



Palm Bay Magnet  
High School

Instructional Handbook  
2018-2019





## **SCHOOL BOARD OF BREVARD COUNTY**

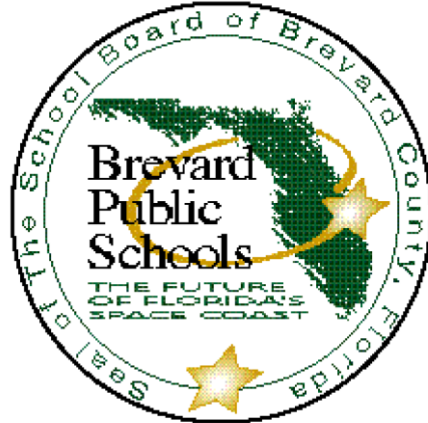
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## DISTRICT GENERAL INFORMATION

### **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.

## **PROMOTION REQUIREMENTS**

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

1. Enrollment - Been enrolled one year in the 9-12 sequence;
2. Credits - Earn at least 5 credits (block schools – 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 years in the 9-12 sequence;
2. Credits - Earn at least 11 credits (block schools –13 credits);
3. Earn 2 credits in language arts;
4. Earn 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 years in the 9-12 sequence;
2. Credits - Earn at least 18 credits (block schools –21 credits);
3. Earn 3 credits in language arts;
4. Earn 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.
- 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 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, of 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 26-Credit (30 credits at block schools) Graduation Option (see the following “High School Graduation Charts” for credits and optional Diploma Options), 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;
3. Passed the required state assessments, if applicable, in order to qualify for a standard diploma (10<sup>th</sup> Grade statewide, standardized ELA (Reading), and Algebra 1 EOC Assessment);
4. Demonstrated satisfactory mastery of the Student Performance Standards in 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(7)(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.

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)	OPTIONAL Designations	
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 an ACT/SAT concordant score) in order to graduate with a Standard High School Diploma</li> </ul>	<p>Requirements for the SCHOLAR and MERIT Designations are in addition to requirements for the Standard 26-Credit High School Diploma.</p> <p style="text-align: center;"><b>Scholar Designation</b></p> <p>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</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:</p> <ul style="list-style-type: none"> <li>Takes the respective AP, IB or AICE assessment; and</li> <li>Earns the minimum score needed to earn college credit.</li> </ul> <p style="text-align: center;"><b>Merit Designation</b></p> <p>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>	
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 on the PERT) 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> </ul>		
Science	<ul style="list-style-type: none"> <li>3.0 credits in science must include either                             <ul style="list-style-type: none"> <li>1.0 credit each in Biology, Chemistry, and Physics (strongly recommended), OR</li> <li>1.0 credit each in Physical Science, Biology and Equally Rigorous Science course</li> </ul> </li> <li>Industry certification that leads to college credit may be substitute for up to 1.0 science credit (except for Biology).</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 with Financial Literacy</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 CPR and AED instruction.		
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 (GPA)	Cumulative GPA of 2.0 on a 4.0 scale		
Rigorous Course Requirements	<p>Students will be required to complete a program of 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 and 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>		
<p><b>NOTES:</b></p> <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 an 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

### Online Course Requirement

A student may satisfy the online course graduation requirement by:

- Completion of an online high school level course taken in grades 6 through grade 12, OR
- 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, OR
- Passage of the Information Technology Certification examination with or without enrollment in or completion of the corresponding course or courses, as applicable.

The online requirement does not apply to:

- A student who has an individual education plan which indicates that an online course would be inappropriate OR
- 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.

### Florida Seal of Biliteracy Program

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. Beginning with the 2016-2017 school year, the Gold Seal of Biliteracy or the Silver Seal of Biliteracy must be awarded to a high school student who has earned a standard high school diploma and who has:

- Earned 4 world language course credits in the same world language with a cumulative 3.0 GPA or higher,
- Achieved a qualifying score on a world language assessment, OR
- Satisfied alternative requirements as determined by the State Board of Education.

### Can a Student Graduate Early?

Yes, a student who completes all the program requirements for a standard diploma may graduate in fewer than eight semesters.

### What are the Graduation Requirements for Students With Disabilities?

Two 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 credit in ELA IV, mathematics, science and social studies (excluding Algebra I, Geometry, Biology I and U.S. History).

- Students with significant cognitive disabilities may earn credits via access courses and be assessed via an alternate assessment.
- Students who choose the academic and employment option must earn at least 0.5 credit via paid employment.

### Where Financial Aid Information Located?

The Office of Student Financial Assistance State Programs administers a variety of postsecondary educational state-funded grants and scholarships. To learn more, visit:

<http://www.floridastudentfinancialaid.org/>.

### What are the Public Postsecondary Options?

#### STATE UNIVERSITY SYSTEM

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:

- High school graduation with a standard diploma
  - Admission test scores
- 16 Credits of approved college preparatory academic courses
  - 4 English
  - 4 Mathematics (Algebra I level and above)
  - 3 Science
  - 3 Social Science
- 2 World Language (sequential, in the same language)
- 2 approved electives

<http://www.flbog.edu/forstudents/planning>

#### THE FLORIDA COLLEGE SYSTEM

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.

<http://www.fldoe.org/schools/higher-ed/fl-college-system/index.stml>

#### CAREER AND TECHNICAL CENTERS

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.

<http://www.fldoe.org/academics/career-adult-edu/dist-ps-instit.stml>

### Where is Bright Futures Scholarships Information Located?

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:

<http://www.floridastudentfinancialaid.org/SSFAD/bf/>.

**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.

**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 Point	<b>Standard Diploma – Access Point Pathway</b>		Revised 6-1-2017
Subject Area	Credits	Courses	
English (LA)	4.0	<ul style="list-style-type: none"> <li>• Access English I, II, III, IV                             <ul style="list-style-type: none"> <li>– Access English 1/2 and Access English 3/4</li> </ul> </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</li> <li>• 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 or 4.0	<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>	
<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>• Access World History</li> <li>• Access U.S. History</li> <li>• Access U.S. Government</li> <li>• 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	9.0	<ul style="list-style-type: none"> <li>• 1 must be in Self-Determination or Transition Planning</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                             <ul style="list-style-type: none"> <li>– May be waived by the IEP team per <b>s. 1003.4282(4), F.S.</b></li> </ul> </li> </ul>	
<b>Total</b>	<b>26</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 <b>s. 1008.22(3)(c), F.S.</b> A waiver of the results of the statewide, standardized assessment requirements by the IEP team, pursuant to <b>s. 1008.22(3)(c), F.S.</b>, 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 <b>s. 1003.572, F.S.</b></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 26 credits but fail to pass the assessments under <b>s. 1008.22, F.S.</b>, (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 Students Entering Grade 9 in 2016-17 School Year</b>		Revised 9-26-2016
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 ACT/SAT 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 on the PERT)</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>		
<b>Notes:</b>			
<p><b>Goals/Objectives Requirement:</b> 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.</p>			
<p><b>CTE Course Substitutions:</b> Eligible courses and eligible course substitutions are specified in the Florida Course Code Directory at <a href="http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/">http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/</a></p>			
<p><b>Employment Requirement:</b> 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.</p>			
<p><b>Assessments:</b> A waiver of the results of the statewide, standardized assessment requirements by the IEP team, pursuant to <b>s. 1008.22(3)(c) F.S.</b>, 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, <b>s. 1003.572, F. S.</b></p>			
<p><b>Certificate of Completion:</b> Will be awarded to students who earn the required 26 credits but fail to pass the assessments under <b>s. 1008.22, F.S.</b>, (unless result waiver granted) and/or achieve a 2.0 GPA.</p>			

## **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). Algebra 1, Algebra 2, Geometry, United States History or Biology if the student passes a statewide, standardized assessment administered under s. 1008.22. Notwithstanding **s. 1003.436, F.S.**, a school 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 school 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 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 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 Brevard Public Schools Advanced Placement Diploma, students must participate in at least six full-year Advanced Placement (AP) courses (or a combination of full-year courses and semester courses totaling six credits) earning scores of 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 Brevard County students at participating schools is the Capstone Diploma. Students who earn 3 or high on the AP Seminar and AP Research exams and on four additional AP exams of their choosing will receive the AP Capstone Diploma. The AP Seminar and Research Certificate is awarded to students who earned 3 or high 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 4 on a 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 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 Board 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 Board 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
- 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 EFSC courses in one term will be considered ineligible for dual enrollment in the subsequent term

- A student who fails to meet the above requirements will be ineligible for dual enrollment for a period of one term

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.

Early admission students may NOT enroll in (or be enrolled in) any courses on the high school campus (including “zero” period), Brevard Virtual Instruction Program (BVIP) or FLVS courses. Therefore, Early Admission and full-time students are no longer eligible to participate in CO-CURRICULAR activities, as these activities require participation in a high school course. However, 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 Board rules.

**Effective 2018-2019**, 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://virtualinstruction.brevardschools.org>.

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

Florida Virtual School (FLVS) offers fully accredited, online courses aligned with the Florida Standards (s.1002.37 F.S.) The district school board shall provide students with access to enroll in appropriate courses available through the Florida Virtual School 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(17), F.S.)

Florida Virtual School may provide full-time and part-time instruction for students in kindergarten through grade 12. To receive part-time instruction in kindergarten through grade 5, a student must meet at least one of the eligibility criteria in s. 1002.455(2).

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 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", or the equivalent of a grade of "D" or "F", with a grade of "C" or higher, or the equivalent of 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”, or the equivalent of a grade of “D” or “F”, with a grade of “C” or higher, or the equivalent of 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” or the equivalent of 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, or the equivalent of 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.

### **OFFICE OF STUDENT SERVICES**

School counselors and other professional staff from the Office of Student Services 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 responsibility of the Office of Student Services 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 three state-funded scholarships: the Florida Academic Scholars, the Florida Medallion Scholars, and the Florida Gold Seal Vocational Scholars Awards. These awards are based on specific academic requirements and volunteer service work hours earned in grades 9-12. The volunteer service work hour requirements are as follows:

- Florida Academic Scholars Award – 100 hours (s. 1009.534(1) F.S.);
- Florida Medallion Scholars Award – 75 hours (s. 1009.535(1) F.S.);
- Florida Gold Seal Vocational Scholars Award – 30 hours (s. 1009.536(1)(e) F.S.);  
A student who is initially eligible in the 2012-2013 academic year and thereafter, may earn a Florida Gold Seal Vocational Scholarship for a maximum of 100% of the number of hours required to complete only one of the following programs at a Florida public or eligible Florida private postsecondary institution: (s.1009.536 F.S.)
  - Applied Technology Diploma, up to 60 credit hours or equivalent clock hours
  - Technical Degree Education Program, not to exceed 72 credit hours or equivalent clock hours
  - Career Certificate Program, not to exceed 72 credit hours or equivalent clock hours. (s.1009.536 F.S.)
- Gold Seal CAPE Scholars Award – 30 hours (s.1009.536, F.S.)
  - Created as an alternative to the current Florida Gold Seal Vocational Scholars award for student graduating in the 2016-2017 academic year and thereafter
  - Meet general eligibility requirements for the Florida Bright Futures Scholarship Program
  - Earn a minimum of 5 postsecondary credit hours through CAPE industry certifications which articulate for college credit
  - Students may receive an award for specific applied technology diplomas, technical degree programs or career certificate programs. Once CAPE students complete a technical degree program that articulates into a higher degree, expanded funding will be available for an eligible Bachelor of Science degree or a Bachelor of Applied Science degree

Students who graduate from high school mid-year may submit a *Florida Financial Aid Application* no later than August 31 prior to the student's graduation, be evaluated for Bright Futures, and, if eligible, receive funding in the spring term following the student's high school graduation. (s.1009.531 F.S.) These students 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.)

Students should see their counselors or visit the Bright Futures website at <http://www.floridastudentfinancialaid.org/SSFAD/home/uamain.htm>.

### **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 Standards Assessment (FSA)**

The Florida Standards 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.

9<sup>th</sup> and 10<sup>th</sup> grade students take the FSA English Language Arts (ELA) Assessment. For students who began 9<sup>th</sup> grade in 2010-11 through 2012-2013, a passing score on the Reading FCAT 2.0 is a requirement for graduation from a Florida public high school. Students who do not receive a passing score on the 10<sup>th</sup> grade Reading FCAT

2.0 have additional opportunities to take the FCAT 2.0 Reading Retake Test before graduation. Students may also enroll for a 13<sup>th</sup> year of public education should they need additional instruction to successfully pass the FCAT 2.0 Retake Test. Students may also submit a passing concordant score on ACT or SAT to meet the graduation requirement if they do not pass the 10<sup>th</sup> grade Reading FCAT 2.0.

Students who began 9<sup>th</sup> grade in 2013-2014 are required to pass the FSA ELA to meet graduation requirements. Passing scores were established in January 2016.

- An Algebra 1 End-of-Course (EOC) assessment is required for all students enrolled in Algebra 1 or an equivalent course beginning with freshmen who entered high school during the 2010-2011 school year. A passing score on this assessment will be required for graduation beginning with freshman who entered high school during the 2011-2012 school year. Beginning in 2011-2012, students may earn a comparative score of 97 on the PERT to meet the Algebra 1 graduation requirement. (Students who took Algebra 1 in middle school before the 2011-12 school year are exempt from the Algebra 1 EOC graduation requirement.) Beginning in 2013-14, the Algebra 1 EOC will be included as a part of a student's final course grade.
- A Geometry End-of-Course (EOC) assessment will be required for all students enrolled in Geometry or an equivalent course beginning with the 2011-12 school year. Beginning in 2013-14, the EOC will be included as part of a student's final course grade.
- A Biology End-of-Course (EOC) assessment will be required for all students enrolled in Biology or an equivalent course beginning with the 2011-12 school year. Beginning in 2013-14, the EOC will be included as part of a student's 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.
- A U.S. History End-of-Course (EOC) assessment will be required for all students enrolled in U.S. History or an equivalent course beginning with the 2012-13 school year. Beginning in 2013-14, the EOC will be included as part of a student's final course grade.

### **Concordant Scores**

A student may meet the FCAT Reading 2.0 graduation requirement or the Algebra 1 EOC graduation requirement by attaining a concordant score on the ACT or SAT (for Reading) or a comparative score on PERT (for Algebra).

First year in Gr. 9	Subject	Assessments Required to Graduate	Passing Score on State Assessment	Concordant Score
2010-11	Reading	Gr. 10 FCAT 2.0 Reading	245+	SAT: 430 ACT:19
	Math	No Math Test Required		
2011-12 through 2012-2013	Reading	Gr. 10 FCAT 2.0 Reading	245+	SAT: 430 ACT:19
	Math	Algebra 1 EOC	399+	

### **Florida Standards 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-AFE)**

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

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

This test is administered by the College Board and functions as practice for SAT I, as competition for scholarships, as a signal to colleges to mail recruitment information, and as a clear-cut feedback about skills needed for college success. The test is usually administered in October to eleventh graders but ninth and tenth graders may also take the test. Eleventh grade PSAT 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.

In Brevard, PSAT is administered in the fall of the tenth grade year as a part of Florida's statewide assessment program.

**College Entrance and/or Placement Tests**

- **SAT I:** A reasoning test that measures developed verbal and mathematical reasoning abilities and process writing abilities related to successful performance in college.
- **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, at a 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

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, foreign 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 classes. 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 a foreign 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. Many colleges will waive this fee under special circumstances. See your counselor for details.
- 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 counselor. Generally, the 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 people ample time to complete the recommendations and meet 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 express personally your background, your interests and goals and why you are interested in the college. It is also a time for you to ask questions to get the information you need about a college in order to make an informed decision.

**COURSE SEQUENCES**  
**High School Mathematics**

This flowchart is intended to indicate a normal sequence of courses for the senior high school student. 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.

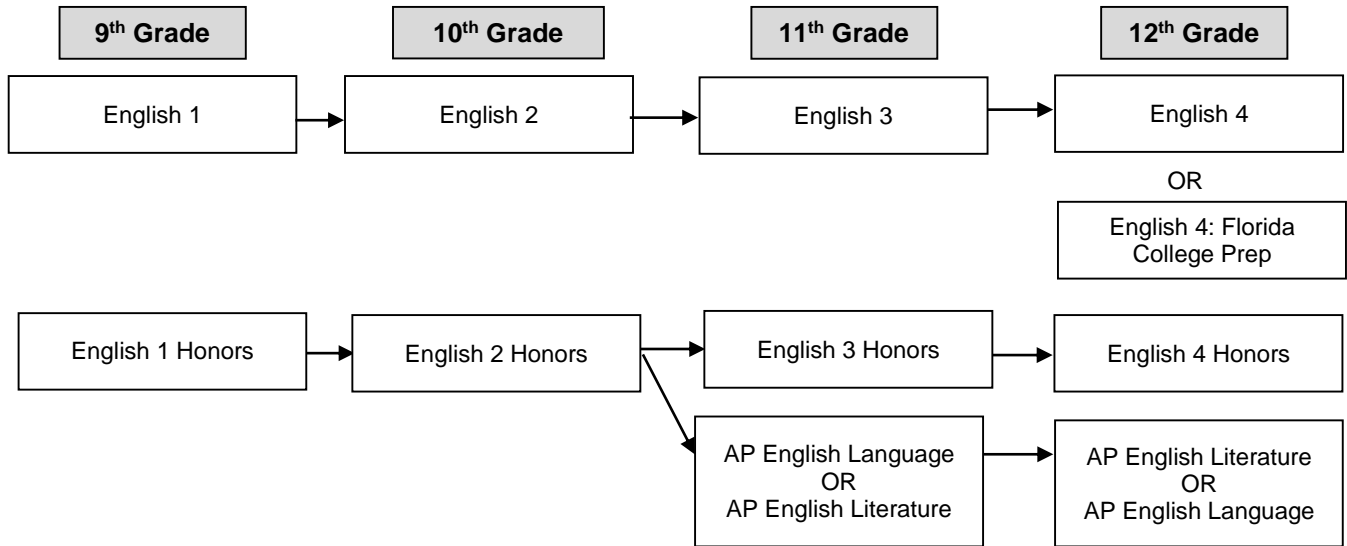
Current Class	Grade (EOC)	Course Recommendation
Grade 8 Pre-Algebra	A, B, C (level $\geq 2+$ ) C, D (level 1, 2) F	Algebra 1 Algebra 1A* Grade 8 Pre-Algebra
Algebra 1	A, B, C (level $\geq 3$ ) C, D (level 1, 2) F	Geometry Liberal Arts Math 1** Algebra 1
Algebra 1 Honors	A, B, C (level $\geq 3$ ) C, D F	Geometry Honors Geometry Algebra 1 Honors / Algebra 1
Algebra 1A*	A, B, C, D F	Algebra 1B Algebra 1A* / Algebra 1
Algebra 1B*	A, B, C, D C, D (level 1, 2) F	Geometry Liberal Arts Math 1 ( <b>Block schools only</b> ) Algebra 1B
Liberal Arts Math 1**	A, B, C, D F	Geometry Liberal Arts Math 1
Geometry	A, B, C (level $\geq 3$ ) C, D (level 1, 2) B, C, D (level 1, 2, 3) F	Algebra 2 Liberal Arts Math 2** Math for College Readiness/Financial Algebra ( <b>jrs/srs</b> ) Geometry
Geometry Honors	A, B, C (level $\geq 3$ ) C, D F	Algebra 2 Honors Algebra 2 Geometry Honors / Geometry
Liberal Arts Math 2** OR Math for College Readiness	A, B, C C, D D, F	Algebra 2 Financial Algebra Liberal Arts Math 2 / Math for College Readiness
Algebra 2	A, B, C D, F	Advanced Topics in Math / Probability & Statistics Honors Liberal Arts Math 2/Financial Algebra
Algebra 2 Honors	A, B, C+ C, D F	Pre-Calculus Advanced Topics in Math Algebra 2 Honors / Algebra 2
Advanced Topics in Math	A, B, C D, F	Pre-Calculus / Probability & Statistics Honors Advanced Topics / Financial Algebra
Pre-Calculus	A, B, C C, D F	AP Calculus / AP Statistics Probability & Statistics Honors Pre-Calculus
AP Calculus AB	A, B, C D F	AP Calculus BC / AP Statistics AP Statistics AP Calculus AB

**NOTES:**

- The Algebra 1 graduation requirement may be met by any of the following combination of courses: Algebra 1 OR Algebra 1 Honors OR Algebra 1A AND Algebra 1B.
- Algebra 1A and Algebra 1B: The student earns 2 math credits; the combination counts as one COURSE for college admissions/ NCAA.
- Liberal Arts Math 1 and Liberal Arts Math 2: Not approved for NCAA (check your school) but have been approved by Bright Futures and SUS admissions.
- Liberal Arts Math 1 is primarily for students who have NOT earned a level 3 or higher on the Algebra 1 End of Course (EOC) or Florida Standards (FS) Assessment.
- In addition to the Honors and AP Advanced Math classes listed above, IB and AICE courses are offered in specific Brevard Public Schools as opportunities for rigorous math instruction.
- Students cannot receive Bright Futures credit for both AP Statistics AND Probability & Statistics with Applications Honors.

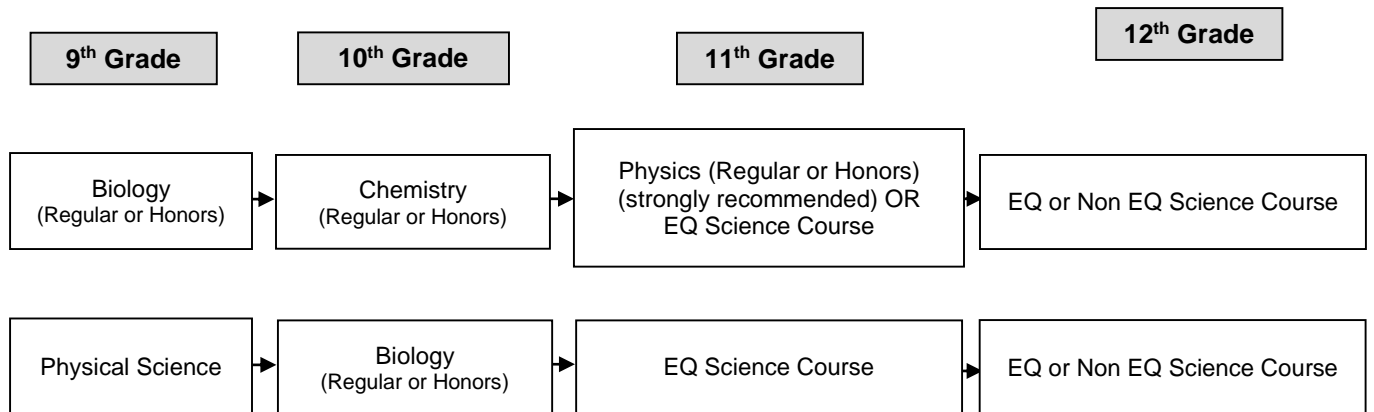


## COURSE SEQUENCES High School English Language Arts



NOTE: Four English Language Arts credits required for graduation.

## High School Science



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

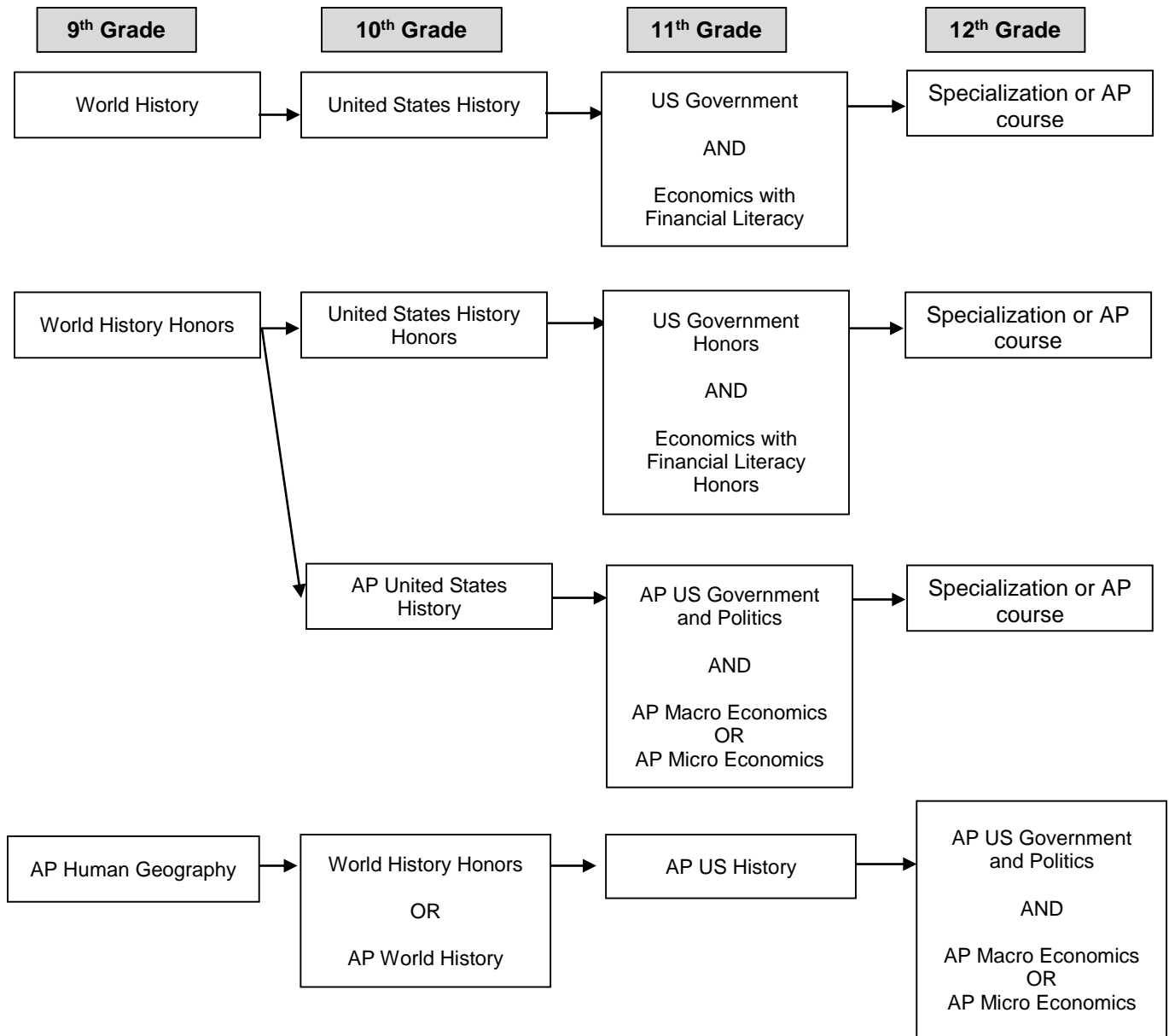
- Advanced Placement/AICE/IB/DE Courses
- Anatomy and Physiology or Anatomy and Physiology Honors
- Astronomy Solar/Galactic **Honors Only**
- Bioscience Honors
- Chemistry or Chemistry Honors
- Earth/Space Science or Earth/Space Science Honors
- Environmental Science or Environmental Science Honors
- 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



**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 with Financial Literacy.

There are many interesting Social Studies Electives that may be taken any year, pending course availability at individual schools.

## 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, foreign 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: Drawing Honors	3	01093104	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, independent environment to develop a portfolio showing a body of their own work with emphasis on drawing concepts. Artwork shows evidence of personal vision, growth over time, mastery of skills/techniques, and exploration of a particular concentration, articulated and supported by written artist's statements and critique analysis. High levels of critical thinking, research, conceptual thinking, and creative risk-taking are part of this rigorous course.	Performing Fine Arts/ Elective	1.0 Credit
Advanced Placement Art – Drawing Portfolio	3	01043005	This course parallels the basic college level foundational course in drawing. This rigorous course is a guided, independent study program designed for the serious art student. It addresses broad interpretations of drawing issues and media (mark-making through a variety of means which may include painting, printmaking, mixed media, etc.). 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
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	Performing Fine Arts/ Elective	1.0 Credit

Course	State Level	Number	Description	Meets Req. for	Course Credit
			scoring and consideration for college credit (not based on a written exam).		
3D Studio Art 1	2	0101330X	In this course students explore how the elements of art and principles of design combine to create art forms, utilitarian products, and three dimensional (3D) structures in areas such as green or industrial design, sculpture, ceramics and/or building arts. Media many include, but are not limited to clay, wood, plaster, found objects, metal/wire, and paper mache'. Students focus on safety procedures for process, media, and techniques, and participate in critiques to evaluate, explain, and measure artistic growth in created individual or group works.	Performing Fine Arts/ Elective	1.0 Credit
3D Studio Art 2	2	0101320X	In this course students explore spatial relationships through the use of nonobjective, abstract, or representational forms, products, or structures. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. Processes and techniques for substitution include wheel-thrown clay, glaze formulation and application, or extruded, cast, draped, molded, laminated, or soft forms. Media may include, but are not limited to, clay, wood, metal, plaster, paper maché, and plastic with consideration of the workability, durability, cost, and toxicity of the media used. 3-D artists experiment with and manipulate space-producing devices, including overlapping, transparency, interpenetration, vertical and horizontal axis, inclined planes, disproportionate scale, fractional or abstracted representation, and spatial properties of the structural art elements. Craftsmanship and quality are reflected in the surface and structural qualities of the 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.	Performing Fine Arts/ Elective	1.0 Credit
3D Studio Art 3 Honors	3	01013504	Students communicate a sense of 4-D, motion, and/or time, based on creative use of spatial relationships and innovative treatment of space and its components. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. Students address 4-D, the inter-relatedness of art and context, and may also include installation or collaborative works, virtual realities, light as a medium (i.e., natural, artificial, or reflective), or flexible, entered, or activated space. Other concepts for exploration include tension, compression or expansion, intrusions or extrusions, grouping, proximity,	Performing Fine Arts/ Elective	1.0 Credit

Course	State Level	Number	Description	Meets Req. for	Course Credit
			containment, closure, contradiction, and continuity. 3-D artists experiment with processes, techniques, and media, which may include, but are not limited to, creating maquettes, casting and kiln-firing techniques, stone carving, mold making, or working with glass, cement, PVC piping, or structures scaled to human existence. Craftsmanship and quality are reflected in the surface and structural qualities of the 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.		
Ceramics/ Pottery 1	2	0102300X	This course explores how elements of art and principles of design combine to create forms, utilitarian products and/or structures made with ceramic/pottery processes. Media may include, but are not limited to, clay and/or plaster. Basic design concepts, craftsmanship, and aesthetic values are explored through creative application of hand built, wheel, and sculpture techniques. Students focus on safety procedures for process, media, and techniques, and participate in art criticism processes to evaluate, explain, and measure artistic growth in individual or group works.	Performing Fine Arts/ Elective	1.0 Credit
Ceramics/ Pottery 2	2	0102310X	This course further examines content introduced in level 1 and investigates spatial properties of nonobjective, abstract or representational forms, products, or structures. Processes and techniques may include, but are not limited to, wheel-thrown clay, glaze formulation and application.	Performing Fine Arts/ Elective	1.0 Credit
Ceramics/ Pottery 3 Honors	3	01023204	In this course students communicate a sense of 4-D, motion, and/or time, based on creative use of spatial relationships and innovative treatment of space and its components. Instruction may include content in ceramics, pottery, or other related media. Students address 4-D, the interrelatedness of art and context, and may also include installation or collaborative works, virtual realities, light as a medium (i.e., natural, artificial, or reflective), or flexible, entered, or activated space. Other concepts for exploration include tension, compression or expansion, intrusions or extrusions, grouping, proximity, containment, closure, contradiction, and continuity. Ceramic and/or pottery artists experiment with processes, techniques, and media, which may include, but are not limited to, casting and kiln-firing techniques, and mold making. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the	Performing Fine Arts/ Elective	1.0 Credit

Course	State Level	Number	Description	Meets Req. for	Course Credit
			ceramics and/or pottery 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.		
Advanced Placement Studio Art 3D Design Portfolio	3	01093605	This course parallels basic college level foundational courses in three-dimensional sculptural design. This rigorous course is a guided, independent study program designed for the serious art student. Art is created to show mastery of 3D design through any 3D approach or process, including, but not limited to sculpture, architectural models, metal work, ceramics, glass work, installation, assemblage and 3D fiber arts. 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
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	Performing Fine Arts/ Elective	1.0 Credit

Course	State Level	Number	Description	Meets Req. for	Course Credit
			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.		
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
<b>WORLD LANGUAGES</b>					
French 1 Spanish 1	2 2	0701320X 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
French 2 Spanish 2	2 2	0701330X 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. <b>To be successful in upper levels of foreign language study, satisfactory completion of the previous levels or of a district approved examination for placement is necessary.</b>	Elective	1.0 Credit Each
French 3 Honors Spanish 3 Honors	3 3	07013404 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



Course	State Level	Number	Description	Meets Req. for	Course Credit
French 4 Honors	3	07013504	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
Spanish 4 Honors	3	07083704			
Advanced Placement French Language and Culture	3	07013805	Develops oral and written proficiency in a modern language to an Intermediate-High, Advanced-Low level. The student will be able to interpret, analyze and synthesize information found in authentic written and spoken texts for interpersonal or presentational communication. These courses follow the Advanced Placement Program Guidelines as established by College Board.	Elective	1.0 Credit Each
Advanced Placement Spanish Language	3	07084005			
<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 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	English	1.0 Credit Each
English Honors 1	3	10013204			
English 2	2	1001340X			
English Honors 2	3	10013504			
English 3	2	1001370X			
English Honors 3	3	10013804			

Course	State Level	Number	Description	Meets Req. for	Course Credit
English 4	2	1001400X	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.		
English Honors 4	3	10014104	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.		
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
Debate 1	2	1007330X	Provides an opportunity for recommended students to learn types of oral speech and participate in speech/debate competitions	Practical Arts/ Elective	1.0 Credit Each
Debate 2	2	1007340X			
<b>MATHEMATICS</b>					
Algebra 1-A	2	1200370X	Develops algebraic concepts and processes that can be used to solve a variety of real world and mathematical problems. Together, the two-year sequence of courses have the same requirements as Algebra 1 (1200310).	Math	1.0 Credit Each
Algebra 1-B	2	1200380X			
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, exponential, and quadratic functions. Students also begin transformations and two and three-dimensional geometry.	Math	1.0 Credit
Geometry	2	1206310X	Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Students learn constructions, congruence, and similarity of figures and how to prove each of those to be true. The course extends to trigonometry,	Geometry	1.0 Credit
Geometry Honors	3	12063204			

Course	State Level	Number	Description	Meets Req. for	Course Credit
			circles, along with three-dimensional and coordinate geometry.		
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.	Math	1.0 Credit
Algebra 2	2	1200330X	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
Algebra 2 Honors	3	12003404			
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 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.	Math	1.0 Credit
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	Math	1.0 Credit

Course	State Level	Number	Description	Meets Req. for	Course Credit
			semester college calculus courses; it extends the content learned in AB to different types of equations and introduces the topic of sequences and series.		
Advanced Placement Statistics	3	12103205	This course is the equivalent of an introductory college-level course. Statistics—the art of drawing conclusions from imperfect data and the science of real-world uncertainties—plays an important role in many fields. Students collect, analyze, graph, and interpret real-world data. They learn to design and analyze research studies by reviewing and evaluating examples from real research, political science, geography, and business.	Math	1.0 Credit
Advanced Placement Computer Science Principles	3	02003355	Introduces students to the central ideas of computer science, inviting students to develop the computational thinking vital for success across multiple disciplines. This course is unique in its focus on fostering students to be creative and encouraging application of the creative process when developing computational artifacts. Students design and implement innovative solutions using an iterative process similar to what artists, writers, computer scientists, and engineers use to bring ideas to life.	Elective	1.0 Credit
Mathematics for College Readiness	2	1200700X	This course is targeted to strengthen the mathematical skills of linear, quadratic, and polynomial functions along with operations of radical and rational expressions in preparation for entry level college mathematics course.	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, music literacy, and ensemble skills; and	Performing Fine Arts/ Elective	1.0 Credit

Course	State Level	Number	Description	Meets Req. for	Course Credit
			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
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-	Performing Fine Arts/ Elective	1.0 Credit

Course	State Level	Number	Description	Meets Req. for	Course Credit
			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>		
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
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	Performing Fine Arts/ Elective	1.0 Credit

Course	State Level	Number	Description	Meets Req. for	Course Credit
			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>		
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
<p><i>Note for ALL Instrumental Techniques Courses: 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. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.</i></p>					
Instrumental Techniques 1	2	1302420X	Students in this entry-level class focus on the development of musical and technical skills on a specific instrument through etudes, scales, and selected music literature. Through problem solving, critical thinking, and reflection, students develop the physical and cognitive skills to be more disciplined performers.	Performing Fine Arts/ Elective	1.0 Credit Each
Instrumental Techniques 2	2	1302430X	Students in this novice-level class continue to develop musical and technical skills on a specific instrument through developmentally appropriate solo literature, etudes, scales, and exercises. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills necessary to be more disciplined performers.	Performing Fine Arts/ Elective	1.0 Credit Each
Instrumental Techniques 3	2	1302440X	Students in this intermediate-level class develop their musical and technical skills further on a specific instrument, and expand their technical and performance skills, enhanced by historical and cultural background knowledge of	Performing Fine Arts/ Elective	1.0 Credit Each

Course	State Level	Number	Description	Meets Req. for	Course Credit
			the music. Students explore more demanding solo literature, etudes, and technical exercises with increasing independence.		
Instrumental Techniques 4 Honors	3	13024504	Students in this advanced class refine their musicianship and performance skills on a specified instrument. Students prepare for post-secondary and community music experiences and develop artistry independently through a variety of advanced solos, etudes, and excerpts.	Performing Fine Arts/ Elective	1.0 Credit Each
Jazz Ensemble 1	2	1302500X	Introduces, develops and applies knowledge of styles and performance techniques of varied contemporary and early jazz literature. Includes tone production, ensemble performance, stylistic interpretation and basic improvisational techniques. Membership is selected from Band 1-6 by audition. <i>Extra rehearsals and performances are required for these courses.</i> <i>Admission is by teacher approval</i>	Performing Fine Arts/ Elective	1.0 Credit Each
Jazz Ensemble 2	2	1302510X			
Jazz Ensemble 3	2	1302520X			
Jazz Ensemble 4 Honors	3	13025304			
<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 awareness culminating in periodic public performances.	Performing Fine Arts/ Elective	1.0 Credit
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.	Performing Fine Arts/ Elective	1.0 Credit



Course	State Level	Number	Description	Meets Req. for	Course Credit
			<i>Admission is by teacher approval.</i>		
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
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
<i>Note for ALL Chorus Register Specific Courses: 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.</i>					
Chorus: Register-Specific 1	2	1303360X	Students in this entry-level class focus on the rehearsal, performance, and study of high-quality music literature for singers of a similar voice range. As they address the technical needs of singers in a specific range of notes,	Performing Fine Arts/ Elective	1.0 Credit

Course	State Level	Number	Description	Meets Req. for	Course Credit
			they learn beginning music theory, musicianship, and choral performance skills.		
Chorus: Register-Specific 2	2	1303370X	Students with prior choral or vocal instruction focus on developing skills to perform high-quality literature with singers in a similar vocal range. Through two- and three-part music, students build musicianship and choral ensemble skills.	Performing Fine Arts/ Elective	1.0 Credit
Chorus: Register-Specific 3	2	1303380X	Students continue to build on previous choral experience to develop skills to perform increasingly challenging, high-quality literature for singers in a similar vocal range. As singers explore two-, three-, and four-part literature in its historical and cultural context, they enhance their musicianship and choral ensemble skills.	Performing Fine Arts/ Elective	1.0 Credit
Chorus: Register-Specific 4 Honors	3	13033904	Students build and refine technical and expressive skills through the study, rehearsal, and performance of high-quality literature for singers in a similar vocal range. As singers explore three- and four-part literature in its historical and cultural context, they develop advanced musicianship and choral ensemble skills. In keeping with the rigor expected in an Honors course, students undertake independent study that includes synthesis of learning and experience.	Performing Fine Arts/ Elective	1.0 Credit
<i>Note for ALL Vocal Techniques Courses: 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.</i>					
Vocal Techniques 1	2	1303400X	Students in this entry-level class focus on the development of musical and technical skills on a specific voice through etudes, scales, and selected music literature. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills to be more disciplined performers.	Performing Fine Arts/ Elective	1.0 Credit
Vocal Techniques 2	2	1303410X	Students in this novice-level class continue to develop musical and technical skills on a specific voice through developmentally appropriate solo literature, etudes, scales, and exercises. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills necessary to be more disciplined performers.	Performing Fine Arts/ Elective	1.0 Credit
Vocal Techniques 3	2	1303420X	Students in this intermediate-level class develop their musical and technical skills further on a specific voice, and expand their technical and performance skills, enhanced by historical and cultural background knowledge of the music. Students explore more demanding solo literature, etudes, and technical exercises with increasing independence.	Performing Fine Arts/ Elective	1.0 Credit
Vocal Techniques 4 Honors	3	13034304	Students in this advanced class refine their musicianship and performance skills on a specified voice. Students prepare for post-secondary and community music experiences	Performing Fine Arts/ Elective	1.0 Credit

Course	State Level	Number	Description	Meets Req. for	Course Credit
			and develop artistry independently through a variety of advanced solos, etudes, and excerpts.		
Vocal Ensemble 1	2	1303440X	Designed for the more advanced student of the choral division. <u>Membership is selected from Chorus 1-6 by audition.</u> Includes development of appropriate vocal performance techniques, stylistic interpretations of a variety of literature, and may include instrumental accompaniment and choreography. <i>Extra rehearsals and performances are required.</i> <i>Admission by teacher approval.</i>	Performing Fine Arts/ Elective	1.0 Credit Each
Vocal Ensemble 2	2	1303450X			
Vocal Ensemble 3	2	1303460X			
Vocal Ensemble 4 Honors	3	13034704			
<b>PHYSICAL EDUCATION</b>					
			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.		
Adolescent Health Problems	2	0800350X	This course provides students with opportunities for investigation and self-assessment of selected adolescent health problems. This course should incorporate individual, small group, and large group study.	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
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

Course	State Level	Number	Description	Meets Req. for	Course Credit
Weight Training 3	2	1501360X	Includes information learned in weight training 2, stresses the implementation of personal weight-training programs and realization of higher level personal fitness goals. <i>*Student must have taken weight training 1 and 2 to enroll in this course</i>	Elective	0.5 Credit
Power Weight Training 1	2	1501410X	Helps students acquire knowledge and skills in power weight training (Olympic and power lifting) and improve or maintain health related physical fitness. <i>*Student must have taken weight training 1, 2 and 3 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
Outdoor Education	2	1502480X	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 physically active lifestyle.	Elective	0.5 Credit
Basketball 1	2	1503310X	Provides students opportunities to acquire knowledge and skills that may be used in recreational pursuits throughout life, and to maintain and improve their physical fitness. Includes in-depth knowledge and application of skills, techniques, strategies, rules, and safety practices necessary to participate in basketball. <i>* Basketball 2 provides additional in depth instruction and student leadership opportunities.</i>	Elective	0.5 Credit
Basketball 2	2	1503315X			
Team Sports 1	2	1503350X	Improves the student's knowledge and application of skills, techniques, strategies, rules, and safety practices. Also provides opportunities to practice good sportsmanship. Includes basketball, soccer, softball, volleyball, flag football; and may include: field hockey, lacrosse, flag rugby, or team handball.	Elective	0.5 Credit
Team Sports 2	2	1503360X			

Course	State Level	Number	Description	Meets Req. for	Course Credit
			<i>* Team Sports 2 provides additional in depth instruction and student leadership opportunities.</i>		
Volleyball 1	2	1505500X	Provides students with opportunities to acquire knowledge of skills in volleyball, a lifetime sport, which can be used to maintain and/or improve their physical fitness.	Elective	0.5 Credit
Volleyball 2	2	1505510X	Builds on skills from Volleyball 1 including more advanced offensive and defensive strategies, movement techniques, and biomechanical principles. Fitness and training principles continue as part of the curriculum. <i>*Student must have taken Volleyball 1 to enroll in this course</i>	Elective	0.5 Credit
Volleyball 3	2	1505520X	Builds on skills from Volleyball 2 including advances offensive and defensive skills, strategies and mechanical principles. Students also have leadership opportunities at this level. <i>*Student must have taken Volleyball 1 and 2 to enroll in this course</i>	Elective	0.5 Credit
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
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	Career Research and Decision Making	0.5 Credit

Course	State Level	Number	Description	Meets Req. for	Course Credit
			and interviews, financial planning and sources of educational financial assistance, and career planning.		
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
AVID 1	2	1700390X	AVID (Advancement Via Individual Determination) is offered as a rigorous academic elective course that prepares students for success in four-year colleges. 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. <i>1 full year of this course fulfills Career Research and Decision Making graduation requirements.</i>	Career Research and Decision Making  OR Elective	1.0 Credit
AVID 2	2	1700400X	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	Elective	1.0 Credit

Course	State Level	Number	Description	Meets Req. for	Course Credit
			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.		
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, 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, organization and reading to support their academic growth. In the 12 <sup>th</sup> grade year, students will continue to refine their	Elective	1.0 Credit

Course	State Level	Number	Description	Meets Req. for	Course Credit
			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 collaborative study groups utilizing higher order thinking questioning techniques.		
AP Capstone Seminar	3	17005005	AP Capstone Seminar: foundational AP research course that provides students with opportunities to think critically and creatively, research, explore, pose solutions, develop arguments, collaborate, and communicate using various media. Students explore real-world issues through a cross curricular lens, consider multiple points of view to develop deep understanding of complex issues, and connect these issues to their own lives.	Elective	1.0 Credit
AP Capstone Research	3	17005105	In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methods; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. The course culminates in an academic thesis paper of approximately 5,000 words and a presentation, performance, or exhibition with an oral defense.	Elective	1.0 Credit
<b>JROTC AND MILITARY TRAINING</b>					
Marine Corps: Leadership Education 1	2	1803300X	The purpose of this course is to enable students to develop a broad range of basic skills and knowledge, with opportunities for total development in leadership. This course further enables students to develop positive attitudes, good citizenship, and patriotism through character-building activities. The Marine Corps JROTC provides military instruction in a learning environment useful to students in a future military or civilian career.	Elective	1.0 Credit Each
Marine Corps: Leadership Education 2	2	1803310X			
Marine Corps: Leadership Education 3	2	1803320X			
Marine Corps: Leadership Education 4	2	1803330X			



Course	State Level	Number	Description	Meets Req. for	Course Credit
<b>SCIENCE</b>					
Physical Science	2	2003310X	Emphasizes studies of biochemical cycles, photosynthesis and cellular respiration, evidence-based explanations properties of matter, atomic theory, waves, Newton's Laws of Motion and gravitational force.	EQ Science	1.0 Credit
Biology 1	2	2000310X	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
Biology 1 Honors	3	20003204			
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
Bioscience Honors 1	3	20005004	Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course.	EQ Science	1.0 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			
<b>Science Research</b>					
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			
Integrated Science 3	2	2002440X	Shows relationships among the sciences and with technology and society. Courses emphasize the development of reasoning, observation, and scientific analysis. Includes quantitative and qualitative chemistry, physics, biochemistry, genetics, geology, ecology, space science and evolutionary biology. Experimental design and laboratory investigations are integral to these courses.	Biology (if the Integrated Science sequence is complete)	1.0 Credit Each
Integrated Science 3 Honors	3	20024504			
Forensic Science 1	2	2002480X	Emphasizes the scientific principles and methodologies used by forensic scientists to	EQ Science	1.0 Credit

Course	State Level	Number	Description	Meets Req. for	Course Credit
			solve problems. Includes DNA technology, pathology, toxicology, and societal issues. Scientific inquiry, laboratory investigations, measurement, problem solving, experimental design, data analysis, and safety procedures are integral to this course.		
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
Physics 1	2	2003380X	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
Physics 1 Honors	3	20033904			
Advanced Placement Physics 1 Algebra	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

Course	State Level	Number	Description	Meets Req. for	Course Credit
AP Physics C: Mechanics	3	20034305	Provides college level learning in physics and prepares the student to seek credit and/or appropriate placement in college physics courses.	EQ Science	1.0 Credit
AP Physics C: Electricity and Magnetism	3	20034255	Provides college level learning in physics and prepares the student to seek credit and/or appropriate placement in college physics courses. Includes electrostatics, electric circuits, and magnetism.	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>					
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
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			
Advanced Placement Microeconomics	3	21023605	Course study emphasizes the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system.	Economics	0.5 Credit
Advanced Placement Macroeconomics	3	21023705	Course study emphasizes the principles of economics that apply to an economic system as a whole.	Economics	0.5 Credit
Advanced Placement Human Geography	3	21034005	Introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface.	Social Studies Elective	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			

Course	State Level	Number	Description	Meets Req. for	Course Credit
Comparative Political Systems	2	2106360X	The primary content for the course pertains to the study of the major political systems of the world and compare and contrast their operation with the American democratic system.	Social Studies Elective	0.5 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
Psychology 2	2	2107310X	The content examined in this second introductory course includes statistical research, psychobiology, motivation and emotion, sensation and perception, states of consciousness, psychological testing and social psychology.	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
History of the Vietnam War	2	2100400X	The primary content emphasis for this course pertains to the study of the chronological development of the Vietnam War by examining the political, economic, social, religious, military and cultural events that affected the war.	Social Studies Elective	0.5 Credit
Holocaust	2	2109430X	The primary content emphasis for this course pertains to the examination of the events of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany.	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

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## 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 technology 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 homemaking programs as well as occupational fields such as culinary arts, fashion production, 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, GIS (Geospatial/Geographic Information Systems), and other industries.

In addition to traditional CTE programs, career academies are available at ELEVEN 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 [www.ctebrevard.com](http://www.ctebrevard.com) and is provided by each school through program information inserts.

## 2017-2018 High School CTE Programs Offerings by Location



Astronaut	Bayside	Cocoa	Cocoa Beach	Eau Gallie	Edgewood	Heritage	Melbourne	Merritt Island	Palm Bay Magna	Rockledge	Satellite	Space Coast	Titusville	Viera
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### BUSINESS TECHNOLOGY EDUCATION

Accounting Applications	●		●											
Administrative Office Specialist	●			●		●		●			●	●		●
Digital Design		●	●		●		●	●					●	
Digital Media / Multi Media Design	●			●		●			●	●	●			●
Game / Simulation / Animation / Programming								●	●					●
International Business			●							●				
Medical Administrative Specialist						●								
Web Application Development & Programming									●	●				●
Web Development			●				●	●					●	

### FAMILY & CONSUMER SCIENCES

Culinary Arts		●	●				●		●				●	
Early Childhood Education				●				●	●		●			●
Family and Consumer Sciences Semester Courses				●	●			●		●	●	●	●	●
Fashion Technology Design Services				●					●	●	●		●	●
Nutrition and Food Science	●					●	●	●			●	●		●
Interior Design Services														●

### HEALTH SERVICE OCCUPATIONS

Dental Aide														●
Emergency Medical Responder	●						●							
Exercise Science		●	●	●		●								
Nursing Assistant	●	●					●		●	●			●	

### INDUSTRIAL EDUCATION

A/C Refrigeration and Heating Technology												●		
Advanced Manufacturing Technology						●								
Architectural Drafting Secondary										●				
Automotive Collision Technology			●											
Automotive Maintenance and Light Repair				●		●		●		●	●		●	
Building Construction Technologies	●						●		●					
Drafting		●										●		
Machining Technology		●												
Outboard Marine Service Technology				●										
Television Production Technology		●			●							●	●	●

Office of Career and Technical Education ● (321) 633-1000, ext. 380 ● [www.ctebrevard.com](http://www.ctebrevard.com) revised December 2017

## 2017-2018 High School CTE Programs Offerings by Location



Astronaut	Bayside	Cocoa	Cocoa Beach	Eau Gallie	Edgewood	Heritage	Melbourne	Merritt Island	Palm Bay Magna	Rockledge	Satellite	Space Coast	Titusville	Viera
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MARKETING EDUCATION														
Marketing, Mgmt., and Entrepreneurial Principles				●							●			
PUBLIC SERVICE EDUCATION														
Criminal Justice Operations									●	●				
Principles of Teaching												●		
Public Safety Telecommunication	●													
TECHNOLOGY EDUCATION														
Applied Engineering Technology		●					●		●			●		
Applied Robotics									●					
Aviation Assembly & Fabrication				●										
Engineering Pathways								●						
Geospatial/Geographic Information Systems (GIS)			●											
Maritime Technology										●				
Technical Design			●	●		●			●		●			
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	●													
Maritime Technology										●				
Teaching Professions												●		
Wellness			●	●		●								

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## CAREER AND TECHNICAL EDUCATION COURSE DESCRIPTIONS

Course	State Level	Course Number	Course Description	Meets Req. for	Course Credit
<b>APPLIED ENGINEERING TECHNOLOGY</b>					
<b>Program Completion = 4<sup>th</sup> Science Credit</b>					
Applied Engineering Technology I	3	8401110X	This program provides students with a foundation of knowledge and technical experiences in the study of engineering and prepares students for postsecondary engineering programs by developing an in-depth mastery of associated mathematics, science, and technology knowledge and skills with opportunities to further their mastery of engineering-related design solutions to real world problems.	Performing Fine Arts/ Elective	1.0
Applied Engineering Technology II	3	8401120X	This course provides students with opportunities to further their mastery of engineering-related math and science principles to design solutions to real world problems. The course also includes a more in-depth look into the relationship between technology and design.	Elective	1.0
Applied Engineering Technology III	3	8401130X	The course features multiple options for providing context-based projects oriented to specific fields of engineering. This feature enables instruction in complex projects involving multi-faceted project teams by providing instruction oriented to four key engineering disciplines: mechanical, electrical, civil, and environmental.	Performing Fine Arts/ Elective	1.0
<b>APPLIED ROBOTICS</b>					
Foundations of Robotics	3	9410110X	Provides a foundation in content and skills associated with robotics and automation, artificial intelligence, electronics, physics, and principles of engineering.	Performing Fine Arts/ Elective	1.0
Robotic Design Essentials	3	9410120X	Students study the operation of robotics, artificial intelligence, sensors, electronic devices, engineering technologies, motion physics, electrical motors, programming, simulation and modeling, and critical thinking skills.	Performing Fine Arts/ Elective	1.0
Robotic Systems	3	9410130X	Extended content and skills essential to the design and operation of robotic systems, environmental physics, manufacturing, topographical considerations, programming, communications, simulation and modeling.	Performing Fine Arts/ Elective	1.0
<b>BUILDING CONSTRUCTION TECHNOLOGIES</b>					
Building Construction Technologies 1	2	8720310X	The purpose of this course is to develop the competencies essential to the building construction industry. These competencies include skills and knowledge related to safety practices, the	Elective	1.0 Credit



Course	State Level	Course Number	Course Description	Meets Req. for	Course Credit
			proper use of hand and power tools, plan reading, basic rough carpentry and framing.		
Building Construction Technologies 2	2	8720320X	The purpose of this course is to develop the competencies necessary for the building, construction and repair industry. These competencies relate to construction components, materials and hardware, concrete and masonry skills.	Elective	1.0 Credit
Building Construction Technologies 3	3	8720330X	This course is designed to provide students with a more in-depth knowledge of construction documents, as well as competencies in construction management. These include heavy equipment selection, knowledge of codes and regulations, site preparation, estimating, scheduling and knowledge of sustainability issues relevant to the construction industry.	Elective	1.0 Credit
<b>CRIMINAL JUSTICE OPERATIONS</b>					
<b>Program Completion = 4<sup>th</sup> Social Studies Credit</b>					
Criminal Justice Operations 1	2	8928010X	Introduction to the fields of law enforcement, the court and correctional system, career opportunities in these fields, interpersonal, communication, and employability skills.	Elective	1.0 Credit
Criminal Justice Operations 2	2	8928020X	This course is designed to develop competencies in patrol, traffic control, defensive tactics and physical proficiency skills, and first aid and CPR skills.	Elective	1.0 Credit
Criminal Justice Operations 3	3	8918030X	Develops competencies in crime and accident investigation procedures, forensic science tasks, crime prevention, and property control procedures.	Elective	1.0 Credit Each
Criminal Justice Operations 4	3	8918040X			
<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	Performing Fine Arts/ Elective	1.0 Credit

Course	State Level	Course Number	Course Description	Meets Req. for	Course Credit
			requires block course with Culinary Arts 3, 8800530X.		
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.	Performing Fine Arts/ Elective	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 Culinary 2 and are projected to earn the ProStart Certificate of Achievement.	Elective	1.0 Credit
<b>DIGITAL MEDIA/MULTI- MEDIA DESIGN</b>					
Digital Media/Multimedia Foundations 1	2	8201210X	This course provides competencies in presentation production issues, basic computer knowledge, illustration software, digital still photography, and photo editing software.	Performing Fine Arts/ Elective	1.0 Credit
Digital Media/Multi Media Foundations 2	2	8201220X	This course provides additional competencies in interactive presentation production, digital still photography and photo editing software, including advanced design, color modes, and fonts.	Performing Fine Arts/ Elective	1.0 Credit
Digital Media/Multimedia Foundations 3	3	8201230X	This course covers competencies in design layout software.	Elective	1.0 Credit
Digital Media/Multimedia Foundations 6	3	8201260X	This course covers competencies in web page design, HTML and CSS, and software authoring for webpage design.	Performing Fine Arts/ Elective	1.0 Credit
<b>EARLY CHILDHOOD EDUCATION</b>					
<b>(High School Course Offerings)</b>					
Early Childhood Education 1	2	8405110X	Covers competencies for the 30 hour DCF mandated training and the 10 hour preschool appropriate practices course.	Elective	1.0 Credit

Course	State Level	Course Number	Course Description	Meets Req. for	Course Credit
Early Childhood Education 2	2	8405120X	This course covers competencies on professionalism, community resources, the importance of relationship skills and communicating with children's families, use of technology in the child care profession, and observing and recording methods.	Elective	1.0 Credit
Early Childhood Education 4	3	8405140X	Applications of competences in mentoring, workshop development, team building, advocacy, brain research and professional development prepare students to be child development specialists.	Elective	1.0 Credit
<b>EARLY CHILDHOOD EDUCATION</b>					
<b>(Dual Enrollment Course Offerings)</b>					
Early Childhood Practicum	NA	EEC 1942	This course provides students with the opportunity to observe children and gain experience in student teaching. Students will learn to provide a safe and healthy learning environment, as well as plan, implement and evaluate lesson plans for young children.	Performing Fine Arts/ Elective	
Early Childhood Curriculum	3	EEC 1200X	Preparation of child learning centers through choosing and constructing learning materials used in instructing children in music, art, math, science, literacy, fine and gross motor skills. One of three courses that combined meets the CDAE requirements for the state of Florida. Music, art, math, science, literacy, and fine and gross motor. One of three courses that combined meets the CDAE requirements for the State of Florida.	Performing Fine Arts/ Elective	0.5 HS/ 3.0 PS Credits
Conflict Resolution in Early Childhood	3	EEC 2710X	Students will learn create safe, caring and respectful learning environments for young children and their families using professional techniques. One of three courses that combined meets the CDAE requirements for the State of Florida.	Elective	0.5 HS/ 3.0 PS Credits
Developing Curriculum for Infant and Toddler	3	EEC 2251X	Students will study the physical, social, emotional, and cognitive development of infants and toddlers while participating in the care giving environment.	Elective	0.5 HS/ 3.0 PS Credits
<b>FASHION TECHNOLOGY AND DESIGN SERVICES</b>					
Design Services Core	2	8506405F	Introduction to operation and maintenance of a conventional sewing machine and garment construction, employment opportunities, basic skills, leadership and organizational skills, selection, usage and care of tools, equipment and supplies, textile characteristics and care, and safety procedures.	Performing Fine Arts/ Elective	1.0 Credit
Principles of Fashion Technology Design Services	2	8506410X	Operate sewing machines, safety procedures, material selection and preparation, tools, usage, and selection of specialized equipment including a serger	Performing Fine Arts/ Elective	1.0 Credit

Course	State Level	Course Number	Course Description	Meets Req. for	Course Credit
			and intermediate - advanced garment construction.		
Pattern Design Techniques	3	8506420X	Apply and understand advanced garment industry components, textile qualities, commercial sewing skills, garment alteration, employability skills, and entrepreneurship in the apparel industry.	Performing Fine Arts/ Elective	1.0 Credit
Fashion Design Specialist	3	8506430X	This course is the fourth course in the Fashion Design Services program. It is designed to further develop competencies in the area of fashion design services. This course focuses on five specialty areas of fashion design services; window display, fashion design assistant, tailor's assistant, personal shopper, and stylist.	Performing Fine Arts/ Elective	1.0 Credit
<b>GAME / SIMULATION / ANIMATION / PROGRAMMING</b>					
Game and Simulation Foundations	2	8208110X	An introduction to game and simulation concepts and careers and basic game/simulation design concepts such as rule design, play mechanics, and media integration.	Performing Fine Arts/ Elective	1.0 Credit
Game and Simulation Design	2	8208120X	Fundamental principles of designing a game or a simulation application, rules and strategies of play, conditional branching, design and development constraints, use of sound and animation, design tools, and implementation issues. Emphasis is placed on the techniques needed to develop well-documented, structured game or simulation programs.	Performing Fine Arts/ Elective	1.0 Credit
Game and Simulation Programming	3	8208330X	This course is focused on students acquiring the appropriate programming skills for rendering a game or simulation product, including program control, conditional branching, memory management, score-keeping, timed event strategies and methodologies, and implementation issues.	Elective	1.0 Credit
Multi User Game and Simulation Programming	3	8208340X	This course is focused on students acquiring the appropriate programming skills for rendering a game or simulation product, including program control, conditional branching, score-keeping, timed event strategies and methodologies, and implementation issues specific to multi-user game/simulation products.	Performing Fine Arts/ Elective	1.0 Credit
<b>NURSING ASSISTANT (PATIENT CARE ASSISTANT)</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

Course	State Level	Course Number	Course Description	Meets Req. for	Course Credit
Introduction to Health Care	3	HSC 1000X	The course focuses on core concepts common to all health care occupations. Content includes health care delivery systems with emphasis on health occupations, communication skills, legal and ethical responsibilities, wellness and disease concepts, infection control, CPR, introductory first aid and safety, medical terminology, employability and computer skills. Students will receive AHA CPR, oxygen therapy and tank transport skills. This course requires dual enrollment with EFSC.	Elective	0.5 HS/ 3.0 PS Credit
Advanced Medical Terminology	3	HSC 1532X	Advanced review of medical language used throughout the healthcare delivery system. Emphasis is placed on anatomy, physiology and pharmaceutical terms. Emphasis will also be placed on the ability to infer understanding of medical subjects, communicate utilizing medical terminology with proper pronunciation and spelling. This course requires dual enrollment with EFSC.	Elective	0.5 HS/ 3.0 PS Credit
Basic Healthcare Worker	3	HSC 0003X	Classroom, laboratory, and clinical instruction prepare students to function as a member of the health-care team in varied settings and roles.	Elective	0.5 HS/ 3.0 PS Credit
Articulated Nursing Assistant	3	HCP 0121X	Classroom, laboratory and clinical course prepares for employment as a Nursing Assistant. Basic patient care principles and the role of the Nursing Assistant in delivering resident care. Content includes nutrition, physical comfort and safety functions, personal patient care, and infection control. Special emphasis is placed on the care of the geriatric resident in the long-term care setting.	Elective	0.5 HS/ 3.0 PS Credit
Advanced Home Health Aid	3	HCP 0332X	Florida requirements for the Home Health Aide including classroom and clinical experience. Includes skills and knowledge in communication, legal and ethical responsibilities, comfort and safety functions, nutrition and infection control.	Elective	0.5 HS/ 3.0 PS Credit
Patient Care Assistant	3	HCP 0020X	Clinical experiences, at a local hospital, including the care of patients with acute common health problems, pre- and post-op patients and special procedures.	Elective	0.5 HS/ 3.0 PS 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 illustration and drafting software,	Performing Fine Arts/ Elective	1.0 Credit

Course	State Level	Course Number	Course Description	Meets Req. for	Course Credit
			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.	Performing Fine Arts/ Elective	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.	Performing Fine Arts/ Elective	1.0 Credit
<b>WEB APPLICATION DEVELOPMENT AND PROGRAMMING</b>					
Digital Information Technology	2	8207310X	Basic overview of current business and information systems and trends. Emphasis on developing fundamental computer skills and includes the opportunity for MOS certification in Word, Excel and PowerPoint.	Performing Fine Arts/ Elective	1.0 Credit
Foundations of Programming	3	9007210X	This course introduces concepts, techniques, and processes associated with computer programming and software development.	Elective	1.0 Credit
Procedural Programming	3	9007220X	Computer programming concepts with a focus on the creation of software applications employing procedural programming techniques.	Elective	1.0 Credit
Web Programming	3	9007510X	Computer programming concepts specific to the Internet and Internet-based software applications.	Elective	1.0 Credit
Java Script Programming	3	9007520X	Computer programming concepts specific to client-side JavaScript.	Elective	1.0 Credit

## EXCEPTIONAL STUDENT EDUCATION COURSE DESCRIPTIONS

Course	State Level	Number	Description	Meets Req. for	Course Length/ Credit
<b>ACADEMICS—SUBJECT AREAS</b>					
Access English 1	N/A	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
Access English 2	NA	7910125E			
Access English 3	NA	7910130E			
Access English 4	NA	7910135E			
Access Geometry	N/A	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	N/A	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 Algebra 1A	N/A	7912080E	Is intended only for students with a significant cognitive disability. The purpose of these courses is to develop the algebraic 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 Algebra 1B	N/A	7912090E		Algebra	Up to 2 credits
Access H.O.P.E. 9-12	N/A	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	N/A	7920011E	Provides students with significant cognitive disabilities access to the concepts and content of Chemistry.	EQ Science	Up to 2 credits
Access Biology 1	N/A	7920015E	Provides students with significant cognitive disabilities access to the concepts and content of Biology.	Biology	Up to 2 credits
Access Earth/Space Science 1	N/A	7920020E	Provides students with significant cognitive disabilities access to the concepts and content of Earth Space Science.	EQ Science	Up to 2 credits
Access World History	N/A	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	NA	7921025E		American History	
Access US Gov't Access	NA	7921015E		American Gov't	
Economics with Financial Literacy	NA	7921022E		Economics	

Course	State Level	Number	Description	Meets Req. for	Course Length/ Credit
<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
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	N/A	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		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		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



Course	State Level	Number	Description	Meets Req. for	Course Length/ Credit
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
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.



## NON-DISCRIMINATION NOTICE

The School Board of Brevard County strictly prohibits discrimination 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. This notice applies to all educational programs, activities, or employment practices/procedures of the School Board of Brevard County. 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), Individuals with Disabilities Act (IDEA), and the Boy Scouts of America Equal Access Act.

Students, parents, or the public with inquiries regarding this non-discrimination policy are encouraged to review Board Policy 2260.01 - Nondiscrimination Grievance Procedure and Board Policy 5517 - Harassment. Students, parents, or the public with questions or wish to file a grievance may contact their school administrator directly or if there is an issue in doing this, you may contact:

Student Equity Coordinator

Ms. Stephanie Archer  
Asst. Supt. Equity, Innovation, and Choice  
2700 Judge Fran Jamieson Way  
Melbourne, FL 32940  
(321) 631-1911, Ext. 500  
CSC@Brevardschools.org

Exceptional Education/504 Coordinator

Dr. Patricia Fontan  
Director, Exceptional Student Education  
2700 Judge Fran Jamieson Way  
Melbourne, FL 32940  
(321) 631-1911 Ext. 505  
Fontan.Patricia@Brevardschools.org

Employees or job applicants with inquiries regarding this non-discrimination policy are encouraged to review Board Policy 3122 - Equal Employment Opportunity and 3362 - Anti-Harassment. Employees or job applicants with questions or wish to file a grievance may contact their school/department administrator or if there is an issue in doing this, you may contact:

Employee/Job Applicant Equity Coordinator

Mr. Rivers Lewis  
Director, Human Resources and Labor Relations  
2700 Judge Fran Jamieson Way  
Melbourne, FL 32940  
(321) 631-1911 Ext. 265  
Lewis.rivers@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 Employee/Job Applicant Equity Coordinator for assistance. All policies and procedures of the School Board of Brevard County as indicated above can be located on the World Wide Web at the following web address: <http://www.neola.com/brevardco-fl/>. This Publication or portions of this publication can be made available to persons with disabilities in a variety of formats, including large print, braille or audiotape. Telephone or written request should include your name, address, and telephone number. Requests should be made to Kim Parker, Exceptional Education Projects, (321) 633-1000, ext. 535, at least two (2) weeks prior to the time you need the publication.