

*Choose Your Pathway at*

**COCOA HIGH SCHOOL**



 SCAN ME



Middle School  
And  
High School

Instructional Handbook  
2021-2022

## **SCHOOL BOARD OF BREVARD COUNTY**

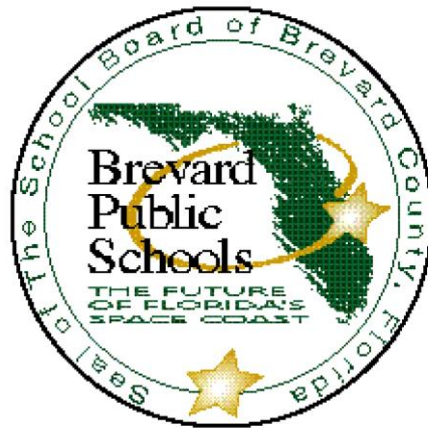
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## **DISTRICT GENERAL INFORMATION**

The instructional programs of Brevard County are based upon a plan, which permits the classroom teacher to provide for differences among students. Each student is an individual with special needs, problems, and rates of learning. Each student enrolls in an appropriate program that encourages maximum progress towards educational goals. The instructional program is a multi-phase structure, which allows individualization of instruction. Exceptional education students working towards a standard diploma will follow the same requirements as students without disabilities.

### **MIDDLE SCHOOL COURSE SELECTION**

Middle school students in grades 7-8 must select the following subject areas each year:

- Language Arts
- Mathematics
- Science
- Social Studies
- Physical Education

### **MIDDLE SCHOOL COURSE LOAD**

All Brevard County secondary students are required to enroll in a full course load each year.

### **PROMOTION TO 9<sup>TH</sup> GRADE**

Starting with Grade 6, a student must successfully complete the following:

- Three middle grades or higher courses in English Language Arts (ELA)
- Three middle grades or higher courses in mathematics
- Three middle grades or higher courses in social studies (one of these courses must be a civics course)
- Three middle grades or higher courses in science
- One Career and Education Planning course

In addition, students must meet the district attendance requirements.

### **MIDDLE SCHOOL OPTIONS FOR ASSISTANCE**

For students who have not met promotional criteria, the following options for assistance may be available:

1. Before and after school programs,
2. Assignment of academic support strategies to students who have been identified as needing assistance,
3. Remedial groups within existing classes,
4. Recommendation for referral to the IPST (Individual Problem Solving Team),
5. Summer school programs for students who qualify (depending on availability),
6. Mentoring/tutoring,
7. Counseling sessions,
8. Remedial programs during the school day.

### **Selecting a Program of Study**

Students should select their program of study carefully. Course selections should be made to fulfill requirements both for graduation and postsecondary plans. This booklet is designed to assist students and parents in meeting those requirements. Schools may supplement this booklet with information unique to an individual school. As always, please consult your counselor and teachers for additional information concerning course content and selection.

### **Course Load**

All Brevard County secondary students must attend the regularly scheduled instructional day.

Note: Portions of this handbook may be subject to change due to any future Florida legislative and/or Brevard School Board action.

## **HIGH SCHOOL PROMOTION REQUIREMENTS**

### **9<sup>th</sup> Grade to 10<sup>th</sup> Grade**

1. Enrollment - Been enrolled one (1) year in the 9-12 sequence;
2. Credits - Earn at least five (5) credits (block schools – six (6) credits);
3. Attendance - Meet the district attendance requirements.

### **10<sup>th</sup> Grade to 11<sup>th</sup> Grade**

1. Enrollment - Been enrolled two (2) years in the 9-12 sequence;
2. Credits - Earn at least eleven (11) credits (block schools – thirteen (13) credits);
3. Earn two (2) credits in language arts;
4. Earn two (2) credits in mathematics;
5. Attendance - Meet the district attendance requirements.

### **11<sup>th</sup> Grade to 12<sup>th</sup> Grade**

1. Enrollment - Been enrolled three (3) years in the 9-12 sequence;
2. Credits - Earn at least eighteen (18) credits (block schools – twenty-one (21) credits);
3. Earn three (3) credits in language arts;
4. Earn three (3) credits in mathematics;
5. Attendance - Meet the district attendance requirements.

### **NOTES:**

- Must meet all End of Course Assessments and statewide, standardized assessment requirements by graduation per Florida Statute.
- To be classified as a freshman (9<sup>th</sup> grade), a student must have been promoted from grade eight (8).
- Exceptions to the number of years spent in the 9-12 sequence for reclassification may be granted to students who are in a planned acceleration program- (Early High School Graduation option). (s.1003.4281 F.S.)
  - The term “early graduation” means graduation from high school in less than eight (8) semesters or the equivalent.
  - A student who graduates early may continue to participate in school activities and social events and attend and participate in graduation events with the student’s cohort, as if the student were still enrolled in high school. However, per FSHAA (bylaw 9.2.2.7) if a student is not enrolled in school he or she is not able to participate in sports.
  - A student who graduates early will be included in class ranking, honors, and award determinations for the student’s cohort. A student who graduates early must comply with district school board rules and policies regarding access to the school facilities and grounds during normal operating hours. F.S. 1003.4281 (3).
  - For data entry purposes regarding the graduation date - the final transcript should reflect a graduation date of one school day following the completion of the graduation requirements.

- Students who plan to graduate early should be classified as 12<sup>th</sup> graders with the following:
  - Mid-Year Graduation – at the beginning of the 1<sup>st</sup> semester of the last year or if the waiver is approved during the 1<sup>st</sup> semester, as soon as the waiver is approved.
  - Early Graduation – at the beginning of the 2<sup>nd</sup> semester, or if the waiver is approved during the 2<sup>nd</sup> semester, as soon as the waiver is approved.
- Students who meet the promotion requirements shall be reclassified each semester. Credits for grade level classification may be waived for students who are approved for Early or Mid-Year Graduation or for students who are enrolled in an approved Performance Based Diploma Plan through the Alternative Education Program. At a minimum, a student considered for such a waiver must have taken the statewide, standardized assessment either as a 9<sup>th</sup> or 10<sup>th</sup> grade student.

### **GRADUATION REQUIREMENTS**

Graduation is the completion of all requirements to receive a high school diploma. A district school board must adopt rules for admitting, classifying, promoting and graduating students to or from the various schools of the district. (s. 1003.02(1)(a), F.S.) Additionally, a district school board must adopt courses of study for use in the schools of the district. (s. 1003.02(1)(d)2, F.S.)

To be awarded a high school diploma, a student must have completed the following:

1. Completed all credit requirements as defined by:
  - a. Brevard Public Schools twenty-six (26)-Credit (or thirty (30) credits at block schools) Graduation Option (see the following “High School Graduation Charts” for credits and optional Diploma Designations), or
  - b. International Baccalaureate (IB) curriculum requirements, or
  - c. Advanced International Certificate Education (AICE) curriculum requirements, or
  - d. Early High School Graduation requirements (s. 1003.4281 F.S.), or
  - e. Academically Challenging Curriculum to Enhance Learning (ACCEL) diploma requirements (s. 1002.3105 F.S.)
2. Met the district attendance requirements and be enrolled at the graduation school for at least the last semester;
3. Passed the required state assessments, if applicable, in order to qualify for a standard diploma (10<sup>th</sup> Grade statewide, standardized Reading, and Algebra 1 EOC Assessment);
4. Demonstrated satisfactory mastery of the Student Performance Standards in ELA (Reading), writing, mathematics, science, and social studies as documented in accordance with procedures described in administrative guidelines;
5. A minimum cumulative un-weighted grade point average of 2.0 based on a 4.0 scale (s. 1003.4282(6)(a) F.S.). The required GPA must be based on all courses taken, except courses forgiven under state and district forgiveness policies. (s.1003.4282(6) F.S.);
6. Received the principal's approval for graduation.

### **HIGH SCHOOL GRADUATION CHART**

The following page provides a chart that list the specific graduation requirements for students currently in high school. In addition to the Standard High School Diploma, students have the option to earn a Scholar Designation and/or a Merit Designation.



## Brevard Public Schools High School Graduation Requirements

Subject Area	26-Credit Graduation Requirements (30-Credits Block Schools)
English Language Arts (ELA)	<ul style="list-style-type: none"> <li>▪ 4.0 credits in English Language Arts 1, 2, 3, 4                             <ul style="list-style-type: none"> <li>– English Language Arts Honors, AP, AICE, IB, and dual enrollment courses may satisfy this requirement</li> </ul> </li> <li>▪ Must pass the statewide, standardized Grade 10 ELA assessment (or earn a concordant score) in order to graduate with a Standard High School Diploma</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>▪ 4.0 credits, one must be Algebra 1 and one must be Geometry</li> <li>▪ Mathematics must be taken during the 9<sup>th</sup> and 10<sup>th</sup> grade years</li> <li>▪ 3.0 of the Math credits must be earned in grades 9-12</li> <li>▪ Must pass Algebra 1 EOC if Algebra 1 is taken after 2010-2011 (or earn a comparative score) in order to graduate with a Standard High School Diploma</li> <li>▪ Industry certification that leads to college credit may substitute for up to 2.0 mathematics credits (except for Algebra 1 and Geometry)</li> <li>▪ Several Computer Education courses count as math courses (except for Algebra 1 and Geometry). See your counselor for more information.</li> </ul>
Science	<ul style="list-style-type: none"> <li>▪ 3.0 credits in science must include either:                             <ul style="list-style-type: none"> <li>– Sequence A: 1.0 credit each in Biology, Chemistry, and Physics (strongly recommended), <i>OR</i></li> <li>– Sequence B: 1.0 credit each in Integrated 1, 2, 3 (ending with the graduating class of 2020) <i>OR</i></li> <li>– Sequence C: 1.0 credit each in Physical Science, Biology and Equally Rigorous Science course (beginning with the graduating class of 2020)</li> </ul> <i>Sequence C NOTE: Graduating classes of 2020 and 2021 only – Integrated 1 will count as the Physical Science needed for graduation.</i> </li> <li>▪ Industry certification that leads to college credit may substitute for up to 1.0 science credit (except for Biology).</li> <li>▪ Several IB Computer Education courses count as EQ science courses. See your counselor for more information.</li> </ul>
<b>Students must complete 4.0 Science credits OR 4.0 Social Studies credits</b>	
Social Studies	<ul style="list-style-type: none"> <li>▪ 3.0 credits in social studies must include:                             <ul style="list-style-type: none"> <li>– 1.0 credit in World History</li> <li>– 1.0 credit in U.S. History</li> <li>– 0.5 credit in U.S. Government</li> <li>– 0.5 credit in Economics</li> </ul> </li> </ul>
World Languages	2.0 sequential credits in the same language are required for admission into Florida state universities and for Bright Futures eligibility. Many competitive schools (in state and out-of-state) require 3-4 credits of World Language.
Performing Fine Arts	1.0 credit in fine or performing arts, speech and debate, or practical arts (eligible courses specified in the Florida Course Code Directory)
Physical Education	1.0 credit in Health Opportunities for Physical Education (HOPE), which includes Compression Only CPR
Career Research and Decision Making	0.5 credit (the course also satisfies the requirements of Statute 1003.42(2)(s) for Character Development Curriculum)
Electives	8.5 credits (12.5 credits block schools)
Online Course	1 course within the 26 credits
Grade Point Average	Cumulative GPA of 2.0 on a 4.0 scale
Rigorous Course Requirements	<p>Students will be required to complete a program of study in at least one of the following areas:</p> <ul style="list-style-type: none"> <li>▪ 3.0 credits in any combination of approved Dual Enrollment (DE), Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), or approved Honors courses, <i>OR</i></li> <li>▪ 3.0 or more credits in a Career &amp; Technical Education Program of Study which will be used to complete a sequential career and technical education program resulting in a credential endorsed by a national, state, or local industry, <i>OR</i></li> <li>▪ 4.0 or more credits in sequential Performing Fine Arts courses that lead to College and/or Career Readiness</li> </ul>
<b>NOTES:</b>	
<ul style="list-style-type: none"> <li>▪ The following courses include EOC assessments which count as 30% of the Final Course Grade: Algebra 1, Geometry, Biology, and U.S. History.</li> <li>▪ Based on individual student needs, the 4<sup>th</sup> additional science credit may be chosen from any EQ Science or Non-EQ Science course</li> <li>▪ Participation in a FHSAA interscholastic sport at the junior varsity or varsity level for two full seasons shall satisfy the one-credit requirement in HOPE.</li> <li>▪ Completion of two years in a Reserved Officer Training Corps (R.O.T.C) class shall satisfy the 1.0 credit requirement in HOPE <b>AND</b> the 1.0 credit requirement in performing fine arts.</li> <li>▪ The number of credits required for graduation for students who enter a block schedule school from a non-block school will be decreased by 0.5 credits for each semester the student was in a non-block school.</li> <li>▪ The Credit Acceleration Program (CAP) - allows a student to earn high school credit if the student passes an advanced placement (AP) examination, a College Level Examination Program (CLEP) or a statewide course assessment without enrollment in the course.</li> </ul>	

## What Students and Parents Need to Know

Diploma Designations
<p><b>Scholar Diploma Designation</b> In addition to meeting the Standard High School Diploma requirements:</p> <ul style="list-style-type: none"> <li>▪ Pass Geometry EOC (beginning with the graduating class of 2018)</li> <li>▪ Earn 1 credit in Algebra 2</li> <li>▪ Earn 1 credit in Statistics or an equally rigorous mathematics course</li> <li>▪ Pass the Biology 1 EOC</li> <li>▪ Earn 1 credit in Chemistry or Physics</li> <li>▪ Earn 1 credit in a course equally rigorous to Chemistry or Physics (any EQ Science course)</li> <li>▪ Pass the U.S. History EOC</li> <li>▪ Earn 2 credits in the same World Language</li> <li>▪ Earn at least 1 credit in AP, IB, AICE, or a dual enrollment course.</li> </ul> <p>A student is exempt from taking the Biology 1 or U.S. History EOC if the student is enrolled in an AP, IB, or AICE Biology 1 or U.S. History course and the student earns the minimum score to earn college credit on the respective AP, IB or AICE assessment.</p> <p><b>Merit Diploma Designation</b> In addition to meeting the Standard High School Diploma requirements:</p> <ul style="list-style-type: none"> <li>▪ Attain one or more industry certifications from the list established (per s. 1003.492, F.S.).</li> </ul> <p><b>Florida Seal of Biliteracy Diploma Designation</b> The Florida Seal of Biliteracy Program is established to recognize a high school graduate who has attained a high level of competency in listening, speaking, reading, and writing in one or more world languages in addition to English. The Gold or Silver Seal of Biliteracy must be awarded to a high school student who has earned a standard high school diploma and who has:</p> <ul style="list-style-type: none"> <li>▪ Earned 4 world language course credits in the same world language with a cumulative 3.0 GPA or higher,</li> <li>▪ Achieved a qualifying score on a world language assessment, <u>OR</u></li> <li>▪ Satisfied alternative requirements as determined by the State Board of Education.</li> </ul>

Online Course Requirement
<p>A student may satisfy the online course graduation requirement by:</p> <ul style="list-style-type: none"> <li>▪ Completion of an online high school level course taken in grades 6 through grade 12, <u>OR</u></li> <li>▪ Completion of a course in which a student earns a nationally recognized Industry Certification in Information Technology that is identified on the CAPE Industry Certification Funding List.</li> </ul> <p>The online requirement does not apply to:</p> <ul style="list-style-type: none"> <li>▪ A student who has an individual education plan which indicates that an online course would be inappropriate <u>OR</u></li> <li>▪ An out-of-state transfer student who is enrolled in a Florida high school and has 1 academic year or less remaining in high school.</li> </ul>

What are the Graduation Requirements for Students With Disabilities?
<p>Two (2) options are available only to students with disabilities. Both require the 26 credits listed and both allow students to substitute a career and technical (CTE) course with related content for one (1) credit in ELA IV, mathematics, science and social studies (excluding Algebra I, Geometry, Biology I and U.S. History).</p> <p>Students with significant cognitive disabilities may earn credits via access courses and be assessed via an alternate assessment.</p>

What are the Public Postsecondary Options?
<b>STATE UNIVERSITY SYSTEM</b>
<p>Admission into Florida's public universities is competitive. Prospective students should complete a rigorous curriculum in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements:</p> <ul style="list-style-type: none"> <li>▪ High school graduation with a standard diploma</li> <li>▪ Admission test scores</li> <li>▪ 16 Credits of approved college preparatory academic courses               <ul style="list-style-type: none"> <li>- 4 English</li> <li>- 4 Mathematics (Algebra I level and above)</li> <li>- 3 Science</li> <li>- 3 Social Science</li> <li>- 2 World Language (sequential, in the same language)</li> </ul> </li> <li>▪ 2 approved electives <a href="http://www.flbog.edu/forstudents/planning">http://www.flbog.edu/forstudents/planning</a></li> </ul>
<b>THE FLORIDA COLLEGE SYSTEM</b>
<p>The 28 state colleges offer career-related certificates and two-year associate degrees that prepare students to transfer to a bachelor's degree program or to enter jobs requiring specific skills. Many also offer baccalaureate degrees in high-demand fields. Florida College System institutions have an open door policy. This means that students who have earned a standard high school diploma, have earned a high school equivalency diploma or have demonstrated success in postsecondary coursework will be admitted to an associate degree program.</p> <p style="text-align: center;"><a href="http://www.fldoe.org/schools/higher-ed/fl-college-system/index.stml">http://www.fldoe.org/schools/higher-ed/fl-college-system/index.stml</a></p>
<b>CAREER AND TECHNICAL CENTERS</b>
<p>Florida also offers students 48 accredited career and technical centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.</p> <p style="text-align: center;"><a href="http://www.fldoe.org/academics/career-adult-edu/dist-ps-instit.stml">http://www.fldoe.org/academics/career-adult-edu/dist-ps-instit.stml</a></p>

Where is Information on Financial Aid Located?
<p>The Office of Student Financial Assistance State Programs administers a variety of postsecondary educational state-funded grants and scholarships. To learn more, visit:</p> <p style="text-align: center;"><a href="http://www.floridastudentfinancialaid.org/">http://www.floridastudentfinancialaid.org/.</a></p>

Where is Information on the Bright Futures Scholarships Located?
<p>The Florida Bright Futures Scholarship Program rewards students for their academic achievements during high school by providing funding to attend a postsecondary institution in Florida. For more information, visit:</p> <p style="text-align: center;"><a href="http://www.floridastudentfinancialaid.org/SSFAD/bf/">http://www.floridastudentfinancialaid.org/SSFAD/bf/.</a></p>

Can a Student Graduate Early?
<p>Yes, a student who completes all the program requirements for a standard diploma may graduate in fewer than eight semesters.</p>

**ACADEMICALLY CHALLENGING CURRICULUM TO ENHANCE LEARNING (ACCEL)**  
**(s. 1002.3105(5) F.S.)**

A student who meets all the requirements of s. 1003.4282(3)(a)-(e), (English, Math, Science, Social Studies and Performing/Fine Arts credits), earns three credits in electives and earns a cumulative grade point average (GPA) of 2.0 on a 4.0 scale shall be awarded a standard diploma in a form prescribed by the State Board of Education.

Beginning with the 2019-2020 school year, a student is eligible to complete an alternative pathway to earning a standard high school diploma through the Career and Technical Education (CTE) pathway option. The student must meet the requirements of **s.1003.4282(3)(a)-(d) F.S.**, complete two credits in career and technical education which result in a program completion and an industry certification, complete two (2) credits in work-based learning programs, and earn a cumulative grade point average (GPA) of 2.0 on a 4.0 scale.

**CERTIFICATE OF COMPLETION**

A certificate of completion will be awarded to students who earn the required credits needed for graduation, but who do not achieve the required grade point average or who do not pass required assessments unless a waiver of the results has been granted in accordance with Section 1008.22(3)(c)2., F.S., or participation in a statewide assessment has been exempted in accordance with Section 1008.212 or 1008.22(9).

**EXCEPTIONAL STUDENT EDUCATION DIPLOMA OPTIONS**

Beginning with the 2014-15 9<sup>th</sup> grade cohort, students with disabilities will have the following diploma options based on Florida Administrative Code Rule 6A-1.09963.

**Standard Diploma-General Education:**

Students with disabilities entering grade nine may attain a standard diploma and earn standard diploma designations by meeting the requirements referred to in the Senior High Student Progression Plan.

**Standard Diploma-Access Points:**

The Standard Diploma-Access Points pathway includes requirements for a Standard Diploma for students with disabilities for whom the IEP team has determined that participation in the Florida Standards Alternate Assessment is the most appropriate measure of the student's skills and instruction in the Access Points is the most appropriate means of providing the student access to the general curriculum. For specific requirements, please refer to the "Standard Diploma- Access Point Pathway" chart or contact the Office of ESE Program Support at (321) 633-1000 extension 520.

**Standard Diploma-Academic and Employment:**

The Standard Diploma-Academic and Vocational pathway includes requirements for a standard diploma for students with disabilities for whom the IEP team has determined that mastery of both academic and employment competencies is the most appropriate way for the student to demonstrate his or her skills. In addition to the academic requirements, the pathway also includes employment requirements. Such employment must be at minimum wage or above in compliance with the requirements of the Federal Fair Labor Standards Act, for the number of hours per week specified in the student's completed and signed employment transition plan for the equivalent of at least one (1) semester. For specific requirements, please refer to the "Standard Diploma-Academic Employment Pathway" chart or contact the Office of ESE Program Support at (321) 633-1000 extension 520.

**Certificate of Completion:**

Students being supported by ESE services, except students eligible for the Gifted Student Program, working towards a Standard Diploma, may participate in all commencement exercises by earning a certificate of completion. A certificate of completion will be awarded to students who earn the required credits required for graduation, but who do not achieve the required grade point average or who do not pass required assessments unless a waiver of the results has been granted.

## Standard Diploma Access Point Pathway

Access Points	<b>Standard Diploma – Access Point Pathway</b>		Revised 12-20-2018
Subject Area	Credits	Courses	
English/LA	4.0	<ul style="list-style-type: none"> <li>• Access English I, II, III, IV</li> <li>• Proficient score on 10th grade ELA alternate assessment                             <ul style="list-style-type: none"> <li>– Results may be waived when mastery of standards is documented through a portfolio</li> </ul> </li> </ul>	
Mathematics	4.0	<ul style="list-style-type: none"> <li>• Access Algebra 1A and Access Algebra 1B</li> <li>• Access Geometry</li> <li>• One other math course</li> <li>• Proficient score on the Access Algebra assessment                             <ul style="list-style-type: none"> <li>– Results may be waived when mastery of standards is documented through a portfolio</li> </ul> </li> <li>• Must take Geometry alternate assessment which will count for 30% of final course grade                             <ul style="list-style-type: none"> <li>– Results may be waived when mastery of standards is documented through a portfolio</li> </ul> </li> </ul>	
Science	3.0	<ul style="list-style-type: none"> <li>• Access Biology</li> <li>• Two other equally rigorous science courses</li> <li>• Must take Biology alternate assessment which will count for 30% of final course grade                             <ul style="list-style-type: none"> <li>– Results may be waived when mastery of standards is documented through a portfolio</li> </ul> </li> </ul>	
Social Studies	3.0	<ul style="list-style-type: none"> <li>• Access World History, Access U.S. History, Access U.S. Government, Access Economics with Financial Literacy</li> <li>• Must take U.S. History alternate assessment which will count for 30% of final course grade                             <ul style="list-style-type: none"> <li>– Results may be waived when mastery of standards is documented through a portfolio</li> </ul> </li> </ul>	
Performing Fine Arts	1.0	<ul style="list-style-type: none"> <li>• 1.0 credit in fine or performing arts, speech and debate, or practical arts</li> </ul>	
Physical Education	1.0	<ul style="list-style-type: none"> <li>• 1.0 credit in Health Opportunities for Physical Education (HOPE)</li> </ul>	
Electives	8.0	<ul style="list-style-type: none"> <li>• 1 credit must be in Self-Determination or Transition Planning or other career planning course</li> </ul>	
Grade Point Average (GPA)		<ul style="list-style-type: none"> <li>• Cumulative Grade Point Average (GPA) of 2.0 on a 4.0 scale</li> </ul>	
Online Course		<ul style="list-style-type: none"> <li>• 1 course within the 24 credits                             <ul style="list-style-type: none"> <li>– May be waived by the IEP team per <u>s. 1003.4282(4), F.S.</u></li> </ul> </li> </ul>	
<b>Total</b>	<b>24</b>		
<b>Notes:</b>			
<p><u>Assessments:</u> Proficiency on the Florida Standards Alternate Assessments for grade 10 English Language Arts and the End-of-Course (EOC) assessment for Access Algebra I, unless assessment results are waived in accordance with <u>s. 1008.22(3)(c), F.S.</u> A waiver of the results of the statewide, standardized assessment requirements by the IEP team, pursuant to <u>s. 1008.22(3)(c), F.S.</u>, must be approved by the parents and is subject to verification for appropriateness by an independent reviewer selected by the parents as provided for in <u>s. 1003.572, F.S.</u></p>			
<p><u>Portfolios:</u> For those students whose performance on standardized assessments are waived by the IEP team as approved by the parent, the development of a graduation portfolio of quantifiable evidence of achievement is required. The portfolio must include a listing of courses the student has taken, grades received, student work samples and other materials that demonstrate growth, improvement, and mastery of required course standards. Multi-media portfolios that contain electronic evidence of progress, including videos and audio recordings, are permissible. Community based instruction, MOCPs, work experience, internships, community service, and postsecondary credit, if any, must be documented in the portfolio.</p>			
<p><u>Certificate of Completion:</u> Will be awarded to students who earn the required 24 credits but fail to pass the assessments under <u>s. 1008.22, F.S.</u>, (unless result waiver granted) and/or achieve a 2.0 GPA.</p>			

## Standard Diploma Academic Employment Pathway

ESE Academic and Employment	<b>Standard Diploma – Academic Employment Pathway</b>		Revised 12-20-2018
Subject Area	Credits	Courses	
English (LA)	4.0	<ul style="list-style-type: none"> <li>• ELA 1, 2, 3, 4</li> <li>• Honors, AP, AICE IB and Dual Enrollment courses may satisfy this requirement</li> <li>• Must pass statewide Grade 10 Reading assessment (or concordant scores)</li> <li>• May substitute a CTE course with content related to English for English 4</li> </ul>	
Mathematics	4.0	<ul style="list-style-type: none"> <li>• Algebra 1 (or Algebra 1A and 1B)</li> <li>• Geometry</li> <li>• Two other math courses</li> <li>• Must take Algebra 1 EOC and Geometry EOC which will count for 30% of final course grade</li> <li>• Must pass Algebra 1 EOC (or comparative score)</li> <li>• May substitute a CTE course with content related to mathematics for one mathematics credit (except for Algebra 1 and Geometry)</li> </ul>	
Science	3.0 or 4.0	<ul style="list-style-type: none"> <li>• Biology 1</li> <li>• Two other equally rigorous science courses</li> <li>• Must take Biology alternate assessment which will count for 30% of final course grade</li> <li>• May substitute a CTE course with content related to science for one science credit (except for Biology 1)</li> </ul>	
<b>Students must complete 4.0 Science credits OR 4.0 Social Studies credits</b>			
Social Studies	3.0 or 4.0	<ul style="list-style-type: none"> <li>• 1.0 credit in World History</li> <li>• 1.0 credit U.S. History</li> <li>• 0.5 credit in U.S. Government</li> <li>• 0.5 credit in Economics with Financial Literacy</li> <li>• Must take U.S. History EOC which will count for 30% of final course grade</li> <li>• May substitute a CTE course with content related to social studies for one social studies credit (except for U.S. History)</li> </ul>	
Performing Fine Arts	1.0	<ul style="list-style-type: none"> <li>• 1.0 credit in fine or performing arts, speech and debate, or practical arts</li> </ul>	
Physical Education	1.0	<ul style="list-style-type: none"> <li>• 1.0 credit in Health Opportunities for Physical Education (HOPE)</li> </ul>	
Electives	9.0	<ul style="list-style-type: none"> <li>• 0.5 credit <u>must</u> be an employment based course which includes paid employment</li> </ul>	
Grade Point Average (GPA)		<ul style="list-style-type: none"> <li>• Cumulative Grade Point Average (GPA) of 2.0 on a 4.0 scale</li> </ul>	
Online Course		<ul style="list-style-type: none"> <li>• 1 course within the 26 credits</li> <li>– May be waived by the IEP team per s. 1003.4282(4), F.S.</li> </ul>	
<b>Total</b>	<b>26</b>		

**Notes:**

Goals/Objectives Requirement: Documented achievement of all annual goals and short-term objectives for academic and employment competencies, including industry certifications and occupational completion points specified in the student’s transition plan.

CTE Course Substitutions: Eligible courses and eligible course substitutions are specified in the Florida Course Code Directory at <http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/>

Employment Requirement: At a minimum wage or above for the number of hours a week specified in the student’s completed and signed employment transition plan for the equivalent of at least one (1) semester.

Assessments: A waiver of the results of the statewide, standardized assessment requirements by the IEP team, pursuant to s. 1008.22(3)(c) F.S., must be approved by the parents and is subject to verification for appropriateness by an independent reviewer selected by the parents as provided for in, s. 1003.572, F. S.

Certificate of Completion: Will be awarded to students who earn the required 26 credits but fail to pass the assessments under s. 1008.22, F.S., (unless result waiver granted) and/or achieve a 2.0 GPA.

## **ACCELERATED PROGRAMS**

State regulations provide opportunities for schools and colleges to offer students programs for acceleration. Detailed information concerning these programs may be obtained from the school counselors. Students and parents need to review college and university graduation requirements for their intended course of study.

Students who have demonstrated readiness to pursue college level work while still in high school are afforded the opportunity to do so by participating in the following programs:

### **Credit Acceleration Program (CAP)**

The Credit Acceleration Program (CAP) is created for the purpose of allowing a student to earn high school credit in courses required for graduation through the passage of an end-of-course assessment administered under **s. 1008.22, F.S.**, an Advanced Placement Examination, or a College Level Examination Program (CLEP). Notwithstanding **s. 1003.436, F.S.**, the District shall award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a passing score on the corresponding end-of-course assessment, Advanced Placement Examination, or CLEP. The District shall permit a student who is not enrolled in the course, or who has not completed the course, to take the assessment or examination during the regular administration of the assessment, **s. 1003.4295(3), F.S.**

### **Advanced Placement (AP):**

Advanced Placement (AP) is the enrollment of an eligible secondary student in a course offered through the Advanced Placement Program administered by the College Board. Course descriptions and course examinations are prepared by the College Board. Examinations are administered at high school sites in May of each year at a fee established by the College Board.

Students who successfully complete the course work in an Advanced Placement class receive credit toward high school graduation. Postsecondary credit for an AP course shall be awarded at Florida public colleges/universities to students who score a minimum of three (3) on a 5-point scale on the corresponding AP exam. Although most colleges and universities grant advanced placement and/or credit to students presenting AP Examination grades of three (3) or higher, policies on awarding college credit are the decision of the individual institution. All students enrolled in an AP course are required to take the AP Exam. Students shall be exempt from the payment of any fees for administration of the examination regardless of whether or not the student achieves a passing score on the examination. (s. 1007.27(5) F.S.)

#### **Brevard Public Schools Advanced Placement Diploma:**

To earn the District's Advanced Placement Diploma, students must participate in at least six (6) full-year Advanced Placement (AP) courses (or a combination of full-year courses and semester courses totaling six (6) credits) earning scores of three (3) or higher on the exams for those courses. Students who complete this specified cluster of AP courses may accelerate the first year of college through early completion of lower division general education requirements.

#### **AP Capstone Diploma**

A new opportunity for District students at participating schools is the Capstone Diploma. Students who earn three (3) or higher on the AP Seminar and AP Research exams and on four (4) additional AP exams of their choosing will receive the AP Capstone Diploma. The AP Seminar and Research Certificate is awarded to students who earned three (3) or higher on both the AP Seminar and AP Research exams.

### **International Baccalaureate (IB):**

The International Baccalaureate (IB) Program is the curriculum in which eligible secondary students are enrolled in a program of studies offered through the International Baccalaureate Program administered by the International Baccalaureate Office. Examinations are administered at high school sites in May and June of each year. Students who successfully complete the course work in IB receive credit toward high school graduation. Postsecondary credit for an IB course shall be awarded at Florida public colleges/universities to students who score a minimum of four (4) on a seven (7)-point scale on the corresponding IB exam. Although most colleges and universities grant IB and/or credit to students presenting IB Examination grades of four (4) or higher, policies on awarding college credit are the decision of the individual institution. All students enrolled in an IB course are required to take the IB Exam. Students shall be exempt from the payment of any fees for administration of the examination regardless of whether or not the student achieves a passing score on the examination. (s.1007.27(7) F.S.)

**Advanced International Certificate of Education Program (AICE):**

The Advanced International Certificate of Education (AICE) Program is the curriculum whereby students are enrolled in programs of study offered through the Advanced International Certificate of Education Program administered by the University of Cambridge Local Examinations Syndicate. Examinations are administered at high school sites in May and June of each year. Students who successfully complete the course work in AICE receive credit toward high school graduation. Postsecondary credit for an AICE course shall be awarded at Florida public colleges/universities to students who score a minimum of E on an A-E scale on the corresponding AICE exam. Although most colleges and universities grant AICE and/or credit to students presenting AICE Examination grades of E or higher, policies on awarding college credit are the decision of the individual institution. All students enrolled in an AICE course are required to take the AICE Exam. Students shall be exempt from the payment of any fees for administration of the examination regardless of whether or not the student achieves a passing score on the examination. (s.1007.27(8) F.S.)

**Dual Enrollment (DE):**

The dual enrollment program shall be the enrollment of an eligible secondary student, who is on track to meet promotion and graduation requirements as per the District's Student Progression Plan, in a postsecondary course creditable toward a high school diploma and a vocational certificate or an associate or baccalaureate degree. s.1007.271(1) F.S.

Applied academics for adult education instruction, developmental education, and other forms of pre-collegiate instruction, as well as physical education courses that focus on the physical execution of a skill rather than the intellectual attributes of the activity, are ineligible for inclusion in the dual enrollment program. Recreation and leisure studies courses shall be evaluated individually in the same manner as physical education courses for potential inclusion in the program. (1007.271(2) F.S.)

Eastern Florida State College (EFSC) dual enrollment students are exempt from the payment of registration, tuition and lab fees. Required textbooks will be issued free of charge to public school dual enrollment students for use during the term. All textbooks issued to the students must be returned to the school before textbooks can be issued for the next term. Purchase of workbooks, lab manuals, and other recommended materials are the responsibility of the students. Students in dual enrollment may not drop or withdraw from a course without first consulting with their school counselor and their parent/guardian, and then follow the college withdrawal procedure. EFSC requires the school counselor and parent signatures on the withdrawal form.

Student eligibility requirements for initial enrollment in college credit dual enrollment courses includes:

- Student is on track to meet promotion and graduation requirements as per the Board Student Progression Plan,
- State unweighted cumulative high school GPA requirement for the selected program of study:
  - Academic Dual Enrollment 3.0
  - College Credit Certificate 2.5
  - Postsecondary Adult Vocational Certificate 2.0
- Minimum score on a common placement test adopted by the State Board of Education which indicates that the student is ready for college-level coursework.

Student eligibility requirements for continued enrollment in college credit dual enrollment courses must include:

- Student continues to be on track to meet promotion and graduation requirements as per the District's Student Progression Plan
- Student must continuously meet all dual enrollment admission standards for their selected degree or certificate program to maintain eligibility
- Maintenance of a minimum unweighted high school GPA (which includes Dual Enrollment and High School courses),
  - Academic Dual Enrollment 3.0
  - College Credit Certificate 2.5
  - Postsecondary Adult Vocational Certificate 2.0

A student who fails to meet the above requirements will be ineligible for dual enrollment for a period of one (1) school term.

Students are expected to complete and achieve an overall GPA of 2.0 in college credit dual enrollment coursework taken during a term

A student who withdraws from two (2) EFSC courses in one (1) term will be considered ineligible for dual enrollment in the next term.

If a student withdraws from an EFSC course and does not notify the school in five (5) school days, the student is ineligible for dual enrollment for two (2) school terms.

Unqualified students may not sit in a dual enrollment class under a high school number. Under limited circumstances, a student may be permitted by exception to enrollment in a dual enrollment Early Childhood Education Program offered at the high school with lower than the required GPA. There are no other GPA exception waivers available for any academic or career technical courses that are offered at the EFSC campus or on the high school campus.

Regardless of meeting student eligibility requirements for continued enrollment, a student may lose the opportunity to participate in a dual enrollment course if the student is disruptive to the learning process such that the progress of other students or the efficient administration of the course is hindered.

#### **Early Admission (EA)/Full-time Dual Enrollment:**

Early admission is a form of dual enrollment through which eligible first semester seniors may enroll in a postsecondary institution instead of their high school of attendance in courses creditable toward the high school diploma and the associate or baccalaureate degree or a vocational certificate. Full-time dual enrollment students must enroll in at least four courses totaling 12 college credit hours or more for the term and earn a sufficient number of credit hours in appropriate courses during the term to meet high school graduation requirements by the end of their senior year. One credit laboratory courses do not count towards the 12 credit hours or four-course count. It is recommended that students enroll in 5 courses per semester or the equivalent to participate in the early admission program; however, a student may not be required to enroll in more than 15 college credit hours per semester or the equivalent. Students enrolled pursuant this subsection are exempt from the payment of registration, tuition, and laboratory fees.

Early Admissions is in lieu of the senior year of high school and is available for students on the 26 credit track. It is available to students who have completed the following:

- Completed their junior year
- Completed all required courses for graduation in Brevard County with the exception of up to 1.0 high school credit each in English, Science, Social Studies and Math. These must be completed at the college.
- Met GPA and other admission requirements
- Been recommended by a high school counselor and received prior approval of the high school principal.

Students participating in the early admission program may be awarded a high school diploma after completing two semesters with 26 credits with an overall un-weighted GPA of 2.0 or higher and meeting the high school graduation requirements.

Students in early admission or dual enrollment may not drop a course without first obtaining permission from the principal. Early admission and full-time dual enrollment students are expected to enroll in and successfully complete (2.0 un-weighted college GPA) a minimum of 12 credit hours each semester.

Students in early admission or dual enrollment may not drop a course without first obtaining permission from the principal. Early admission and full-time dual enrollment students are expected to enroll in and successfully complete (2.0 un-weighted college GPA) a minimum of twelve (12) credit hours each semester. If a student falls below the required twelve (12) credit hours, they will no longer be considered an early admission or full-time dual enrollment student and will be required to return to the high school and take the required seven (7) courses.

Early admission and full-time enrollment students remain eligible to participate in all extracurricular and graduation activities at their high school of attendance in accordance with the District's rules.

Early admission and full-time dual enrollment students must take four (4), but no more than five (5) courses, totaling at least twelve (12) credit hours each semester. Based on their strong academic record, students with a



cumulative unweighted high school GPA of 3.5 may register for six (6) courses each term with their high school's approval. Students may exceed the total number of allowable courses through the Early College Credit Option (ECCO) administered by the College. ECCO courses do not count towards high school graduation requirements; tuition and textbook costs must be paid by the student.

### **Advance Standing Credit Program**

Students may earn state college credit by completing high school career and technical courses in selected job preparatory programs that have an articulated advance standing credit program agreement. State college credit will be awarded after the student has graduated from high school and is enrolled in and successfully completes one semester at Eastern Florida State College in the program for which the advance standing credit is to be awarded.

## **DISTANCE LEARNING**

Full-time students may enroll in courses offered by distance (on-line or correspondence) learning programs, as part of, or in addition to, the regular instructional day. Courses may be taken through distance learning provided that:

1. the principal approves the course(s) prior to enrollment,
2. the course content is comparable to the district-adopted course(s), and
3. the course or courses are received on an official transcript as defined by the State Uniform Transfer of High School Credits Rule. (s.1003.25(3) F.S.)

The principal shall award credit for successful course completion. Exceptions for extenuating circumstances must be approved by the Superintendent or his designee.

### **District Virtual Instruction Program– s. 1002.45 F.S.:**

In accordance with s. 1002.45, F.S., Brevard Public Schools offers eligible students full-time and part-time virtual instruction options in grades K-12. Additional information regarding all enrollment types is available at: <http://www.brevardschools.org/BrevardVirtual>.

### **Florida Virtual School (FLVS) s. 1002.37 F.S.**

In accordance with [s. 1002.37, F.S.](#), Florida Virtual School (FLVS) offers fully accredited, online courses aligned with the Florida Standards. The District shall provide students with access to enroll in courses available through FLVS and award credit for successful completion of such courses. Access shall be available to students during or after the normal school day, and through summer school enrollment, [s. 1001.42\(23\), F.S.](#)

Florida Virtual School may provide full-time and part-time instruction for students in kindergarten through grade twelve (12).

[Section 1002.37, F.S.](#), allows for *course acceleration*, rather than *grade level acceleration*. Prior to placement in an accelerated course, the school administration must determine that enrollment is academically appropriate. This may be accomplished through the administration of District required assessments, teacher-made assessments, independent class work and/or review of other pertinent data. If a student is enrolled in an FLVS course, then this course will replace the same subject area, grade-level course in the student's daily schedule.

Brevard Public Schools operates a franchise of the Florida Virtual School, Brevard Virtual School (BVS). BVS offers full and part-time enrollment to students in grades 6-12 who reside in Brevard County and are eligible to attend a traditional Brevard Public School. BVS utilizes the FLVS learning management system and their curriculum, taught by Brevard Public School teachers.

Public school students receiving full-time instruction in kindergarten through grade twelve (12) by the Florida Virtual School must take all statewide standardized assessments required pursuant to s. 1008.22. Public school students receiving part-time instruction by the Florida Virtual School in courses requiring statewide end-of-course assessments must take all statewide end-of-course assessments required pursuant to s. 1008.22.

Unless an alternative testing site is mutually agreed to by the Florida Virtual School and the school district or as contracted under s. 1008.24, all statewide, standardized assessments must be taken at the school to which the student would be assigned according to district school board attendance areas. A school district must provide the student with access to the school's testing facilities.

**Integrity of Online Courses - 1002.321(5) F.S.**

It is unlawful for any person to knowingly and willfully take an online course or examination on behalf of another person for compensation. Any person who violates this subsection commits a misdemeanor of the second degree, punishable as provided in s. [775.082](#) or s. [775.083](#).

**GRADING SCALE**

The following grading scale has been established by Florida Statute 1003.437 and is used in all Brevard County secondary schools.

90 - 100=	A
80 - 89 =	B
70 - 79 =	C
60 - 69 =	D
0 - 59 =	F

To average semester grades, the teacher doubles the average of each grading period, adds the semester exam grade and divides by five. The teacher may use either numerical averages or letter grades with the following values assigned: A = 4 points; B = 3 points; C = 2 points; D = 1 point; F = 0 points. Final grades are assigned according to the following scale:

3.50	-	4.0	=	A
2.50	-	3.49	=	B
1.50	-	2.49	=	C
0.50	-	1.49	=	D
0.00	-	0.49	=	F

**GRADE POINT AVERAGE (GPA)**

**Unweighted GPA**

The cumulative unweighted grade point average includes all courses taken for credit. It is calculated for high school graduation purposes with the exception of those courses retaken under the Grade Forgiveness Policy.

Grade	All Courses
A	4
B	3
C	2
D	1
F	0

**Weighted GPA**

The cumulative weighted grade point average includes additional weight for Dual Enrollment, Advanced Placement (AP), International Baccalaureate (IB), and Advanced International Certificate of Education (AICE) courses, as well as Level III (Advanced) high school courses. Note: School districts must weight dual enrollment courses the same as advanced placement courses when grade point averages are calculated. Alternative grade calculation or weighting systems that discriminate against dual enrollment courses are prohibited.

Grade	Other Courses	Level III Courses	Dual Enrollment/ AP/IB/AICE Courses
A	4	4.5	5
B	3	3.5	4
C	2	2.5	3
D	1	1	1
F	0	0	0

### **GRADE FORGIVENESS POLICY**

#### **High School**

Forgiveness policies for required courses shall be limited to replacing a grade of “D” or “F” with a grade of “C” or higher earned subsequently in the same or comparable course.

(Note: Comparable is defined as a course in the same subject area. The subject area of a course shall be determined by the subject area listed in the FLDOE Course Code Directory unless otherwise noted by the district.)

Forgiveness policies for elective courses shall be limited to replacing a grade of “D” or “F”, with a grade of “C” or higher, earned subsequently in the same, comparable, or another course.

#### **Middle School**

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

(Note: Comparable is defined as a course in the same subject area. The subject area of a course shall be determined by the subject area listed in the FLDOE Course Code Directory unless otherwise noted by the district.)

#### **High School and Middle School**

In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student’s grade point average. Any course grade not replaced according to a district school board forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation. (s.1003.4282(5) F.S.)

(*Explanatory Note:* Rule 6A-1.0955(3), F.A.C. requires each school district to keep a record of courses taken and a record of achievement, such as grades, unit, or certification of competence. Student records cannot be altered at any time unless it has been determined that the information is inaccurate or in violation of the privacy or other rights of the student. All courses and grades must be included on the student’s transcript. The authority for the school board to adopt a forgiveness policy does not provide the authority to alter a student’s record to delete the forgiven course and grade. The forgiveness policy authorization is for the express purpose of assisting students in meeting the requirements necessary to graduate from high school, including a minimum grade point average and successful completion of academic credit or curriculum requirements. The school board does not have the authority to purge that student’s record to delete the first grade. All forgiven courses and grades must be included on a student’s transcript as an accurate reflection of the student’s record of achievement.)

### **RANK-IN-CLASS**

Rank-in-class shall be for the purpose of college admissions and scholarship applications. The release of such individual student information shall be in accordance with School Board Policy 8330. Rank-in-class shall be computed on a cumulative un-weighted GPA. State universities in Florida recalculate a student’s grade point average for admissions purposes in accordance with Florida statute and rule.

Upon a student or parent request, for purposes of admissions to colleges and universities which are not a part of the Florida state system, and for certain scholarship applications, the rank-in-class procedure utilizing only academic subjects on a weighted basis shall be used.

### **HONOR GRADUATES / VALEDICTORIAN / SALUTATORIAN**

Any student with a minimum of a 3.50 cumulative weighted GPA at the end of the first semester during the year prior to graduation shall be declared an honor graduate provided that the student maintains a comparable level of performance during the second semester. All high school course grades earned in grades 7-12 are to be included in the grade point average for the determining honor graduates with the following exceptions:

- a. Adult education
- b. Pass/fail grades (transfer students)
- c. On-the-job
- d. Lowest grade for a course that is repeated

The cumulative weighted grade point average as indicated in the chart above shall be utilized in computing the grade point average.

The local school determines policies and procedures associated with the selection of student graduation speakers and/or designation of valedictorian or salutatorian.

### **STUDENT SUPPORT SERVICES**

School counselors, School Social Workers, and other professional staff play a significant role in creating a positive climate. They provide assistance to students in developing their academic skills, broadening their educational experiences, and overcoming challenges that could interfere with their academic development. Some of the areas of student assistance/support are as follows:

- Attendance
- Child abuse and neglect prevention services
- Dropout prevention
- English for Speakers of Other Languages (ESOL)
- Foreign exchange programs
- School counseling
- Health services
- Social Emotional Supports
- Home education
- Homeless/children in transition
- Missing children
- Safe schools program
- Student records
- Student-parent program
- Vision and hearing screening

### **BRIGHT FUTURES SCHOLARSHIPS**

The Bright Futures Scholarship Program is the umbrella program for four (4) state-funded scholarships: Florida Academic Scholars, Florida Medallion Scholars, Florida Gold Seal Vocational Scholars and Gold Seal CAPE Scholars. These awards are based on specific academic requirements and volunteer service work hours earned in grades 9-12. To be eligible for an initial award, a student must (s. 1009.531, F.S.):

- Apply online and complete the FFAA during the student's last year in high school by going to: <http://www.floridastudentfinancialaidsg.org/>. Students must apply by high school graduation or forfeit Bright Futures Eligibility. Students who graduate from high school mid-year and seeking funding for the Spring term must submit a FFAA no later than December 31<sup>st</sup> prior to the student graduating. Students graduating mid-year will be evaluated for renewal of their scholarships at the end of their first full year (fall through spring) of funding, s. 1009.532 (4), F.S.
- Be a Florida resident and a U.S. citizen or eligible non-citizen. The postsecondary institution the student attends is responsible for verifying Florida residency and U.S. citizenship status.

- Earn a Florida standard high school diploma or its equivalent. For additional information, students should reference Chapter 1 of the Bright Futures Student Handbook: <https://www.floridastudentfinancialaidsg.org/SAPBFMAIN/SAPBFMAIN>
- Be accepted by and enrolled in an eligible Florida public or independent postsecondary education institution. For a list of eligible institutions, students should visit [www.FloridaStudentFinancialAidsg.org](http://www.FloridaStudentFinancialAidsg.org) and select Postsecondary Institutions within the Eligible Institutions section.
- Be enrolled for at least six (6) non-remedial semester credit hours or the equivalent.
- Not been found guilty of, nor pled nolo contendere to, a felony charge.
- Begin receiving funding within five years of high school graduation. If enlisting into the military immediately after graduation, the five-year period begins upon the date of separation from active duty.

All students whose transcripts are submitted electronically to the FDOE for an official early evaluation (based on academic progress in the middle of the last year of high school and test scores for tests taken by January 31) will receive an eligibility or ineligibility determination, with the award status notification posted to their online account. Students cannot lose an award based on early evaluation unless they fail to earn a standard Florida high school diploma.

Students who intend to use Bright Futures in the summer following high school graduation should make all attempts to receive an early eligibility determination in order to have their Bright Futures application reviewed in time to use the award over the summer.

For additional information and a complete list of the academic requirements needed for each award, students should see their school counselor or visit the Bright Futures website at <https://www.floridastudentfinancialaidsg.org/SAPHome/SAPHome?url=home>.

### **BENACQUISTO SCHOLARSHIP PROGRAM**

The Florida National Merit Scholar Incentive Program is created to reward a high school graduate who receives recognition as a National Merit Scholar or National Achievement Scholar and who initially enrolls in the 2015-2016 academic year or, later, in a baccalaureate degree program at an eligible Florida public or independent postsecondary educational institution.

In order to be eligible for an award under the incentive program, a student must:

- Earn a standard Florida high school diploma or its equivalent pursuant to s. [1002.3105 F.S.](#), s. [1003.4281 F.S.](#), s. [1003.4282 F.S.](#), or s. [1003.435 F.S.](#) unless:
  - The student completes a home education program according to s. [1002.41 F.S.](#); or
  - The student earns a high school diploma from a non-Florida school while living with a parent who is on military or public service assignment out of this state;
- Be accepted by and enroll in a Florida public or independent postsecondary educational institution that is regionally accredited; and
- Be enrolled full-time in a baccalaureate degree program at an eligible regionally accredited Florida public or independent postsecondary educational institution during the fall academic term following high school graduation.

An eligible student who is a National Merit Scholar or National Achievement Scholar and who attends a Florida public postsecondary educational institution shall receive an incentive award equal to the institutional cost of attendance minus the sum of the student's Florida Bright Futures Scholarship and National Merit Scholarship or National Achievement Scholarship.

An eligible student who is a National Merit Scholar or National Achievement Scholar and who attends a Florida independent postsecondary educational institution shall receive an incentive award equal to the highest cost of attendance for a resident of this state enrolled at a Florida public university, as reported by the Board of Governors of the State University System, minus the sum of the student's Florida Bright Futures Scholarship and National Merit Scholarship or National Achievement Scholarship.

A student may receive the incentive award for a maximum of 100 percent of the number of credit hours required to complete a baccalaureate degree program, or until completion of a baccalaureate degree program, whichever comes first. (s. 1009.893 F.S).

## TESTING

Each school provides testing services to all of its students. Upon request, the counselor can make arrangements to have interest inventories, intelligence and/or aptitude tests administered. If there is a problem that requires a special evaluation or test, the services of the school psychologist may be provided with the written permission of the parent.

### Florida Statewide Assessment (FSA)

The Florida Statewide Assessment (FSA) and End-of-Course (EOC) assessments are criterion-referenced tests. These tests assess student achievement on the knowledge and skills described in the state curriculum framework called the Florida Standards.

- The Civics End-of-Course (EOC) assessment will be required for all students enrolled in Civics or an equivalent course. The Civics EOC will count as 30% of the final course grade.
- All grade nine (9) and grade ten (10) students take the FSA ELA Assessment.
- A passing score on the grade ten (10) FSA ELA is required to graduation (or a concordant score on an approved assessment – see chart below).
- The Algebra 1 End-of-Course (EOC) assessment is required for all students enrolled in Algebra 1 or an equivalent course. A passing score on this assessment is required for graduation (or a comparative score on an approved assessment – see chart below). The Algebra 1 EOC will count as 30% of the final course grade.
- The Geometry End-of-Course (EOC) assessment will be required for all students enrolled in Geometry or an equivalent course. The Geometry EOC will count as 30% of the final course grade.
- The Biology End-of-Course (EOC) assessment will be required for all students enrolled in Biology or an equivalent course. The EOC will count as 30% of the final course grade. Students will be required to take the Biology End-of-Course assessment upon completion of their first Biology course or completion of the three-course Integrated Science sequence.
- The U.S. History End-of-Course (EOC) assessment will be required for all students enrolled in U.S. History or an equivalent course. The EOC count as 30% of the final course grade.

### Concordant and/or Comparative Scores

A student may meet the FSA ELA or the Algebra 1 EOC graduation requirement by attaining a concordant or comparative score on an approved assessment (see chart below).

Students Who Entered Grade 9 in 2018-19 and BEYOND COVID-19 <span style="float: right;">1</span>		Students Who Entered Grade 9 BETWEEN 2010-11 and 2017-2018 <span style="float: right;">2</span>	
<b>ELA</b>		<b>ELA</b>	
COVID-19 - The <b>graduating class of 2020</b> is exempt from meeting the FSA ELA assessment requirement for graduation.		<b>NO COVID-19 Exemption</b>	
FCAT 2: Reading 2010-11 to 2012-13	NA	FCAT 2: Reading 2010-11 to 2012-13	245
FSA: ELA (Alternate passing scores DO NOT apply)	NA	FSA: ELA (Alternate passing score for students who entered grade 9 in 2010-2014 <b>(ONLY)</b> )	349
FSA: ELA	350	FSA: ELA	350
SAT: *EBRW (Evidence Based Reading and Writing)	480	SAT: *EBRW (Evidence Based Reading and Writing)	430
SAT: Reading Subset	NA	SAT: Reading Subset	24
ACT: Reading	NA	ACT: Reading	19
ACT: English and Reading Subtest (Average) Superscored	18	ACT: English and Reading Subtest (Average) Superscored	18
<b>Algebra</b>		<b>Algebra</b>	
COVID 19 - The <b>graduating class of 2020</b> is exempt from meeting the Algebra 1 EOC assessment requirement for graduation.		Students who entered grade 9 in 2010-11, <b>no math requirement</b>	
FCAT 2: NGSSS Algebra 1 EOC	NA	FCAT 2: NGSSS Algebra 1 EOC	399
FSA: Algebra EOC (Alternate passing scores DO NOT apply)	NA	FSA: Algebra EOC Alternate passing score for students who first participated on the FSA ALG EOC 2011-2015 <b>(ONLY those who participated prior to Spring 2016)</b>	489
FSA: Algebra EOC	497	FSA: Algebra EOC	497
FSA: Geometry EOC (Alternate passing scores DO NOT apply)	NA	FSA: <b>NEW</b> Geometry EOC Alternate passing score for students who first participated on the Geometry EOC 2011-2015 <b>(ONLY those who participated prior to Spring 2016)</b>	492
FSA: Geometry	499	FSA: Geometry	499
PERT	NA	PERT	97
SAT: Math (If earned prior to March of 2016)	NA	SAT: Math (If earned prior to March of 2016)	380
SAT: Math	420	SAT: Math	420
ACT: Math	16	ACT: Math	16
PSAT/NMSQT: Math (If earned prior to 2015)	NA	PSAT/NMSQT: Math (If earned prior to 2015)	39
PSAT/NMSQT: Math	430	PSAT/NMSQT: Math	430

### **Florida Statewide Alternate Assessment (FSAA)**

The FSAA is provided for a small number of students with significant cognitive disabilities for whom the IEP team has determined and documented the need for an alternate assessment.

### **WIDA Access for ELLs (WIDA-Alternate Access for ELLs)**

WIDA is administered to all ELL students (English Language Learners) to assess language acquisition.

### **Preliminary Scholastic Assessment Test / National Merit Scholarship Qualifying Test (PSAT/NMSQT)**

In Brevard, the PSAT is administered in the fall to all grade ten (10) grade students as a part of Florida's statewide assessment program. The results of this test are used to determine potential for advanced courses (AP, AICE and DE), to give clear-cut feedback about skills needed for college success, and as concordant/comparative scores for graduation.

The PSAT is also available to grade eleven (11) students. These scores are used to determine NMSQT semifinalists. It is recommended that college-bound students consider taking this test earlier in their high school career to maximize their performance on future college placement tests.

### **College Entrance and/or Placement Tests**

- **SAT:** SAT Reasoning Test is a test that measures the reading, writing and math levels of high school juniors and seniors.
  - *NOTE: During the 2020-2021 school year all grade eleven (11) students will take the SAT at no charge to the student/family.*
- **SAT II:** Subject tests that are designed to measure knowledge and the ability to apply that knowledge in specific subject areas.
- **ACT:** A curriculum-based test that measures the skills necessary for college coursework in English, mathematics, reading and science reasoning.
- **Advanced Placement/ International Baccalaureate/ Advanced International Certificate of Education Programs:** A series of college level subject area tests taken after the completion of AP/IB/AICE coursework in high school.
- **Postsecondary Education Readiness Test (PERT):** A series of content specific exams in reading, math and writing to determine if students are in need of additional remediation prior to beginning college level courses.

### **College Admission Testing Calendar:**

<b>PSAT/NMSQT</b>	October
<b>SAT I and II</b>	October, November, December, January, May and June
<b>SAT I only</b>	March
<b>ACT</b>	September, October, December, February, April and June

Check with your counselor for exact dates, applications, and deadlines.

## **POST-HIGH SCHOOL EDUCATION**

Students interested in continuing their education at a four-year college, a two-year college, business, trade, or technical school should begin early in their high school career to formulate their plans. In choosing a postsecondary institution, one should consider the following:

- Type of educational program available
- High school subjects required for admission
- Specific admission tests required
- Length of time needed for completion of program
- Cost of schooling
- Financial aid available
- Housing facilities
- Location, size, and the accrediting agency of the school

## **ADMISSION TO TWO AND FOUR YEAR COLLEGES AND UNIVERSITIES**

Qualified students should consider taking high school math and world language courses in middle school. Algebra 1 Honors, Geometry Honors, and high school level world languages 1 and 2 taken in grades seven (7) and eight (8) will earn high school credit. Taking these courses will also afford the student advanced course work in the upper grades of high school. Middle school students with a need for accelerated course work in areas other than math and world language should contact their school counselor. The grade earned in these courses will be factored into the high school GPA.

Opportunities for advanced study and future college scholarships are afforded through early standardized testing. The Duke Talent Search utilizes the SAT or the ACT and can be accessed as early as grade seven (7). The Belin-Blank Exceptional Student Talent Search (BESTS) uses the ACT to provide an opportunity for students in grades four (4)-nine (9) to experience above-level testing. Stetson University provides fee-based summer enrichment programs for these students through the High Achieving Talent Students (HATS) program.

Admission to college is based upon an evaluation of one's grade point average (GPA), standardized test scores (SAT I or ACT), letters of recommendation, and personal data (which may include a written essay). Colleges usually determine GPA status based on the following core academic courses: English, social studies, world language, laboratory science, and mathematics beginning with Algebra I. Depending on individual college requirements, other courses may be included in determining the GPA. Students can best prepare for college and college entrance tests by taking Level 3 or higher courses. Minimum college entrance course recommendations, in grades 9 through 12 are listed:

- 4 years of English (language arts)
- 4 years of math (Algebra 1 and higher)
- 3 years of science
- 3 years of social studies
- 2 years of the same world language - many competitive schools (in state and out-of-state) require 3-4 credits of world language

College bound students who take a program below this recommendation level may find some difficulty achieving satisfactory scores on college admission tests and entrance to selective institutions.

Many colleges and universities require specific academic subjects for entry. Students who are interested in continuing their formal education beyond high school should check college catalogs and discuss their plans with their school counselor.

### **What Colleges Require**

The admission requirements vary from college to college. They may include any or all of the following:

- An application fee, usually nonrefundable. Many colleges will waive this fee under special circumstances. See your counselor for details.
- An official application form providing information about your background, previous education, and college plans.
- An official high school transcript of your courses, final grades and test scores.
- One or more standardized admission tests. The most common tests used are SAT I, SAT II and ACT. Visit **[www.collegeboard.com](http://www.collegeboard.com)** and **[www.act.org](http://www.act.org)** for further information on these tests. (Plan to take these tests at least six weeks before the college's application deadline to allow enough time for the score report to reach the college.)
- One or more letters of recommendation from a teacher and/or school counselor. Generally, colleges are interested in what you have accomplished in high school and what kind of school citizen you are; however, some institutions may also accept recommendations from a member of the clergy, alumnus, or adult member of the community. As a courtesy, you should give your recommenders ample time to complete the recommendations prior to the college deadline.
- A personal essay or autobiographical statement is required by some institutions, particularly four-year private colleges. This is your chance to express your individuality in a way that will set you apart from other applicants.
- An interview with a college admissions officer is in your best interest. This is your chance to personally express your background, your interests and goals and why you are interested in the college.



## MIDDLE SCHOOL BASIC EDUCATION COURSE DESCRIPTIONS

Courses listed in this book are only those courses offered at one-half or more of the middle schools in the district. Individual schools will offer these courses according to expressed student interest, facilities, and personnel available. A school may also offer a course, which is not described in this booklet when permission is obtained from the superintendent or designee. The school must show that the desired course is included in the State Course Code Directory, has value and need, has student performance standards developed, has a qualified teacher available, and will not adversely affect the present program.

The course numbers and titles in this guide are taken from the State Course Code Directory. The state assigns and recognizes only the first seven digits of the course number. The eighth digit is utilized by the district for purposes of reporting data. The state maintains course descriptions for each course listed in the Course Code Directory; districts develop and adopt student performance standards for each of these courses. Students are expected to demonstrate mastery of these standards in order to pass each course.

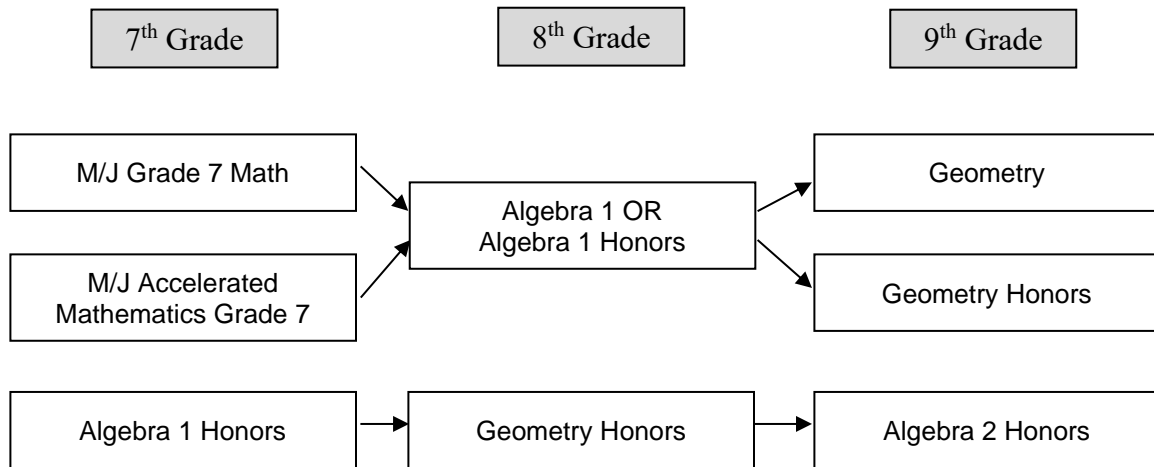
Course	State Level	Number	Description	Meets Req. for	Course Length/Credit
<b>VISUAL ART AND THEATER</b>					
M/J 2-D Studio Art 2	2	0101020X	<b>Studio Art 2</b> is a basic level course that explores and refines techniques previously learned in grade 6/elementary art classes. Students create a variety of two-dimensional (2-D) artworks through developing skills in drawing, painting, printmaking, and collage. Students practice, sketch, and manipulate the structural elements of art, use art criticism process, and investigate artworks from Western and non-western cultures for deeper understanding and appreciation of the role of art in global culture.	Elective	One Year Each
M/J 2-D Studio Art 3	2	0101026X	<b>Studio Art 3</b> is designed for the student with a year or more experience and focuses on further development and progression of the Art 2 content to advanced skill levels. Students proficiently manipulate the structural elements of art with increasing independence to promote creative risk-taking in 2-D artwork and investigate aesthetic concepts for deeper understanding.		
			<b>These courses incorporate hands-on activities and consumption of art materials.</b>		
M/J Theatre 1	2	0400000X	Students learn the basics of building a character through such activities as pantomime, improvisation, and effective speaking using articulation, projection, and breathing. Students also learn the importance of technical theatre and explore the use of such elements as costumes, props, and scenery. Students practice writing for the theatre and explore various theatre roles and functions. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or	Elective	One Year

Course	State Level	Number	Description	Meets Req. for	Course Length/ Credit
			participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.		
M/J Theatre 2	2	0400010X	Students with previous theatre experience and instruction continue to study acting, design, and dramatic literature to increase the enjoyment and understanding of what is required to prepare plays for the public. Students explore theatre history, study the great American playwrights, examine the cultural and historical contributions to theatre, and begin to use the information to inform and improve their theatre knowledge and skills. Students begin to use the basic elements of theatre design through practical application and projects. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.	Elective	One Year
<b>WORLD LANGUAGES</b>					
Spanish 1	2	0708340X	Level 1 introduces students to the target language and its culture. The student will develop communicative skills in all 4 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication from Novice-Low to Novice-Mid levels in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.	Elective	1.0 Credit
Spanish 2	2	0708350X	Level 2 reinforces the fundamental skills acquired by the students in Level 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Level 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. Emphasis is placed on proficient communication from Novice-Mid to Intermediate-Low levels in the language. The cultural survey of the target language-speaking people is continued.	Elective	1.0 Credit

Course	State Level	Number	Description	Meets Req. for	Course Length/ Credit
			To be successful in upper levels of world language study, satisfactory completion of the previous levels or of a district approved examination for placement is necessary.		
<b>LANGUAGE ARTS</b>					
<p><i>Central to the language arts program is the effective and meaningful use of reading, writing, and speaking, listening, and viewing and observing. Competencies in these areas are integrated throughout the student's learning and experiences. As a student progresses from one course to the next, increases should occur in the complexity of materials and tasks and in the student's application of skills and strategies. Reading and communicative strategies are taught to create fully literate and independent learners. The student learns to understand the nature and power of language and learns to respond critically to a variety of literary genres. Exploring the worlds of print and technology, the student uses research for both written and oral products. Language Arts affords and demands critical thinking skills from all students. Students in grades 7 and 8 are required to pass language arts each year in order to be promoted.</i></p>					
M/J Intensive Language Arts	N/A	1000000X	Provides intervention in the area of English Language Arts (ELA) to increase students' ability to decode, comprehend and think critically about text.	Reading	Multiple
M/J Language Arts 2	2	1001040X	The purpose of this course is to provide grade 7 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.	Language Arts	One Year
M/J Language Arts 2, Advanced	3	10010504	<b>Note:</b> Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.		
M/J Language Arts 3	2	1001070X	The purpose of this course is to provide grade 8 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.	Language Arts	One Year
M/J Language Arts 3, Advanced	3	10010804	<b>Note:</b> Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.		

## MIDDLE SCHOOL MATHEMATICS COURSE SEQUENCE

The flowchart below is intended to provide information regarding common sequences of courses for middle school students. It is *not* a system for tracking. For example, a student who begins the sequence with M/J Grade 7 Math could take Algebra 1 the following year, based on academic performance and teacher feedback.



Course	State Level	Number	Description	Meets Req. for	Course Length/ Credit
<b>MATHEMATICS</b>					
M/J Intensive Mathematics	2	1204000X	Enables students to develop mathematics skills and concepts through remedial instruction and practice.	Elective	Multiple
M/J Grade 7 Mathematics	2	1205040X	Includes developing understanding of and applying proportional relationships; developing understanding of operations with rational numbers and working with expressions and linear equations; solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and drawing inferences about populations based on samples.	Math	One Year
M/J Accelerated Mathematics Grade 7	3	12050504	Includes solving problems involving scale drawings and informal geometric constructions, and working with two- and three- dimensional shapes to solve problems involving area, surface area, and volume; drawing inferences about populations based on samples; formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; grasping the concept of a function and using functions to describe quantitative relationships; and analyzing two- and three- dimensional space and figures using distance, angle, similarity,	Math	One Year

Course	State Level	Number	Description	Meets Req. for	Course Length/ Credit
			and congruence, and understanding and applying the Pythagorean Theorem.		
M/J Grade 8 Pre-Algebra	2	1205070X	Includes formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; grasping the concept of a function and using functions to describe quantitative relationships; analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.	Math	One Year
Algebra 1	2	1200310X	Includes developing an understanding of relationships between quantities and reasoning with equations; linear and exponential relationships; descriptive statistics; expressions and equations; and quadratic functions and modeling.	Algebra I	1.0 Credit
Algebra 1 Honors	3	12003204	Provides the foundation for success in more advanced mathematics courses. Includes developing an understanding of relationships between quantities and reasoning with equations; linear and exponential relationships; descriptive statistics; expressions and equations; and quadratic functions and modeling.	Algebra I	1.0 Credit
Geometry Honors	3	12063204	Includes developing an understanding of congruence, proof, and constructions; similarity, proof, and trigonometry; extending to three dimensions; connecting Algebra and Geometry through coordinates; and circles with and without coordinates.	Geometry	1.0 Credit
<b>MUSIC</b>					
<i>M/J Band Note: Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. May also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.</i>					
M/J Band 1	2	1302000X	Students with little or no instrumental experience develop foundational instrumental technique, foundational music literacy, and aesthetic musical awareness through rehearsal, performance, and study of high-quality band literature. Instrumentalists work on the fundamentals of music notation, sound production, instrument care and maintenance, and personal and group rehearsal strategies.	Elective	One Year

Course	State Level	Number	Description	Meets Req. for	Course Length/ Credit
M/J Band 2	2	1302010X	Students with previous band experience build on instrumental technique, music literacy, and aesthetic response through rehearsal, performance, and study of a variety of high-quality band literature. Instrumentalists expand their knowledge of music notation, music theory, sound production, and personal and group rehearsal strategies. <i>Admission is by teacher approval.</i>	Elective	One Year
M/J Band 3	2	1302020X	Students with previous band experience expand on their instrumental technique, music literacy, and aesthetic response through rehearsal, performance, and study of a variety of intermediate-level, high-quality band literature. Instrumentalists extend their knowledge of music notation and theory, sound production, and personal and group rehearsal strategies. <i>Admission is by teacher approval.</i>	Elective	One Year
<p><i>M/J Orchestra Note: Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. May also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.</i></p>					
M/J Orchestra 1	2	1302040X	Students who have little or no experience on violin, viola, cello, bass, or harp explore high-quality music literature written or transcribed for string orchestra. Study includes the development of foundational instrumental ensemble techniques, performance skills, music literacy, and aesthetic awareness.	Elective	One Year
M/J Orchestra 2	2	1302050X	Students who have some previous orchestral experience focus on the development of instrumental technique, musical literacy, performance skills, and increasing aesthetic awareness through study, rehearsal, and performance of a variety of high-quality orchestra literature. <i>Admission is by teacher approval.</i>	Elective	One Year
M/J Orchestra 3	2	1302060X	Students with previous orchestral experience demonstrate intermediate-level knowledge of instrumental techniques, musical literacy, ensemble performance skills, and related musical knowledge through study, rehearsal, and performance of a variety of high-quality orchestral literature. <i>Admission is by teacher approval.</i>	Elective	One Year

Course	State Level	Number	Description	Meets Req. for	Course Length/ Credit
<p><i>M/J Chorus Note: Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.</i></p>					
M/J Chorus 1	2	1303000X	Students with little or no choral experience develop beginning vocal technique and skills, critical and creative thinking skills, and an appreciation of music from around the world and through time.	Elective	One Year
M/J Chorus 2	2	1303010X	Students build on previous choral experience to expand vocal, technical, musical and ensemble skills through rehearsal, performance, and study of high-quality choral literature. Singers focus on increasing knowledge of music theory, music literacy, and aesthetic response. <i>Admission is by teacher approval.</i>	Elective	One Year
M/J Chorus 3	2	1303020X	Students with previous choral experience build intermediate-level knowledge of vocal technique, musical literacy, ensemble skills, and related musical knowledge through rehearsal, performance, and study of a variety of high-quality 2-, 3-, and 4-part choral literature. <i>Admission by teacher approval.</i>	Elective	One Year
<b>PHYSICAL EDUCATION</b>					
<p><i>In order to comply with federal regulations, no physical education course will be closed to students on the basis of gender; however, some courses may have other requirements. Once students are enrolled in a class, they may be grouped by skills or by gender, during a contact sport or activity.</i></p>					
M/J Team Sports	2	1508020X	The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement, knowledge of team sports concepts such as offensive and defensive strategies and tactics, and appropriate social behaviors within a team or group setting. The integration of fitness concepts throughout the content is critical to the success of this course.	Physical Education	One Semester
M/J Individual / Dual Sports	2	1508050X	The purpose of this course is to provide the skills, knowledge, and motivation necessary for participation in individual and dual sports. The integration of fitness concepts throughout the content is critical to student success in this course and in the development of a healthy and physically active lifestyle.	Physical Education	One Semester
<b>M/J RESEARCH</b>					
M/J Research 1 M/J Research 2 M/J Research 3	2	1700000X 1700010X 1700020X	Focuses on scientific processes, experimental design and the collection, analysis and presentation of data. Successive years will involve a variation and/or study of a progressive nature.	Elective	One Year Each

Course	State Level	Number	Description	Meets Req. for	Course Length/ Credit
M/J AVID 7 <sup>th</sup>  M/J AVID 8 <sup>th</sup>	2	1700120X  1700130X	AVID (Advancement Via Individual Determination) is offered as a rigorous academic elective course that prepares students for success in four-year colleges and universities. The AVID course is scheduled during the regular school day as a year-long course. Each week students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities and academic survival skills. There is an emphasis on analytical writing, preparation for college entrance and placement exams, study skills and test taking, note-taking, and research. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, and reading to support their academic growth. Students will increase awareness of their personal contributions to their learning, as well as their involvement in their school and community. Students will prepare for and participate in college entrance and placement exams, while refining study skills and test-taking, note-taking, and research techniques.	Elective	One Year Each
<b>SCIENCE</b>					
M/J Comprehensive Science 2 (Grade 7)	2	2002070X	Includes problem solving, measurement, safety procedures, earth systems, genetics, energy transfers within systems, interactions of science with technology and society, limiting factors in ecosystems, inheritance patterns, trophic levels, and the relationship between temperature and molecular kinetic energy. Students will design and conduct scientific investigations demonstrating skill and knowledge in a variety of scientific areas.	Science	One Year Each
M/J Comprehensive Science 2 Advanced (Grade 7)	3	20020804			
M/J Comprehensive Science 3 (Grade 8)	2	2002100X	Includes problem solving, measurement, safety procedures, electromagnetic energy, space science, comparative astronomy, carbon cycle, structure and organization of matter, interactions of science with technology and society. The students will design and conduct scientific investigations demonstrating skills and knowledge in a variety of scientific areas.	Science	One Year Each
M/J Comprehensive Science 3 Advanced (Grade 8)	3	20021104			
<b>SOCIAL STUDIES</b>					
M/J Civics	2	2106010X	The primary content for the course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system. The course is embedded with strong geographic and economic components to support civic education instruction.	Social Studies	One Year
M/J Civics Advanced	3	21060204			



Course	State Level	Number	Description	Meets Req. for	Course Length/ Credit
M/J US History M/J US History Advanced	2 3	2100010X 21000204	Primary content emphasis for this course pertains to the study of American history from the Exploration and Colonization period to the Reconstruction Period following the Civil War. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to explore those fundamental ideas and events which occurred after Reconstruction.	Social Studies	One Year
M/J Engaged Citizenship through Service Learning 1	2	2104010X	This course provides an introduction to service-learning and civic responsibility. Academic, personal, and career skills needed for effective service-learning project implementation will be taught and applied through structured service projects that meet real school and/or community needs. Students will actively participate in meaningful service-learning experiences of at least 20 hours' duration.	Social Studies	One Semester
M/J Engaged Citizenship through Service Learning 1	2	2104020X	This course provides an introduction and applications to service-learning and civic responsibility. Academic, personal, and career skills needed for effective service-learning project implementation will be taught and applied through structured service projects that meet real school and/or community needs. Students will actively participate in meaningful service-learning experiences of at least 25 hours' duration.	Social Studies	One Semester
<p><b>NOTE:</b> Honors/Advanced courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. 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).</p>					

## HIGH SCHOOL COURSE SEQUENCES

### High School Mathematics

This chart is used to indicate a *common* sequence for high school mathematics. It is *not* a system for tracking. For example, a student who begins the sequence with Algebra 1 could take Geometry Honors the following year, based on performance and teacher recommendation. Junior-Senior Level Course options vary by school.

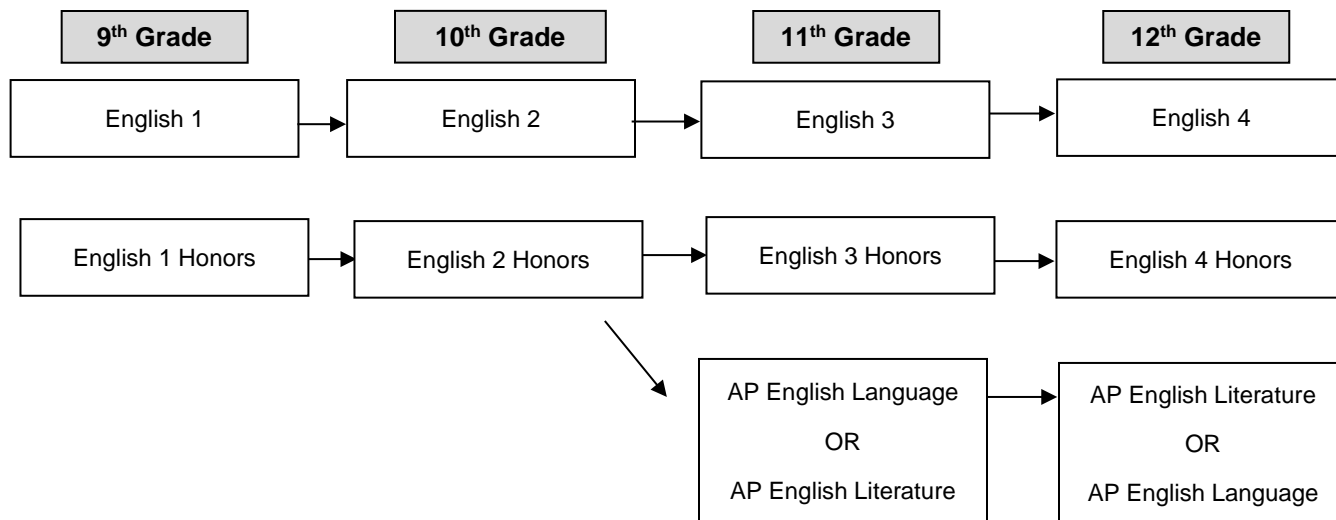
In addition to the Honors and AP Advanced Math classes listed below, IB and AICE courses are offered in specific Brevard Public Schools as opportunities for rigorous math instruction. To further explore these and Dual Enrollment options, speak to your school counselor.

\* = Student has mastered course standards

\*\* = Student needs additional support to meet course standards

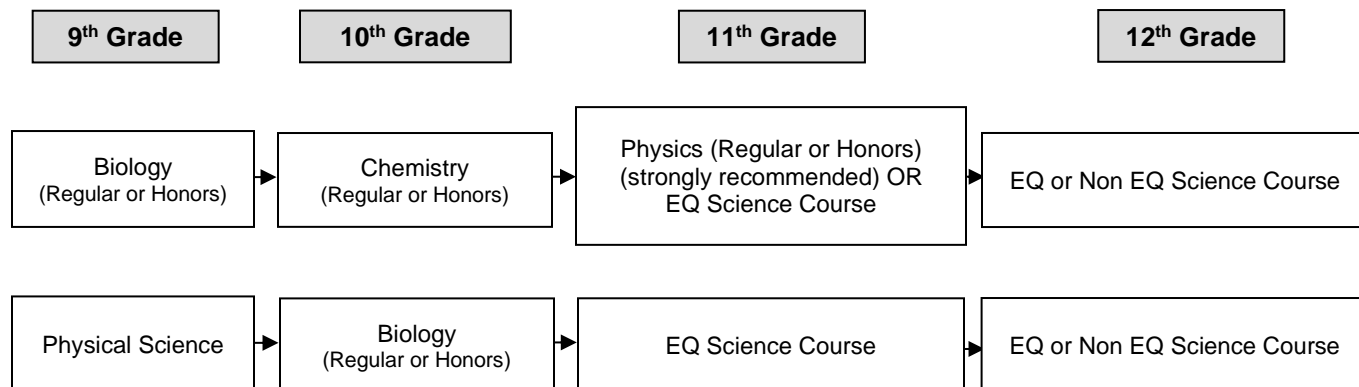
Current Class	Student Status	Future Course Recommendation
Grade 8 Pre-Algebra	*	Algebra 1
	**	Algebra 1A
Algebra 1	*	Geometry
	**	Liberal Arts Math 1
Algebra 1 Honors	*	Geometry Honors
	**	Geometry
1, 2 Algebra 1A		Algebra 1B
1, 2 Algebra 1B	*	Geometry
	**	Liberal Arts Math 1
<sup>3</sup> Liberal Arts Math 1		Geometry
Geometry	*	Algebra 2
	**	♦♦ Junior-Senior Level Math Course – see below for options
Geometry Honors	*	Algebra 2 Honors
	**	Algebra 2
Algebra 2	*	♦ Junior-Senior Level Math Course – see below for options
	**	♦♦ Junior-Senior Level Math Course – see below for options
Algebra 2 Honors	*	Pre-Calculus Honors
	**	Junior-Senior Level Math Course – based on student need ♦ or ♦♦
Pre-Calculus Honors	*	AP Calculus / AP Statistics
	**	♦ Junior-Senior Level Math Course – see below for options
AP Calculus AB	*	AP Calculus BC / AP Statistics
	**	
♦ Junior-Senior Level Math courses for students who have <b>mastered course standards</b> in Algebra 1, Geometry, and Algebra 2 (course offerings vary by school): <ul style="list-style-type: none"> <li>• Advanced Topics (may be taken before Pre-Calculus Honors by students who need additional support)</li> <li>• Probability &amp; Statistics Honors</li> <li>• Dual Enrollment Math Courses</li> </ul>		♦♦ Junior-Senior Level Math courses for students <b>who need additional support to meet course standards</b> (course offerings vary by school): <ul style="list-style-type: none"> <li>• Math for College Readiness</li> <li>• Financial Algebra</li> <li>• Liberal Arts Math 2</li> </ul>
NOTES <sup>1</sup> The Algebra 1 course high school graduation requirement may be met by any of the following combination of courses: <u>Algebra 1 OR Algebra 1 Honors OR Algebra 1A AND Algebra 1B.</u> <sup>2</sup> Algebra 1A and Algebra 1B: The student earns 2 math credits for high school graduation; the combination counts as one COURSE for Bright Futures, State University Admissions (SUS) and NCAA. <sup>3</sup> Liberal Arts Math 1 and Liberal Arts Math 2 are not approved for NCAA eligibility, but have been approved for Bright Futures and SUS admissions.		

## COURSE SEQUENCES High School English Language Arts



NOTE: Four English Language Arts credits required for graduation.

## High School Science



### ***EQ\* Science Courses (Required for 3<sup>rd</sup> Science):***

- Advanced Placement/AICE/IB/DE Courses
- Anatomy and Physiology or Anatomy and Physiology Honors
- Astronomy Solar/Galactic **Honors Only**
- Bioscience Honors
- Chemistry or Chemistry Honors
- Earth/Space Science or Earth/Space Science Honors
- Environmental Science or Environmental Science Honors
- Forensic Science 1 or Forensic Science 2
- Integrated Science 1, 2, 3 or Integrated Science 1, 2, 3 Honors
- Marine Science 1 or Marine Science 2 Regular or Honors
- Physical Science or Physical Science Honors
- Physics or Physics Honors

### ***Non EQ\* Science Courses (Can be used for 4<sup>th</sup> Science):***

- Botany
- Ecology
- Astronomy Solar/Galactic (**non-honors**)
- Zoology
- Experimental Science (1 – 4)

\*EQ (Equally Rigorous) as defined by the Florida State Department of Education as of 12-21-2017.

## COURSE SEQUENCES

### High School Social Studies

The following chart shows common courses and sequences for high school social studies. It is *not* a system for tracking. Elective course options will vary by school.

In addition to the Honors and AP Advanced Social Studies courses listed, IB and AICE courses are offered in specific Brevard Public Schools as opportunities for rigorous social studies instruction. To further explore these and Dual Enrollment options, speak to your School Counselor.

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<p>World History</p> <p>World History Honors</p> <p>AP Course</p> <p>Social Studies Elective</p>	<p>U.S. History</p> <p>U.S. History Honors</p> <p>AP Course</p> <p>Social Studies Elective</p>	<p>U.S. Government/ Economics with Financial Literacy</p> <p>U.S. Government Honors/ Economics with Financial Literacy Honors</p> <p>AP Course</p> <p>Social Studies Elective</p>	<p>Any remaining required social studies credits needed for graduation (World History, U.S. History, U.S. Government or Economics)</p> <p>AP Course</p> <p>Social Studies Elective</p>

**NOTE:** Three of the four social studies credits required for graduation must include one credit each in World History, United States History, and United States Government/Economics.

## HIGH SCHOOL BASIC EDUCATION COURSE DESCRIPTIONS

### Course Numbers, Titles, Content

The course numbers and titles in this guide are taken from the State Course Code Directory. The state assigns and recognizes only the first seven digits of the course number. The eighth digit is utilized by the district for reporting data. The state maintains course descriptions for each course listed in the Course Code Directory; districts develop and adopt student performance standards for each of these courses. Students are expected to demonstrate mastery of these standards in order to receive credit for each course.

### Course Levels

The state of Florida has instituted a course leveling system for 9-12 courses in art, career and technical education, dance, drama, world languages, health, language arts (including ESOL), mathematics, music, physical education, science, and social studies. Courses in these areas are designated as Level 1, 2, and 3.

- **Level 1** courses are not considered adequate preparation for postsecondary education. Students are permitted to take a Level 1 course only when it is determined that the course is the most appropriate placement for the student. Each high school has in place procedures to implement this requirement.
- **Level 2** courses represent the expected standard for students in the high school.
- **Level 3** courses are designed for advanced students in each subject area. The course descriptions section in this guide lists the level designations for courses the state has included in the leveling system. Remedial courses such as Intensive Reading and Intensive Math are available to correct deficiencies in subject areas as elective credits.

Course	State Level	Number	Description	Meets Req. for	Course Credit
<b>VISUAL ART AND THEATRE</b>					
All courses listed in this section will meet performing fine arts graduation requirement. Students must demonstrate mastery of appropriate performance standards to receive credit in all courses. <b>These courses incorporate hands-on activities and consumption of art materials.</b>					
2D Studio Art 1	2	0101300X	This course provides opportunities to explore media and techniques used to create a variety of two-dimensional (2D) artworks through drawing, painting, printmaking, collage, and/or design. Students practice, sketch, and manipulate the basic elements of art and principles of design to improve mark-making and develop purposeful compositions created from observation, research, or imagination. Through critique processes, students learn to reflect, evaluate and respond to artwork.	Performing Fine Arts/ Elective	1.0 Credit
2D Studio Art 2	2	0101310X	This course focuses on further development, refinement, and progression of the Art 1 content.	Performing Fine Arts/ Elective	1.0 Credit
2D Studio Art 3 Honors	3	01013204	This course is designed for students with significant experience in art. Students demonstrate proficiency in the development of 2D content in drawing, painting, printmaking, collage, and/or design to create independent or collaborative artwork suitable for inclusion in a portfolio. Students show evidence of quality in craftsmanship, composition/presentation, and the development of a personal style/voice. Through focused investigation and critique processes of techniques and historical/cultural models, students critically reflect, evaluate and respond to artwork.	Performing Fine Arts/ Elective	1.0 Credit

Course	State Level	Number	Description	Meets Req. for	Course Credit
Portfolio Development: 2D Design Honors	3	01093204	This course is for students with extensive experience in art and is a bridge between regular art and college level courses. Students work in a self-directed environment to develop a portfolio showing a body of their own work that visually explores a particular artistic concern, articulated and supported by a written artist's statement. Artists may work in, but are not limited to, content in drawing, painting, printmaking, mixed media, traditional photography, digital photography, and/or new media and emerging technologies that demonstrate understanding of design principles as applied to a 2-dimensional surface.	Performing Fine Arts/ Elective	1.0 Credit
Advanced Placement Studio Art 2D Design Portfolio	3	01093505	This course parallels basic college level foundational courses in two-dimensional design. This rigorous course is a guided, independent study program designed for the serious art student. Art is created to show mastery of 2D design through any 2D medium or process, including, but not limited to graphic design, digital imaging, photography, collage, fabric design, weaving, fashion design/illustration, painting and printmaking. Integrity, ethics, and plagiarism are addressed. Students submit a complete portfolio demonstrating quality, concentration and breadth to College Board for assessment scoring and consideration for college credit (not based on a written exam).	Performing Fine Arts/ Elective	1.0 Credit
Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.					
Theatre 1	2	0400310X	This course is designed for students with little or no theatre experience, and promotes enjoyment and appreciation for all aspects of theatre. Classwork focuses on the exploration of theatre literature, performance, historical and cultural connections, and technical requirements. Improvisation, creative dramatics, and beginning scene work are used to introduce students to acting and character development. Incorporation of other art forms in theatre also helps students gain appreciation for other art forms, such as music, dance, and visual art.	Performing Fine Arts/ Elective	1.0 Credit
Theatre 2	2	0400320X	This course is designed for students with a year of experience or more. Classwork builds on skills learned in level 1, and focuses on characterization and playwriting/playwrights' contributions to theatre. Improvisation, creative dramatics, and exploration of the technical aspects of scene work help students challenge and strengthen their acting skills.	Performing Fine Arts/ Elective	1.0 Credit

Course	State Level	Number	Description	Meets Req. for	Course Credit
Theatre 3 Honors	3	04003304	This course is designed for students with significant experience in theatre, and promotes depth of engagement and lifelong appreciation for theatre through a broad spectrum of teacher-assigned and self-directed study and performance. Students regularly reflect on aesthetics and issues related to and addressed through theatre, and create within various aspects of theatre in ways that are progressively more innovative. In keeping with the rigor expected in an accelerated setting, students assemble a portfolio showcasing a significant body of work representing personal vision and artistic growth over time; mastery of theatre skills and techniques in one or more areas; and evidence of significant oral and written analytical and problem-solving skills based on their structural, historical, and cultural knowledge.	Performing Fine Arts/ Elective	1.0 Credit
Theatre 4 Honors	3	04003404	This course provides opportunities for students with extensive theatre experience to build on Theatre 3 skills. Students work independently and are self-directed in study and performance.	Performing Fine Arts/ Elective	1.0 Credit
Theatre Directing and Stage Management 1	2	0400500X	Students learn how to select, organize, and mount formal and informal staged productions by means of exploring the leadership roles of director and stage manager. Students focus on the nature and responsibilities of the director and stage manager in relation to the entire production team; the effect of the director's concept on the overall production; vocabulary and principles of the various elements of play production; techniques used to create an effective theatre work; and basic knowledge and application of staging. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.	Performing Fine Arts/ Elective	1.0 Credit
<b>WORLD LANGUAGES</b>					
Spanish 1	2	0708340X	Level 1 introduces students to the target language and its culture. The student will develop communicative skills in all 4 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication from Novice-Low to Novice-Mid levels in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.	Elective	1.0 Credit Each
Spanish 2	2	0708350X	Level 2 reinforces the fundamental skills acquired by the students in Level 1. The course	Elective	1.0 Credit Each

Course	State Level	Number	Description	Meets Req. for	Course Credit
			develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Level 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. Emphasis is placed on proficient communication from Novice-Mid to Intermediate-Low levels in the language. The cultural survey of the target language-speaking people is continued. <b>To be successful in upper levels of world language study, satisfactory completion of the previous levels or of a district approved examination for placement is necessary.</b>		
Spanish 3 Honors	3	07083604	Level 3 provides mastery and expansion of skills acquired by the students in Level 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people. Emphasis is placed on proficient communication from Intermediate-Low to Intermediate-Mid levels in the language.	Elective	1.0 Credit Each
Spanish 4 Honors	3	07083704	Level 4 expands the skills acquired by the students in Level 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from authentic target language resources. Emphasis is placed on proficient communication from Intermediate-Mid to Intermediate-High levels in the language.	Elective	1.0 Credit Each
<b>LANGUAGE ARTS</b>					
<p>Central to the language arts program is the effective and meaningful use of reading, writing and speaking, listening and observing. The student is assisted in deriving and constructing meaning from the world of language. Reading and communicative strategies are taught to create fully literate and independent learners. The student learns to understand the nature and power of language and learns to respond critically to a variety of literary genres. Exploring the worlds of both print and technology, the student uses research for both written and oral products. Language arts affords and demands critical thinking skills from all students. Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As a student progresses from one course to the next, increases should occur in the complexity of materials and tasks and in the student's independence in the application of skills and strategies.</p>					
Intensive Language Arts	2	1000400X	Provides intervention in the area of ELA to increase students' ability to decode, comprehend and think critically about text.	Elective	Multiple
English 1	2	1001310X	Provides integrated educational experiences in reading, writing, listening, viewing, speaking, language and literature. The student will: 1) use reading strategies to construct meaning from a range of technical, informative and	English	1.0 Credit Each
English Honors 1	3	10013204			



Course	State Level	Number	Description	Meets Req. for	Course Credit			
English 2	2	1001340X	literary texts; 2) use process writing strategies to meet the needs of a variety of audiences, writers, and types of information being communicated; 3) select and use appropriate speaking, listening and viewing skills to clarify and interpret meaning in both formal and informal situations; 4) understand the common features of a variety of literary forms; 5) respond critically and aesthetically to literature; 6) demonstrate understanding and use of appropriate language for effective visual, oral, and written communication; 7) select and use a variety of electronic media to create, revise, retrieve, and verify information; 8) demonstrate understanding of the impact of mass media and the regulations that govern its use.  Honors level courses are for students seeking the demands of an advanced curriculum; work in and out of class will challenge the student to produce with more depth and breadth.					
English Honors 2	3	10013504						
English 3	2	1001370X						
English Honors 3	3	10013804						
English 4	2	1001400X						
English Honors 4	3	10014104						
Advanced Placement English Language and Composition	3	10014205				Provides students with an understanding of the semantic, structural, and rhetorical resources of the English language, as they relate to the principles of effective writing.	English	1.0 Credit
Advanced Placement English Literature and Composition	3	10014305				Develops students' awareness and sharpens their skills in effective writing, critical thinking, and critical reading. The emphasis is upon preparing students for more specialized studies in English and American literature, and upon building skills in writing expository prose.	English	1.0 Credit
Journalism 1	2	1006300X	Provides instruction in writing and production skills related to various journalistic media. Includes news-gathering and writing; development of editorials; sports and feature articles; electronic design and production; and management of journalistic enterprises.	Practical Arts/ Elective	1.0 Credit Each			
Journalism 2	2	1006310X						
Journalism 3	2	1006320X						
Journalism 4	2	1006330X						
Journalism 5 Honors	3	10063314	The purpose of this course is to perform advanced skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to develop advanced knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media.	Practical Arts/ Elective	1.0 Credit Each			
Journalism 6 Honors	3	10063324						
<b>MATHEMATICS</b>								
Intensive Mathematics	1	1200400X	Enables students to develop mathematics skills and concepts through remedial instruction and practice.	Elective	Multiple			
Algebra 1	2	1200310X	Includes developing an understanding of relationships between quantities and reasoning with equations; linear and exponential relationships; descriptive statistics; expressions and equations; and quadratic functions and modeling.	Algebra I	1.0 Credit			
Liberal Arts Mathematics 1	2	1207300X	Serves as a bridge from Algebra 1 to Geometry reviewing algebra skills such as linear,	Math	1.0 Credit			

Course	State Level	Number	Description	Meets Req. for	Course Credit
			exponential, and quadratic functions. Students also begin transformations and two and three-dimensional geometry. <i>NOTE: This course is not approved for NCAA eligibility.</i>		
Geometry Geometry Honors	2 3	1206310X 12063204	Includes developing an understanding of congruence, proof, and constructions; similarity, proof, and trigonometry; extending to three dimensions; connecting Algebra and Geometry through coordinates; and circles with and without coordinates.	Geometry	1.0 Credit
Financial Algebra	2	1200387X	Financial Algebra provides a real-life framework to apply upper-level mathematics standards. In our consumer-based society, a mathematics course that addresses the results of financial decisions will result in more fiscally responsible citizens. This course will give students the opportunity to apply mathematics found in financial topics such as personal investments, retirement planning, credit card interest, and savings. Financial Algebra is designed for students who have completed Algebra 1 and Geometry. The course would be a bridge to upper-level mathematics such as Algebra 2 and Advanced Topics.	Math	1.0 Credit
Liberal Arts Mathematics 2	2	1207310X	Serves as a bridge from Geometry to Algebra 2 covering more advanced algebra concepts including linear, quadratic, exponential, radical, rational, and polynomial functions mixed with statistics and probability. <i>NOTE: This course is not approved for NCAA eligibility.</i>	Math	1.0 Credit
Algebra 2 Algebra 2 Honors	2 3	1200330X 12003404	Building on the work with linear, quadratic, and exponential functions, this course extends the repertoire of functions to include polynomial, rational, radical and trigonometric functions. Students work closely on modeling and application of functions while finishing with inferences and conclusions of data along with application of probability and statistics.	Math	1.0 Credit
Advanced Topics in Mathematics	2	1298310X	Reinforces and continues the study of mathematics beyond Algebra 2 ranging from functions, matrices, trigonometry, conics, and probability.	Math	1.0 Credit
Pre-Calculus Honors	3	12023404	Emphasizes the study of functions, trigonometry, conics, vectors, limits, and other skills needed for success in the study of calculus.	Math	1.0 Credit
Advanced Placement Calculus AB	3	12023105	This course is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus	Math	1.0 Credit

Course	State Level	Number	Description	Meets Req. for	Course Credit
			concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.		
Advanced Placement Calculus BC	3	12023205	This course is an extension of Calculus AB rather than an enhancement; common topics require a similar depth of understanding. It is roughly equivalent to both first and second semester college calculus courses; it extends the content learned in AB to different types of equations and introduces the topic of sequences and series.	Math	1.0 Credit
Advanced Placement Computer Science Principles	3	02003355	The AP Computer Science Principles course is equivalent to an introductory college-level course. Students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. Students will develop effective communication and collaboration skills by working individually and collaboratively to solve problems and will discuss and write about the impacts these solutions could have on their community, society, and the world.	Math	1.0 Credit
Mathematics for College Readiness	2	1200700X	This course is targeted for students who need additional instruction in math to prepare them for success in college level mathematics. Content includes Expressions and Equations, The Number System, Functions, Algebra, Geometry, Number and Quantity, Statistics and Probability, and the Florida Standards for High School Modeling.	Math	1.0 Credit
<b>MUSIC</b>					
Advanced Placement Music Theory	3	13003305	Parallels basic college level music theory objectives, which include harmonic analysis, part writing, sight singing and musical dictation. Students must be able to demonstrate a visual and aural understanding of basic musical elements and compositional procedures before they can sign up for this course.	Performing Fine Arts/ Elective	1.0 Credit
<i>Note for ALL Band Courses: Extra rehearsals and performances are required and selected students may be required to perform in the marching band.</i>					
Band 1	2	1302300X	This year-long, entry-level class, designed for students having little or no previous band experience with woodwind, brass, and/or percussion instruments, promotes the enjoyment and appreciation of music through performance of high-quality, beginning wind and percussion literature from different times and places. Rehearsals focus on the development of critical listening/aural skills; rudimentary instrumental technique and skills,	Performing Fine Arts/ Elective	1.0 Credit

Course	State Level	Number	Description	Meets Req. for	Course Credit
			music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances.		
Band 2	2	1302310X	This year-long, beginning-level class, designed for students with at least one year of woodwind, brass, and/ or percussion ensemble experience, promotes the enjoyment and appreciation of music through performance of high-quality wind and percussion literature. Rehearsals focus on the development of critical listening skills, instrumental and ensemble technique and skills, expanded music literacy, and aesthetic awareness culminating in periodic public performances. <i>Admission is by teacher approval.</i>	Performing Fine Arts/ Elective	1.0 Credit
Band 3	2	1302320X	This year-long, formative class, designed for students ready to build on skills and knowledge previously acquired in a middle or high school instrumental ensemble, promotes the enjoyment and appreciation of music through performance of high-quality, intermediate-level wind and percussion literature. Rehearsals focus on development of critical listening/aural skills, individual musicianship, instrumental technique, refinement of ensemble skills, and aesthetic engagement culminating in periodic public performances. <i>Admission is by teacher approval.</i>	Performing Fine Arts/ Elective	1.0 Credit
Band 4	2	1302330X	This year-long, intermediate-level course, designed for students who demonstrate proficiency in woodwind, brass and/or percussion techniques, music literacy, critical listening/aural skills, and ensemble performance skills, promotes greater engagement with and appreciation for music through performance and other experiences with a broad spectrum of music, as well as creativity through composition and/or arranging. Study includes cultivation of well-developed instrumental ensemble techniques and skills, music literacy and theory, and deeper aesthetic engagement with a wide variety of high-quality repertoire. <i>Admission is by teacher approval.</i>	Performing Fine Arts/ Elective	1.0 Credit

Course	State Level	Number	Description	Meets Req. for	Course Credit
Band 5 Honors	3	13023404	This year-long, advanced course, designed for wind and percussion students with extensive experience in solo performance and larger performing ensembles, promotes significant depth of engagement and lifelong appreciation of music through performance and other experiences with sophisticated instrumental music, as well as creativity through composition and/or arranging. The course includes the development of advanced instrumental ensemble techniques and skills, extended music literacy and theory, and deep aesthetic engagement with a broad spectrum of high-quality repertoire, ranging from early music to the contemporary. Musical independence and leadership are particularly encouraged in this setting. <i>Admission is by teacher approval.</i>	Performing Fine Arts/ Elective	1.0 Credit
Band 6 Honors	3	13023504	This year-long, highly advanced course, designed for students with substantial experience in solo performance and larger performing ensembles, promotes significant engagement with and appreciation for music through performance of sophisticated wind and percussion literature. Study focuses on mastery of highly advanced music skills, techniques, and processes, as well as creativity through composition and/or arranging and use of current technology to enhance creativity and performance effectiveness. This course also provides significant opportunities for student leadership through peer mentoring, solo work, and participation as a performer or coach in a small or large ensemble. <i>Admission is by teacher approval.</i>	Performing Fine Arts/ Elective	1.0 Credit
<i>Note for ALL Orchestra Courses: Extra rehearsals and performances are required. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.</i>					
Orchestra 1	2	1302360X	Students who have little or no orchestral experience study and perform high-quality beginning orchestra literature of diverse times and styles. Rehearsals focus on the development of critical listening skills, rudimentary string techniques, music literacy, ensemble skills, and aesthetic awareness.	Performing Fine Arts/ Elective	1.0 Credit
Orchestra 2	2	1302370X	Students who have at least one year of orchestral experience study, rehearse and perform high quality orchestra literature. Develops musicianship skills related to the performance of basic orchestra literature. Includes development of fundamental skills, orchestral performance techniques, music literacy and appreciation. <i>Admission is by teacher approval.</i>	Performing Fine Arts/ Elective	1.0 Credit

Course	State Level	Number	Description	Meets Req. for	Course Credit
Orchestra 3	2	1302380X	Students build on previous orchestral experience through the study and performance of high-quality orchestra literature. Rehearsals focus on the strengthening of critical listening skills, musicianship, string techniques, ensemble skills, and aesthetic awareness in the context of relevant history and cultures. <i>Admission is by teacher approval.</i>	Performing Fine Arts/ Elective	1.0 Credit
Orchestra 4	2	1302390X	Students with intermediate-level proficiency in string techniques, music literacy, critical listening skills, and musicianship study, rehearse, and perform high-quality orchestra literature. Student musicians strengthen their reflective, analytical, and problem-solving skills to self-diagnose solutions to performance challenges based on their structural, historical, and cultural understanding of the music. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. <i>Admission is by teacher approval.</i>	Performing Fine Arts/ Elective	1.0 Credit
Orchestra 5 Honors	3	13024004	Students with considerable orchestral experience advance their string and ensemble performance techniques, music literacy, music theory, and aesthetic engagement through high-quality orchestra literature. Student musicians use reflection and problem-solving skills to improve performance significantly based on structural, cultural, and historical understanding of the music. <i>Admission is by teacher approval.</i>	Performing Fine Arts/ Elective	1.0 Credit
Orchestra 6 Honors	3	13024104	Students with substantial orchestral experience focus on mastery of advanced music skills, techniques, and processes through study, rehearsal, and performance of high-quality orchestra literature. Advanced string players self-diagnose and consider multiple solutions to artistic challenges based on background knowledge of the repertoire, and explore creativity through composition, arranging, and/or use of technology. <i>Admission is by teacher approval.</i>	Performing Fine Arts/ Elective	1.0 Credit
<i>Note for ALL Chorus Courses: Extra rehearsals and performances are required.</i>					
Chorus 1	2	1303300X	This year-long, entry-level class, designed for students with little or no choral experience, promotes the enjoyment and appreciation of music through performance of beginning choral repertoire from a variety of times and places. Rehearsals focus on the development of critical listening skills; foundational instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical	Performing Fine Arts/ Elective	1.0 Credit

Course	State Level	Number	Description	Meets Req. for	Course Credit
			awareness culminating in periodic public performances.		
Chorus 2	2	1303310X	This year-long, beginning-level class, designed for students with one year of experience or less in a choral performing group, promotes the enjoyment and appreciation of music through performance of basic, high-quality choral music. Rehearsals focus on the development of critical listening/aural skills; foundational instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances. <i>Admission is by teacher approval.</i>	Performing Fine Arts/ Elective	1.0 Credit
Chorus 3	2	1303320X	This year-long, formative class, designed for students with previous participation in a school chorus who have basic knowledge of note-reading and vocal technique, concentrates on providing students opportunities to strengthen existing skills in critical listening, vocal techniques, and ensemble performance using high-quality three- and four-part choral literature. Rehearsals focus on gaining independence in music literacy and aesthetic engagement through critical listening and thinking skills. <i>Admission is by teacher approval.</i>	Performing Fine Arts/ Elective	1.0 Credit
Chorus 4	2	1303330X	This year-long, intermediate-level class is designed for students with previous participation in a high school chorus and moderate skills in critical listening, vocal techniques, music literacy, and choral performance. Rehearsals focus on enhancing these skills and students' aesthetic engagement with music through a variety of high-quality three- and four-part choral literature, providing students with the means to learn how to reflect and use a combination of analytical, assessment, and problem-solving skills consistently to improve their own and others' performance. <i>Admission is by teacher approval.</i>	Performing Fine Arts/ Elective	1.0 Credit
Chorus 5 Honors	3	13033404	This year-long, advanced class is designed for students with previous participation in a high school chorus who have demonstrated a capacity for developing advanced listening/aural skills and advanced knowledge of vocal techniques, musical literacy, and choral performance. Chorus 5 focuses on development and application of these skills and provides opportunities for aesthetic engagement and making individual musical choices, where appropriate, while preparing a variety of high-quality choral literature. <i>Admission is by teacher approval.</i>	Performing Fine Arts/ Elective	1.0 Credit

Course	State Level	Number	Description	Meets Req. for	Course Credit
Chorus 6 Honors	3	13033504	This year-long, very advanced class is designed for students who have demonstrated a capacity for developing very advanced listening/aural skills and performance techniques, as well as very advanced knowledge of vocal techniques, musical literacy, ensemble skills, and related musical knowledge. Chorus 6 focuses on managing, mastering, and refining these skills and techniques through a variety of high-quality choral literature at a high level of aesthetic engagement. Musical independence and student leadership are promoted through significant opportunities for peer mentoring, solo work, and participation as a performer, conductor, or coach in a small or large ensemble. <i>Admission is by teacher approval.</i>	Performing Fine Arts/ Elective	1.0 Credit
<b>PHYSICAL EDUCATION</b>					
<i>In order to comply with federal regulations, no physical education course will be closed to students on the basis of gender; however, some courses may have other requirements. Once students are enrolled in a class, they may be grouped by skills, or by gender, during a contact sport or activity.</i>					
HOPE	2	1506320X 3026010X	The purpose of these courses are to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness. Students will realize the full benefit of this course when it is taught with an integrated approach. In addition to the physical education content represented in the benchmark, specific health education topics within this course include, but are not limited to: Mental/Social Health, Physical Activity, Components of Physical Fitness, Nutrition and Wellness Planning, Diseases and Disorders, Alcohol, Tobacco, and Drug Prevention, Human Sexuality including Abstinence and HIV and Internet Safety. <b>Meets the one credit Physical Education graduation requirement.</b>	Physical Education	1.0 Credit
First Aid and Safety	2	0800320X	The purpose of this course is to enable students to acquire skills in first aid, emergency care, and personal safety.	Elective	0.5 Credit
Weight Training 1	2	1501340X	Provides students the opportunity to acquire knowledge and skills in weight training that may be used in physical fitness to improve muscular strength and endurance, and enhance their body image. Includes knowledge and assessment of muscular strength and endurance, knowledge of health problems associated with inadequate levels of muscular strength and endurance, knowledge of skeletal muscles, knowledge and application of biomedical and physiological principles to improve and maintain muscular strength and endurance, and knowledge of sound nutritional and safety practices related to weight training.	Elective	0.5 Credit



Course	State Level	Number	Description	Meets Req. for	Course Credit
Weight Training 2	2	1501350X	Includes information learned in Weight Training 1 and stresses the implementation of personal weight-training programs and creating personal fitness goals. <i>*Student must have taken weight training 1 to enroll in this course</i>	Elective	0.5 Credit
Individual and Dual Sports 1	2	1502410X	Develops the physical skills necessary to be competent in sports that require one or two players. Knowledge of offensive and defensive strategies and tactics and appropriate social behaviors within both competitive and non-competitive activity settings. The integration of fitness concepts throughout the content is critical to student success in this course and in the development of a healthy and physically active lifestyle	Elective	0.5 Credit
Individual and Dual Sports 2	2	1502420X	Builds on skills learned in Individual and Dual Sports 1. Advanced movement techniques, offensive and defensive strategies as well as biomechanical principles are included in coursework. Fitness concepts are integrated throughout the content. Course encourages student participation in individual and dual sports as lifetime activities.	Elective	0.5 Credit
Care and Prevention of Athletic Injuries	2	1502490X	Enables students to develop an understanding of the causes and treatments for various types of athletic related injuries. Students will analyze and evaluate the risks and safety procedures for various athletic pursuits that may affect participation throughout life.	Elective	0.5 Credit
<b>RESEARCH AND CRITICAL THINKING SKILLS</b>					
Career Research and Decision Making	2	1700380X	This course will enable students to make informed career choices and develop the skills needed to successfully plan and apply for college or a job.  The course will include the following: goal-setting and decision-making processes, self-assessment, sources of career information, occupational fields and educational requirements -postsecondary education and training opportunities -writing, listening, viewing, and speaking skills for applications and interviews, financial planning and sources of educational financial assistance, and career planning.	Career Research and Decision Making	0.5 Credit
Critical Thinking Study Skills	2	1700370X	Provides students opportunities to develop test taking skills and demonstrates proficiency on standardized tests. Students will study vocabulary and word attack skills, apply critical thinking skills to mathematics, practice overall test taking strategies, and develop an understanding of college entrance examination formats.	Elective	0.5 Credit

Course	State Level	Number	Description	Meets Req. for	Course Credit
AVID 1	2	1700390X	<p>AVID (Advancement Via Individual Determination) is offered as a rigorous academic elective course that prepares students for success in four-year colleges and universities. The AVID course is scheduled during the regular school day as a year-long course. Each week students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities and academic survival skills. There is an emphasis on analytical writing, preparation for college entrance and placement exams, study skills and test taking, note-taking, and research. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, and reading to support their academic growth. Students will increase awareness of their personal contributions to their learning, as well as their involvement in their school and community. Students will prepare for and participate in college entrance and placement exams, while refining study skills and test-taking, note-taking, and research techniques.</p> <p><i>1 full year of this course fulfills Career Research and Decision Making graduation requirements.</i></p>	<p>Career Research and Decision Making</p> <p>OR</p> <p>Elective</p>	1.0 Credit
AVID 2	2	1700400X	<p>This second sequence of Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Each week students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, strengthen metacognitive development, analytical reading and writing, communication skills, and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, and reading to support their academic growth. In the 10<sup>th</sup> grade year, students will continue to refine their academic learning plans and goals, increasing awareness of their actions and behaviors, as well as develop an increased ability to self-monitor, self-regulate, and manage time. Students will expand their writing portfolio to include: analyzing prompts, supporting arguments and claims, character analysis and detailed reflections. Lastly, students will narrow down their college and careers of interest, based on personal interests and goals.</p>	Elective	1.0 Credit

Course	State Level	Number	Description	Meets Req. for	Course Credit
AVID 3	2	1700410X	Advancement Via Individual Determination (AVID) is an academic elective course that prepares students to college readiness and success, and is scheduled during the regular school day as a year-long courses. Each week students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, strengthen metacognitive development, analytical reading and writing, communication skills, and academic success skills. The courses emphasize rhetorical reading, analytical writing, collaborative discussion strategies, tutorial inquiry study groups, preparation for college entrance and placement exams, college study skills and test taking strategies, note taking and research. The eleventh grade AVID Elective course is the first part in a junior/senior seminar course that focuses on writing and critical thinking expected of first- and second-year college students. In addition to the academic focus of the AVID seminar, there are college-bound activities, methodologies and tasks that should be undertaken during the junior year to support students as they apply to four-year universities and confirm their postsecondary plans.	Elective	1.0 Credit
AVID 4	2	1700420X	This fourth sequence of Advancement Via Individual Determination (AVID) is an academic elective course that prepares students to college readiness and success, and is scheduled during the regular school day as a year-long courses. Each week students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, collaborative study groups, strengthen metacognitive development, analytical reading and writing, communication skills, and academic success skills. In AVID students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization and reading to support their academic growth. In the 12 <sup>th</sup> grade year, students will continue to refine their academic learning plans and goals, create legacy projects including service learning projects/mentoring, as well as develop an increased ability to self-monitor, self-regulate, and manage time. Students will expand their writing portfolio to include: an argumentative research paper on a social issue and detailed reflections lastly, students will prepare for college through the use of inquiry based	Elective	1.0 Credit

Course	State Level	Number	Description	Meets Req. for	Course Credit
			collaborative study groups utilizing higher order thinking questioning techniques.		
Volunteer Public Service	2	0500370X	<p>The purpose of this course is to develop an appreciation of the concept of service to the community and to develop skills necessary to evaluate the impact of service to others.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> <li>• identification of school community based needs</li> <li>• organized response to identified needs</li> <li>• the opportunity to examine and explore public service occupations and information regarding specific employment opportunities available</li> <li>• methods that require students to identify, organize, and use resources appropriately</li> <li>• interpersonal relationships and improved personal growth</li> <li>• the ability to acquire and use information -an understanding of social, organizational, and technological systems</li> <li>• acquiring skills to work with a variety of tools and equipment.</li> <li>• improve personal qualities and higher-order thinking skills.</li> <li>• development and implementation of a personal plan for involvement in school or community service</li> </ul>	Elective	.5 Credit
<b>JROTC AND MILITARY TRAINING</b>					
Leadership Education 1	2	1800400X	Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives. Employ leadership skills to accomplish organizational goals and objectives. Establish and maintain effective working relationships with others in order to accomplish objectives and tasks. Conduct and participate in meetings to accomplish work tasks. Employ mentoring skills to inspire and teach others.	Elective	1.0 Credit
Leadership Education 2	2	1800410X			
Army: Leadership Education and Training 1	2	1801300X	The purpose of this course is to enable students to develop knowledge of the history, customs, traditions, and purpose of the Army JROTC. The course includes the development of basic leadership skills including leadership principles, values, and attributes. Students should master appreciation for diversity. Active learning strategies are integrated throughout the course with an emphasis on writing skills and oral	Elective	1.0 Credit

Course	State Level	Number	Description	Meets Req. for	Course Credit
			communication techniques. Financial planning as well as physical fitness, diet, nutrition, healthy lifestyles, awareness of substance abuse and prevention, and basic first aid measures are included. An overview of the globe and geography and basic map reading skills are incorporated. A study of the United States Constitution, Bill of Rights, responsibilities of United States citizens, and the federal justice system is also provided.		
Army: Leadership Education and Training 2	2	1801310X	The purpose of this course is to enable students to expand on skills taught in Leadership Education and Training 1. This course introduces the concepts of equal opportunity, fair treatment of minorities, and prevention of sexual harassment. It provides instruction on leadership skills, leadership theories, as well as the basic principles of managements. It provides self-assessments that help students determine their skill sets and opportunities to teach using accepted principles and methods of instruction. It emphasizes community projects to assist in drug prevention efforts. It also includes dietary guidelines, fitness, and map reading and orienteering skills. It discusses the significant events that helped shape and develop the Constitution and government and teachers the role of political parties in the election process.	Elective	1.0 Credit
Army: Leadership Education and Training 3	2	1801320X	The purpose of this course is to enable students to expand on skills taught in Leadership Education and Training 2. This course allows cadets to investigate the interrelationships of the services while they continue to build their leadership development and decision-making skills. It includes negation skills and management principles. It emphasizes staff procedures and opportunities to handle various leadership situations as well as prevent violence and manage anger. The research, identification, planning, and execution of service learning activities are included. This course gives cadets the opportunity to apply basic concepts of strategies for career exploration and planning. It teaches how to create a career portfolio and plan for college or work. Financial management principles are studied. Skills for orienteering and/or land navigation are developed. The course also includes studies in the federal judicial system and how historical events have shaped social systems	Elective	1.0 Credit
Army: Leadership Education and Training 4	2	1801330X	The purpose of this course is to enable students to expand on skills taught in Leadership Education and Training 3. This course focuses on creating a positive leadership situation,	Elective	1.0 Credit

Course	State Level	Number	Description	Meets Req. for	Course Credit
			negotiating, decision making, problem solving, team development, project management, and mentoring. Students will demonstrate leadership potential in an assigned command or staff position within the cadet battalion organizational structure. The course teaches cadets how to use emotional intelligence in leadership situations as well as how to maintain a positive attitude. It provides instruction on etiquette, daily planning, financial planning, and careers. It includes requirements for the practical application of leadership duties. It emphasizes physical fitness through healthy individual and group competition. The interactions between groups of people and how they affect the area's cultural, economic, and political characteristics are discussed. Concepts of democracy and freedom and their influence on local governments are also included.		
<b>SCIENCE</b>					
Physical Science	2	2003310X	The physical science course is a well-rounded introduction to the practices of science through biogeochemical, chemistry, and physics content. It is a conceptual science course where students can explore physical science concepts through hands on investigations and writing scientific explanations based on evidence. General concepts included in this course are: practices of science, movement of matter and energy in biogeochemical cycles, photosynthesis and cellular respiration, physical and chemical changes, Newton's Laws, work, power, electromagnetic spectrum, evaluating what is science and what is not, and evaluating/writing scientific claims. There are no high school mathematics prerequisites as this is a hands on, conceptual course. The physical science course is targeted for 9 <sup>th</sup> and 10 <sup>th</sup> graders in the Brevard Public Schools science progression.	EQ Science	1.0 Credit
Biology 1 Biology 1 Honors	2 3	2000310X 20003204	Emphasizes exploratory experiences in the fundamental concepts of life. Includes scientific processes, structure and function of cells, genetics, classification and taxonomy, structure and function of plants and animals, ecological relationships, and biological changes through time. Experimental design and laboratory investigations are integral to these courses.	Biology	1.0 Credit Each
Advanced Placement Biology	3	20003405	Provides college level learning in biology and prepares the high school student to seek credit and/or appropriate placement in college biology courses. Includes molecular and cellular biology, organismal biology and population biology.	Biology	1.0 Credit

Course	State Level	Number	Description	Meets Req. for	Course Credit																																							
Anatomy and Physiology	2	2000350X	Emphasizes the structure and functions of the components of the human body. Includes cellular processes, organs and tissues, the skeletal, muscular, nervous, cardiovascular, respiratory, digestive, urinary, reproductive systems, and special senses. Laboratory activities are an integral part of this course. .	EQ Science	1.0 Credit Each																																							
Anatomy and Physiology Honors	3	20003604				Experimental Science 1 Honors	3	20023404	Provides high level knowledge and skills related to experimental research design and scientific methodology.	Science Elective	1.0 Credit Each	Experimental Science 2 Honors	3	20023504	Experimental Science 3 Honors	3	20023604	Experimental Science 4 Honors	3	20023704	Marine Science 1	2	2002500X	Facilitates an ongoing, integrated study of all aspects of the marine environment, including physical, chemical, and biological processes.	EQ Science	1.0 Credit	Marine Science 1 Honors	3	20025104	Emphasized exploratory experiences in the fundamental concepts of marine life and ecology. Includes scientific processes, ecological relationships, and environmental issues. Experimental design and laboratory investigations are integral to this course.	EQ Science	1.0 Credit	Chemistry 1	2	2003340X	Emphasizes the study of composition, properties, and changes associated with matter. Includes measurement, classification and structure of matter, atomic theory, molecules, periodicity, chemical bonding, formula writing, nomenclature, chemical equations, stoichiometry, kinetic theory, gas laws, acids and bases, energy relationships, solids, liquids and solutions. Experimental design and laboratory investigations are an integral part of this course.	EQ Science	1.0 Credit Each	Chemistry 1 Honors	3	20033504	Advanced Placement Chemistry	3	20033705
Experimental Science 1 Honors	3	20023404	Provides high level knowledge and skills related to experimental research design and scientific methodology.	Science Elective	1.0 Credit Each																																							
Experimental Science 2 Honors	3	20023504																																										
Experimental Science 3 Honors	3	20023604																																										
Experimental Science 4 Honors	3	20023704																																										
Marine Science 1	2	2002500X	Facilitates an ongoing, integrated study of all aspects of the marine environment, including physical, chemical, and biological processes.	EQ Science	1.0 Credit																																							
Marine Science 1 Honors	3	20025104	Emphasized exploratory experiences in the fundamental concepts of marine life and ecology. Includes scientific processes, ecological relationships, and environmental issues. Experimental design and laboratory investigations are integral to this course.	EQ Science	1.0 Credit																																							
Chemistry 1	2	2003340X	Emphasizes the study of composition, properties, and changes associated with matter. Includes measurement, classification and structure of matter, atomic theory, molecules, periodicity, chemical bonding, formula writing, nomenclature, chemical equations, stoichiometry, kinetic theory, gas laws, acids and bases, energy relationships, solids, liquids and solutions. Experimental design and laboratory investigations are an integral part of this course.	EQ Science	1.0 Credit Each																																							
Chemistry 1 Honors	3	20033504																																										
Advanced Placement Chemistry	3	20033705	Provides college level learning in chemistry and prepares the student to seek credit and/or appropriate placement in college chemistry courses. Includes structure of matter (atomic theory and atomic structure, chemical bonding, and nuclear chemistry), states of matter (gases, liquids, solids, and solutions), reactions (reaction types, stoichiometry, equilibrium, kinetics, and thermodynamics), and descriptive chemistry.	EQ Science	1.0 Credit																																							

Course	State Level	Number	Description	Meets Req. for	Course Credit
Physics 1 Physics 1 Honors	2 3	2003380X 20033904	Emphasizes the theories and laws governing the interaction of matter, energy, and the forces of nature. Includes mechanics, thermodynamics, wave phenomenon, magnetism, nuclear physics and electricity. Experimental design and laboratory investigations are integral. <i>NOTE: It is strongly recommended that students who intend to attend a 4-year college/university take one of these courses in high school.</i>	EQ Science	1.0 Credit Each
Advanced Placement Physics 1	3	20034215	Provides college level learning in physics and prepares the student to seek credit and/or appropriate placement in college physics courses. Includes Newtonian mechanics; work, energy, and power, mechanical waves, sound and also introduces electric circuits.	EQ Science	1.0 Credit
<b>SOCIAL STUDIES</b>					
<p>Honors/Advanced Social Studies courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. 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).</p>					
Introduction to the Social Sciences		2104300X	The grade 9-12 Introduction to the Social Sciences course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content emphasis for this course pertains to the study of the scope, focus and methodology of the social sciences through an overview of its various disciplines. Content should include, but is not limited to essential concepts in the fields of anthropology, economics, geography, history, political science, psychology and sociology, inquiry methodologies, measurement techniques, interdisciplinary strategies, leading contributors in the major fields of social science, and development of effective logic and reasoning skills.	Social Studies Elective	1.0 Credit
United States History	2	2100310X	Examines the historical, economic geographic and sociological events which influenced the development of the United States from Reconstruction to the present.	United States History	1.0 Credit Each
United States History Honors	3	21003204			
Advanced Placement United States History	3	21003305	Nine historical periods are thematically investigated for significant events, individuals, developments, and processes from 1491 to the present.	United States History	1.0 Credit



Course	State Level	Number	Description	Meets Req. for	Course Credit																																																						
African American History	2	2100335X	The primary content emphasis for this course pertains to the study of the chronological development of African Americans by examining the political, economic, social, religious, military and cultural events that affected the cultural group. Content will include, but is not limited to, West African heritage, the Middle Passage and Triangular Trade, the African Diaspora, significant turning points and trends in the development of African American culture and institutions, enslavement and emancipation, the Abolition, Black Nationalist, and Civil Rights movements, major historical figures and events in African-American history, and contemporary African-American affairs.	Social Studies Elective	0.5 Credit Each																																																						
African American History Honors	3	21003364				Economics with Financial Literacy	2	2102335X	Course study pertains to the concepts and processes of the national and international economic systems.	Economics	0.5 Credit Each	Economics with Financial Literacy Honors	3	21023454	United States Government	2	2106310X	Examines the American governmental structure and political behavior at the federal, state, and local level. Examines the effect of each level of government upon the individual citizen.	United States Govt	0.5 Credit Each	United States Government Hon	3	21063204	AP US Government and Politics	3	21064205	Provides an analytical perspective on government and politics in the United States.	United States Gov't	0.5 Credit	Psychology 1	2	2107300X	Provides opportunities to examine human development, behavior, and behavioral interactions.	Social Studies Elective	0.5 Credit	Advanced Placement Psychology	3	21073505	An introduction to the systematic and scientific study of the behavior and mental processes of human beings and other animals.	Social Studies Elective	1.0 Credit	Sociology	2	2108300X	Examines group interactions and their impact on individuals to better understand the beliefs, values and behavior patterns of others.	Social Studies Elective	0.5 Credit	World History	2	2109310X	Examines the political, social, economic, scientific, and cultural events that have affected human civilizations.	World History	1.0 Credit Each	World History Honors	3	21093204	Advanced Placement World History	3	21094205
Economics with Financial Literacy	2	2102335X	Course study pertains to the concepts and processes of the national and international economic systems.	Economics	0.5 Credit Each																																																						
Economics with Financial Literacy Honors	3	21023454				United States Government	2	2106310X	Examines the American governmental structure and political behavior at the federal, state, and local level. Examines the effect of each level of government upon the individual citizen.	United States Govt	0.5 Credit Each	United States Government Hon	3	21063204	AP US Government and Politics	3	21064205	Provides an analytical perspective on government and politics in the United States.	United States Gov't	0.5 Credit	Psychology 1	2	2107300X	Provides opportunities to examine human development, behavior, and behavioral interactions.	Social Studies Elective	0.5 Credit	Advanced Placement Psychology	3	21073505	An introduction to the systematic and scientific study of the behavior and mental processes of human beings and other animals.	Social Studies Elective	1.0 Credit	Sociology	2	2108300X	Examines group interactions and their impact on individuals to better understand the beliefs, values and behavior patterns of others.	Social Studies Elective	0.5 Credit	World History	2	2109310X	Examines the political, social, economic, scientific, and cultural events that have affected human civilizations.	World History	1.0 Credit Each	World History Honors	3	21093204	Advanced Placement World History	3	21094205	Six chronological periods are thematically investigated for significant events and developments as they relate to global civilization.	World History	1.0 Credit						
United States Government	2	2106310X	Examines the American governmental structure and political behavior at the federal, state, and local level. Examines the effect of each level of government upon the individual citizen.	United States Govt	0.5 Credit Each																																																						
United States Government Hon	3	21063204				AP US Government and Politics	3	21064205	Provides an analytical perspective on government and politics in the United States.	United States Gov't	0.5 Credit	Psychology 1	2	2107300X	Provides opportunities to examine human development, behavior, and behavioral interactions.	Social Studies Elective	0.5 Credit	Advanced Placement Psychology	3	21073505	An introduction to the systematic and scientific study of the behavior and mental processes of human beings and other animals.	Social Studies Elective	1.0 Credit	Sociology	2	2108300X	Examines group interactions and their impact on individuals to better understand the beliefs, values and behavior patterns of others.	Social Studies Elective	0.5 Credit	World History	2	2109310X	Examines the political, social, economic, scientific, and cultural events that have affected human civilizations.	World History	1.0 Credit Each	World History Honors	3	21093204	Advanced Placement World History	3	21094205	Six chronological periods are thematically investigated for significant events and developments as they relate to global civilization.	World History	1.0 Credit															
AP US Government and Politics	3	21064205	Provides an analytical perspective on government and politics in the United States.	United States Gov't	0.5 Credit																																																						
Psychology 1	2	2107300X	Provides opportunities to examine human development, behavior, and behavioral interactions.	Social Studies Elective	0.5 Credit																																																						
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## MIDDLE SCHOOL CAREER AND TECHNICAL EDUCATION (CTE)

Success in life is highly dependent on good planning. You need to plan in order to reach your goals. Good planning includes knowing the options that are available. When you learn what is available, the choices to help you reach your goals can be made. Review the following pages and talk to your parents and your counselor about how you will use career and technical education courses to reach your goals in life.

Middle school exploratory CTE programs provide experiences in the career options available in a broad range of occupations. Laboratory instruction and activities help you assess your career interests and aptitudes. Although lasting decisions regarding careers may not be made as a result of taking exploratory programs, you are given a head start in the long and challenging process of making meaningful career choices.

Both academic and technical preparation is essential for you to continue your education, be prepared for employment, as well as be prepared for postsecondary education. Although we usually think of academic courses as leading to college and technical courses as leading to work, in reality students need both to achieve their goals in life. The skills you learn may help you obtain employment to succeed in college or achieve success in the career you have chosen.

In middle schools the emphasis is on awareness of possible career roles in the workplace and the basic skills necessary in those roles. Exploratory programs provide you with opportunities to apply technological resources and processes through problem solving and critical thinking in order to learn how to live and work in our rapidly changing technology-driven society. You may also have an opportunity for personal growth in leadership and organizational skills by joining and participating in career and technical student organizations.

## MIDDLE SCHOOL CAREER AND TECHNICAL EDUCATION COURSE DESCRIPTIONS

Course	State Level	Number	Description	Meets Req. for	Course Length/ Credit
<b>BUSINESS TECHNOLOGY EDUCATION</b>					
Computer Applications in Business 1	NA	8200520X	This course gives students an opportunity to explore careers in the Business, Management, and Administration Career Cluster. Content includes instruction in word processing, spreadsheets, and electronic presentation software, using the Internet, and soft skills for business applications. Students have the opportunity to earn ICT digital tools (certifications).	Elective	One Semester
Computer Applications in Business 2	NA	8200210X	Includes instruction in advanced keyboarding and advanced Microsoft Office applications. Students will have opportunities to earn ICT Digital Tool Certificates.	Elective	One Semester
Digital Information Technology	2	8207310X	Provides a basic overview of current business and information systems and trends. Students learn the basics and foundations required for today's business environments. Touch keyboarding, fundamental computer applications, presentation applications, databases, and spreadsheets are emphasized. (This is a high school credit course.) The content is presented at a high school level.	Practical Arts	1.0 Credit
<b>FAMILY AND CONSUMER SCIENCE</b>					
Careers in Fashion Design	N/A	8209310X	Provides information regarding careers in the Fashion industry. Emphases includes clothing selection, history and impact of fashion, learn basic sewing skills and complete a project related to fashion technology and design.	Elective	One Semester
Exploring Family and Consumer Sciences	NA	8960370X	Provides information regarding careers in various industries. Overview course utilizing a lab setting and hands-on experiences in food preparation and nutrition, fashion and interior design, personal finance, healthy relationships and child care practices	Elective	One Semester
Fundamentals of Culinary Careers	N/A	8809200X	Provides information regarding culinary careers found within the hospitality industry. Emphasis includes resource management; exploration of careers in the culinary field and restaurant industry; food safety and sanitation; safe, proper use of culinary tools/equipment; interpreting recipes and developing menus; basic food preparation skills; artistic presentation of food; and the use of technology in the culinary field.	Elective	One Semester or Year Long
Personal Development	NA	8500230X	Provides information regarding career in the Human Services industry. Emphasis includes development of self-esteem, a personal value system, and self-discipline	Elective	One Semester

Course	State Level	Number	Description	Meets Req. for	Course Length/ Credit
<b>INFORMATION TECHNOLOGY</b>					
Coding Fundamentals	NA	9009200X	The content includes but is not limited to foundational knowledge and skills related to computer coding and software development. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.	Elective	One Semester or Year Long
<b>TECHNOLOGY EDUCATION</b>					
Exploring Technology	NA	8600020X	The purpose of this course is to give students an opportunity to explore the areas of technology and associated careers available in technical fields. Students will be given the opportunity to solve technological problems while gaining an understanding of the effects of technology on our everyday lives. Students can earn ICT Digital Tool Certificates.	Elective	One Semester
Exploration of Communications Technology	N/A	8600030X	Students explore the area of communications technology and its associated careers. Activities include: desktop publishing, electronic communication, optical technologies, and TV studio productions.	Elective	One Semester
Exploration of Production Technology	NA	8600040X	Students employ the manufacturing process including the designing, development, making, and servicing of products and systems.	Elective	One Semester
Exploration of Engineering Technology	NA	8600060X	Students explore the area of engineering technology. The engineering design process is used to model, test, evaluate and modify designs to transform ideas into practical solutions.	Elective	One Semester

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## HIGH SCHOOL CAREER AND TECHNICAL EDUCATION (CTE)

Career and Technical Education (CTE) includes a variety of programs that focus on providing the skills and experience necessary for students to attain entry-level jobs in a career field, as well as preparation for postsecondary education. Students who participate in CTE have the opportunity to explore career options, develop valuable occupational skills, and earn industry credentials.

Students in grades 9-12 may select from programs that prepare them for employment immediately after graduating from high school or they may choose programs that ready them to enter advanced technical programs at community colleges or other higher education institutions. These courses are linked to academic and industry standards and encourage high achievement.

The unique combination of classroom instruction, laboratory activities and workplace experiences, augmented by an active network of career and technical student organizations, gives students the practical experience in diverse fields i.e., as computer science, health services, retail sales, and high-tech manufacturing.

CTE programs include:

1. Job preparatory courses which provide competencies necessary for effective entry into an occupation;
2. Exploratory courses designed to provide initial exposure to skills and attitudes associated with a broad range of occupations to assist students in making informed decisions regarding their future academic and occupational goals;
3. Practical arts courses designed to teach students practical generic skills which, although applicable in some occupations, are not designed to prepare students for entry into a specific occupation;
4. Instruction that integrates the academic and technical skills; and
5. Accelerated technical programs - dual enrollment - designed to allow high school students to earn both elective credit toward graduation and postsecondary credit toward an A.S. degree or technical certificate.

CTE courses and programs fall into the following major areas of study:

1. **Business Technology Education**, including accounting, web development, digital design, digital media/multimedia, administrative office specialist and business management programs.
2. **Health Science Education**, such as dental aide, EMR, exercise science and nursing assisting.
3. **Family and Consumer Sciences**, which includes consumer and personal development programs as well as occupational fields such as culinary arts, fashion technology and design services, interior design services, and early childhood education.
4. **Industrial Education**, which includes a wide range of technical/trade areas including TV production, automotive technology, outboard marine service technology, HVAC, and CAD drafting.
5. **Marketing Education**, including business ownership, general merchandising and management.
6. **Public Service Education**, including criminal justice courses and teacher assisting programs.
7. **Technology Education**, which concerns the materials, processes, and technologies, used in engineering, manufacturing, construction, and other industries.

In addition to traditional CTE programs, career academies are available at NINE high schools. These small personalized learning communities involve a core team of teachers integrating academic subjects with a selected career theme. Students must follow the career academy application process to be eligible to participate.

Gold Seal, a component of Florida's Bright Futures Scholarship Program, rewards students for their academic and technical achievements during high school by providing funding to pursue postsecondary education and career goals in Florida. Students who complete at least three credits in a job preparatory CTE program and meet other academic requirements may qualify for the **Florida Gold Seal Vocational Scholarship**. Students earning five (5) or more postsecondary credits through industry certifications may qualify for the **Florida Gold Seal CAPE Scholarship**.

A wide variety of CTE programs and technical dual enrollment courses are available on the high school and state college campuses. CTE-CHOICE programs are available to students, through application, in grades 9-12, providing the requested CTE courses are not already offered at their regular high school. Additional information is available at the CTE website and is provided by each school through program information inserts.

## 2021-2022 HIGH SCHOOL CTE PROGRAM OFFERINGS BY LOCATION



	Astronaut	Bayside	Cocoa	Cocoa Beach	Eau Gallie	Edgewood	Heritage	Melbourne	Merritt Island	Palm Bay	Rockledge	Satellite	Space Coast	Titusville	Viera
A/C Refrigeration and Heating Technology															
Accounting Applications		●													
Administrative Office Specialist		●		●	●		●		●			●	●		
Advanced Manufacturing Technology							●								
Applied Cybersecurity								●							●
Applied Engineering Technology		●						●	●	●			●		
Applied Robotics															
Architectural Drafting												●			
Automotive Collision Technology			●												
Automotive Maintenance and Light Repair					●		●		●		●	●		●	
Aviation Assembly & Fabrication				●											
Building Construction Technologies		●	●					●		●					
Business Management Analysis															●
Criminal Justice Operations										●	●				
Culinary Arts		●	●					●						●	
Dental Aide															●
Digital Design		●	●	●	●			●		●			●	●	●
Digital Media/Multi Media Design		●			●		●		●		●	●	●	●	●
Digital Video Technology						●									
Drafting														●	
Early Childhood Education					●				●	●		●			●
Emergency Medical Responder								●							
Exercise Science		●	●		●		●			●					●
Fashion Technology Design Services				●						●	●	●			●
Game/Simulation/Animation/Programming							●			●					
Hospitality and Tourism Management								●							
Interior Design Services															●
International Business								●			●				
Journalism & Multimedia		●													
Machining Technology		●													
Maritime Technology											●				
Marketing, Mgmt, and Entrepreneurial Principles				●											
Medical Administrative Specialist							●								
Nursing Assistant		●	●					●			●			●	
Outboard Marine Service Technology					●										
Principles of Teaching		●												●	
Public Safety Telecommunication															●
Technical Design		●	●	●	●					●		●			
Television Production Technology		●											●	●	●
Web Application Development & Programming											●	●			●
Web Development								●	●						
Welding Technology Fundamentals		●													
POSTSECONDARY/VOC DUAL ENROLLMENT															
Early Childhood Education (CCC)					●				●	●		●			●
Patient Care Assisting (PSAV)		●	●					●			●			●	
CAREER ACADEMY THEMES															
Business and Finance															●
Digital Arts & Media															●
Engineering		●							●				●		
Environmental Water & Reclamation Technology						●									
Fine Arts		●	●		●				●			●			
Health Sciences		●													
HEAT (Hospitality, Entrepreneurship and Tourism)									●						
Teaching Professions		●												●	
Wellness			●		●		●								

Office of Career and Technical Education ● (321) 633-1000, ext. 11380

revised January 2021

## CAREER AND TECHNICAL EDUCATION COURSE DESCRIPTIONS

Course	State Level	Course Number	Course Description	Meets Req. for	Course Credit
<b>ADMINISTRATIVE OFFICE SPECIALIST</b>					
Digital Information Technology	2	8207310X	Basic overview of current business and information systems and trends. Emphasis on developing fundamental computer skills.	Practical Arts	1.0 Credit
Business Software Applications 1	2	8212120X	This course is designed to develop proficiency in using the advanced features of software programs to perform office-related tasks.	Elective	1.0 Credit
Business Software Applications 2	2	8212160X	This course is designed to use technology to produce high quality employment portfolios, research job opportunities, and compile and disseminate job-seeking documents.	Elective	1.0 Credit
<b>AUTOMOTIVE COLLISION TECHNOLOGY</b>					
Automotive Collision Paint and Body Assistant	2	9514010X	Introduction to use of hand and power tools, panel repairs, use of spray equipment, application of body fillers, paint systems and materials, glass replacement and use of welders. The course content will include the following: basic trade skills, communication, leadership, human relations and employability skills and safe, efficient work practices. Hands-on technical activities are an integral part of the program.	Elective	1.0 Credit
Automotive Collision Paint and Refinishing Assistant 1	2	9514020X	Application of refinishing skills, sheet metal repair skills, frame aligning, use of fillers, paint systems and undercoats, related welding skills, related mechanical skills, trim-hardware maintenance, glass servicing, and other miscellaneous repairs.	Elective	1.0 Credit
Automotive Collision Paint and Refinishing Assistant 2	2	9514030X	Projects and research using refinishing skills, sheet metal repair skills, frame aligning, use of fillers, paint systems and undercoats, related welding skills, related mechanical skills, trim-hardware maintenance, glass servicing, and other miscellaneous repairs.	Elective	1.0 Credit
Automotive Collision Paint and Refinishing Assistant 3	2	9514040X	Instruction in the application of procedures for occupational safety skills and preparation of vehicles for repair. Advanced skills in damage assessment and repair, damage reports at industry standards and standard specifications and crash manual documentation.	Elective	1.0 Credit
Automotive Collision Non Structural Damage Assistant 1	2	9514050X	Instruction in various procedures for in structural damage analysis and repair of vehicle structure. Learn to assess damage to auto parts, develop plans for	Elective	1.0 Credit

Course	State Level	Course Number	Course Description	Meets Req. for	Course Credit
			repair and measure and pull frames using manufacture specifications.		
<b>CULINARY ARTS</b>					
Culinary Arts 1	2	8800510X	This course is designed to acquaint students with procedures in a commercial kitchen. Topics covered include safety, breakfast, vegetable, and starch cookery. The second semester is based on commercial baking and includes breads, cakes, and pies. Lab fee required.	Elective	1.0 Credit
Culinary Arts 2	2	8800520X	Students will acquire knowledge and skill in the preparation of food. Included are basic principles and techniques of food preparation, use of recipes, use and care of equipment. The student will acquire the knowledge, principles, and skills necessary for service and quantity food preparation used by cafeterias, restaurants, and institutions. ServSafe®, Certified Professional Food Manager (NRLAEF), credential will be attained by students. Lab fee required. This course requires block course with Culinary Arts 3, 8800530X.	Practical Arts	1.0 Credit
Culinary Arts 3	3	8800530X	This course will illustrate the fundamentals of pastry science, equipment, technology, ingredients, formula conversions, and costing. Product preparations will include cakes, icings, fillings, puff pastries, classical pastries and petit fours. Designed to develop the student's understanding and skills appropriate to a variety of cooking techniques typical of various regions throughout the world. Diversity of menu, available foods, ingredients, and cultures will be studied. Students will have the opportunity to prepare complete meals typical of several cultures during the term. You'll research and prepare representative regional menu items from the European, American, Asian, and African continents. Timing, organization, mise en place, and plate presentation are stressed. Contemporary trends will be included. Lab fee required. This course requires block course with Culinary Arts 2, 8800520X.	Practical Arts	1.0 Credit
Culinary and Hospitality Management	3	8800540X	Qualified students will learn and practice kitchen management as it relates to food cost, item analysis, employee management and prepare various meals and food products. Students enrolled in this course will have earned the ServSafe Food Protection Manager Exam in	Elective	1.0 Credit



Course	State Level	Course Number	Course Description	Meets Req. for	Course Credit
			Culinary 2 and are projected to earn the ProStart Certificate of Achievement.		
<b>DIGITAL DESIGN</b>					
Digital Information Technology	2	8207310X	Basic overview of current business and information systems and trends. Emphasis on developing fundamental computer skills.	Practical Arts	1.0 Credit
Digital Design 1	2	8209510X	Develops basic entry-level skills required by the digital publishing industry. Includes computer skills, digital publishing concepts and operations, layout, design and digital imaging.	Practical Arts	1.0 Credit
Digital Design 2	3	8209520X	Continues the development of basic entry-level skills required by the digital publishing industry.	Practical Arts	1.0 Credit
Digital Design 3	3	8209530X	Application of industry-standard skills and includes the use of a variety of software and equipment to perform digital publishing and digital imaging activities.	Practical Arts	1.0 Credit Each
Digital Design 4	3	8209540X			
<b>EXERCISE SCIENCE</b>					
Health Science Anatomy and Physiology	3	8417100X	This course is part of the secondary Health Core consisting of an overview of the human body, both structurally and functionally with emphasis on the pathophysiology and transmission of disease. Medical terminology is an integral part of the course.	EQ Science	1.0 Credit
Health Science Foundations	3	8417110X	This course is part of the Secondary Health Core designed to provide the student with an in depth knowledge of the health care system and associated occupations. Emphasis is placed on communication and interpersonal skills, use of technology, ethics and the development of critical thinking and problem solving skills. Students may shadow professionals throughout the course.	Elective	1.0 Credit
Exercise Science	3	8417120X	This course prepares students to be employed as Personal Trainers. Content includes, but not limited to, identifying and practicing within the appropriate scope of practice for a personal trainer, develop and implement exercise programs for apparently healthy individuals or those who have medical clearance to exercise, proficiency in the appropriate fitness equipment used, as well as a foundation in the musculo-skeletal system of the body.	Elective	1.0 Credit
<b>TECHNICAL DESIGN</b>					
Technical Design 1	3	8401010X	This program provides students with instruction in the characteristics and evolution of technology, underlying principles of design, and fundamental knowledge and skills in the use of	Practical Arts	1.0 Credit

Course	State Level	Course Number	Course Description	Meets Req. for	Course Credit
			illustration and drafting software, architectural design, technical illustration, and advanced imaging techniques.		
Technical Design 2	3	8401020X	Students learn more about the nature of design and drafting techniques for architectural purposes. Students are also provided with instruction in a variety of technical illustrations commonly produced to depict architectural concepts and designs. Students are expected to continue collating their portfolio using exemplars of their work.	Practical Arts	1.0 Credit
Technical Design 3	3	8401030X	This course provides students with instruction in advanced imaging techniques relative to both static and animated illustrations. In addition to learning more advanced techniques, students will have an opportunity to research a project, design an appropriate solution, and present their results. The ultimate output of this course is the student's presentation of a completed portfolio illustrating their best exemplars.	Practical Arts	1.0 Credit

## MIDDLE SCHOOL EXCEPTIONAL STUDENT EDUCATION COURSE DESCRIPTIONS

Coursework for exceptional students includes a variety of options. It is necessary that the schedule developed for each exceptional student be directly related to the diploma outcome designated on the student's IEP. A diploma option must be selected for an ESE student in the 8<sup>th</sup> grade or at age fourteen (whichever comes first).

Within the coursework, an additional division of functioning levels (individual, supported and participatory) is provided. Course codes for electives, special skills courses and therapies are also listed in this section of the Instructional Handbook.

Course	State Level	Number	Description	Meets Req. for	Course Length/ Credit
<b>ACADEMICS–SUBJECT AREAS</b>					
Access M/J Language Arts 2	N/A	7810012E	The purpose of these courses is to provide students with significant cognitive disabilities access to the concepts and content of Reading and Language Arts at grade level	Language Arts	Year or More Each
Access M/J Language Arts 3	N/A	7810013E			
Access M/J Math 2	N/A	7812020E	The purpose of these courses is to provide students with significant cognitive disabilities access to the concepts and content of mathematics at grade level. The concepts of joining and separating quantities, fractions, proportion, equality, estimation, and data analysis provide a means to analyze our environment, sequence, and predict outcomes of quantifiable events.	Math	1 year at grade level
Access M/J Math 3	N/A	7812030E			
Access M/J Comprehensive Science 2	N/A	7820016E	The purpose of these courses is to provide students with significant cognitive disabilities access to the concepts and content of science at grade level Through observation, inquiry, and data collection, students will study the nature, dynamics, and interdependence of: Earth structures, Earth systems, patterns and processes, plant and animal systems, adaptation, and diversity, system interdependence, scientific method, energy forms and processes.	Science	1 year at grade level
Access M/J Comprehensive Science 3	N/A	7820017E			
Access M/J Civics & Career Planning	N/A	7821023E	The purpose of these courses is to provide students with significant cognitive disabilities access to the concepts and content of Social Studies at grade level.	Social Studies	Year or More
Access M/J US History & Career Planning	N/A	7821026E			
Access M/J PE: 6-8	N/A	7815010E	Provides students with significant cognitive disabilities access to the concepts and content of physical education.	PE	Semester course Up to 2 years
Health: 6-8	N/A	7820020E	Provides students with significant cognitive disabilities access to the concepts and content of health.	Elective	Year course Up to 2 years

Course	State Level	Number	Description	Meets Req. for	Course Length/ Credit
<b>SPECIAL SKILLS COURSES</b>					
Social Personal Skills: 7-8	N/A	7863000E	Provides instruction related to environmental, interpersonal, and task-related behavior of students with disabilities.	Elective	Year or More
Learning Strategies: 7-8	N/A	7863090E	Enables students with disabilities to acquire and use strategies and skills to enhance their independence as learners in educational and community settings.	Elective	Year or More
Speech and Auditory Training: 6-8	NA	7863020E	The purpose of this course is to enable students who are deaf or hard-of-hearing to develop speech and auditory skills necessary to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).	Elective	Semester course Up to 2 years
Expanded Skills: 6-8	NA	7863070E	The purpose of this course is to enable students who are deaf or hard-of-hearing to apply concepts, knowledge, and skills in the expanded core curriculum in the educational, home, and community settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).	Elective	Semester course Up to 2 years
Expanded Core Competencies: 6-8	NA	7863080E	The purpose of this course is to enable students with visual impairments to apply concepts, knowledge, and skills in educational settings, home and community environments, and independent living to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).	Elective	Semester course Up to 2 years
<b>THERAPY</b>					
Speech Therapy: 7-8	N/A	7866030E	Provides students exhibiting communication/language disorders that negatively impact their ability to benefit from the educational process appropriate instruction in the communication skills necessary for academic learning, social interaction, and vocational success.	NA	Year or More Each
Language Therapy: 7-8	N/A	7866040E			
Physical Therapy: 6-8	NA	7866070E	The purpose of this course is to provide physical therapy services to exceptional students in order to achieve functional outcomes identified in the student's individual educational plan (IEP) or educational plan (EP) to benefit from specially designed instruction.	NA	NA
Occupational Therapy: 6-8	NA	7866050E	The purpose of this course is to provide occupational therapy services to exceptional students in order to achieve functional outcomes identified in the student's individual educational plan (IEP) or educational plan (EP) to benefit from specially designed instruction.	NA	NA

NOTE: 7000 core subject area course codes are only to be used for students with significant cognitive disabilities who require instruction using Florida Standards Access Points. This includes documentation that the student is eligible for use of the Florida Standards Alternate Assessment (FSAA) through the IEP process.

## HIGH SCHOOL EXCEPTIONAL STUDENT EDUCATION COURSE DESCRIPTIONS

Course	State Level	Number	Description	Meets Req. for	Course Length/ Credit
<b>ACADEMICS–SUBJECT AREAS</b>					
Access English 1	2	7910120E	Enables students with disabilities to apply the knowledge and skills needed to design and implement personal plans for achieving their desired post-school outcomes. The personal plans may address all critical transition service areas, including instruction, related services, community experiences, employment, post-school adult living, and, if needed, daily living skills and functional vocational evaluation.	English	Up to 2 Credits Each
Access English 2	2	7910125E			
Access English 3	2	7910130E			
Access English 4	2	7910135E			
Access Geometry	2	7912065E	Is intended only for students with a significant cognitive disability. The purpose of this course is to develop the geometric concepts and processes that can be used to analyze and solve a variety of routine and non-routine real-world and mathematical problems.	Geometry	Up to 2 Credits
Access Liberal Arts Math	2	7912070E	Is intended only for students with a significant cognitive disability. The purpose of this course is to develop the algebraic and geometric concepts and processes that can be used to analyze and solve a variety of routine and non-routine real-world and mathematical problems.	Math	Up to 2 Credits
Access H.O.P.E. 9-12	2	7915015E	Enables students with disabilities to develop healthy behaviors that influence health and fitness, mental and emotional health, stress management, coping skills, disease prevention and control.	Physical Education	Up to 2 Credits
Access Chemistry 1	2	7920011E	Provides students with significant cognitive disabilities access to the concepts and content of Chemistry.	EQ Science	Up to 2 Credits
Access Biology 1	2	7920015E	Provides students with significant cognitive disabilities access to the concepts and content of Biology.	Biology	Up to 2 credits
Access World History	2	7921027E	Provides students with significant cognitive disabilities access to the concepts and content of Social Studies including World History, American History, American Government, and Economics with Financial Literacy.	World History	Up to 2 Credits Each
Access U.S. History	2	7921025E		American History	
Access US Gov't Access	2	7921015E		American Gov't	
Economics with Financial Literacy	2	7921022E		Economics	
<b>SPECIAL SKILLS COURSES</b>					
Skills for Students who are Deaf or Hard of Hearing	N/A	7963040E	Enhances the acquisition, comprehension, and use of language for students who are deaf or hard of hearing.	Elective	Multiple
Skills for Students who are Visually Impaired	N/A	7963050E	Provides instruction for students who have visual impairments, which affect their ability to function in the home, community, or educational setting.	Elective	Multiple

Course	State Level	Number	Description	Meets Req. for	Course Length/Credit
Unique Skills: Social and Emotional	N/A	7963070E	Provides instruction related to environmental, interpersonal, and task-related behavior of students with disabilities.	Elective	Multiple
Learning Strategies	N/A	7963080E	Enables students with disabilities to acquire and use strategies and skills to enhance their independence as learners in educational and community settings.	Elective	Multiple
Transition Planning: 9-12	N/A	7960010E	Enables students with disabilities to function at their highest levels and prepare to participate effectively in post-school adult living and the world of work.	Elective	Multiple
<b>MISCELLANEOUS</b>					
Studies for Students Who Are Gifted	3	7965040E	Provides appropriately individualized curricula for students who are gifted.	Elective	Multiple
<b>THERAPY</b>					
Physical Therapy	N/A	7966010E	Provides instruction to students with disabilities who have physically disabling conditions, including sensorimotor or neuromuscular deficits, which substantially limit one or more major life activities and require adaptation of the school environment or curriculum in order to benefit from an educational program.	N/A	N/A
Occupational Therapy	N/A	7966020E	Provides instruction to students with disabilities whose physical, motor, or neurological deficits result in significant dysfunction in daily living or academic learning skills to the extent that they require adaptation of the school environment or curriculum in order to benefit from an educational program.	N/A	N/A
Speech Therapy	N/A	7966030E	Provides students exhibiting language/communication disorders that negatively impact their ability to benefit from the educational process appropriate instruction in language skills, both oral and written, necessary for academic learning, social interaction, and vocational success.	N/A	N/A
Language Therapy		7966040E		N/A	N/A
<b>CAREER AND TECHNICAL EDUCATION FOR STUDENTS WITH DISABILITIES</b>					
Career Preparation	N/A	7980110E	Enables students with disabilities to use the career knowledge and skills necessary to identify career options, access community resources, and apply work-related behaviors. Provides a foundation for further progress toward achieving the student's desired post-school outcomes related to a career.	Elective	Multiple
Career Experiences	N/A	7980120E	Enables students with disabilities to further develop the career knowledge and skills necessary to identify career options, access community resources, and practice work-related behaviors. Provides guided practice and experiences in school and community work situations aimed at further progress toward achieving the student's desired post-school outcomes related to a career.	Elective	Multiple

Course	State Level	Number	Description	Meets Req. for	Course Length/Credit
Career Placement	N/A	7980130E	Enables students with disabilities to use the career knowledge and skills necessary to identify career options, access community resources, and apply work-related behaviors. The course will provide placement in a job in the community aimed at further progress toward achieving the student's desired post-school outcomes related to a career.	Elective	Multiple
Preparation for Adult Living	N/A	7963010E	Enables students with disabilities to gain the knowledge and skills needed for post-school adult living. Domains include adult living arrangements, financial management, citizenship and community involvement, self-determination and self-advocacy, personal and social competencies, personal health and safety, and personal and career planning.	Elective	Multiple
Preparation for Entrepreneurship/Self-Employment	N/A	798004E	Prepares students with disabilities to pursue entrepreneurship/self-employment. Students will acquire skills needed to explore their potential as entrepreneurs and develop necessary skills to plan and operate a business with support and assistance. This course is used only in the BLAST program.	Elective	Multiple

NOTE: 7000 core subject area course codes are only to be used for students with significant cognitive disabilities who require instruction using Florida Standards Access Points. This includes documentation that the student is eligible for use of the Florida Standards Alternate Assessment (FSAA) through the IEP process.

## ANTI-HARASSMENT AND NONDISCRIMINATION NOTICE

### SCHOOL BOARD OF BREVARD COUNTY

Educational Services Facility  
2700 Judge Fran Jamieson Way  
Melbourne, FL 32940-6601

### SUPERINTENDENT

Dr. Mark Mullins, Ed.D.

The School Board of Brevard County, Florida does not discriminate on the basis of race, color, national origin, sex (including sexual orientation, transgender status, or gender identity), disability (including HIV, AIDS, or sickle cell trait), pregnancy, marital status, age (except as authorized by law), religion, military status, ancestry, or genetic information or any other factor protected under applicable federal, state, or local law. The district also provides equal access to its facilities to youth groups, as required by the Boy Scouts of America Equal Access Act. The School Board of Brevard County is in compliance with the Americans with Disabilities Act of 1990 (ADA) and the Amendment Act of 2008 (ADAA), the Florida Education Equity Act of 1984, Age Discrimination Act of 1967 and Section 504 of the Rehabilitation Act of 1973, Civil Rights Act of 1964 including: Title II, Title VI, and Title VII, United States Education Amendments of 1972 - Title IX, Age Discrimination in Employment Act (ADEA), and Individuals with Disabilities Act (IDEA). If you have questions, concerns, or wish to report possible violations of any of the above, please contact either of the individuals listed below for proper assistance and handling. For concerns involving:

#### the Public or Students including IDEA and 504 matters

##### contact:

Title IX Coordinator  
Stephanie Archer  
2700 Judge Fran Jamieson Way  
Melbourne, FL 32940  
(321) 631-1911 Ext. 11395  
Archer.stephanie@brevardschools.org

#### Employees or Job Applicants

##### contact:

Director of Professional Standards and Labor Relations  
Dr. Karyle Green  
2700 Judge Fran Jamieson Way  
Melbourne, FL 32940  
(321) 633-1000 Ext. 11265  
Green.karyle@brevardschools.org

Reasonable accommodations are available for persons with disabilities to complete the application and/or interview process. Applicants and/or individuals with disabilities requesting accommodations under the Americans with Disabilities Act (ADA) may contact the Director of Professional Standards and Labor Relations for assistance. Educators are required to follow the Principles of Professional Conduct of the Education Profession in Florida (State Board of Education Rule 6B-1.006, FAC). To report alleged educator misconduct, contact Dr. Beth Thedy, Deputy Superintendent and Chief Human Resources Officer, at (321) 631-1911, ext. 11200 or [Thedy.Beth@BrevardSchools.org](mailto:Thedy.Beth@BrevardSchools.org).