



TREASURE COAST HIGH SCHOOL



2022-2023

PATH TO GRADUATION

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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 over 3,000 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 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.

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 Programs.

Our teachers have common planning so that they can plan standard-based lessons 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.

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 <https://www.stlucie.k12.fl.us/departments/exceptional-student-education/>.

Other Related Services

| | |
|--------------|---------------------------|
| Ms. Beckford | 9th/10th ESE Director |
| Ms. Bolte | 11th/12th ESE Director |

Homebound and Hospitalized Program

The district's Homebound and Hospitalized Program (HHP) has been established to provide instruction to the pupil who has been medically diagnosed with a physical or psychiatric condition which is acute or catastrophic in nature, or a chronic illness, or a repeated intermittent illness due to a persisting medical problem(s) and which confines the student to the home or hospital and restricts activities for an extended period of time.

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.

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 FAST ELA and EOC 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 procedures 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.

Reading courses required for students are located in the course directory.

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 Financial Literacy and Economics Honors.

Graduation Requirements for students in grades 9—12 (2022-2023)

| Subject Area | Graduation Requirements for 24 Credit Program | Graduation Requirements for ACCEL 18 credit diploma |
|--|--|--|
| English | 4 credits, with major concentration in composition, reading for information and literature | 4 credits, with major concentration in composition, reading for information and literature |
| Mathematics | 4 credits, one of which must be Algebra 1 or its equivalent, one of which must be Geometry or its equivalent | 4 credits, one of which must be Algebra 1 or its equivalent, one of which must be Geometry or its equivalent |
| Science | 3 credits, two 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 |
| Social Studies | 1 credit World History 1 credit US History 1 credit Government | 1 credit World History 1 credit US History 1 credit Government |
| World Language | Not required for high school graduation, but is required for admission into state universities and scholarships | |
| Fine or Performing Arts | 1 credit in Fine or Performing Arts, Speech, Debate, or Practical Arts. | 1 credit in Fine or Performing Arts, Speech, Debate, or Practical Arts. |
| Physical Education | 1 credit of HOPE PE or HOPE Core or .50 credit in Personal Fitness and .5 credit PE elective | |
| Electives | 8 credits in elective courses or intensive reading or mathematics intervention courses | 3 credits in electives |
| Total | 24 credits | 18 credits |
| State Assessment Requirements | Passing scores on the Grade 10 FAST* or FSA ELA and Algebra 1 EOC or scores on a standardized test that is concordant such as ACT and SAT and comparative scores for Algebra 1 EOC such as PERT (depends on cohort). | Passing scores on the Grade 10 FAST* or FSA ELA and Algebra 1 EOC or scores on a standardized test that is concordant such as ACT and SAT and comparative scores for Algebra 1 EOC such as PERT (depends on cohort). |
| Grade Point Average Requirement | Cumulative GPA of 2.0 on a 4.0 scale | Cumulative GPA of 2.0 on a 4.0 scale |
| Online Course Requirement | 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 assessment will count for 30% of the course grade. Biology 1 EOC Assessment will count for 30% of the course grade. US History EOC Assessment will count for 30% of the course grade.
- *The FAST ELA will replace the 10th grade FSA ELA for the 2025 cohort and beyond.

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 | 4. Recommendations |
| 2. Grade point average | 5. Community service |
| 3. Test scores | 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. 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 later. These sample plans include those subjects needed by students to fulfill state and local graduation requirements.

| | Most Academically Challenging | Strong College Preparation | Basic College Preparation |
|-------------------|--|---|--|
| 9th Grade | <i>Biology</i> Freshman Seminar AICE General Paper World Language I/II/III AP Human Geography Geometry Honors/Algebra II Honors | English I Honors <i>Algebra I Hon./ Geometry Honors</i> Environmental Science Honors Freshman Seminar HOPE World Language I/II Elective | English I Algebra I Environmental Science Freshman Seminar HOPE World Language I Elective |
| 10th Grade | AICE English Language Pre-AICE Math III Chemistry/AICE Level Science 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 |
| 11th Grade | AICE English Literature AICE Thinking Skills AICE Math I, AICE Math 2 or Pre-Calculus <i>AICE Level Science</i> <i>AICE U.S. History</i> 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 Math for College Readiness Marine Science United States History World Language II/III or other Elective Elective/Career Academy Elective |
| 12th Grade | AICE English Literature A Level AICE Math II AICE Physics AICE Economics AP US Government AICE Global Perspectives AICE Electives | English IV Honors <i>Pre-Calculus or Probability & Statistics</i> Anatomy Honors/Physics Honors <i>Economics Honors/ US Government Honors</i> Foreign Language IV or AICE or other Elective (Core Class) Elective/Career Academy Elective | English IV <i>Financial Algebra</i> 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 during their last year in high school.

| | Florida Academic Scholars Award (FAS) | Florida Medallion Scholars Award (FMS) | Florida Gold Seal Vocational Scholars Award (GSV) |
|---|---|---|---|
| Award Amount 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 2022-2023 academic year will be available in summer 2022 after the legislative session. For current year award amounts visit: www.FloridaStudentFinancialAid.org/SSFAD/bf/awardamt.htm | | |
| Grade Point Average (GPA) 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 unweighted GPA in a minimum of 3 vocational credits in one vocational program, combined with the scores listed below. (Note: GPA's are not rounded) |
| Required Credits 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) 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. |
| Community Service | 100 hours as approved by the district or school. See details on pages 11-12. | 75 hours as approved by the school or district. See details on pages 11-12. | 30 hours as approved by school or district. See details on pages 11-12. |
| Required Test Scores | See details on page 11 | See details on page 11 | See details on page 11 |
| Other Ways to Qualify | See www.FloridaStudentFinancialAid.org | | |

Required Test Scores for a Bright Futures Scholarship
See page 10 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 1330 SAT Reasoning Test (based on the combined Critical Reading and Math Sections only) or 29 ACT (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 1210 SAT Reasoning Test (based on the combined Critical Reading and Math Sections only) or 25 ACT (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 PERT or SAT or ACT.</p> <p>Sections of different test types may not be combined.</p> <p>PERT:</p> <table style="width: 100%;"> <tr> <td>Reading</td> <td style="text-align: right;">106</td> </tr> <tr> <td>Sentence Skills</td> <td style="text-align: right;">103</td> </tr> <tr> <td>Algebra</td> <td style="text-align: right;">114</td> </tr> </table> <p>SAT:</p> <table style="width: 100%;"> <tr> <td>Reading</td> <td style="text-align: right;">24</td> </tr> <tr> <td>Writing</td> <td style="text-align: right;">25</td> </tr> <tr> <td>Math</td> <td style="text-align: right;">24</td> </tr> </table> <p>ACT:</p> <table style="width: 100%;"> <tr> <td>English</td> <td style="text-align: right;">19</td> </tr> <tr> <td>Reading</td> <td style="text-align: right;">17</td> </tr> <tr> <td>Math</td> <td style="text-align: right;">19</td> </tr> </table> | Reading | 106 | Sentence Skills | 103 | Algebra | 114 | Reading | 24 | Writing | 25 | Math | 24 | English | 19 | Reading | 17 | Math | 19 |
| Reading | 106 | | | | | | | | | | | | | | | | | | | |
| Sentence Skills | 103 | | | | | | | | | | | | | | | | | | | |
| Algebra | 114 | | | | | | | | | | | | | | | | | | | |
| Reading | 24 | | | | | | | | | | | | | | | | | | | |
| Writing | 25 | | | | | | | | | | | | | | | | | | | |
| Math | 24 | | | | | | | | | | | | | | | | | | | |
| English | 19 | | | | | | | | | | | | | | | | | | | |
| Reading | 17 | | | | | | | | | | | | | | | | | | | |
| Math | 19 | | | | | | | | | | | | | | | | | | | |

Service Hours

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

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

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

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

Work Service Hours

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

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

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 demonstrate knowledge in the subject matter in order to receive a grade for that grading period.

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 School 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 graduation.

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 advanced 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 (32X .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 Honors Diploma.



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 860 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 for more information about NAIA.

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 2.3 core GPA or higher 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 for more information about NCAA and see your Guidance Counselor for correct course placement.

FHSAA Teams at TCHS

Treasure Coast High School offers an array of sports.

Fall:

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

Winter:

Soccer (Boys & Girls)
Basketball (Boys & Girls)
Weightlifting (Girls)
Wrestling (Boys & Girls)
Competition Cheerleading

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.

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.

Spring:

Baseball (Boys)
Softball (Girls)
Tennis (Boys & Girls)
Track (Boys & Girls)
Flag Football (Girls)
Beach Volleyball (Girls)

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 |

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.



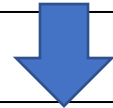
TCHS Learning Communities

GLOBAL COURSES

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



S.T.A.R.S. ACADEMY
9th Grade
 Freshman Seminar
 Curricular Teams



EXPLORER ACADEMY
10th Grade

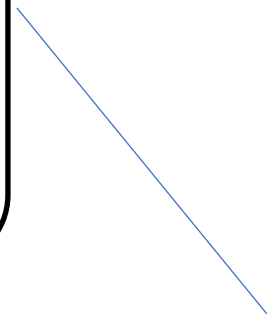
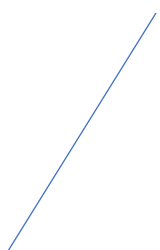


UPPER SCHOOL
11th and 12th Grade

Academy of Business, Engineering & Technology
 Engineering/Manufacturing
 International Business
 Global Logistics
 Biotechnology

Academy of Medical & Public Service
 Health Science
 First Responder
 C.N.A.
 Criminal Justice
 Education

Academy of Liberal Arts
 Culinary
 Performing Arts
 World Languages
 JROTC



STARS Academy – Students Transitioning and Aspiring to Reach for Success (9th Grade Academy)

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.
- Research-based best practices (SEL, Kagan, 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 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 possibly earn an industry certification 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 (SEL, Kagan, 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.

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 some of the career academies as well as recommended and elective courses. These required courses must be taken in sequential order from year to year.

| Criminal Justice | International Business | Medical |
|------------------------------|--------------------------------|-------------------------------------|
| Freshman Seminar | Freshman Seminar | Freshman Seminar |
| Criminal Justice I | Digital Information Technology | Health Science I |
| Criminal Justice II | International Business Systems | Health Science II |
| Criminal Justice III | Accounting I | Allied Health III (Nurse/Doctor) OR |
| Criminal Justice IV | International Finance and Law | Nursing Assistant (Nurse/Doctor) OR |
| Recommended Electives | Recommended Electives | First Response (Fire Rescue/EMT) |
| Law Studies | Financial Literacy | Recommended Electives |
| Court Procedures | Psychology I & II | Anatomy and Physiology Honors |
| Forensic Science | Sociology | Sociology |
| Psychology I & II | Speech | Psychology I & II |
| Sociology | | |

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



| Culinary Arts | Engineering | Automation & Production Technology |
|--------------------------------|--------------------------------|---|
| Freshman Seminar | Freshman Seminar | Freshman Seminar |
| Culinary Arts I | Engineering Technology I | Advanced Manufacturing I |
| Culinary Arts II | Engineering Technology II | Advanced Manufacturing II |
| Culinary Arts III | Engineering Technology III | Production Technology III |
| Culinary Arts IV | Recommended Electives | Recommended Electives |
| Recommended Electives | Digital Information Technology | Digital Information Technology |
| Digital Information Technology | Principles of Technology | Principles of Technology |
| | Internships | Internships |
| | Physics | Physics |

| Global Logistics | Digital Art Imaging | Biotechnology |
|--------------------------------|--------------------------------|--------------------------------|
| Freshman Seminar | Freshman Seminar | Biotechnology I |
| Digital Information Technology | Digital Art Imaging I | Biotechnology II |
| Global Logistics Operations | Digital Art Imaging II | Biotechnology III |
| Recommended Electives | Recommended Electives | Recommended Electives |
| AP Computer Science Principles | Digital Information Technology | Digital Information Technology |
| Financial Literacy | 2-D Digital Art | |
| | Creative Photography | |
| | AP Computer Science Principles | |

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 | Drama I - IV | AICE Spanish Literature | Aerospace III |
| Beginning Power Weight Training | Chorus I - IV | French I | Aerospace IV |
| Recreational Activities | Band I - IV | French II | ERAU AS120 |
| Softball | Eurhythmics I - IV | AICE French | ERAU AS220 |
| Team Sports I | Jazz Ensemble I - IV | | |
| Team Sports II | Instrumental Techniques I - IV | | |
| Comprehensive Fitness | Dance Technique I & II & III | | |
| Basketball | Dance Choreography | | |
| Soccer | | | |
| Outdoor Education | | | |
| AICE Physical Education | | | |

Additional Electives included in the Global Community are:

African-American History

Digital Information Technology

Creative Writing

Debate

Holocaust

Intensive Reading

Journalism

Financial Literacy

2-D Art

Photography

Speech

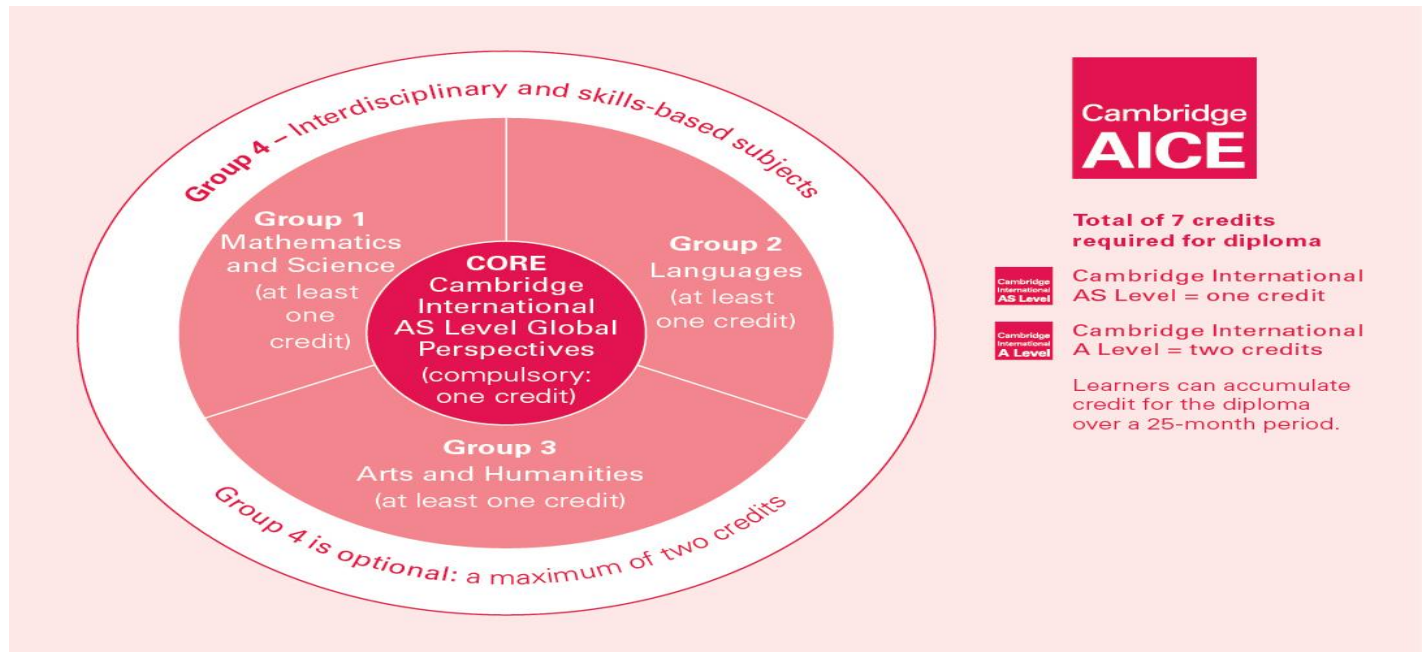
Yearbook



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 Diploma requirements.



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"> · AICE Biology AS Level · AICE Chemistry AS Level · AICE Environmental Management AS Level · AICE Marine Science AS Level · AICE Mathematics AS & A Level · AICE Psychology AS & A Level | <ul style="list-style-type: none"> · AICE English Language AS Level · AICE French Language AS Level · AICE Spanish Language AS Level | <ul style="list-style-type: none"> · AICE Art & Design AS & A Level · AICE Economics AS Level · AICE English Literature AS Level · AICE European History AS Level · AICE French Literature AS Level · AICE Media Studies AS Level · AICE Psychology AS & A Level · AICE Sociology AS & A Level · AICE Spanish Literature AS Level · AICE Travel & Tourism AS Level · AICE US History AS & A Level |
| Core Compulsory Credit for AICE Diploma | Interdisciplinary Group | |
| AICE Global Perspectives AS Level | <ul style="list-style-type: none"> AICE General Paper AS Level AICE Thinking Skills AS Level AICE Global Perspectives A Level | |

Advanced Placement Courses

The College Board's Advanced Placement (AP) Program is a national program consisting of more than 30 college-level courses and exams offered at participating high schools. 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 public secondary schools enrolled in AP courses do not have to pay to take the exams.



Dual Enrollment

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.

Eligibility and Access:

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

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

7. Students must meet or exceed the following Alternative Placement Test scores to demonstrate college readiness:

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

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

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

9. Students who have accumulated twelve (12) college credit hours and have not yet demonstrated proficiency in all of the basic competency areas of reading, writing and mathematics must be advised in writing by the School District of the requirements for Associate degree completion and state university admission, including information about

future financial aid eligibility and the potential costs of accumulating excessive college credit, as outlined in Section 1009.286 F.S.

10. Students must complete and submit the Dual Enrollment Program Agreement form (IRSC 508) with an approval from their high school counselor and parent or guardian, if the student is under 18 years of age.

11. Students must receive an approval from their high school counselor for registered courses.

12. Students will be eligible for a maximum of 60 credit hours of dual enrollment.

13. Students who are scheduled to graduate from high school prior to the completion of a dual enrollment course, are not eligible to participate the dual enrollment program.

14. Students must meet any additional eligibility criteria specified by the postsecondary institution in the Dual Enrollment Articulation Agreement.

15. Students may not have been recommended for expulsion or expelled from a secondary school where the student attends or attended. Students who are enrolled in dual enrollment course(s) prior to being recommended for expulsion or being expelled may be permitted to finish the course(s) that they are already enrolled in, but they may not be permitted to enroll in or register for the additional course(s).

16. Students may not be placed at an alternative school for behavioral or disciplinary reasons or due to a safety concern. Students who are enrolled in dual enrollment course(s) prior to being placed in an alternative school may be permitted to finish the course(s) that they are already enrolled in, but they may not be permitted to enroll in or register for the additional course(s).

17. Students who are placed in an alternative school setting may be enrolled in dual enrollment classes if the District recommends such enrollment and provides a basis for the same.

18. IRSC and the TRUSTEES have the sole and absolute decision to permit or deny the enrollment of any student recommended pursuant to paragraph 16 above or who is not otherwise eligible for enrollment in dual enrollment. Further, IRSC or the TRUSTEES may require additional information from a student and/or the DISTRICT to assist in making any such determination.

Special Programs

1. Early College Program: The Early College Program will serve 11th and 12th grade students. Students participating in the Early College Program are required by Section 1007.273 to enter into a student performance contract, which must be signed by each participating student, the parent, a representative of the school district, and a representative of Indian River State College. The Early College processes are the same to that of Dual Enrollment with the following eligibility requirements.

Student Eligibility and Access:

Students must be enrolled as a student in a Florida public or nonpublic secondary school.

Students must be in 11th or 12th grade.

Students must demonstrate college readiness on Common Placement Tests, Alternative Placement Tests, or by approved High School Course work as provided under SBE Rule 6A-10.0315.

Students must have a minimum of a 3.0 unweighted GPA.

Students must be on track to graduate high school.

Students must successfully complete a minimum of 30 credit hours each academic year.

Students must enroll in a minimum of 12 college credit hours per semester.

Students who fall below the full-time status are no longer part of the Early College Program but may be eligible to continue to participate in the Dual Enrollment Program.

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

Student Eligibility and Access:

Students must be in 12th grade.

Students must take an approved Common or Alternative Placement Test and scores must be submitted.

Students may participate if they have a 3.0 unweighted GPA without the minimum placement scores.

Students may participate with a minimum of a 2.5 unweighted GPA and have demonstrated college readiness via an approved Common or Alternative Placement Test in Reading.

Students must be on track to graduate high school.

Students who fail or withdraw from a course will not be eligible to continue in the DESA program.

No exceptions are allowed for this program.

| Course Number | Course Title | College Credits |
|----------------------------|--|-----------------|
| SLS1101 | Student Success | 3 |
| Business Track | | |
| SLS1261 | Essentials to Contemporary Leadership | 3 |
| GEB1011 | Introduction to Business | 3 |
| MAN2021 | Principles of Management | 3 |
| Digital Media Track | | |
| DIG1115 | Digital Imaging Fundamentals with Photoshop | 3 |
| DIG2030 | Digital Video Fundamentals | 3 |
| GRA2160 | Digital Animation I | 3 |
| AA Track | | |
| HUM1020 | Intro to Humanities | 3 |
| BSCI00S | Life Science | 3 |
| SLS1261 | <u>Essentials to Contemporary Leadership</u> | 3 |

Students may participate in the following courses, not to exceed two courses within a semester and four courses in their senior year.

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

Student Eligibility and Access:

Students must be in 10th grade.

Students must demonstrate college readiness via a common or alternative placement test or via high school coursework to participate in college related courses.

Students may participate with a minimum of a 2.5 unweighted GPA and have demonstrated college readiness on a Common or Alternative Placement Exam.

Students must be on track to graduate high school.

Students may enroll in a maximum of 6 college credit hours per semester.

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

Student Eligibility and Access:

Students must be in the 11th or 12th grade.

Students must be enrolled in an approved Florida Career Pathways program at a high school within the St. Lucie County School District.

Students must be on track to graduate high school.

Students must be on track to complete one or more Career Pathways programs.

Students may participate with a minimum of a 2.5 unweighted GPA and have demonstrated college readiness on a Common or Alternative Placement Test.

Students may participate with a 3.0 GPA and have demonstrated college readiness via approved High School Course work as provided under SBE Rule 6A- 10.0315.

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 in these courses by meeting with their School Counselor.

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 School Counselor approve their request online. To get more information, visit their website at www.flvs.net and see your School Counselor.

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 School Counselor for more information.



Virtual School Courses—FLVS (F) or Mosaic Digital Academy (M)

English

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

Mathematics

Algebra I and Honors (F, M)
Algebra II and Honors (F, M)
Calculus Honors (F)
Geometry and Honors (F, M)
Liberal Arts Math 2 (F)
Math for College Readiness (F, M)
Pre-Calculus (F, M)
Liberal Arts Math 1 (M)

Health/Physical Education

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

Science

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

Social Studies

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

World Languages

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

Electives

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

Career and Technical Education Courses

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

AP Courses (all FLVS)

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

Credit Recovery

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



TREASURE COAST HIGH SCHOOL

1000 SW DARWIN BLVD

PORT ST. LUCIE, FL 34953

PHONE: 772.807.4300

TCHS ADMINISTRATION

TODD D. SMITH • PRINCIPAL

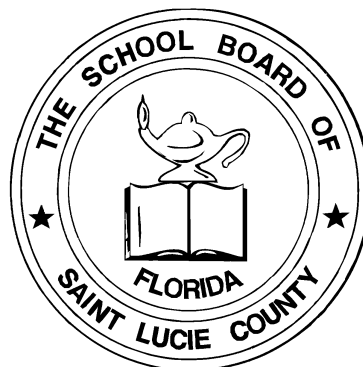
JEAN EMERSON • ASSISTANT PRINCIPAL

JASON MONROE • ASSISTANT PRINCIPAL

ALEX OGE • ASSISTANT PRINCIPAL

REGINA ROBERTS • ASSISTANT PRINCIPAL

ERIK WILE • ASSISTANT PRINCIPAL



SUPERINTENDENT DR. JONATHAN PRINCE

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: 8736030

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

Distribution and Logistics

Digital Information Technology

Credit: 1

Course Number: 8207310

Grades: 9-12

Prerequisite: None

This course is designed to provide a basic overview of current business and information systems and trends and to introduce students to the basics and foundations required for today's business environments. Emphasis is placed on developing proficiency with touch keyboarding and fundamental computer applications, so that they may be used as communication tools for enhancing personal and work place proficiency in an information-based society. This also includes proficiency with computers using databases, spreadsheets, presentation applications, and the integration of these programs using software that meets industry standards. **This course is a prerequisite to ALL other Business classes.**

Global Logistics

Operations

Credit: 1

Course Number: 9503130

Grades: 10-12

Prerequisite: *Digital Information Technology*

The Global Logistics Operations course is designed to build on the skills and knowledge students learned in Global Logistics and Supply Chain Technology and the Introduction to Information Technology Applications courses for entry into the logistics and supply chain industry. Students explore career opportunities and requirements of a professional logistician. Content emphasizes an understanding of warehouse operations, storage and control operations, protection, and economics.

Emerging Technology in Business

Credit: 1

Course Numbers: 8207010

Grades: 12

Prerequisite: *Counselor Placement*

The purpose of this course is to give students an opportunity to apply knowledge and skills related to the area of Emerging Technology in Business. The content includes electronic research methods; business communications including speaking, listening, writing, and telecommunicating; multimedia presentation skills; ethical considerations related to technology; and emerging technologies affecting business environments. Instruction is

designed to provide an understanding of the advances being made in technology today and in the future.

International Business

Accounting 1

Credit: 1

Course Number: 8203310

Grades: 11, 12

Prerequisite: *Digital Information Technology and International Business Systems*

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: 10-12

Prerequisite: *Digital Information 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 Finance and Law

Credit: 1

Course Number: 8216120

Grades: 11, 12

Prerequisite: *Digital Information Technology, International Business Systems, and Accounting 1*

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.

* Placement is required and based on FSA/EOC 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 I

Credit: 1
Course Number 8800510
Grades: 10
Prerequisite: None

Culinary Arts II

Credit: 1
Course Number 8800520
Grades: 10, 11
Prerequisite: *Culinary Arts I*

Culinary Arts III

Credit: 1
Course Number 8800530
Grades: 11, 12
Prerequisite: *Culinary Arts II*

Culinary Arts IV

Credit: 1
Course Number 8800540
Grades: 11, 12
Prerequisite: *Culinary Arts III*



Engineering

The purpose of this program is to provide students with a foundation of knowledge and technically oriented experiences in the study of applied 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. The content includes but is not limited to study in mechanical, electrical, civil, and environmental engineering disciplines.

Applied Engineering

Technology I Credit: 1
Course Number 8401110
Grades: 10
Prerequisite: None

Applied Engineering

Technology II Credit: 1
Course Number 8401120
Grades: 11
Prerequisite: *Applied Engineering Technology I*

Applied Engineering

Technology III Credit: 1
Course Number 8401130
Grades: 12
Prerequisite: *Applied 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.

Advanced Manufacturing Technology I

Credit: 1
Course Number 9200210
Grades: 10
Prerequisite: None

Advanced Manufacturing

Technology II Credit: 1
Course Number 9200220
Grades: 11

Production Technology III

Credit: 1

Course Number 9200130

Grades: 12

Prerequisite: *Advanced Manufacturing 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 Honors

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 Language AS

Level

Credit: 1

Course Number 0701393

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 Honors

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.

AICE Spanish Language AS Level

Credit: 1

Course Number: 0708538

Grades: 11

Prerequisite: *Spanish 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 AS Level

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

* Placement is required and based on FSA/EOC scores.

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.

English I Through ESOL

Credit: 1

Course Number: 1002300

Grades: 9

Prerequisite: *placement into ESOL program*

Will meet graduation requirements for English Basic Assumptions for Language Arts Education.

AICE General Paper

Credit: 1

Course Number: 1009400

Grades: 9-12

Prerequisite: *None; Counselor Placement*

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.

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.

English II Through ESOL

Credit: 1

Course Number: 1002310

Grades: 10

Prerequisite: *placement in the ESOL program*

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: *placement in the ESOL program*

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 AS Level

Credit:1

Course

Number:1001550

Grades:10, 11

Prerequisite: *AICE General Paper*

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: *placement in the ESOL program*

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.

Creative Writing I/II

Credit: 0.5

Course Number:1009320/1009330

Grades: 9-12

Prerequisite: None

The purpose of this course is to enable students to develop and use writing and language skills for creative expression in a variety of literary forms. Studying and modeling a variety of genres will be emphasized at this level of creative writing.

Social Media

Credit: 0.5

Course Number: 1006375

Grades: 9-12

Prerequisite: None

The purpose of this course is to enable students to develop fundamental skills in the use of social media across print, multimedia, web, and broadcast platforms, including ethical and legal uses.

Journalism

Credit: 1

Course Number: 1006300

Grades: 9-12

Prerequisite: None

Will meet graduation requirement for Practical Arts.

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

Debate

Credit: 1

Course Number: 1007330

Grades: 9-12

Prerequisite: None

Will meet graduation requirement for Performing Arts.

This course is focused on the use of correct and effective language and organizational skills in preparing, delivering, and evaluating argument and debate.

AICE English Literature 1 AS Level

Credit:1

Course Number:1005370

Grades: 11,12

Prerequisite: *AICE English Language*

Will meet graduation requirements for English Basic Assumptions for Language Arts Education.

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

AICE English Literature 2 A Level

Credit: 1

Course Number: 1005375

Grades: 12

Prerequisite: *AICE English Literature AS Level*

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.

Mathematics

* Placement is required and based on FSA/EOC scores.

Algebra I

Credit: 1

Course Number: 1200310

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.

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: 9-11

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.

Geometry Honors

Credit: 1

Course Number: 1206320

Grades: 9-11

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/II Honors

Credit: 1

Course Number: 1200330/1200340

Grades: 9-12

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 Algebra

Credit: 1

Course Number: 1200710

Grades: 11, 12

Prerequisite: *Algebra 1, Geometry, Algebra 2*

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

Mathematics for Data and Financial Literacy/

Mathematics for Data Financial Literacy Honors

Credit: 1

Course Number: 1200384/1200388

Grades: 11, 12

Prerequisite: *Algebra 1, Geometry, Algebra 2*

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

Math for College Liberal Arts

Credit: 1

Course Number: 1207350

Grades: 11, 12

Prerequisite: *Algebra 1, Geometry, Algebra 2*

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

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.

AP Computer Science Principles

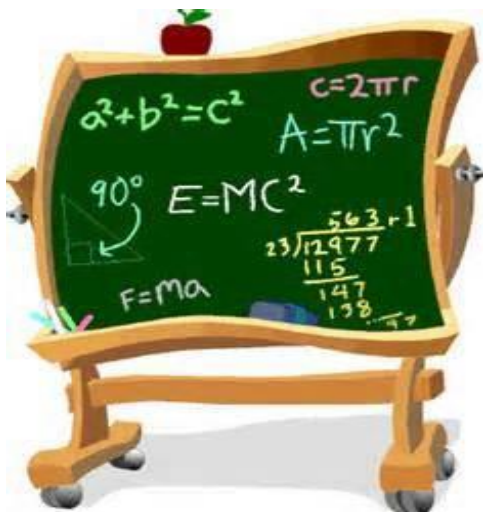
Credit: 1

Course Number: 0200335

Grades: 10-12

Prerequisite: *Algebra II and Geometry*

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



Pre-AICE Mathematics III

Credit: 1

Course

Number: 1202371

Grades: 10

Prerequisite: *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 I AS Level

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 II A Level

Credit: 1

Course Number: 1202364

Grades: 11-12

Prerequisite: *AICE Math 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.



Performing Arts

Eurhythmic 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.

Eurhythmic 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.

Eurhythmic 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.

Eurhythmic 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/V/VI

Credit: 1

Course Number: 1302330 / 1302340 / 1302350

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: *Prior band experience*

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 (Honors)

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.

Dance Techniques 1, 2, 3, and 4

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 1, 2, 3, and 4

Credit: 1
Course Number: 0300400, 0300410, 0300420, 0300430
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

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

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

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

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.

Softball

Credit: 0.5

Course: 1503330

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

Pre-requisite: None

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

Outdoor Education

Credits: 0.5

Course #: 1502480

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

Pre-requisite: None

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

AICE Physical Education

Credits: 0.5

Course #: 3026020

Grade(s): 10, 11, 12

Pre-requisite: *AICE program*

The purpose of this course is to enable students to develop advanced-level knowledge of Physical Education and fitness and to maintain or improve an individual level. Course follows standards set forth by Cambridge AICE.

Recreational Activities

Credit: 0.5

Course Number: 1502470

Grades: 10, 11, 12

Prerequisite: None

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

Comprehensive Fitness

Credit: 0.5

Course #: 1501390

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

Pre-requisite: None

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

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

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

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:1503360

Grades: 9, 10, 11, 12

Prerequisite: None

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: None

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: *Health Science 1 or Anatomy and Physiology*

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 1 & 2*

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

Credit: 1

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: None

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*

Court Procedures

Credit: 0.5

Course Number: 2106390

Grades: 10-12

Prerequisite: None

The primary content for the course pertains to the study of the structure, processes and procedures of the judicial systems of the United States and Florida. Content should include, but not be limited to, the structure, processes and procedures of county, circuit and federal courts, civil and criminal procedures, juvenile law, the rights of the accused, evolution of court procedures, comparative legal systems, and career choices in the judicial system.

Law Studies

Credit: 0.5

Course Number: 2106350

Grades: 10-12

Prerequisite: None

The primary content for the course pertains to the study of the American legal system as the foundation of American society by examining those laws which have an impact on citizens' lives and an introduction to fundamental civil and criminal justice procedures. Content should include, but is not limited to, the need for law, the basis for our legal system, civil and criminal law, adult and juvenile courts, family and consumer law, causes and consequences of crime, individual rights and responsibilities, and career opportunities in the legal system.

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

laboratory and real-life applications in the biological sciences.

AICE Biology

Credit: 1

Course Number:2000321

Grades: 11, 12

Prerequisite: *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 Honors

Credit: 1

Course Number:2003350

Grades: 11,12

Prerequisite: *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.

AICE Chemistry

Credit: 1

Course Number:2003371

Grades: 11, 12

Prerequisite: *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.

Environmental Science

Credit: 1

Course Number: 2001340

Grades: 9

Prerequisite: None

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.

Environmental Science Honors

Credit: 1

Course Number: 2001341

Grades: 9

Prerequisite: None

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, 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.

Physics I Honors

Credit: 1

Course Number: 2003390

Grades: 11, 12

Prerequisite: *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, 12

Prerequisite: *Biology*

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, 12

Prerequisite: *Biology*

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: 2002515

Grades: 11, 12

Prerequisite: *Biology, 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.

Forensic Science I

Credit: 1

Course Number: 2002480

Grades: 11, 12

Prerequisite: *Biology*

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

Principles of Technology

Credit: 1

Course Number: 2003600

Grades: 11, 12

Prerequisite: *Biology*

This course will provide opportunities to laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures.

Social 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: 2100320

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: 0.5

Course Number: 2100340

Grades: 9-12

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.

Holocaust

Credit: 0.5

Course Number: 2109430

Grades: 9-12

Prerequisite: None

The primary content emphasis for this course pertains to the examination of the events of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany.

AICE European History

Credit: 1

Course Number: 2109371

Grades: 10

Prerequisite: None

Will meet graduation requirement for World History. 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.

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 AS Level

Credit: 1

Course Number: 1700364

Grades: 11, 12

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.

AICE Global Perspectives A Level

Credit: 1

Course Number: 1700365

Grades: 12

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 with Financial Literacy

Credit: 0.5

Course Number: 2102335

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 with Financial Literacy Honors

Credit: 0.5

Course Number: 2102345

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.

Personal Financial Literacy

Credit: 0.5

Course Number: 2102372

Grades: 9-12

Prerequisite: None

The purpose of this course is to enable students to understand basic economic concepts of scarcity, choice, opportunity cost, and cost/benefit analysis are interwoven throughout the standards and objectives. Emphasis will be placed on economic decision-making and real-life applications using real data.

Advanced Placement Human Geography

Credit: 1

Course: 2103400

Grades: 9-12

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: 0.5

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: 0.5

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: 0.5

Course: 2106420

Grades: 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: 0.5

Course Number: 2107300

Grades: 9-12

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: 0.5

Course Number: 2107310

Grades: 9-12

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 I

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 Psychology II

Credit: 1

Course Number: 2107370

Grades: 11,12

Prerequisite: *Acceptance into AICE program.*

The purpose of the course is to provide an understanding of group interaction and its impact on individuals in order that they may have a greater awareness of the beliefs, values and behavior patterns of others. In an increasingly interdependent world, students need to recognize how group behavior affects both the individual and society.

Sociology

Credit: 0.5

Course Number: 2108300

Grades: 9-12

Prerequisite: None

The purpose of the course is to provide an understanding of group interaction and its impact on individuals in order that they may have a greater awareness of the beliefs, values and behavior patterns of others. In an increasingly interdependent world, students need to recognize how group behavior affects both the individual and society.

AICE

Sociology

Credit: 1

Course Number: 2108310

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 Thinking Skills

Credit: 1

Course Number: 1700372

Grades: 10-12

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 I

Credit: 1

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: 1

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.



Creative Photography

Credit: 1

Course Number: 0108310

Grades: 10-12

Prerequisite: None

Meets graduation requirement for Performing Arts. 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.

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.

Visual Technology I, II & III

Credit: 1

Course Number: 0107440, 0107450

Grades: 9-12

Pre-requisite: *Journalism 1*



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)
1800330 – Aerospace Science IV (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

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. 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.

Embry-Riddle Aeronautical University Course Offerings:

AS 120 Principles of Aeronautical Science

An introductory course in Aeronautical Science designed to provide the student with a broad-based aviation orientation in flight-related areas appropriate to all non-Aeronautical Science degree programs. Subjects include historical developments in aviation and the airline industry; theory of flight; airport operations; aircraft systems and performance; elements of air navigation; basic meteorology theory; air traffic principles; flight physiology; and aviation regulations and safety.

AS220 Unmanned Aircraft Systems

This course is a survey of unmanned aircraft systems (UAS), emphasizing the military and commercial history, growth, and application of UASs. The course will include basic acquisition, use, and operation of UASs with an emphasis on operations.