



Middle School Instructional Handbook 2025-2026









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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 for individualization of instruction. Exceptional education students working towards a standard diploma will follow the same requirements as students without disabilities.

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

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
- Electives

COURSE LOAD

All students in grades 7-8 in middle schools must attend the regularly scheduled instructional day of 7 periods per day.

REQUIREMENTS FOR PROMOTION FROM 6TH TO 7TH GRADE AND 7TH TO 8TH GRADE

Students must have completed the following:

1. Receive a yearly passing grade in four (4) major academic subjects (language arts, mathematics, science, social studies)
2. Attendance- In compliance with School Board Policy 5200.

REQUIREMENTS FOR PROMOTION FROM 8TH TO 9TH GRADE

Students must have completed during 6th, 7th and 8th grades the following courses:

1. Three (3) units each of language arts
2. Three (3) units each of mathematics
3. Three (3) units each of science
4. Three (3) units each of social studies (which includes Civics)
5. One (1) course Career Planning

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.

GRADUATION REQUIREMENTS

Graduation is the completion of all requirements to receive a high school diploma. The District 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, the District 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. All credit requirements as defined by:

    a. The District's 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**.

b. Attendance - In compliance with School Board Policy 5200, and be enrolled at the graduation school for at least the last semester;
c. Passed the required statewide, standardized assessments, if applicable, in order to qualify for a standard diploma (10th Grade statewide, standardized Reading, and Algebra 1 EOC Assessment);
d. 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;
e. A minimum cumulative unweighted grade point average of 2.0 based on a 4.0 scale, **s.1003.4282(5)(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(4), F.S.**;
f. Received the principal's approval for graduation.

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)	▪ 4.0 credits in English Language Arts 1, 2, 3, 4 – English Language Arts Honors, AP, AICE, IB, and dual enrollment courses may satisfy this requirement ▪ Must pass the statewide, standardized Grade 10 ELA assessment (or earn a concordant score) in order to graduate with a Standard High School Diploma
Mathematics	▪ 4.0 credits, (1) must be Algebra 1 and (1) must be Geometry ▪ For students who begin high school math credits in middle school, it is strongly recommended that Mathematics be taken all years of high school to ensure that students are meeting readiness expectations for college and career. Many colleges will expect continuous enrollment of Mathematics courses while the student is in high school. ▪ 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 ▪ Industry certification that leads to college credit may substitute for up to 2.0 mathematics credits (except for Algebra 1 and Geometry) ▪ Several Computer Education courses count as math courses (except for Algebra 1 and Geometry). See your counselor for more information.
Science	▪ 3.0 credits in science, must include Biology ▪ Industry certification that leads to college credit may substitute for up to 1.0 science credit (except for Biology). ▪ Several IB Computer Education courses count as EQ science courses. See your school counselor for more information.
Students must complete 4.0 Science credits OR 4.0 Social Studies credits	
Social Studies	3.0 credits in social studies must include: – 1.0 credit in World History – 1.0 credit in U.S. History – 0.5 credit in U.S. Government – 0.5 credit in Economics
Fine/Performing/ Career and Technical Education	1.0 credit in fine or performing arts, speech and debate, or career and technical education. A practical arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination satisfies this requirement. Eligible practical arts courses are identified in the Florida Course Code Directory.
Physical Education	1.0 credit in Health Opportunities for Physical Education (HOPE), which includes Compression Only CPR
Personal Financial Literacy	0.5 credit in Personal Financial Literacy (beginning with the graduating class of 2027)
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.
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 (beginning with graduating class of 2027 - 8.0 credits/12.0 credits block schools)
Grade Point Average	**Cumulative GPA of 2.0 on a 4.0 scale**
Rigorous Course Requirements	Students will be required to complete a program of study in at least one of the following areas: ▪ 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, *OR* ▪ 3.0 or more credits in a Career & 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, *OR* ▪ 4.0 or more credits in sequential Performing Fine Arts courses that lead to College and/or Career Readiness

NOTES:

- The following courses include EOC assessments which count as 30% of the Final Course Grade: Algebra 1, Geometry, Biology, and U.S. History.
- Based on individual student needs, the 4th additional science credit may be chosen from any EQ Science or Non-EQ Science course
- 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.
- Completion of two years in a Reserved Officer Training Corps (R.O.T.C) class shall satisfy the 1.0 credit requirement in HOPE **AND** the 1.0 credit requirement in fine/performing/career and technical education.
- 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.
- 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.

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Section 1003.4282, Florida Statutes (F.S.)

EXCEPTION/AL STUDENT EDUCATION DIPLOMA OPTIONS

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 (9) 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 11520.

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 11520.

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

Subject Area	Credits	Courses
English Language Arts (ELA)	4.0	* Access English I, II, III, IV * Proficient score on 10th grade ELA alternate assessment - Results may be waived when mastery of standards is documented through a portfolio
Mathematics	4.0	* Access Algebra 1 * Access Geometry * Two other math courses * Proficient score on the Access Algebra 1 assessment - Results may be waived when mastery of standards is documented through a portfolio * Must take Geometry alternate assessment which will count for 30% of final course grade - Results may be waived when mastery of standards is documented through a portfolio
Science	3.0	* Access Biology * Two other equally rigorous science courses * Must take Biology alternate assessment which will count for 30% of final course grade - Results may be waived when mastery of standards is documented through a portfolio
Social Studies	3.0	* Access World History, Access U.S. History, Access U.S. Government, and Access Economics * Must take U.S. History alternate assessment which will count for 30% of final course grade - Results may be waived when mastery of standards is documented through a portfolio
Performing/Fine Arts/Career and Technical Education	1.0	* 1.0 credit in fine or performing arts, speech and debate, or career and technical education.
Physical Education	1.0	* 1.0 credit in Health Opportunities for Physical Education (HOPE)
Personal Financial Literacy	0.5	0.5 credit in Personal Financial Literacy (beginning with the graduating class of 2027)
Electives	7.5	* 1 credit must be in Self-Determination, Transition Planning, or other career planning course
GPA		* Cumulative Grade Point Average (GPA) of 2.0 on a 4.0 scale
Total	24	

Notes:

Assessments: Proficiency on the Florida Alternate Assessment (FAA) 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 Section 1008.22(3)(c), F.S. A waiver of the results of the statewide, standardized assessment requirements by the IEP team, pursuant to Section 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 Section 1003.572, F.S.

Portfolios: 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.

Certificate of Completion: Will be awarded to students who earn the required 24 credits but fail to pass the assessments under s. 1008.22 (unless result waiver granted) and/or achieve a 2.0 GPA.

Standard Diploma-Academic Employment Pathway

Subject Area	Credits	Courses
English Language Arts (ELA)	4	* ELA 1, 2, 3, 4 * Honors, AP, AICE, IB, and dual enrollment courses may satisfy this requirement * Must pass statewide Grade 10 Reading assessment (or concordant score)
Mathematics	4	* Algebra 1 (or Algebra 1A and 1B) and Geometry * Two other math courses * Must take Algebra 1 EOC and Geometry EOC which will count for 30% of final course grade * Must pass Algebra 1 EOC (or a comparative score)
Science	3 or 4	* Must include Biology 1 - 1.0 credit each in Biolgoy 1, Chemistry 1, and Physics (strongly recommended) OR - 1.0 credit each in Physical Science, Biology, and an Equually Rigourous Science course * Must take Biology 1 EOC which will count for 30% of final course grade
Students must complete 4.0 credits in Science OR Social Studies		
Social Studies	3 or 4	* 1.0 credit in World History * 1.0 credit in U.S. History * 0.5 credit in U.S. Government * 0.5 credit in Economics * Must take U.S. History EOC which will count for 30% of final course grade
Arts	1	* 1.0 credit in fine or performing arts, speech and debate, or career and technical education
Financial Literacy	0.5	* 0.5 credit in Financial Literacy (beginning with the graduating class of 2027)
Physical Education	1	* 1.0 credit in Health Opportunities for Physical Education (HOPE), which includes Compression Only CPR
Career Research and Decision Making	0.5	* 0.5 credit (the course also satisfies the requirements of Statute 1003.42(2)(s) for Character Development Curriculum.
Electives	8	* 9 credits (0.5 must be an employment based course which includes paid employment)
GPA		* Cumulative Grade Point Average (GPA) of 2.0 on a 4.0 scale
Total	26	

Notes:

Goals/Objectives Requirement: Documented achievement of all annual goals and short-term objectives for academic and employment competencies, industry certifications, and occupational completion points specified in the student's transition plan. The documentation must be verified by the IEP team.

Mastery of Academic and Employment Competencies: Documented mastery of the academic and employment competencies, industry certifications, and occupational completion points specified in the student's transition plan. The documentation must be verified by the IEP team, the employer, and the teacher. The transition plan must be developed and signed by the student, parent, teacher, and employer before placement in employment and must identify the following:

(I) The expected academic and employment competencies, industry certifications, and occupational completion points;
(II) The criteria for determining and certifying mastery of the competencies;
(III) The work schedule and the minimum number of hours to be worked per week; and
(IV) A description of the supervision to be provided by the school district.

Employment Requirement: Documented successful employment for the number of hours per week specified in the student's transition plan, for the equivalent of 1 semester, and payment of a minimum wage in compliance with the requirements of the federal Fair Labor

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 K-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(4) 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.

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 (DE), Advanced Placement (AP), International Baccalaureate (IB), and Advanced International Certificate of Education (AICE) courses, as well as Level 3 (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 3 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.)

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.

In March 2022, Governor Ron DeSantis signed new legislation that replaces the grade-level Florida Standards Assessments (FSA) in English Language Arts (ELA) and Mathematics with the Coordinated Screening and Progress Monitoring System, also called the Florida Assessment of Student Thinking (FAST).

Florida Statewide Assessment (FSA)
The Florida Statewide Assessment (FSA) and End-of-Course (EOC) assessments are criterion-referenced tests that will be sunset, date to be announced.

Beginning with the school year 2022-2023, all grade seven (7) and grade eight (8) students will take the Florida Assessment of Student Thinking (FAST) ELA Assessment and the FAST Math Assessment. These assessments will be administered during three windows in the school year (PM1, PM2, and PM3). If the seventh or eighth grade students are enrolled in Algebra 1, Algebra 1 Honors or Geometry, they will take the B.E.S.T Algebra End-of-Course assessment (EOC) or the B.E.S.T Geometry End-of-Course assessment (EOC). Grade eight (8) students are required to take the NGSSS Science assessment.

Florida B.E.S.T. EOC Assessments
Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards for Mathematics were adopted by the State Board of Education on February 12, 2020. Beginning with the 2022–23 school year, Florida's statewide, standardized end-of-course (EOC) assessments in Algebra 1 and Geometry are aligned to the B.E.S.T Standards, with the first administration in Winter 2022.

- 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.

- The Algebra 1 B.E.S.T. 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 B.E.S.T. EOC will count as 30% of the final course grade.

- The Geometry B.E.S.T. 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.

Florida Alternate Assessment (FAA)
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.

PLANNING FOR COLLEGE

The minimum high school course requirements for college admission are:

- 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

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 coursework 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 Belin-Blank Exceptional Student Talent Search (BESTS) uses the ACT to provide an opportunity for students in grades four (4) through 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.

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
- Short-term individual & group counseling
- Health services
- Resiliency and Character Education
- Homeless/children in transition
- Home education
- Missing children
- Safe schools program
- Student records
- Student-parent program
- Vision and hearing screening

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
VISUAL ART AND THEATER					
M/J 2-D Studio Art 2 M/J 2-D Studio Art 3	2 2	0101020X 0101026X	**Studio Art 2** 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 or the role of art in global culture. **Studio Art 3** 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. **These courses incorporate hands-on activities and consumption of art materials.**	Elective	One Year Each
M/J Visual Art 1 M/J Visual Art 2	2 2	0101100X 0101110X	**Visual Art 1** is a comprehensive beginning level course. Students are introduced to the rigor and routine of the art production process including: planning, producing, and reflecting on art. With an emphasis on studio arts, students explore a wide range of 2D and 3D media, skills and techniques, as related to contemporary and historical art perspectives. Projects may include but not be limited to: drawing, painting, printmaking, collage, mixed media, pottery, and sculpture.	Elective	One Semester Each

Course	State Level	Number	Description	Meets Req. for	Course Length/ Credit
			Visual Art 2 focuses on further development of Visual Art 1 concepts and focuses on investigation of contemporary and historical art themes using 2D and 3D media, skills and techniques; while engaging in the art production process within a studio arts environment. Students assess and interpret meaning in artwork through critique processes to foster aesthetic appreciation and critical thinking skills		
M/J 3-D Studio Art 1	2	0101040X	Students begin an exploration of the structural elements of art used when creating 3-D forms. Additive and subtractive processes are used to manipulate and construct sculptural or ceramic forms in media that may include, but are not limited to clay, wood, plaster, found objects, and paper maché, with consideration of the workability, durability, cost, and toxicity of the media used. Student artists examine the effects of attention to detail, size, position, overlapping, visual pattern, and texture, and these considerations will be reflected in the surface and structural qualities of completed art forms. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.	Elective	One Year
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 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.	Elective	One Year
M/J Theatre 2	2	0400010X	Students with previous theatre experience and instruction continue to study acting, design, and dramatic literature to increase	Elective	One Year

Course	State Level	Number	Description	Meets Req. for	Course Length/ Credit
			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.		
M/J Music Theatre 1	2	0400200X	Student's coursework focuses on, but is not limited to, basic acting, basic vocal performance, basic dance/movement, non-dance movement, and staging, which transfer readily to musical theatre literature. Students will survey the current trends in musical theatre by studying representative literature. Students will explore the unique staging and technical demands of musicals in contrast to non-musical plays. 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
M/J Music Theatre 2	2	0400205X	Student's coursework focuses on, but is not limited to, acting, vocal performance, dance/movement, and staging, which transfer readily to musical theatre literature. Students will survey the evolution of music in theatre from ancient Greece to modern Broadway through a humanities approach and with representative, age-appropriate literature. They will learn to analyze the structures, stories and settings of musical theatre exemplars to understand how those components serve the story. 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 of the school day to support, extend, and assess learning in the classroom.	Elective	One Year
WORLD LANGUAGES					
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	Elective	1.0 Credit

Course	State Level	Number	Description	Meets Req. for	Course Length/ Credit
			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.		
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. **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.**	Elective	1.0 Credit
Spanish for Spanish Speakers 1	2	0709300X	This course enables students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their heritage language by reinforcing and acquiring skills in listening, speaking, reading, and writing, including fundamentals of Spanish grammar. Language Arts Standards are also included in this course to enable students to become literate in Spanish language and gain a better understanding of the nature of their own language as well as other languages to be acquires. The course content will reflect the cultural values of Spanish languages and societies.	Elective	1.0 Credit
Spanish for Spanish Speakers 2	2	0709310X	The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their heritage language by reinforcing and expanding skills in listening, speaking, reading, and writing, as well as Spanish grammar skills acquired in Spanish for Spanish Speakers 1. Students are exposed to a variety of Spanish literary genres and authors. Language Arts Standards are also included in this course to enable students to become literate in Spanish and gain a better understanding of the nature of their own language as well as other languages to be acquired. The course	Elective	1.0 Credit

Course	State Level	Number	Description	Meets Req. for	Course Length/ Credit
			content will continue reflecting the cultural values of Spanish language and societies.		
Spanish for Spanish Speakers 3 Honors	2	0709320X	The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their heritage language by reinforcing and expanding skills in listening, speaking, reading, and writing; as well as increasing their knowledge of grammar acquired in Spanish for Spanish Speakers 2. Students are exposed to a variety of literary styles and genres in Spanish that mimic those used in the Language Arts classrooms. This allows students to continue and deepen their understanding of their own language and that of other languages. The course content will continue to reflect the cultural values of Spanish speaking societies from around the world.	Elective	1.0 Credit
LANGUAGE ARTS					
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.					
M/J Intensive Reading 2	N/A	1000012X	This course is designed for 7th grade students reading below grade level. The purpose of this course is to provide intervention in the area of Reading to increase students' foundational skills which includes the ability to decode, comprehend and think critically about text. The course includes foundational skill standards to be used until a student has mastered the standards of the 7th grade Reading course.	Elective	Multiple
M/J Intensive Reading 3	N/A	1000014X	This course is designed for 8th grade students reading below grade level. The purpose of this course is to provide intervention in the area of Reading to increase students' foundational skills which includes the ability to decode, comprehend and think critically about text. The course includes foundational skill standards to be used until a student has mastered the standards of the 8th grade Reading course.	Elective	Multiple

Course	State Level	Number	Description	Meets Req. for	Course Length/ Credit
M/J Language Arts 2 M/J Language Arts 2, Advanced	2 3	1001040X 10010504	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. **Note**: 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.	Language Arts	One Year
M/J Language Arts 3 M/J Language Arts 3, Advanced	2 3	1001070X 10010804	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. **Note**: 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.	Language Arts	One Year

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 Honors the following year, based on academic performance and teacher feedback.

Student's Future Plans	7th Grade	8th Grade	9th Grade
University	Algebra 1 Honors	Geometry Honors	Algebra 2 Honors
	Accelerated Math Grade 7	Algebra 1 Honors	Geometry Honors
State College STEM or University Transfer	Accelerated Math Grade 7	Algebra 1 Honors	Geometry Honors
State College Non-STEM Degree	Accelerated Math Grade 7	Algebra 1 Honors	Geometry Honors
	Grade 7 Math	Grade 8 Pre-Algebra	Algebra 1
Career and Military	Grade 7 Math	Grade 8 Pre-Algebra	Algebra 1

Course	State Level	Number	Description	Meets Req. for	Course Length/ Credit
MATHEMATICS					
M/J Foundational Skills in Mathematics 6-8	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, and congruence, and understanding and applying the Pythagorean Theorem.	Math	One Year

Course	State Level	Number	Description	Meets Req. for	Course Length/ Credit
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 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
MUSIC					
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.					
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
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. *Admission is by teacher approval.*	Elective	One Year

Course	State Level	Number	Description	Meets Req. for	Course Length/ Credit
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. *Admission is by teacher approval.*	Elective	One Year
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.					
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. *Admission is by teacher approval.*	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. *Admission is by teacher approval.*	Elective	One Year
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.					
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

Course	State Level	Number	Description	Meets Req. for	Course Length/ Credit
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. *Admission is by teacher approval.*	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. *Admission by teacher approval.*	Elective	One Year
PHYSICAL EDUCATION					
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.					
M/JTeam Sports Grade 7	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 Extreme/Alternative Sports - Grade 8	2	1508040X	The purpose of this course is to provide the skills, knowledge, and motivation necessary for participation in non-traditional forms of physical activity. 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
M/J Wellness Education	2	1508080X	This semester-long Wellness Education course is designed for middle school students, the purpose of which is to further develop the knowledge, skills and values to enhance healthy behaviors that influence lifestyle choices and student health and fitness. The course content provides exposure to a variety of movement opportunities and experiences which includes, but is not limited to: Wellness, Fitness, Dance, and Lifetime Sports.	Physical Education	One Semester
M/J RESEARCH					
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	Elective	One Year Each

Course	State Level	Number	Description	Meets Req. for	Course Length/ Credit
			involve a variation and/or study of a progressive nature.		
M/J 7th AVID	2	1700400X	This course is a yearlong elective course designed to prepare students for high school success by developing their academic skills, leadership abilities, and college and career readiness. Through WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies, students engage in structured tutorials, focused note-taking, time management, and goal-setting.	Elective	One Year Each
M/J 8th AVID	2	1700130X	is a yearlong elective course designed to prepare students for high school, providing students with advanced strategies for academic success and high school readiness. Students refine their focused note-taking, critical reading, and inquiry-based learning skills while engaging in rigorous coursework and college-preparatory activities.	Elective	One Year Each
SCIENCE					
M/J Comprehensive Science 2 (Grade 7) M/J Comprehensive Science 2 Advanced (Grade 7)	2 3	2002070X 20020804	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 3 (Grade 8) M/J Comprehensive Science 3 Advanced (Grade 8)	2 3	2002100X 20021104	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
SOCIAL STUDIES					
M/J Civics M/J Civics Advanced	2 3	2106010X 21060204	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

Course	State Level	Number	Description	Meets Req. for	Course Length/ Credit
M/J US History with Career Planning M/J US History Advanced with Career Planning	2 3	2100015X 21000254	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
NOTE: *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).*					

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. Students need both academic and technical training 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	
CAREER AND EDUCATION PLANNING						
M/J Orientation to Career and Technical Occupations Career Planning	N/A	9100110X	Includes educational planning using an online student advising system and will result in the completion of a personalized academic and career plan. Students explore various career clusters and may rotate through Family and Consumer Sciences, Business Education, and/or Technology Education	Career & Education Planning	One Semester	
BUSINESS TECHNOLOGY EDUCATION						
Computer Applications in Business 1	N/A	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 Tool Certificates	Elective	One Semester or One Year	
Computer Applications in Business 2	N/A	8200210X	Includes instruction in advanced keyboarding and advanced Microsoft Office applications. Students will have opportunities to earn ICT Digital Tool Certificates.	Elective	One Semester or One Year	
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. Students have an opportunity to earn all Industry Certifications and Digital Tools.	Practical Arts	1.0 Credit	
Business Leadership Skills	N/A	8200120	This course assists students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Business Management and Administration career cluster. The content includes but is not limited to accounting , administrative support, digital publishing, entrepreneurship, international business, management and software applications.	Elective	One Semester or One Year	

Exploration of Health Science Professions	N/A	8400310	This course provides students an introduction to a variety of Health Science Professions	Elective	One Semester or One Year	
Course	**State Level**	**Number**	**Description**	**Meets Req. for**	**Course Length/ Credit**	
FAMILY AND CONSUMER SCIENCES						
Exploring Family and Consumer Sciences	N/A	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	
INFORMATION TECHNOLOGY						
Coding Fundamentals	N/A	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	
TECHNOLOGY EDUCATION						
Exploring Technology	N/A	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	

Course	State Level	Number	Description	Meets Req. for	Course Length/ Credit	
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	N/A	8600040X	Students employ the manufacturing process including the designing, development, making, and servicing of products and systems.	Elective	One Semester	
Exploration of Engineering Technology	N/A	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	
Exploration of Robotics Technology	N/A	8600070X	The purpose of this course is to give students an opportunity to explore the area of robotics technology and its associated careers. Students will solve technological problems while gaining an understanding of the effects of robotics technology on our everyday lives.	Elective	One Semester	
Fundamentals of Architecture and Construction	N/A	8130300X	The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals, and to provide information regarding careers in the Architecture and Construction career cluster. The content includes, but is not limited to, investigating careers, reading and drawing plans and constructing models.	Elective	One Semester	

2023-2024 HIGH SCHOOL
CTE COURSE OFFERINGS BY LOCATION

CAREER & TECHNICAL EDUCATION PROGRAMS 2025-26

	Astronaut	Bayside	Brevard Virtual	Cocoa	Cocoa Beach	Eau Gallie	Edgewood	Heritage	Melbourne	Merritt Island	Palm Bay	Rockledge	Satellite	Space Coast	Titusville	Viera
Advanced Manufacturing Technology								●								
Air Conditioning, Refrigeration and Heating Tech.														●		
Applied Cybersecurity									●						●	
Applied Engineering Technology		●							●		●			●		
Applied Robotics											●					
Aquaculture					●											
Architectural Drafting												●				
Astronautics & Flight Exploration										●						
Automotive Collision Technology				●												
Automotive Maintenance and Light Repair						●		●		●		●	●		●	
Aviation Assembly & Fabrication						●										
Building Construction Technologies	●			●					●		●					
Business Management & Analysis	●					●								●		
Carpentry																●
Cloud Computing & Virtualization										●						
Criminal Justice Operations											●	●			●	
Culinary Arts		●		●					●		●				●	
Dental Aide																●
Diesel Maintenance Technician						●										
Digital Design		●			●		●		●		●				●	
Digital Media/Multi Media Design	●					●		●		●		●	●	●		●
Digital Video Technology							●									
Drafting														●		
Early Childhood Education										●	●		●			●
Electricity								●								
Emergency Medical Responder									●							
Environmental Water & Reclamation Tech								●								
Exercise Science		●		●		●		●			●					●
Finance																●
Game/Simulation/Animation/Programming								●			●					
Hospitality and Tourism Management			●													
International Business												●				
Introduction to Firefighting											●					
Journalism & Multimedia		●														
Junior Achievement HOPE (Entrepreneurship)				●				●								
Machining Technology		●														
Maritime Technology												●				
Marketing, Mgmt, and Entrepreneurial Principles					●											
Medical Administrative Specialist								●								
Nursing Assistant	●	●							●			●				
Nutrition and Food Science	●				●		●			●		●	●	●		●
On The Job Training									●							
Outboard Marine Service Technology						●										
Principles of Teaching		●	●											●		
Public Safety Telecommunication/911											●	●			●	
Space Mechatronics (Advanced Manufacturing)															●	
Technical Design		●		●	●	●		●			●		●			
Television Production Technology		●							●					●	●	●
Web Application Development & Programming												●	●			●
Welding Technology Fundamentals	●															
POSTSECONDARY/VOC DUAL ENROLLMENT																
Early Childhood Education (CCC)										●	●		●			●
Machining (CCC)														●		
Patient Care Assisting (CTC)	●	●							●			●				

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

Revised February 2025

EXCEPTION/AL 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 8th 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
ACADEMICS–SUBJECT AREAS					
Access M/J Language Arts 2 Access M/J Language Arts 3	N/A N/A	7810012E 7810013E	The purpose of these courses is to provide students with the most 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 Grade 7 Math Access M/J Grade 8 Pre-Algebra	N/A N/A	7812020E 7812030E	The purpose of these courses is to provide students with the most 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 Comprehensive Science 2 Access M/J Comprehensive Science 3	N/A N/A	7820016E 7820017E	The purpose of these courses is to provide students with the most 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 Civics & Career Planning Access M/J US History & Career Planning	N/A N/A	7821023E 7821026E	The purpose of these courses is to provide students with the most significant cognitive disabilities access to the concepts and content of Social Studies at grade level.	Social Studies	Year or More
Access M/J PE: 6-8	N/A	7815010E	Provides students with the most significant cognitive disabilities access to the concepts and content of physical education.	PE	Semester course Up to 2 years
M/J Access Health: 6-8	N/A	7820020E	Provides students with the most 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
SPECIAL SKILLS COURSES					
Unique Skills Social and Emotional 6-8	N/A	7863000E	The purpose of this course is to enable students with disabilities to acquire and generalize skills related to self-management and interpersonal relationships in educational, home, and community settings	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	N/A	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	N/A	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	N/A	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
THERAPY					
Speech Therapy: 7-8 Language Therapy: 7-8	N/A N/A	7866030E 7866040E	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.	N/A	Year or More Each
Physical Therapy: 6-8	N/A	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.	N/A	N/A
Occupational Therapy: 6-8	N/A	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.	N/A	N/A

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.

NOTES

NON-DISCRIMINATION NOTICE

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 the Boy Scouts and other patriotic youth groups, as required by the Boys Scout 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 Stated 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 involving any of the above or below items, please contact either individual below for assistance:

For concerns involving the public or students, including IDEA and 504 matters contact:
Title IX Coordinator
Cathleen Erdmann
2700 Judge Fran Jamieson Way
Melbourne, FL 32940
(321) 633-1000, Ext. 11280
erdmann.cathleen@brevardschools.org

Brevard Public Schools

For concerns involving employees or job applicants contact:
Director of Professional Standards and Labor Relations
Rosemary Browning
2700 Judge Fran Jamieson Way
Melbourne, FL 32940
(321) 633-1000 Ext. 11265
Browning.rosemary@brevardschools.org

Reasonable accommodations are available for persons with disabilities to complete the application and/or interview process. Applicants/Individuals with disabilities requesting accommodations under the Americans with Disabilities Act (ADA) may contact 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 Ryan Dufrain, Assistant Superintendent of Human Resources at 321-633-1000, ext. 11201 or dufrain.ryan@brevardschools.org. In the event that the district is not able to resolve your concerns, consider contacting the Office of Civil Rights for assistance. This Publication or portions of this publication can be made available to persons with disabilities in a variety of formats, including large print or audiotape. Student requests for this information should be made to the Office of Exceptional Student Education Program Support, (321) 633-1000, ext. 11520, at least two (2) weeks prior to the time you need the publication.