAid.org) during their last year in high school.**

	Florida Academic Scholars Award (FAS)	Florida Medallion Scholars Award (FMS)	Florida Gold Seal Vocational Scholars Award (GSV)
<b>Award Amount</b> A student may receive funding for only one award (FAS, FMS, or GSV). The highest award earned by the student will be selected.	All students will receive the specified (cost per credit hour) award amounts established by the Florida Legislature in the General Appropriations Act. Award amounts for the <b>2015-2016</b> academic year will be available in summer 2015 after the legislative session.  For current year award amounts visit: <a href="http://www.FloridaStudentFinancialAid.org/SSFAD/bf/awardamt.htm">www.FloridaStudentFinancialAid.org/SSFAD/bf/awardamt.htm</a>		
<b>Grade Point Average (GPA)</b> Weighting for more challenging higher level courses is prescribed by law as .50 per course per year. Example: Credit Weighting 1.0 .50 .50 .25	3.5 weighted GPA using the credits listed below, combined with the test scores and community service hours listed below.  (Note: GPA's are not rounded)	3.0 weighted GPA using the credits listed below, combined with the test scores listed below.  (Note: GPA's are not rounded)	3.0 weighted GPA using the 15.5 credits listed below for a 4-year Diploma and a 3.5 un-weighted GPA in a minimum of 3 vocational credits in one vocational program, combined with the scores listed below.  (Note: GPA's are not rounded)
<b>Required Credits</b> See the comprehensive course table on the Bright Futures website to identify courses that count toward each award level.	Courses must include 16 credits of college preparatory academic courses.  4 English (3 with substantial writing) 4 Mathematics (Algebra I and above) (except students entering 9th grade in 2008– who must complete 4 years of mathematics) 3 Natural Science (2 lab sciences) 3 Social Science 2 Foreign Language (in the same Language).  Total: 16 credits  May use up to an additional 2 credits from courses in the academic areas listed above and/or AP, IB, or AICE fine arts courses to raise the GPA.	Courses must include 16 credits of college preparatory academic courses.  4 English (3 with substantial writing) 4 Mathematics (Algebra I and above) (except students entering 9th grade in 2008– who must complete 4 years of mathematics) 3 Natural Science (2 lab sciences) 3 Social Science 2 Foreign Language (in the same Language).  Total: 16 credits  May use up to an additional 2 credits from courses in the academic areas listed above and/or AP, IB, or AICE fine arts courses to raise the GPA.	4-year Diploma Credits must include 16 core credits required for high school graduation. 4 English (3 with substantial writing) 4 Mathematics (including Algebra I) 3 Natural Science 3 Social Science (Am. Hist, World Hist., Am. Gov't, and Economics) 1 Practical Arts or Performing Arts or .5 credit each 1 HOPE  Total: 16 credits  Plus a minimum of 3 vocational Job- Preparatory or Technology Education Program Credits in one vocational program
<b>Community Service</b>	100 hours as approved by the district or school	75 hours as approved by the school or district	30 hours as approved by school or district
<b>Required Test Scores</b>	See details on page: 11	See details on page: 11	See details on page 11
<b>Other Ways to Qualify</b>	See <a href="http://www.FloridaStudentFinancialAid.org">www.FloridaStudentFinancialAid.org</a>		

### Required Test Scores for a Bright Futures Scholarship

See page 9 for more information about Bright Futures Scholarships

Florida Academic Scholars Award (FAS)	Florida Medallion Scholars Award (FMB)	Florida Gold Seal Vocational Scholars Award (GSV)
<p>Best composite score of <b>1290 SAT</b> Reasoning Test (based on the combined Critical Reading and Math Sections only) or <b>29 ACT</b> (excluding the writing section).</p> <p>Note: The writing sections for the SAT and ACT will not be used in the composite.</p> <p>SAT subject tests are not used for Bright Futures Eligibility.</p> <p>ACT Scores are rounded up for scores with .5 and higher. SAT scores do not require rounding.</p>	<p>Best composite score of <b>1170 SAT</b> Reasoning Test (based on the combined Critical Reading and Math Sections only) or <b>26 ACT</b> (excluding the writing section).</p> <p>Note: The writing sections for the SAT and ACT will not be used in the composite.</p> <p>SAT subject tests are not used for Bright Futures Eligibility.</p> <p>ACT Scores are rounded up for scores with .5 and higher. SAT scores do not require rounding.</p>	<p>Students must earn a minimum score on each section of the CPT or SAT or ACT.</p> <p>Sections of different test types may not be combined.</p> <p><b>SAT Reasoning Test:</b>  <b>Critical Reading</b>    <b>440</b>  <b>Math</b>                    <b>440</b></p> <p><b>ACT:</b>  <b>English</b>                <b>17</b>  <b>Reading</b>               <b>18</b>  <b>Math</b>                    <b>19</b></p>

### Grade Point Average

Grades are based on a 4-point system. Grade Point Averages (GPAs) are computed on a 4.0 scale. Letter grades in all courses are given the same point value. The maximum GPA is a 4.0. The system is utilized to determine eligibility for graduation, extracurricular activities and Florida Bright Futures Scholarship awards. Each semester the GPA is computed on a 4-point scale and recorded on the student's transcript.

### Grading Policy and Grade Forgiveness on Reporting on Student Transcripts

The forgiveness policy for required courses shall be limited to replacing a "D" or "F" grade with a grade of "C" or higher earned subsequently in the same or comparable course.

Any course grade not replaced according to a district school board forgiveness policy must be included in the calculation

of the cumulative grade point average required for graduation.

All forgiven courses and grades must be included on a student's transcript as an accurate reflection of the student's record of achievement.

### Grade Point Average Conversion

Grade	Percent	Grade Point	Description
A	90-100	4	Outstanding progress
B	80-89	3	Above Average Progress
C	70-79	2	Average Progress
D	60-69	1	Lowest acceptable progress
F	0-59	0	Not Acceptable
I	0	0	Incomplete

## Transfer Students

Students who transfer to a St. Lucie County school from any other public school in the United States will be placed in comparable classes and all records from the previous school are accepted.

A student who transfers from a school outside the St. Lucie County School District including foreign schools with inadequate or incomplete records will be administratively placed.

For students entering high school in St. Lucie County from another district or state, the student must be in attendance for at least twenty (20) days, or

## Grade Level Classification

The district policy has changed to one of **cohort-based grade placement**. The policy reads as follows: Grade placement will correspond with the student's number of years in high school until the end of their fourth year. This will be known as Cohort-Based Grade Placement whereby the student begins high school as a freshman, the second year of high school attendance will carry the designation of sophomore; the third year of high school attendance will carry the designation of junior and fourth year of high school will carry the designation of senior.

Each school year students take 7 courses allowing them to earn 7 credits. Students who do not meet the minimum recommended performance expectations should meet with their Guidance Counselor to discuss making up credits.

The time required to complete high school will depend on the time necessary to earn required credits for graduation. The awarding of other than a standard diploma does not preclude a student with disabilities from returning to school

until a standard diploma is awarded or the student ages out.

A student's final report card for a school year shall contain a statement indicating end of the year status regarding performance, behavior, attendance, and promotion.

Students are required to enroll in seven courses or equivalent programs each year. However, students who need additional credits in their 5th year and are eligible to graduate at the end of the current school year may enroll for the number of class periods needed to meet graduation requirements. A student may retake a course during the regular school year or summer school which the student has passed with a "D" and for which the student has received credit in order to raise the student's cumulative GPA to 2.0. The student may only earn credit once for the course.

In computing the final cumulative GPA, elective courses with the lowest grades may be dropped from calculation of GPA while maintaining a minimum of 24 credits required for grad-

## Grade Weighting Policy

The following criteria will be used in all District high schools to assign extra weight of .02 or .04 to specific courses. These weighted factors are to be used when calculating the weighted grade point averages of students to determine class rank within a graduating class in St. Lucie County.

### Course weighting factors:

1. All courses with Honors in Title (.02)
2. All Advanced Placement (AP) and AICE Courses (.04)
3. All Group 3 Math/Science/Foreign Language Courses not designated at AP (.02)
4. Approved Dual Enrollment Courses (.04) In order to receive a weighted grade for course, a student must take a course included on the District's list of Approved Weighted Dual Enrollment Courses and receive permission from the high school principal or designee to register for a class.

### Honors Weighting Point System

A weight factor of .02 is assigned for each semester for ad-

vanced academic course that is taken in high school. A weight factor of .04 will be assigned for each semester of AICE, Advanced Placement coursework or equivalent Dual Enrollment coursework. The weight factor is added for each semester of advanced courses with a grade of C or higher. The cumulative weight is added to the cumulative GPA to determine the student's GPA. The maximum honors GPA is determined by adding the cumulative honors points to the cumulative GPA based on a 4-point scale. For example, if a student took four advanced courses during each semester of high school and earned a grade of C or higher in each, his honors would be worth an additional .64 ( $32 \times .02 = .64$ ). This weight would be added to his/her cumulative GPA ( $4.0 + .64 = 4.64$ ).

While the criteria for determining weight and Honor Diploma eligibility will remain the same, the exact list of courses meeting the criteria may vary from year to year.

### Advanced Level Courses for Honors Diploma

Courses assigned additional weight are the only courses that meet the advanced level coursework requirements for an Hon-

## Grade Requirements for Interscholastic Activities

### Interscholastic Activities

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

### NCAA and NAIA

There are two major athletic associations in the United States that regulate who may participate in college sports: The National Collegiate Athletic Association (NCAA) and the National Association of Intercollegiate Athletics (NAIA).

### NAIA Eligibility Regulations

A freshman must meet two of the following three entry requirements:

1. Score 18 on the ACT or 1860 on the SAT.
2. Overall grade point average of 2.0
3. Graduate in the top half of the high school graduating class.

Go to [www.naia.org](http://www.naia.org) for more information about NAIA.

### FHSAA Teams at TCHS

Treasure Coast High School offers an array of sports.

#### Fall:

Swimming (Boys & Girls)  
Volleyball (Girls)  
Football (Boys)  
Bowling (Boys & Girls)  
Cross Country (Boys & Girls)  
Golf (Boys & Girls)

#### Winter:

Baseball (Boys)  
Softball (Girls)  
Tennis (Boys & Girls)  
Track (Boys & Girls)  
Competition cheerleading

#### Spring:

Soccer (Boys & Girls)  
Basketball (Boys & Girls)  
Weightlifting (Girls)  
Wrestling (Boys)  
Flag Football (Girls)

### NCAA Eligibility

To be considered a qualifier at a Division I or II institution and be eligible for financial aid, practice and competition during freshman college year, a student must:

1. Graduate from high school.
2. Have a minimum combined test score on the SAT verbal and math sections or a minimum sum of scores on the ACT as indicated on the index scale below.

3. Have a core GPA in at least 16 core courses for Division II and 16 core courses for Division I. Required courses are specific so see your Guidance Counselor for more information.

*In order to participate in Division I or II college sports as a freshman, a student must register and be certified by the NCAA Eligibility Center. The above requirements are subject to revision by the NCAA and/or the NAIA.*

Go to [www.eligibilitycenter.org](http://www.eligibilitycenter.org) for more information about NCAA and see your Guidance Counselor for correct course placement.

## NEW CHANGES:

**Beginning August 1, 2016, NCAA Division I will require 10 core courses to be completed prior to the 7th semester (7 of the 10 must be a combination of English, math or natural or physical science that meet the distribution requirements). These courses become "locked in" at the start of the 7th semester and cannot be retaken for grade improvement.**



Titan Girls Volleyball game

Students must have a FHSAA physical packet/permission form on file in the Athletic Department to participate. A payment of \$100.00 is required. See the Athletic director for more information.



## Honor Recognition

Students achieving academic excellence will be recognized for their scholastics on a quarterly basis, based on the following criteria:

4.0	Principal's Honor Roll
3.5-3.99	High Honor Roll
3.0-3.49	Honor Roll



Titans at an informative, team-building assembly.

## Diploma Designations

Diploma designations are given to students who have earned the standards stated below. For more information about this, visit <http://www.fldoe.org/academics/graduation-requirements> and select your cohort.

### Diploma Designations for

#### 2014-2015 , 2015-2016, & 2016-2017 Cohorts

### Diploma Designations for

#### 2013– 2014 Cohorts

#### Scholar Diploma Designation

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

- Pass the ELA Grade 11 statewide assessment;
- Earn 1 credit in Algebra II (must pass EOC);
- Pass the Geometry EOC;
- Earn 1 credit in Statistics or an equally rigorous mathematics course;
- Pass the Biology I EOC;
- Earn 1 credit in Chemistry or Physics;
- Earn 1 credit in a course equally rigorous to Chemistry or Physics;
- Pass the U.S. History EOC;
- Earn 2 credits in the same World Language; and
- Earn at least 1 credit in AP, IB, AICE or a dual enrollment course.

A student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB or AICE Biology I 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 Diploma Designation

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

#### Scholar Diploma Designation

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

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

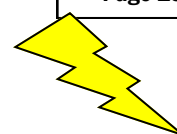
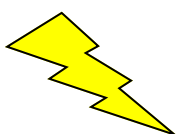
A student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB or AICE Biology I or U.S. History course and the student

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

#### Merit Diploma Designation

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

# TCHS Smaller Learning Communities



## GLOBAL COURSES

AICE  
 AP Courses  
 Dual Enrollment  
 Honors Courses  
 Spanish  
 French  
 Band  
 Chorus  
 Drama  
 Digital Info Tech  
 Digital Art Imaging  
 Dance  
 African American History  
 Latin American History  
 Creative Writing  
 Debate  
 Speech  
 H.O.P.E.  
 Physical Education  
 Journalism  
 Yearbook  
 Photography  
 Intensive Reading

### S.T.A.R.S. ACADEMY

9<sup>th</sup> Grade

Freshman Seminar  
Cross Curricular Teams



### EXPLORER ACADEMY

10<sup>th</sup> Grade

Cross Curricular Teams



### UPPER SCHOOL

11<sup>th</sup> and 12<sup>th</sup> Grade

### Academy of Business & Engineering

Engineering/Manufacturing  
 International Business  
 Digital Media Technology

### Academy of Medical & Public Service

Health Science  
 C.N.A.  
 Criminal Justice  
 Education

### Academy of Liberal Arts

Culinary  
 Performing Arts  
 World Languages  
 JROTC



STARS Academy Assembly

## STARS Academy – Students Transitioning and Aspiring to Reach for Success

Ninth graders are adolescents undergoing the difficult transition from middle school to high school. As they face the social, emotional, physical, and intellectual challenges of this stage of their development, it is easy for them to feel overwhelmed, confused and alone. The goal of the STARS Academy is to create a support-rich environment that maximizes student success in the first year of high school. Our commitment is to ease the transition into high school and help more students stay in school and progress towards graduation.

Highlights include:

- Teams of core academic teachers, a resource teacher, a guidance counselor, dean, and an administrator who collaborate and share responsibility for success.
- A pyramid of interventions including parent involvement, support services, and after-school tutoring.
- Senior Mentoring.
- Required Freshmen Seminar Class.
- Student led conferences provide a structure whereby students describe their own academy progress and performance to their parents.

- Research-based best practices (WOW, Rigor and Relevance, CRISS, cooperative learning, multi-sensory activities, high interest reading materials, differentiated instruction, and real-life projects, etc).
- Personalized learning through a facility design that encourages collaboration among teachers.

The Freshmen Seminar class is an essential component of our ninth grade academy. Strong emphasis will be on self-awareness and career exploration. A major objective of the Freshmen Seminar class will be for students to identify a purpose and focus for their studies toward senior project and graduation. 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 Freshman Seminar course will also be used to help 9th grade students explore the career academy options in each small learning community so that they can choose their high school course selections with great awareness.

## Explorer Academy and Upper School

In 10th Grade, students enter the Explorer Academy. The purpose of the Explorer Academy is to provide a supportive teamed atmosphere where students share a math, science, English, and social studies teacher and focus on exploring the many career options and educational pathways open to students as they progress through school.

In 11th grade, students matriculate to the Upper School. The Upper School is composed of all Titan 11th and 12th graders and is home to our career academies. By 11th grade students have focused on a major and are completing all the necessary course work to qualify for a “Gold Seal” in a career pathway. The focus is on preparing students for high school and beyond.

Highlights Include:

- Parent communication through team conferencing and technology.
- Teams of core academy teachers who share a common planning for integrated instruction.
- The structure includes a dedicated administrator and guidance staff to support each academy.
- Research-based best practices (WOW, Rigor and Relevance, CRISS, cooperative learning, multi-sensory activities, high interest reading materials, differentiated instruction, and real-life projects, etc).
- Personalized learning through a facility design that encourages collaboration among teachers.



Mrs. Kim Snow teaches Freshman Seminar.

### Career Technical Education Pathways

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

<b>Criminal Justice</b>	<b>Education</b>	<b>Medical</b>
Freshman Seminar	Freshman Seminar	Freshman Seminar
Criminal Justice I	Teacher Assisting I	Health Science I
Criminal Justice II	Teacher Assisting II	Health Science II
Criminal Justice III	Teacher Assisting III	Allied Health III (Nurse/Doctor) OR
Criminal Justice IV	Teacher Assisting IV	Nursing Assistant (Nurse/Doctor) OR
<b>Recommended Electives</b>	<b>Recommended Electives</b>	
Law Studies	Computing for College and Careers	<b>Recommended Electives</b>
Criminal Procedures	Psychology I & II	Anatomy and Physiology Honors
Criminal Internship	Sociology	Care & Prevention of Athletic Injuries
Psychology I & II		Psychology I & II
Sociology		
Forensic Science		

Course requirements and recommendations for Culinary, Engineering & Automation & Production Technology, International Business, New Media and Bio-Technology Academies are listed on the next page.



Learning to collaborate  
increases achievement.

<b>Culinary Arts</b>	<b>Engineering</b>	<b>Automation &amp; Production Technology</b>
Freshman Seminar	Freshman Seminar	Freshman Seminar
Culinary Arts I	Engineering Technology I	Automation & Production Technology I
Culinary Arts II	Engineering Technology II	Automation & Production Technology II
Culinary Arts III	Engineering Technology III	Production Technology III
Culinary Arts IV		
<b>Recommended Electives</b>	<b>Recommended Electives</b>	<b>Recommended Electives</b>
Digital Info Tech	Workplace Essentials	Workplace Essentials
	Digital Info Tech	Digital Info Tech
	Internships	Internships
	Physics	Physics

<b>International Business</b>	<b>New Media</b>	<b>Bio-Technology</b>
Freshman Seminar	Freshman Seminar	Bio-Technology I
Accounting I	Digital Media I Track	Bio-Technology II
International Business Systems	Web Design I Track	Bio-Technology III
International Finance & Law		
<b>Recommended Electives</b>	<b>Recommended Electives</b>	<b>Recommended Electives</b>
Digital Info Tech	Digital Info Tech	Digital Info Tech
Business Internships	Digital Art Imaging I	
World Language 1-4		



### Global Community

Treasure Coast High School offers several elective courses through our Global Community that may not be included in our career pathways. These elective courses are listed below.

Physical Education Electives	Performing Arts	Foreign Languages	AF JROTC
Beginning Weight Training	Creative Photography	Spanish I - IV	Aerospace I
Intermediate Weight Training	Drawing & Painting I & II	AICE Spanish Language	Aerospace II
Advanced Weight Training	Graphic Design I & II	AICE Spanish Literature	Aerospace III
Beginning Power Weight Training	Chorus I - IV	French I	Aerospace IV
Recreational Activities	Band I - IV	French II	
Fitness Lifestyle Design	Eurhythmics I - IV	AICE French Literature	
Team Sports I	Jazz Ensemble I - IV	AICE French Language	
Team Sports II	Instrumental Techniques I - IV		
Comprehensive Fitness	Dance Technique I & II & III		
Basketball	Dance Choreography		
Soccer	Drama I - IV		

### Additional Electives included in the Global Community are:

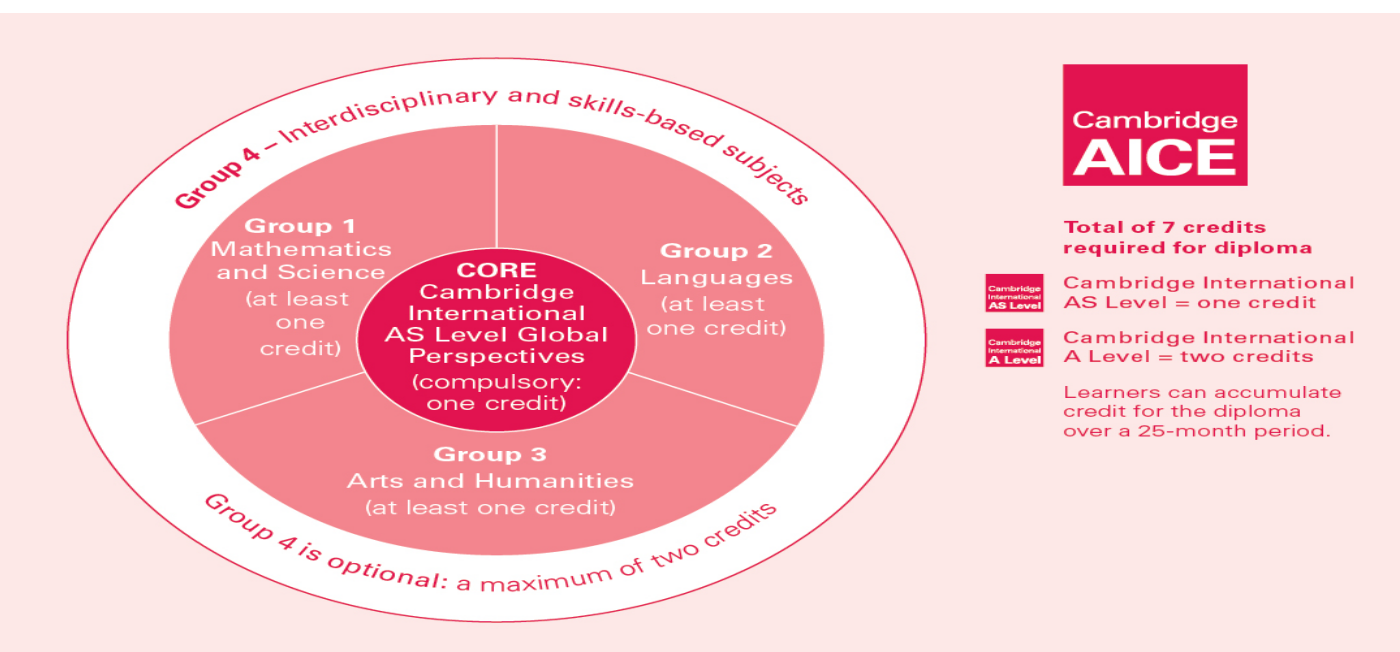
African-American History	Journalism
Computing for College and Careers	Latin-American History
Creative Writing	Photography
Debate	Speech
Intensive Reading	Yearbook



## Advanced International Certificate of Education (AICE) Program

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

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. See your Guidance Counselor for AICE



Pre-AICE and AICE Cambridge University Program		
Group 1—Mathematics and Sciences	Group 2—Languages	Group 3—Arts and Humanities
<ul style="list-style-type: none"> <li>• AICE Biology AS Level</li> <li>• AICE Chemistry AS Level</li> <li>• AICE Environmental Management AS Level</li> <li>• AICE Marine Science AS Level</li> <li>• AICE Mathematics AS &amp; A Level</li> <li>• AICE Psychology AS &amp; A Level</li> </ul>	<ul style="list-style-type: none"> <li>• AICE English Language AS Level</li> <li>• AICE French Language AS Level</li> <li>• AICE Spanish Language AS Level</li> </ul>	<ul style="list-style-type: none"> <li>• AICE Art &amp; Design AS &amp; A Level</li> <li>• AICE Economics AS Level</li> <li>• AICE English Literature AS Level</li> <li>• AICE European History AS Level</li> <li>• AICE French Literature AS Level</li> <li>• AICE Media Studies AS Level</li> <li>• AICE Psychology AS &amp; A Level</li> <li>• AICE Sociology AS &amp; A Level</li> <li>• AICE Spanish Literature AS Level</li> <li>• AICE Travel &amp; Tourism AS Level</li> <li>• AICE US History AS &amp; A Level</li> </ul>
<b>Core Compulsory Credit for AICE Diploma</b>	<b>Interdisciplinary Group</b>	
AICE Global Perspectives AS Level	AICE General Paper AS Level AICE Thinking Skills AS Level AICE Global Perspectives A Level	



Titan swim team show their training and skill.

## Dual Enrollment and Early Admission

Dual enrollment is a program that allows high school students to simultaneously earn college or vocational credit toward a post-secondary diploma, certificate, or degree at a Florida public institution that will also count as a credit toward a high school diploma. Students are permitted to take dual enrollment courses on a part time basis during school hours, after school, or during summer term. Dual enrollment students do not have to pay registration, matriculation, or laboratory fees. Early admission is similar to dual enrollment, except that students are enrolled in a college/university course or courses full time. They earn credits simultaneously toward a college degree and a high school diploma.

Students must be able to meet the following eligibility criteria:

1. Be a student in Florida public or nonpublic secondary school or home education program.
2. For Florida public or nonpublic school

students, have a 3.0 unweighted GPA to enroll in college courses, or a 2.0 unweighted grade point average to enroll in vocational certificate courses.

3. Pass an appropriate section of the college placement test.
4. Have the written permission of the your assigned Guidance Counselor before enrolling in a course.
5. Meet any additional admissions criteria set by the post-secondary institution.

St. Lucie County Public Schools participates in dual enrollment with Indian River State College. See your Guidance Counselor for more information.

## Advanced Placement (AP) Courses

The College Board's Advanced Placement (AP) Program is a national program consisting of more than 30 college-level courses and exams offered at participating high schools. Subjects range from art to statistics.

Students who earn a qualifying grade of 3 or above on an AP exam can earn college credit or advanced placement or both, depending on the college or university. Students in Florida's

## Mosaic Virtual School

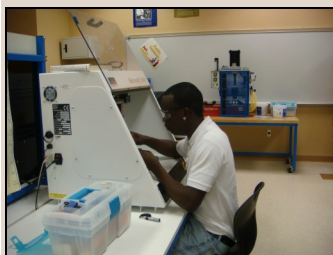
Mosaic is an internet-based school serving the students and teachers in St. Lucie County. This school is part of the St. Lucie County Public Schools. Students are eligible to participate

## Florida Virtual High School (FLVS)

Florida Virtual High School is an internet-based high school serving the students and teachers in Florida. Students are eligible to participate in these courses by registering online and having their parent/guardian and Guidance Counselor approve their request online. To get more information, visit their

## Performance Based Program

Performance Based is a program for students who wish to recover credit to be able to graduate with their cohort. Students and parents must both be involved if interested in this program. Credits, attendance and discipline are reviewed and used to determine eligibility for the program. See your Guidance Counselor for more information.



## Treasure Coast High School Course Offerings

### Bio-Technology

#### Biotechnology I

**Credit:** 1

**Course Number:** 3027010

**Grades:** 10, 11

**Prerequisite:** None

The purpose of this course is to provide exploratory experience combining laboratory and real-life applications in the field of Biotechnology. The content should include, but not be limited to the nature of science, matter, energy, chemical processes of cells, organisms, cell molecular structure and function, membranes, DNA, plasmids, reproduction, communication, fundamentals of biochemistry, protein the levels of organization, molecular to organismal, classification, and taxonomy, interdependence of organisms, humans, and the environment, genetic diversity, selection, adaptations, and changes through time, bioethics, connection between Biotechnology, agricultural, food, and medicine and careers.

#### Biotechnology II

**Credit:** 1

**Course Number:** 3027020

**Grades:** 11, 12

**Prerequisite:** Biotechnology I

The purpose of this course is to provide exploratory experience combining laboratory and real-life applications in the field of Biotechnology. It is a continuation of Biotechnology I.

#### Biotechnology III

**Credit:** 1

**Course Number:** 3027030

**Grades:** 11, 12

**Prerequisite:** Biotechnology I and II

The purpose of this course is to expand the knowledge and applications learned in Biotechnology I and II. Students will be able to work more deeply in lab activities.

### Business and Marketing

#### Computing for College and Careers

**Credit:** 1

**Course Number:** 8209020

**Grades:** 9-12

**Prerequisite:** None

This course provides a basic overview of current business and information systems. Students will develop proficiency in touch keyboarding and fundamental computer applications, so that they may be used for enhancing personal and work place proficiency. This proficiency includes using databases, spreadsheets, presentation applications, and an integration of these programs using software that meets industry standards.

#### Digital Media Foundations 1

**Credit:** 1

**Course Number:** 801210

**Grades:** 10

**Prerequisite:** None

This program is designed to prepare students for employment in entry-level positions in Multimedia, and Digital Media as a Presentation Specialist or Multimedia Production Assistant. This program offers a broad foundation of knowledge and skills to prepare students for employment in digital media, new media, and multimedia positions. The content includes an overview of the skills needed for entry-level positions in these career fields through practical experiences in digital photography, Web page design, digital video editing, and presentation development. Specialized skills in multimedia presentations and production such as video editing, audio input, and simple animation are used to produce a variety of multimedia projects

#### Digital Media Foundations 4 and 5

**Course Numbers:** 8201240 and 8201250 (Web Track)

**Credit:** 1

**Grades:** 11 and 12

**Prerequisite:** Digital Media Foundations I

These courses are designed to take students from a basic understanding of the Internet, Intranet, and www to a deeper level of application. The content includes operating systems; basic HTML commands; navigation of the Internet, Intranet, and Web; and Web page design.

#### Digital Media Foundations 6 and 7

**Course Numbers:** 8201260 and 8201270 (Video Production Track)

**Credit:** 1

**Grades:** 11 and 12

**Prerequisite:** Digital Media Foundations I

This course covers advanced planning and video editing for multimedia presentations. Students design presentations through various steps of development, implementation, and final output.

**International Business****Accounting 1****Credit:** 11, 12**Course Number:** 8203310**Grades:** 12**Prerequisite:** *Recommended*-- Computing for College and Careers 8209020 or Introduction to Informational Technology *and Required:* International Business Systems 8216110

This course emphasizes double-entry accounting; methods and principles of recording business transactions; the preparation of various documents used in recording income, expenses, acquisition of assets, incurrence of liabilities, and changes in equity; and the preparation of financial statements.

**International Business Systems****Credit:** 1**Course Number** 8216110**Grades:** 11**Prerequisite:** *Recommended*-- Computing for College and Careers or Introduction to Informational Technology

This course is designed to prepare students to live and work in a global economy. Students develop an understanding of business principles, management styles, economics, and customs which affect business systems in the international environment.

**International Law and Finance****Credit:** 1**Course Number:** 8216120**Grades:** 11, 12**Prerequisite:** *Recommended*-- Computing for College and Careers or Introduction to Informational Technology *and Required:* International Business Systems

This course is designed to provide students the opportunity to study international law and finance.

**Drama- Theatre Arts**

All Drama-Theatre Arts courses meet the graduation requirement for Performing Fine Arts.

**Theatre I****Credit:** 1**Course Number** 0400310**Grades:** 9-12**Prerequisite:** None

The purpose of this course is to enable students to develop fundamental skills in the multiple elements of theatre as a collaborative art.

**Theatre II****Credit:** 1**Course Number** 0400320**Grades:** 9-12**Prerequisite:** Theatre I

The purpose of this course is to enable students to develop basic skills in the multiple elements of theatre as a collaborative art.

**Theatre III (Honors)****Credit:** 1**Course Number** 0400330**Grades:** 10-12**Prerequisite:** Theatre II

The purpose of this course is to enable students to develop intermediate skills in the multiple elements of theatre as a collaborative art.

**Theatre IV (Honors)****Credit:** 1**Course Number** 0400340**Grades:** 11-12**Prerequisite:** Theatre III

The purpose of this course is to enable students to develop advanced skills in the multiple elements of theatre as a collaborative art.

**College Preparation Reading****Intensive Reading \*****Credit:** 1**Course Number:** 1000410**Grades:** 9, 10, 11, 12**Prerequisite:** None

The purpose of this course is to provide instruction that enables students to develop and strengthen reading skills and develop independent reading endurance.

**Research I/II/III \*****Credit:** .50**Course Number:** 1700310**Grades:** 9, 10, 11**Prerequisite:** None

The purpose of this course is to provide instruction that enables students to develop and strengthen reading skills and develop independent reading endurance through document based questions, literature based questions and literacy building projects.

**Critical Thinking Skills paired with Career Research \*****Credit:** .50**Course Number:** 1700370/1700380**Grades:** 12

The purpose of this course is to enable students to develop learning strategies, critical-thinking skills, and problem-solving skills to enhance their performance in academic and nonacademic endeavors. This course also prepares students for college admissions and post-secondary planning.

\* Placement is required and based on FSA/FCAT scores.



## Culinary Arts

The purpose of this program is to prepare students for careers in the restaurant field. The course content will include the following: food preparation and serving; identification, storage, selection and presentation of a wide variety of foods. The course content should also include training in communication, leadership, human relations and employability skills; and safe, efficient work practices. This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the Culinary Arts industry; planning, management, finance, technical and product skills, underlying principles of technology, labor issues, community issues and health, safety, and environmental issues.

### Culinary Arts 1

**Credit:** 1  
**Course Number** 8800510  
**Grades:** 10  
**Prerequisite:** Introduction to Informational Technology

### Culinary Arts 2

**Credit:** 1  
**Course Number** 8800520  
**Grades:** 10  
**Prerequisite:** Culinary Arts 1

### Culinary Arts 3

**Credit:** 1  
**Course Number** 8800530  
**Grades:** 11  
**Prerequisite:** Culinary Arts 2

### Culinary Arts 4

**Credit:** 1  
**Course Number** 8800540  
**Grades:** 11  
**Prerequisite:** Culinary Arts 3



## Engineering

The purpose of this program is to provide students with a foundation of knowledge and technically oriented experiences in the study of **the applications of engineering** and its effect upon our lives and the choosing of an occupation. The content and activities will also include the study of entrepreneurship, safety, and leadership skills. This program focuses on transferable skills and stresses understanding and demonstration of the technological tools, machines, instruments, materials, processes and systems in business and industry.

### Engineering Technology I

**Credit:** 1  
**Course Number** 8600570  
**Grades:** 10  
**Prerequisite:** Introduction to Informational Technology

### Engineering Technology II

**Credit:** 1  
**Course Number** 8600670  
**Grades:** 11  
**Prerequisite:** Engineering Technology I

### Engineering Technology III

**Credit:** 1  
**Course Number** 8601770  
**Grades:** 12  
**Prerequisite:** Engineering Technology II

## Production Technology

The purpose of this program is to provide students with a foundation of knowledge and technically oriented experiences in the study of **production technology** and its effect upon our lives and the choosing of an occupation. The content and activities will also include the study of entrepreneurship, safety, and leadership skills. This program focuses on transferable skills and stresses understanding and demonstration of the technological tools, machines, instruments, materials, processes and systems in business and industry.

### Automation and Production Technology I

**Credit:** 1  
**Course Number** 9200110  
**Grades:** 10  
**Prerequisite:** Introduction to Informational Technology

### Automation and Production Technology II

**Credit:** 1  
**Course Number** 9200120  
**Grades:** 11  
**Prerequisite:** Automation and Production Technology

**Production Technology III****Credit:** 1**Course Number** 8600740**Grades:** 12**Prerequisite:** Computing for College and Careers and Production Technology II**World Languages****French I****Credit:** 1**Course Number** 0701320**Grades:** 9**Prerequisite:** None

The purpose of this course is to enable students to begin to acquire proficiency in French through a linguistics, communicative, and cultural approach to language learning. Emphasis is placed on the development of listening, speaking, reading, and writing skills and on the acquisition of the fundamentals of applied grammar. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course.

**French II****Credit:** 1**Course Number** 0701330**Grades:** 10**Prerequisite:** French I or equivalent

The purpose of this course is to enable students to enhance proficiency in French through a linguistic, communicative, and cultural approach to learning. There is a continued emphasis on the development of listening, speaking, reading, and writing skills and on the acquisition of the fundamentals of applied grammar. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course.

**French III****Credit:** 1**Course Number:** 0701340**Grades:** 11**Prerequisite:** French II or equivalent

The purpose of this course is to enable students to enhance proficiency in French through a linguistic, communicative, and cultural approach to language learning. There is a continued emphasis on the development of listening, speaking, reading, and writing skills. Experiences with French literature are broadened. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course.

**French IV****Course Number:** 0701350**Grades:** 10, 11, 12**Prerequisite:** French III or equivalent

The purpose of this course is to enable students to enhance proficiency in French through a linguistic, communicative, and cultural approach to language learning. There is continued emphasis on the

development of listening, speaking, reading, and writing skills. Experiences with French literature are broadened. Cultural understanding is fostered and real-life applications are emphasized throughout the course.

**AICE French****Credit:** 1**Course Number** 0701390**Grades:** 10,11,12**Prerequisite:** French I, II or equivalent

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

**Spanish****Spanish I****Credit:** 1**Course Number:** 0708340**Grades:** 9**Prerequisite:** None

The purpose of this course is to enable students to begin to acquire proficiency in Spanish through a linguistics, communicative, and cultural approach to language learning. Emphasis is placed on the development of listening, speaking, reading, and writing skills and on the acquisition of the fundamentals of applied grammar.

**Spanish II****Credit:** 1**Course Number** 0708350**Grades:** 9,10**Prerequisite:** Spanish I or equivalent

The purpose of this course is to enable students to enhance proficiency in Spanish through a linguistic, communicative, and cultural approach to learning. There is a continued emphasis on the development of listening, speaking, reading, and writing skills and on the acquisition of the fundamentals of applied grammar. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course.



**Spanish III****Credit:** 1**Course Number:** 0708360**Grades:** 10, 11**Prerequisite:** Spanish II or equivalent

The purpose of this course is to enable students to enhance proficiency in Spanish through a linguistic, communicative, and cultural approach to language learning. There is a continued emphasis on the development of listening, speaking, reading, and writing skills. Experiences with Spanish literature are broadened. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course.

**Spanish IV****Credit:** 1**Course Number:** 0708370**Grades:** 10, 11, 12**Prerequisite:** Spanish III or equivalent

The purpose of this course is to enable students to enhance proficiency in Spanish through a linguistic, communicative, and cultural approach to language learning. There is continued emphasis on the development of listening, speaking, reading, and writing skills. Experiences with Spanish literature are broadened. Cultural understanding is fostered and real-life applications are emphasized throughout the course.

**Spanish for Speakers I/II****Credit:** 1**Course Number:** 0709300 / 0709310**Grades:** 10, 11, 12**Prerequisite:** Spanish Teacher Approval

The purpose of this course is to provide Spanish for students who already speak the language. This course goes deep into the heritage and students will be expected to speak and write fluently.

**Pre-AICE Spanish Language I****Credit:** 1**Course Number:** 0708532**Grades:** 9, 10**Prerequisite:** None

Pre-AICE Spanish Language covers the first half of the International General Certificate of Secondary education (IGCSE) Language (Spanish) syllabus written and administered by the University of Cambridge's International Examinations Program. The purpose of this course is to enable students to begin to acquire

proficiency in Spanish through a linguistic, communicative, and cultural approach to language learning. Emphasis is placed on the development of listening, speaking, reading, and writing skills and on the acquisition of the fundamentals of applied grammar.

**Pre-AICE Spanish Language II****Credit:** 1**Course Number:** 0708534**Grades:** 10**Prerequisite:** Pre-AICE Spanish Language I or equivalent

Pre-AICE Spanish Language is the second course in the University of Cambridge's International Examinations Program. The purpose of this course is to enable students to being acquire proficiency in Spanish through a linguistic, communicative, and cultural approach to language learning. Emphasis is placed on the development of listening, speaking, reading, and writing skills.

**AICE Spanish Language****Credit:** 1**Course Number:** 0708530**Grades:** 11**Prerequisite:** Pre-AICE Spanish Language II or equivalent

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

**AICE Spanish Literature****Credit:** 1**Course Number** 0708540**Grades:** 12**Prerequisite:** AICE Spanish Language or equivalent

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



## **English**

### **English I**

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

Will meet graduation requirements for English Basic Assumptions for Language Arts Education. The purpose of this course is to teach students to communicate accurately. Will meet graduation requirements for English Basic Assumptions for Language Arts Education.

### **English I Honors**

**Credit:** 1  
**Course Number** 1001320  
**Grades:** 9  
**Prerequisite:** None

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

### **Pre-AICE English Language**

**Credit:**1  
**Course Number:**1001560  
**Grades:** 9  
**Prerequisite:** acceptance into AICE program

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

### **English I Through ESOL**

**Credit:** 1  
**Course Number:** 1002300  
**Grades:** 9, 10  
**Prerequisite:** placement into ESOL program  
 Will meet graduation requirements for English Basic Assumptions for Language Arts Education.

### **English II**

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

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

### **English II Honors**

**Credit:** 1  
**Course Number:** 1001350  
**Grades:** 10  
**Prerequisite:** English I

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

### **Pre-AICE English Literature**

**Credit:** 1  
**Course Number:** 1005380  
**Grades:** 10  
**Prerequisite:** Pre-AICE English Language or English 2  
 Will meet graduation requirements for English Basic Assumptions for Language Arts Education. The purpose of this course is to enable students to communicate accurately, appropriately, and effectively in speech and writing. Students will study texts including, poetry, prose and drama.

### **English II Through ESOL**

**Credit:** 1  
**Course Number:** 1002310  
**Grades:** 10,11  
**Prerequisite:** English I

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

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

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

**English III Honors****Credit:** 1**Course Number:** 1001380**Grades:** 11**Prerequisite:** English II

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

**English III Through ESOL****Credit:** 1**Course Number:** 1002320**Grades:** 10, 11**Prerequisite:** English II

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

**AICE English Language****Credit:** 1**Course Number:** 1001550**Grades:** 11**Prerequisite:** Must be accepted into the AICE Program.

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

**English IV: College Prep****Credit:** 1**Course Number:** 1001400**Grades:** 12**Prerequisite:** English III

This course 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 and are also related to the College and Career Readiness (CCR) anchor standards, the exit standards of Florida's K - 12 Common Core Standards.

**English IV Honors****Credit:** 1**Course Number:** 1001410**Grades:** 12**Prerequisite:** English III

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

**English IV Through ESOL****Credit:** 1**Course Number:** 1002520**Grades:** 12**Prerequisite:** English III

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

**AICE English Literature****Credit:** 1**Course Number:** 1005370**Grades:** 12**Prerequisite:** Must be accepted into the AICE Program.

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

**Credit:**1

**Course Number:**1009360

**Grades:** 9, 10

**Prerequisite:** Must be accepted into the AICE Program.

**Co-Requisite:** Take with AICE English course.

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.

## **Mathematics**

### **Algebra I**

**Credit:** 1

**Course Number:**1200310

**Grades:** 9

**Prerequisite:** None

Will meet graduation requirements for Mathematics. The purpose of this course is to develop the algebraic concepts and processes that can be used to solve a variety of real-world and mathematical problems.

### **Algebra I Honors**

**Credit:** 1

**Course Number:** 1200320

**Grades:** 9,10

**Prerequisite:** None

Will meet graduation requirements for Mathematics. The purpose of this course is to develop the algebraic concepts and processes that can be used to solve a variety of real-world and mathematical problems. Will meet graduation requirements for Mathematics. The purpose of this course is to develop the algebraic concepts and processes that can be used to solve a variety of real-world and mathematical problems.

### **Geometry**

**Credit:** 1

**Course Number:** 1206310

**Grades:** 9,10

**Prerequisite:** None

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

### **Geometry Honors**

**Credit:** 1

**Course Number:** 1206320

**Grades:** 9, 10

**Prerequisite:** Algebra 1

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

### **Algebra II**

**Credit:**1

**Course Number:**1200330

**Grades:**10, 11

**Prerequisite:** Algebra 1 and Geometry

Will meet graduation requirements for Mathematics. The purpose of this course is to continue the study of algebra and to provide the foundation for applying algebraic skills to other mathematical and scientific fields.

### **Algebra II Honors**

**Credit:** 1

**Course Number:** 1200340

**Grades:** 10, 11

**Prerequisite:** Algebra 1 and Geometry

Will meet graduation requirements for Mathematics. The purpose of this course is to continue the study of algebra and to provide the foundation for applying algebraic skills to other mathematical and scientific fields.

### **Math for College Readiness**

**Credit:** 1

**Course Number:** 1200700

**Grades:** 11, 12

**Prerequisite:** Algebra 1, Geometry, Algebra 2, and students must have taken the college placement test. The purpose of this course is to prepare students to earn a score the College Placement Test that will qualify them for the College Algebra course.



**Liberal Arts Math 1.0 and 2.0****Credit:** 1**Course Number:** 1207300 and 1207310**Grades:** 9-12

This course does meet the academic core requirement in mathematics for entry into the State University System of Florida or eligibility requirements for some Bright Futures Scholarship options but not for NCAA. Content includes, but is not limited to algebraic expressions and geometric functions.

**Pre-Calculus****Credit:** 1**Course Number:** 1202340**Grades:** 11, 12**Prerequisite:** Algebra II and Geometry

Will meet graduation requirements for Mathematics. The purpose of this course is to enable students to develop concepts and skills in advanced algebra, analytic geometry, and trigonometry.

**Advanced Placement Calculus AB****Credit:** 1**Course Number:** 1202310**Grades:** 11, 12**Prerequisite:** Algebra II, Geometry and Pre-Calculus

Will meet graduation requirements for Mathematics. The purpose of this course is to develop the algebraic and transcendental functions and the general theory and techniques of calculus.

**Pre-AICE Mathematics II****Credit:** 1**Course Number:** 1209820**Grades:** 10**Prerequisite:** Pre-AICE Math I or Algebra I

Will meet graduation requirements for Mathematics. The purpose of this course is to enable students to: develop their mathematical knowledge and oral, written and practical skills in a way which encourages confidence and provides satisfaction and enjoyment; read mathematics, and write and talk about the subject in a variety of ways; develop a feel for number, carry out

results obtained; apply mathematics in everyday situations and develop understanding of the part which mathematics plays in the world around them.

**Pre-AICE Mathematics III****Credit:** 1**Course Number:** 1202371**Grades:** 10

**Prerequisite:** Pre-AICE Math II or Algebra I and Geometry  
Will meet graduation requirements for Mathematics.

The purpose of this course is to enable students to: develop their mathematical knowledge and oral, written and practical skills in a way which encourages confidence and provides satisfaction and enjoyment

**AICE Mathematics and Mechanics I****Credit:** 1**Course Number:** 1202362**Grades:** 11-12**Prerequisite:** Acceptance into the AICE Program.

The purpose of this course is to enable students to: develop an understanding of the mathematical principles and appreciation of mathematics as a logical and coherent subject; acquire a range of mathematical skills, particularly those which will enable them to use applications of mathematics in the context of everyday situations and of other subjects they may be studying.

**AICE Mathematics and Mechanics II****Credit:** 1**Course Number:** 1202364**Grades:** 11-12

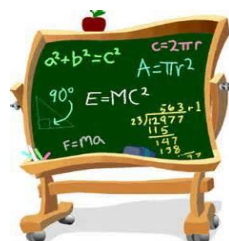
**Prerequisite:** AICE Math and Mechanics I, Acceptance into the AICE Program

The purpose of this course is to enable students to: develop an understanding of the mathematical principles and appreciation of mathematics as a logical and coherent subject; acquire a range of mathematical skills, particularly those which will enable them to use applications of mathematics in the context of everyday situations and of other subjects they may be studying.

Students will study quadratic equations, functions, coordinate geometry, circular measure, trigonometry, vectors, series, differentiation, integration; and representation.

**Probability and Statistics****Credit:** 1**Course Number:** 1210300**Grades:** 11-12**Prerequisite:** Algebra 2 and Geometry

The purpose of this course is to enable students to read and interpret data presented in various formats. Students



will be able to determine whether data is presented in appropriate format and identify possible corrections. Formats include histograms, bar graphs, line graphs, stem and leaf plots, circle graphs, box and whisker plots, scatter plots and cumulative frequency graphs.

### **Intensive Mathematics**

**Credit:**1

**Course Number:**1200400

**Grades:** 9-12

**Prerequisite:** None

The purpose of this course is to enable students to develop mathematics skills and concepts through remedial instruction and practice.



## **Performing Arts**

### **Eurhythmics I**

**Credit:** 1

**Course Number:**1305300

**Grades:** 9,10,11,12

**Prerequisite:** None

Will meet graduation requirements for Performing Fine Arts. The purpose of this course is to enable students to develop basic skills in creating, performing, and evaluating choreographed performances as an independent ensemble and in cooperation with the marching band. Emphasis is placed on dance, equipment, manipulation, precision, and the relationship between music and dance.

### **Eurhythmics II**

**Credit:** 1

**Course Number:** 1305310

**Grades:** 9, 10, 11, 12

**Prerequisite:** None

Will meet graduation requirements for Performing Fine Arts. The purpose of this course is to enable students to develop intermediate-level skills in creating, performing, and evaluating choreographed performances as an independent ensemble and in cooperation with the marching band. Emphasis is placed on dance, equipment, manipulation, precision, and the relationship between music and dance.

### **Eurhythmics III**

**Credit:** 1

**Course Number:** 1305320

**Grades:** 9, 10, 11, 12

**Prerequisite:** None

Will meet graduation requirements for Performing Fine Arts. The purpose of this course is to enable students to develop proficient skills in creating, performing, and evaluating choreographed performances as an independent ensemble and in cooperation with the marching band. Emphasis is placed on dance, equipment, manipulation, precision, and the relationship between music and dance.

### **Eurhythmics IV**

**Credit:** 1

**Course Number:**1305330

**Grades:** 9,10,11,12

**Prerequisite:** None

Will meet graduation requirements for Performing Fine Arts. This course will enable students to develop advanced skills in creating, performing, and evaluating choreographed performances as an independent ensemble and in cooperation with the marching band. Emphasis is on dance, equipment, manipulation, precision, and the relationship between music and dance.

### **Band I**

**Credit:** 1

**Course Number:** 1302300

**Grades:** 9, 10

**Pre-requisite:** None

Will meet graduation requirements for Performing Fine Arts. The purpose of this course is to enable students to develop basic technical skills on wind or percussion instruments through the refinement and performance of high school band literature. Emphasis will be placed on the department of skills in interpretation of notation and expressive markings, individual and ensemble performance and critical listening.

### **Band II**

**Credit:** 1

**Course Number:** 1302310

**Grades:** 9, 10, 11

**Pre-requisite:** Instrument experience

Will meet graduation requirements for Performing Fine Art. The purpose of this course is to enable students to develop intermediate-level technical skills on wind or percussion instruments through the refinement and performance of high school band literature. Emphasis will be placed on the department of skills in interpretation of notation and expressive markings, individual and ensemble performance and critical listening.

**Band III****Credit:** 1**Course Number:** 1302320**Grades:** 10, 11, 12**Pre-requisite:** Prior band experience

Will meet graduation requirements for Performing Fine Arts. The purpose of this course is to enable students to develop proficient technical skills on wind or percussion instruments through the refinement and performance of high school band literature. Emphasis will be placed on the department of skills in interpretation of notation and expressive markings, individual and ensemble performance and critical listening.

**Band IV****Credit:** 1**Course Number:** 1302330**Grades:** 11, 12**Pre-requisite:** Prior band experience

Will meet graduation requirements for Performing Fine Arts. The purpose of this course is to enable students to develop consistently proficient technical skills on wind or percussion instruments through the refinement and performance of high school band literature. Emphasis will be placed on the department of skills in interpretation of notation and expressive markings, individual and ensemble performance and critical listening.

**Instrumental Techniques I/II****Credit:** 1**Course Number:** 1302420 / 1302430**Grades:** 9, 10**Prerequisite:** None

Will meet graduation requirements for Performing Fine Arts. The purpose of this course is to enable students to develop basic performance skills on a selected instrument in a solo or small ensemble setting using varied high school literature. Performance techniques, music knowledge, critical analysis, and aesthetic response are emphasized.

**Instrumental Techniques III/IV****Credit:** 1**Course Number:** 1302440/ 1302450**Grades:** 11, 12**Prerequisite:**

Will meet graduation requirements for Performing Fine Arts.  
The purpose of this course is to enable students to develop intermediate-level performance skills on a selected instrument in a solo or small ensemble setting

using varied high school literature. Performance techniques, music knowledge, critical analysis, and aesthetic response are emphasized.

**Jazz Ensemble I****Credit:** 1**Course Number:** 1302500**Grades:** 9, 10, 11**Pre-requisite:** None

Will meet graduation requirements for Performing Fine Art. The purpose of this course is to enable students to develop basic skills in jazz performance through knowledge of styles and performance techniques of varied jazz and contemporary literature.

**Jazz Ensemble II****Credit:** 1**Course Number:** 1302510**Grades:** 9, 10, 11**Pre-requisite:** Prior jazz band experience

Will meet graduation requirements for Performing Fine Art. The purpose of this course is to enable students to develop Intermediate-level skills in jazz performance through knowledge of styles and performance techniques of varied jazz and contemporary literature.

**Jazz Ensemble III****Credit:** 1**Course Number:** 1302520**Grades:** 11, 12**Pre-requisite:** Prior jazz band experience

Will meet graduation requirements for Performing Fine Art. The purpose of this course is to enable students to develop proficient skills in jazz performance through knowledge of styles and performance techniques of varied jazz and contemporary literature.

**Jazz Ensemble IV****Credit:** 1**Course Number:** 1302530**Grades:** 11, 12**Pre-requisite:** Prior jazz band experience

Will meet graduation requirements for Performing Fine Arts. The purpose of this course is to enable students to develop advanced skills in jazz performance through knowledge of styles and performance techniques of varied jazz and contemporary literature.

**Chorus I****Credit:** 1**Course Number:** 1303300**Grades:** 9, 10, 11**Pre-requisite:** None

Will meet graduation requirements for Performing Fine Arts. The purpose of this course is to enable students to develop basic individual and ensemble skills in choral performance through preparation of varied high school literature. Emphasis will be placed on healthy and expressive singing and accurate interpretation of notation.

**Chorus II****Credit:** 1**Course Number:** 1303310**Grades:** 9, 10, 11**Pre-requisite:** Prior singing experience

Will meet graduation requirements for Performing Fine Arts. The purpose of this course is to enable students to develop intermediate-level individual and ensemble skills in choral performance through preparation of varied high school literature. Emphasis will be placed on healthy and expressive singing and accurate interpretation of notation.

**Chorus III****Credit:** 1**Course Number:** 1303320**Grades:** 11, 12**Pre-requisite:** Prior singing experience

Will meet graduation requirements for Performing Fine Arts. The purpose of this course is to enable students to develop proficient individual and ensemble skills in choral performance through preparation of varied high school literature. Emphasis will be placed on healthy and expressive singing and accurate interpretation of notation.

**Chorus IV****Credit:** 1**Course Number:** 1303330**Grades:** 11, 12**Pre-requisite:** Prior singing experience

Will meet graduation requirements for Performing Fine Arts. The purpose of this course is to enable students to develop consistently proficient individual and ensemble skills in choral performance through preparation of varied high school literature. Emphasis will be placed on healthy and expressive singing and accurate interpretation of notation.

**Musical Theatre****Credit:** 1**Course Number:** 1300400**Grades:** 9-12**Pre-requisite:** None

The purpose of this course is to enable students to participate in varied aspects of musical theater, with special attention to the fundamentals of voice production, stage movement, acting, characterization, dance, and technical aspects of a musical.

**Dance Techniques 1, 2 and 3****Credit:** 1**Course Number:** 0300310, 0300320, 0300330**Grades:** 9-12**Pre-requisite:** None**Dance Choreography****Credit:** 1**Course Number:** 0300380**Grades:** 9-12**Pre-requisite:** Dance Techniques 1, 2 and 3**Dance Repertory****Credit:** 1**Course Number:** 0300400**Grades:** 9-12**Pre-requisite:** Dance Teacher Approval

## **Physical Education**

### **HOPE: Health Opportunities Through Physical Education**

**Credit:** 1.0

**Course:** 1506320

**Grades:** 9, 10, 11, 12

**Prerequisite:** None

Will meet graduation requirements for Physical Education. The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness.

### **Beginning Weight Training**

**Credit:** 0.5

**Course Number:** 1501340

**Grades:** 10, 11, 12

**Prerequisite:** None

Will meet graduation requirements for Physical Education. The purpose of this course is to enable students to acquire basic knowledge and skills in weight training, improve muscular strength and endurance, and begin to enhance self-image.

### **Intermediate Weight Training**

**Credit:** 0.5

**Course Number:** 1501350

**Grades:** 10, 11, 12

**Prerequisite:** None

Will meet graduation requirements for Physical Education. The purpose of this course is to enable students to develop intermediate knowledge and skills in weight training, further improve muscular strength and endurance, and further enhance self-image.

### **Advanced Weight Training**

**Credit:** 0.5

**Course #:** 1501360

**Grade(s):** 10, 11, 12

**Pre-requisite:** None

Will meet graduation requirements for Physical Education. The purpose of this course is to enable students to develop advanced knowledge and skills in weight training, further improve muscular strength and endurance, and further enhance self-image.

### **Beginning Power Weight Training**

**Credit:** 0.5

**Course Number:** 1501410

**Grades:** 10, 11, 12

**Pre-Requisite:** None

Will meet graduation requirements for Physical Education. The purpose of this course is to enable students to acquire basic knowledge and skills in power weight training and to maintain or improve health-related fitness.

### **Beginning Aerobics**

**Credit:** 0.5

**Course #:** 1503400

**Grade(s):** 9, 10, 11, 12

**Pre-requisite:** None

Will meet graduation requirements for Physical Education. The purpose of this course is to enable students to develop basic-level knowledge of aerobic activities and fitness and to maintain or improve an individual level.

### **Intermediate Aerobics**

**Credits:** 0.5

**Course #:** 1503510

**Grade(s):** 9, 10, 11, 12

**Pre-requisite:** None

Will meet graduation requirements for Physical Education. The purpose of this course is to enable students to develop intermediate-level knowledge of aerobic activities and fitness and to maintain or improve an individual level.

### **Advanced Aerobics**

**Credits:** 0.5

**Course #:** 1503420

**Grade(s):** 10, 11, 12

**Pre-requisite:** None

Will meet graduation requirements for Physical Education. The purpose of this course is to enable students to develop advanced-level knowledge of aerobic activities and fitness and to maintain or improve an individual level.

### **Recreational Activities**

**Credit:** 0.5

**Course Number:** 1502470

**Grades:** 10, 11, 12

**Prerequisite:** None

Will meet graduation requirements for Physical Education. The purpose of this course is to enable students to develop knowledge and skills in recreational activities and maintain or improve health-related fitness.

### **Fitness Lifestyle Design**

**Credit:** 0.5

**Course Number:** 1501310

**Grades:** 9, 10, 11, 12**Prerequisite:** None

Will meet graduation requirements for Physical Education. The purpose of this course is to enable students to develop knowledge of fitness concepts; design, implement, and evaluate a personal fitness program; and develop an individualized level of health-related fitness.

**Comprehensive Fitness****Credit:** 0.5**Course #:** 1501390**Grade(s):** 9, 10, 11, 12**Pre-requisite:** None

Will meet graduation requirements for Physical Education. The purpose of this course is to enable students to develop understanding of fitness concepts, design a personal fitness program, and develop an individualized level of health-related fitness.

**Basketball****Credit:** 0.5**Course Number:** 1503310**Grades:** 9,10,11,12**Pre-Requisite:** None

Will meet graduation requirements for Physical Education. The purpose of this course is to enable students to develop knowledge and skills in basketball and to maintain or improve health-related fitness.

**Soccer****Credit:** 0.5**Course #:** 1503320**Grade(s):** 9, 10, 11, 12**Pre-requisite:** None

Will meet graduation requirements for Physical Education. The purpose of this course is to enable students to develop knowledge and skills in soccer and to maintain or improve health related fitness.

**Team Sports I****Credits:** 0.5**Course #:** 1503350**Grade(s):** 9, 10, 11, 12**Pre-requisite:** None

Will meet graduation requirements for Physical Education. The purpose of this course is to enable students to acquire basic knowledge of team sports play, develop skills in specified team sports and maintain or improve health-related fitness.

**Team Sports II****Credit:** 0.5**Course Number:**1503450**Grades:** 9, 10, 11, 12**Prerequisite:** None

Will meet graduation requirements for Physical Education. The purpose of this course is to enable students to acquire knowledge of team sports play, develop skills in specified team sports and maintain or improve health-related fitness.

**Public Service and Safety**

The purpose of the programs in this cluster is to prepare students for employment or advanced training in the health occupations industry. The programs in this cluster also provide students the opportunity to be cross-trained in a variety of entry level positions. This cluster of programs focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of health care industry; planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety, and environmental issues.

**Health Science I****Credit:** 1**Course Number:** 8417100**Grades:** 10**Recommended Prerequisite:** Computing for College and Careers

This course is the beginning of three that may lead to certification if the program is completed and comprehensive exams are passed.

**Health Science 2****Credit:** 1**Course Number:** 8417110**Grades:** 11**Prerequisite:** Computing for College and Careers

This is the second course in the Health Science Program and is double blocked with one of the three courses listed below.



**Allied Health Assisting 3****Credit:** 1**Course Number:** 8417131**Grades:** 11, 12**Prerequisite:** Health Science I, II

This course prepares students for the medical field. It is paired with Health Science II and is double block in students' schedules, taking up two periods consecutively.

**First Responder****Credit:** 1**Course Number:** 8417171**Grades:** 11, 12**Prerequisite:** Health Science 1 & 2

This course prepares students for careers such as fire and public safety.

**Nursing Assistant 3****Course Number:** 8417211**Grades:** 11, 12**Prerequisite:** Health Science 1 & 2

This purpose of this course is to prepare students for a medical career in nursing. With successful completion of this course and specific examinations, students can become certified nursing assistants.

**Law/Criminal Justice**

The purpose of this program is to prepare students for employment as Police Service Aides that do not require certification by the Florida Department of Law Enforcement (FDLE), Criminal Justice Standards and Training Commission (CJSTC).

**Criminal Justice Operations 1****Credit:** 1**Course Number:** 8918010**Grades:** 10**Prerequisite:** Computing for College and Careers**Criminal Justice Operations 2****Credit:** 1**Course Number:** 8918020**Grades:** 11**Prerequisite:** Criminal Justice Operations 1**Criminal Justice Operations 3****Credit:** 1**Course Number:** 8918030**Grades:** 12**Prerequisite:** Criminal Justice Operations 2**Criminal Justice Operations 4****Credit:** 1**Course Number:** 8918040**Grades:** 12**Prerequisite:** Criminal Justice Operations 3**Teacher Assisting**

The purpose of this program is to prepare students for employment as substitute teachers and teachers aides. This is a job-preparatory career and technical program. To be enrolled, a student's status in school and schedule must allow sufficient time for the student to be able to complete the program. The teacher assisting program is student sin classroom settings.

**Teacher Assisting 1****Credit:** 1**Course Number:** 8909010**Grades:** 10**Teacher Assisting 2****Credit:** 1**Course Number:** 8909020**Grades:** 11**Prerequisite:** Teacher Assisting 1**Teacher Assisting 3****Credit:** 1**Course Number:** 8909020**Grades:** 12**Prerequisite:** Teacher Assisting 2**Science****Biology I****Credit:** 1**Course Number:** 2000310**Grades:** 10**Prerequisite:** None

Will meet graduation requirement for Science. The purpose of this course is to provide exploratory experiences and laboratory and real-life applications in the biological sciences.

**Biology I Honors****Credit:** 1**Course Number:** 2000320**Grades:** 10**Prerequisite:** None

Will meet graduation requirement for Science. The purpose of this course is to provide exploratory experiences and

### **Pre-AICE Biology**

**Credit:** 1

**Course Number:**2000322

**Grades:** 9

**Prerequisite:** Acceptance into the AICE Program.

Will meet graduation requirement for Science. The purpose of this course is to provide exploratory experiences and laboratory and real-life applications in the biological sciences in an accelerated ideas associated with the biological earth.

### **AICE Biology**

**Credit:** 1

**Course Number:**2000321

**Grades:** 11

**Prerequisite:** Pre-AICE Biology

Will meet graduation requirement for Science. The purpose of this course is to provide exploratory studies, laboratory, and real-life applications in chemistry.

### **Chemistry I**

**Credit:** 1

**Course Number:**2003340

**Grades:** 11, 12

**Prerequisite:** Integrated Science, Biology, Algebra I, Geometry

Will meet graduation requirement for Science. The purpose of the course is to study the composition, properties and changes associated with matter. The content should include classification of nature, structure and changes, atomic theory, periodic law, bonding, chemical formula, chemical and nuclear reactions, balancing equations, stoichiometry, reaction rates and equilibrium, acid and base chemistry, behavior of gases, dynamics, nuclear energy and the environment.

### **Chemistry I Honors**

**Credit:** 1

**Course Number:**2003350

**Grades:** 11,12

**Prerequisite:** Integrated Science, Biology, Algebra I,

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

### **Pre-AICE Chemistry**

**Credit:** 1

**Course Number:**2003372

**Grades:** 10

**Prerequisite:** Integrated Science, Biology, Algebra I, Geometry

The intent of this course is that students will obtain a thorough understanding of the finite life of the world's resources and hence the need for recycling and conservation, economic considerations in the chemical industry, such as the availability and costs of raw materials and the importance of chemistry in industry and everyday life.

### **AICE Chemistry**

**Credit:** 1

**Course Number:**2003371

**Grades:** 11, 12

**Prerequisite:** : Integrated Science and/or Biology, Acceptance into the AICE Program, Algebra I

The purpose of this course is to study the composition, properties and changes associated with matter. The content includes classification of nature, structure and graphical representations and data analysis. Finally, it The purpose of this course is to provide opportunities to study concepts, theories, and laws governing the interaction of matter, energy, and forces, and their applications through exploratory investigations and activities.

### **Anatomy and Physiology Honors**

**Credit:** 1

**Course Number:** 2000360

**Grades:** 11, 12

**Prerequisite:** Biology

Will meet graduation requirement for Science. The purpose of this course is to enable students to develop understanding of the relationships between the structures and functions of the human body.

### **Physics I**

**Credit:** 1

**Course Number:** 2003380

**Grades:** 11, 12

**Prerequisite:** Integrated Science and/or Biology, Chemistry, Algebra 1

Will meet graduation requirement for Science. The purpose of this course is to provide opportunities to study concepts, theories and laws governing the interaction of matter, energy and forces and their applications through exploratory investigations and activities. The content should include, but not be limited to the motion, dynamics wave characteristics conservation of energy and momentum heat and the thermodynamics, electricity magnetism interactions among science technology and society.

**Physics I Honors****Credit:** 1**Course Number:** 2003390**Grades:** 11, 12**Prerequisite:** Integrated Science and/or Biology, Chemistry, Algebra 1, Geometry

Will meet graduation requirement for Science. The content includes, but not be limited to the motion, predications; plan experiments; make observations; and communicate findings.

**AICE Physics****Credit:** 1**Course Number:** 2003431**Grades:** 11, 12

**Prerequisite:** Acceptance into the AICE Program, Algebra 1, taking AICE Mathematics/Mechanics concurrently or prior to AICE Physics

Will meet the graduation requirements for Science. The purpose of this course is to provide opportunities to study the concepts theories and laws governing the interaction of matter energy and forces and their applications through exploratory investigation and activities.

**Marine Science I****Credit:** 1**Course Number:** 2002500**Grades:** 11**Prerequisite:** Biology, Chemistry, Integrated Science

Will meet graduation requirement for Science. The purpose of this course is to enable students to develop understanding of theories and ideas associated with biological, earth, and physical sciences through relevant investigation.

**Marine Science I Honors****Credit:** 1**Course Number:** 2002510**Grades:** 11

**Prerequisite:** Biology, Chemistry, Integrated Science  
Students will formulate questions; make predications; plan experiments; make observations; classify, interpret, and analyze data, draw conclusions, and communicate findings. Emphasis shall be placed on advances development and use reasoning, scientific analysis, and oral and written expressions of findings.

**AICE Marine Science****Credit:** 1**Course Number:** 2002535**Grades:** 11, 12

**Prerequisite:** Biology, Chemistry, Acceptance into the AICE Program.

AICE Marine Science provides a coherent and stimulating introduction to the science of the marine

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

**Environmental Science****Credit:** 1**Course Number:** 2001340**Grades:** 11,12**Prerequisite:** : Biology

Will meet graduation requirement for Science. The purpose of this course is to enable students to develop knowledge of the ways that humans interact with the natural environment.

**AICE Environmental Science****Credit:** 1**Course Number:** 2001381**Grades:** 11, 12

**Prerequisite:** Biology, Chemistry, Acceptance into the AICE Program.

Will meet graduation requirement for Science. The purpose of this course is to develop and apply concepts basic to earth, its materials, processes, history and environment in space.

**Forensic Science I****Credit:** 1**Course Number:** 2002480**Grades:** 11**Prerequisite:** Biology, Chemistry

This course will provide opportunities to develop knowledge of biology and physical sciences and enable students to associate this knowledge with real life applications.

**World Eastern and Hemispheric Studies****World History****Credit:** 1**Course Number:** 2109310**Grades:** 10**Prerequisite:** None

Will meet the graduation requirement for world history. The purpose of this course is to enable students to understand their connections to the development of civilizations by examining the past to prepare for their future as participating members of a global community. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures, and humanities to solve problems in academic, civic, social and employment pertaining to history, geography, and economics.

### **World History Honors**

**Credit:** 1

**Course Number:** 2109320

**Grades:** 10

**Prerequisite:** None

The purpose of this course is to acquire an understanding of the chronological development of world events pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures, and humanities to solve problems in academic, civic, social and employment settings.

### **United States History Honors**

**Credit:** 1

**Course Number:** 2100310

**Grades:** 11

**Prerequisite:** None

Will meet graduation requirement for American History. The purpose of this course is to enable students to understand the development of the United States within the context of history with a major focus on the post-Reconstruction period. Students will use knowledge pertaining to history, geography, and economics.

### **AICE United States History**

**Credit:** 1

**Course Number:** 2100500

**Grades:** 11

**Prerequisite:** Acceptance into the AICE Program

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

### **African-American History**

**Credit:** .5

**Course Number:** 2100340

**Grades:** 11, 12

**Prerequisite:** None

Students understand the development of African American heritage within the context of a broad historical

focus. Students examine connections to the past to prepare for the future as participating members of a democratic society.

### **AICE European History**

**Credit:** 1

**Course Number:** 2109371

**Grades:** 10

**Prerequisite:** None

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.

### **Latin American History**

**Credit:** .5

**Course Number:** 2100360

**Grades:** 9,10 11,12

**Prerequisite:** None

Students acquire an understanding of the development of the Latin American people by examining the history and culture of the region with emphasis on the Caribbean Basin, Central America and South America. Students assess the effect of this region's historical development to better understand the region's role in the global community and to develop a world view that appreciates diverse cultures.

### **United States History**

**Credit:** 1

**Course Number:** 2100310

**Grades:** 11

**Prerequisite:** None

Will meet graduation requirement for American History. The purpose of this course is to enable students to understand the development of the United States within the context of history with a major focus on the post-Reconstruction period.

### **AICE Global Perspectives**

**Credit:** 1

**Course Number:** 1700364

**Grades:** 11

**Prerequisite:** Acceptance into AICE program

Cambridge International AS Level Global Perspectives prepares learners for positive engagement with our rapidly changing world. Learners broaden their outlook through the critical analysis of and reflection on issues of global significance. The skills gained through study of Cambridge International AS Level Global Perspectives enable students to meet the demands of twenty first century learning and make a successful transition to study in higher education.

**Economics****Economics****Credit:** .5**Course Number:** 2102310**Grades:** 12**Prerequisite:** None

The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content includes, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle. *This course meets economics requirement as well as online course requirement for graduating with a standard diploma.*

**Economics Honors****Credit:** .5**Course Number:** 2102320**Grades:** 12**Prerequisite:** None

Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects). *This course meets economics requirement as well as online course requirement for standard diploma.*

**AICE Economics****Credit:** 1**Course:** 2102321**Grades:** 12**Prerequisite:** Acceptance into the AICE Program

Will meet the graduation requirements for Economics. The purpose of this course is to provide students with the information and theory, and distinguishing facts from hypothetical statements and value judgments. Students

will organize, present and communicate economic ideas and informed judgments in a clear, logical and appropriate form.

**Advanced Placement Human Geography****Credit:** 1**Course:** 2103400**Grades:** 9,10**Prerequisite:** None

The purpose of this rigorous, exciting course is to enable students to develop higher levels of concepts and skills related to Human Geography. The course that explores how people develop social, political, economic, and cultural behaviors and systems in relation to the natural environments in which they live.

**Political Science****American Government****Credit:** .5**Course:** 2106310**Grades:** 12**Prerequisite:** None

Will meet the graduation requirement for American Government. The purpose of this course is to enable students to gain an understanding of American government and political behavior that is essential for effective citizenship and active involvement in a democratic American society.

**American Government Honors****Credit:** .5**Course:** 2106320**Grades:** 12**Prerequisite:** None

The purpose of this course is to enable students to gain an understanding of American government and political behavior that is essential for effective citizenship and active involvement in a democratic American society.

**Advanced Placement US Government and Politics****Credit:** .5 paired with Research to make full year course**Course:** 2106320**Grades:** 11, 12**Prerequisite:** None

Students acquire a critical perspective of politics and government in the United States. They learn general concepts used to interpret American politics and analyze specific case studies. Students also become familiar with the various institutions, groups, beliefs and ideas that constitute the American political perspective.

**Psychology****Psychology I****Credit:** .5**Course Number:** 2107300**Grades:** 11,12**Prerequisite:** None

Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction and the progressive development of individuals. This will better prepare them to understand their own behavior and the behavior of others.

**Psychology II****Credit:** .5**Course Number:** 2107310**Grades:** 11,12**Prerequisite:** Psychology I

Through the additional study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction, and the progressive development of individuals. This will better prepare them to understand their own behavior and the behaviors of others.

**AICE Psychology 1****Credit:** 1**Course Number:** 2107360**Grades:** 11,12**Prerequisite:** Acceptance into the AICE Program

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****Credit:** 1**Course Number:** 2108320**Grades:** 11,12**Prerequisite:** Acceptance into AICE program.

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

provides a solid grounding in the central ideas and approaches in Sociology.

**AICE Critical Thinking Skills****Credit:** 1**Course Number:** 1700372**Grades:** 11,12**Prerequisite:** Acceptance into 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.

**Visual Arts**

*All Visual Arts courses meet the graduation requirements for Performing Fine Arts.*

**Drawing 1****Credit:** .5**Course Number:** 01043340**Grades:** 9-12**Prerequisite:** None

The purpose of this course is to enable students to develop basic perceptual, observational, and compositional skills necessary to communicate a range of subject matter, symbols, ideas, and concepts using knowledge of drawing media, processes, and techniques.

**Drawing II/III/IV****Credit:** .5**Course Number:** 0104350/0104360/0104370**Grades:** 9-12**Prerequisite:** Drawing I

The purpose of these courses is to enable students to develop basic perceptual, observational, and compositional skills necessary to communicate a range of subject matter, symbols, ideas, and concepts using knowledge of drawing and other media, and to build on those skills from Drawing II to Drawing III and Drawing 4.

**AICE Art and Design 1****Credit:** 1**Course Number:** 0101370**Grades:** 11,12**Prerequisite:** Acceptance into the AICE Program

The purpose of this course is to enable students to communicate ideas or concepts through the use of design and composition while making critical judgments and showing an appreciation and cultural awareness of the world around them. It is concerned with independent visual perception and aesthetic execution in the development of an idea, theme, or subject. Students will demonstrate their ability to select and control materials while analytically



### **Creative Photography**

**Credit:** 1

**Course Number:** 0108310/0108320

**Grades:** 10, 11,12

**Prerequisite:** None

The purpose of this course is to enable students to develop fundamental skills and creative approaches in photographic imagery, processes, and techniques.

**Special Note.** This course incorporates hands-on activities and consumption of art materials. Access to a darkroom and appropriate photographic equipment is required. Digital cameras are used with computer hardware, software, peripheral devices, and printers.

### **AICE Photography**

**Credit:** 1

**Course Number:** 0108360

**Grades:** 11,12

**Prerequisite:** Creative Photography and Instructor permission

This course incorporates hands-on activities and consumption of art materials. Access to a darkroom and appropriate photographic equipment is required. Digital cameras are used with computer hardware, software, peripheral devices, and printers.

## **Graphic Design**

### **Digital Art Imaging I & II**

**Credit:** 1

**Course Number:** 0108370, 0108380

**Grades:** 9-12

**Prerequisite:** None

The purpose of this course is to enable students to develop basic knowledge of computer graphic systems and to produce computer-generated images by applying the elements of art and principles of design.

### **AICE Media Studies**

**Credit:** 1

**Course Number:** 1100460

**Grades:** 10-12

**Prerequisite:** acceptance into AICE program

The purpose of this course is to enable students to develop advanced knowledge of computer graphic systems and to produce computer-generated images by applying the elements of art and principles of design.

### **AICE Graphic Design**

**Credit:** 1

**Course Number:** 0106320

**Grades:** 10-12

**Prerequisite:** Graphic Design II

The purpose of this course is to enable students to communicate and express through visual perception and aesthetic experiences a language in addition to those used by literary, mathematical, scientific and factually-based subjects. This studio-based language will enable students to develop their abilities of observation and analysis of the visual world, sensitivity, skill, personal expression and imagination. Students should also learn to relate these skills to an enhanced knowledge of their own and other cultures, past and present, and an appreciation of practical design problems.

### **Visual Technology I, II & III**

**Credit:** 1

**Course Number:** 0107440, 0107450, 0107460

**Grades:** 9-12

**Pre-requisite:** Journalism I



## Air Force JROTC

The Air Force Junior Reserve Officer Training Corps (AFJROTC) is a four year citizenship program. All AFJROTC courses are blends of material from an Aerospace Science (AS) component, a Leadership Education (LE) component and a Wellness component. For organizational purposes Aerospace Science is separated from the Leadership Education component in each AFJROTC class. In practice, however, the overlap is considerable. For example, writing and speaking skills are categorized as "Leadership Hours" but are also incorporated into the Aerospace Science courses. Additionally, many of the Aerospace Science topics are helpful in the Leadership Education classes. Each course has the AS component as 40% of contact time, LE component 40% of contact time and the Wellness program (to include Drill and Ceremonies) 20% of contact time. To enhance classroom learning, students participate in extracurricular and social activities such as field trips, drill teams, color guard teams, honor guards, model rocketry, military balls, and awards banquets. An integral part of the program is the requirement to meet Air Force grooming standards and to wear the uniform a minimum of one day every week.

**There is no commitment or obligation to serve in the armed forces as a result of participation in Junior ROTC.**

### Note:

**Completion of two years of Junior ROTC satisfies the full one credit HOPE requirement and the full one credit Performing Arts requirement.**

1800300 – Aerospace Science I (Grades 9 – 12)

1800310 – Aerospace Science II (Grades 9 – 12)

1800320 – Aerospace Science III (Grades 9 – 12)



## ***Aerospace Science: A Journey into Aviation History***

This is an aviation history course focusing on the development of flight throughout the centuries. It starts with ancient civilizations, then progresses through time to modern day. The emphasis is on civilian and military contributions to aviation; the development, modernization, and transformation of the Air Force; and a brief astronomical and space exploration history. It is interspersed with concise overviews of the principles of flight to include basic aeronautics, aircraft motion and control, flight power, and rockets.

## ***Cultural Studies: An Introduction to Global Awareness***

This is a customized course about the world's cultures specifically created for Junior ROTC programs. It introduces students to the world's cultures through the study of world affairs, regional studies, and cultural awareness. This course delves into history, geography, religions, languages, culture, political systems, economics, social issues, environmental concerns, and human rights. It looks at major events and significant figures that have shaped each region.

## ***The Science of Flight: Gateway to New Horizons***

This is a science course designed to acquaint the student with the aerospace environment, the human requirements of flight, and the principles of aircraft flight. The course covers the atmosphere and weather and how the environment affects flight. Also covered are the forces of lift, drag, thrust, and weight and how they affect an aircraft in flight and on the ground. The portion on the Human Requirements of Flight is a survey course on human physiology which covers the human circulatory system, the effects of acceleration and deceleration, and protective equipment.

## ***Exploring Space: The High Frontier***

This course begins with the study of the space environment from the earliest days of interest in astronomy and early ideas about the universe through the Renaissance, and on to modern astronomy. It provides an in-depth study of the Earth,

Sun, stars, Moon, and solar system. It discusses issues critical to travel in the upper atmosphere such as orbits and trajectories, unmanned satellites, and space probes. It investigates the importance of entering space and discusses manned and unmanned space flights. The course covers the human aspect of space flight, focusing on the human experience in space.

### **1800330/1800350 AEROSPACE SCIENCE IV (Grades 10-12)**

**Prerequisite: 1800300/310/320 (or concurrent enrollment) and instructor approval required.**

#### *Management of the Cadet Corps*

Upper class cadets manage the entire corps under AFJROTC instructor supervision. This hands-on experience affords the cadets the opportunity to put the theories of previous leadership courses into practice. All the planning, organizing, coordinating, directing, controlling, and decision-making will be done by the cadets. They practice their communication, decision-making, personal-interaction, managerial, and organizational skills.

### **LEADERSHIP EDUCATION**

**The Leadership Education Components taught concurrently with the AS Component are:**

#### **Leadership Education I**

##### **Leadership: Citizenship, Character & Air Force Tradition**

This section introduces cadets to the Air Force Junior Reserve Officer Training Corps (AFJROTC), providing a basis for progression through the rest of the AFJROTC program while instilling elements of good citizenship. It contains sections on cadet and Air Force organizational structure; uniform wear; customs, courtesies, and other military traditions; health and wellness; fitness; individual self-control; and citizenship. The first unit of this course will be taught each year to all cadets with the entire course being taught as required in succeeding years in AFJROTC.

#### **Leadership Education II**

##### **Leadership: Communication, Awareness, and Leadership**

This course stress communications skills and cadet corps activities. It is normally taught to second-year cadets, but may also be taught to other grade levels. Much information is provided on communicating effectively, understanding groups and teams, preparing for leadership, solving conflicts and problems, and personal development. Written reports and speeches compliment the academic materials. Cadet corps activities include holding positions of greater responsibility in the planning and execution of corps projects.

#### **Leadership Education III**

##### **Leadership: Life Skills and Career Opportunities**

This course will be helpful to students deciding which path to take after high school. This LE component is normally offered to upper class cadets, but may be taught to lower grade levels. Information on how to apply for admission to college or to a vocational or technical school is included. Information on how to begin the job search is available to students who decide not to go to college or vocational school. Available also is information about financial planning and how to save, invest, and spend money wisely, as well as how not to get caught in the credit trap. Students are informed about real life issues such as understanding contracts, leases, wills, warranties, legal notices, and personal bills. Citizen responsibilities such as registering to vote, jury duty, and draft registration is also included. For those students who may be moving into an apartment of their own, information is presented on apartment shopping and grocery shopping skills. There is information on how to prepare a résumé and the importance of good interviewing skills. Information is also provided to students who are interested in a career in the military, with the federal government, or in aerospace.

**Leadership Education IV**

**Leadership: Principles of Management** This course is a guide to understanding the fundamentals of management, managing yourself, and others. This LE component is usually taught to senior cadets, but may be taught at lower levels. Emphasis is placed on allowing the student to see himself/herself as a manager. Every organization, regardless of size, faces the challenge of managing operations effectively. No matter how well a manager carries out his or her job, there are always ways of doing at least part of the task more effectively. There are four building blocks of leadership considered in this text from the military and civilian perspective. Attention to these four areas will form a strong foundation for a capability to lead others – something that can be very valuable to you for the rest of your life. The four areas are Management Techniques, Management Decisions, Management Functions, and Managing Self and Others.

The following programs are part of every Air Force Junior ROTC class and participation in some way is required of all cadets enrolled in AFJROTC.

**Drill and Ceremonies**

Upper class cadets manage the entire corps under AFJROTC instructor supervision. This hands-on experience affords the cadets the opportunity to put the theories of previous leadership courses into practice. All the planning, organizing, coordinating, directing, controlling, and decision making will be done by cadets. They practice their communication, decision-making, personal-interaction, managerial, and organizational skills.

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This course provides an in-depth introduction to drill and ceremonies, and is taught as part of the Leadership Education and the Wellness components for each Air Force Junior ROTC class. The Drill and Ceremonies course concentrates on the elements of military drill, and describes individual and group precision movements, procedures for saluting, drill, ceremonies, reviews, parades, and development of command voice.

Students are provided detailed instruction on ceremonial performances and protocol for civilian and military events and have the opportunity to personally learn drill. Though each class will follow an established lesson plan, most of the work is to be hands-on.

**Wellness Curriculum**

Wellness is an official part of the Air Force Junior ROTC program and is part of each Air Force Junior ROTC class. It is an exercise program focused upon individual base line improvements with the goal of working toward a national standard as calculated with age and gender. The exercises develop all muscle groups and provide sufficient anaerobic and aerobic intensity. They require no equipment and use only body weight and common objects (e.g. chairs). Other activities will be included, such as team sports, in order to keep the Wellness Program fun and motivating. Wellness is instrumental in building better citizens for America.



# **TREASURE COAST HIGH SCHOOL**

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## **TCHS ADMINISTRATION**

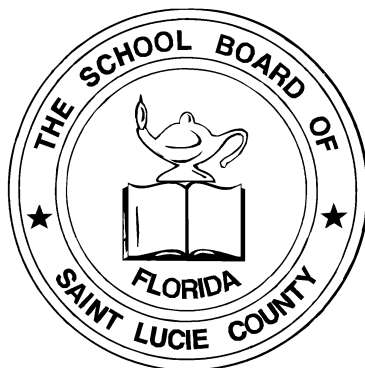
**SUSAN SEAL • PRINCIPAL**

**LISA DAVENPORT • ASSISTANT PRINCIPAL**

**NICKI KOPANI • ASSISTANT PRINCIPAL**

**ALEX OGE • ASSISTANT PRINCIPAL**

**REGINA ROBERTS • ASSISTANT PRINCIPAL**



**SUPERINTENDENT E. WAYNE GENT**