

High School

Instructional Handbook

2022-2023

**SCHOOL BOARD OF BREVARD COUNTY**

Educational Services Facility

2700 Judge Fran Jamieson Way

Melbourne, FL 32940-6601

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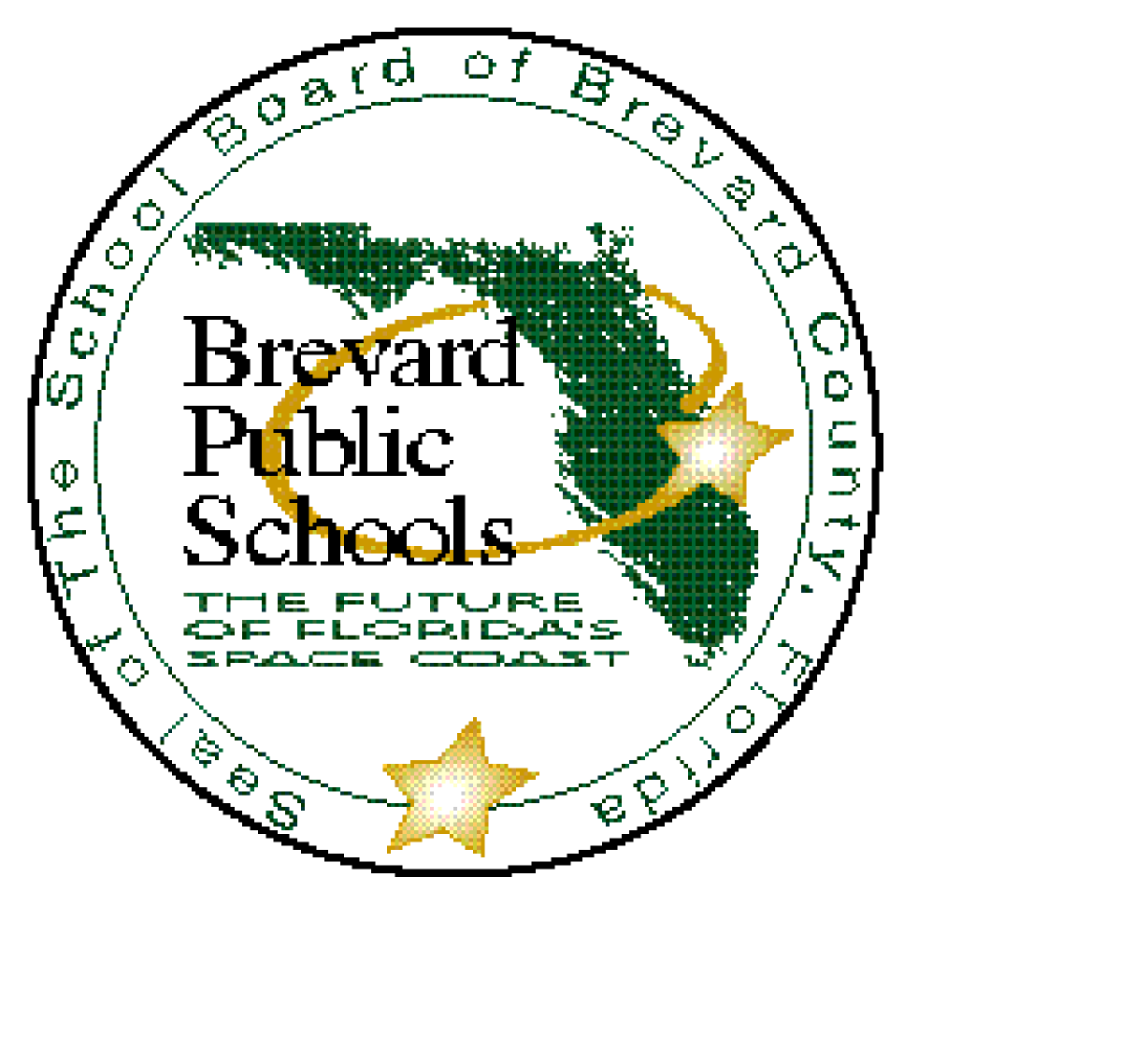
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# DISTRICT GENERAL INFORMATION

**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 students in grades 9-12 in senior high schools must attend the regularly scheduled instructional day of 7 periods per day (non block) or 4 periods per day (block).

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

## PROMOTION REQUIREMENTS

**9th Grade to 10th Grade**

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

**10th Grade to 11th Grade**

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

**11th Grade to 12th Grade**

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

**NOTES:**

* Must meet all End of Course Assessments and statewide, standardized assessment requirements by graduation per Florida Statute.
* To be classified as a freshman (9th grade), a student must have been promoted from grade eight (8).
* Exceptions to the number of years spent in the 9-12 sequence for reclassification may be granted to students who are in a planned acceleration program~~.~~ (Early High School Graduation option). (s.1003.4281 F.S.)
  + The term “early graduation” means graduation from high school in less than eight (8) semesters or the equivalent.
  + A student who graduates early may continue to participate in school activities and social events and attend and participate in graduation events with the student’s cohort, as if the student were still enrolled in high school.   However, per FSHAA (bylaw 9.2.2.7) if a student is not enrolled in school he or she is not able to participate in sports.
  + A student who graduates early will be included in class ranking, honors, and award determinations for the student’s cohort.  A student who graduates early must comply with district school board rules and policies regarding access to the school facilities and grounds during normal operating hours. F.S. 1003.4281 (3).
  + For data entry purposes regarding the graduation date - the final transcript should reflect a graduation date of one school day following the completion of the graduation requirements.
  + Students who plan to graduate early should be classified as 12th graders with the following:
  + Mid-Year Graduation – at the beginning of the 1st semester of the last year or if the waiver is approved during the 1st semester, as soon as the waiver is approved.
  + Early Graduation – at the beginning of the 2nd semester, or if the waiver is approved during the 2nd 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 9th or 10th 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:
   1. Brevard Public Schools twenty-six (26)-Credit (or thirty (30) credits at block schools) Graduation Option (see the following “High School Graduation Charts” for credits and optional Diploma Designations), or
   2. International Baccalaureate (IB) curriculum requirements, or
   3. Advanced International Certificate Education (AICE) curriculum requirements, or
   4. Early High School Graduation requirements (s. 1003.4281 F.S.), or
2. Academically Challenging Curriculum to Enhance Learning (ACCEL) diploma requirements (s. 1002.3105 F.S.)
3. Met the district attendance requirements and be enrolled at the graduation school for at least the last semester;
4. Passed the required state assessments, if applicable, in order to qualify for a standard diploma (10th Grade statewide, standardized Reading, and Algebra 1 EOC Assessment);
5. Demonstrated satisfactory mastery of the Student Performance Standards in ELA (Reading), writing, mathematics, science, and social studies as documented in accordance with procedures described in administrative guidelines;
6. A minimum cumulative un-weighted grade point average of 2.0 based on a 4.0 scale (s. 1003.4282(6)(a) F.S.). The required GPA must be based on all courses taken, except courses forgiven under state and district forgiveness policies. (s.1003.4282(6) F.S.);
7. Received the principal's approval for graduation.

## HIGH SCHOOL GRADUATION CHART

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

**Brevard Public Schools High School Graduation Requirements**

|  |  |
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| **Subject Area** | **26-Credit Graduation Requirements (30-Credits Block Schools)** |
| English Language Arts (ELA) | * 4.0 credits in English Language Arts 1, 2, 3, 4 * English Language Arts Honors, AP, AICE, IB, and dual enrollment courses may satisfy this requirement * Must pass the statewide, standardized Grade 10 ELA assessment (or earn a concordant score) in order to graduate with a Standard High School Diploma |
| Mathematics | * 4.0 credits, one must be Algebra 1 and one must be Geometry * Mathematics must be taken during the 9th and 10th grade years * 3.0 of the Math credits must be earned in grades 9-12 * Must pass Algebra 1 EOC if Algebra 1 is taken after 2010-2011 (or earn a comparative score) in order to graduate with a Standard High School Diploma * Industry certification that leads to college credit may substitute for up to 2.0 mathematics credits (except for Algebra 1 and Geometry) * Several Computer Education courses count as math courses (except for Algebra 1 and Geometry). See your counselor for more information. |
| Science | 3.0 credits in science must include either:   * 1.0 credit each in Biology, Chemistry, and Physics (strongly recommended), *OR* * 1.0 credit each in Physical Science, Biology and Equally Rigorous Science course * Industry certification that leads to college credit may substitute for up to 1.0 science credit (except for Biology). * Several IB Computer Education courses count as EQ science courses. See your counselor for more information. |
| ***Students must complete 4.0 Science credits OR 4.0 Social Studies credits*** | |
| Social Studies | 3.0 credits in social studies must include:   * 1.0 credit in World History * 1.0 credit U.S. History * 0.5 credit in U.S. Government * 0.5 credit in Economics with Financial Literacy * Must take U.S. History EOC which will count for 30% of final course grade * May substitute a CTE course with content related to social studies for one social studies credit (except for U.S. History) |
| World Languages | 2.0 sequential credits in the same language are required for admission into Florida state universities and for Bright Futures eligibility. Many competitive schools (in state and out-of-state) require 3-4 credits of World Language. |
| Performing Fine Arts | 1.0 credit in fine or performing arts, speech and debate, or practical arts (eligible courses specified in the Florida Course Code Directory) |
| Physical Education | 1.0 credit in Health Opportunities for Physical Education (HOPE), which includes Compression Only CPR |
| Career Research and Decision Making | 0.5 credit (the course also satisfies the requirements of Statute 1003.42(2)(s) for Character Development Curriculum) |
| Electives | 8.5 credits (12.5 credits block schools) |
| Online Course | 1 course within the 26 credits |
| Grade Point Average | Cumulative GPA of 2.0 on a 4.0 scale |
| Rigorous Course Requirements | Students will be required to complete a program of study in at least one of the following areas:   * 3.0 credits in any combination of approved Dual Enrollment (DE), Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), or approved Honors courses, *OR* * 3.0 or more credits in a Career & Technical Education Program of Study which will be used to complete a sequential career and technical education program resulting in a credential endorsed by a national, state, or local industry, *OR* * 4.0 or more credits in sequential Performing Fine Arts courses that lead to College and/or Career Readiness |
| **NOTES:**   * The following courses include EOC assessments which count as 30% of the Final Course Grade: Algebra 1, Geometry, Biology, and U.S. History. * Based on individual student needs, the 4th additional science credit may be chosen from any EQ Science or Non-EQ Science course * Participation in a FHSAA interscholastic sport at the junior varsity or varsity level for two full seasons shall satisfy the one-credit requirement in HOPE. * Completion of two years in a Reserved Officer Training Corps (R.O.T.C) class shall satisfy the 1.0 credit requirement in HOPE **AND** the 1.0 credit requirement in performing fine arts. * The number of credits required for graduation for students who enter a block schedule school from a non-block school will be decreased by 0.5 credits for each semester the student was in a non-block school. * The Credit Acceleration Program (CAP) - allows a student to earn high school credit if the student passes an advanced placement (AP) examination, a College Level Examination Program (CLEP) or a statewide course assessment without enrollment in the course. | |

*Revised 8-10-2021* Section 1003.4282, Florida Statutes (F.S.)

**What Students and Parents Need to Know**

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| **Diploma Designations** |
| Scholar Diploma DesignationIn addition to meeting the Standard High School Diploma requirements:Pass Geometry EOC (beginning with the graduating class of 2018)Earn 1 credit in Algebra 2Earn 1 credit in Statistics or an equally rigorous mathematics coursePass the Biology 1 EOCEarn 1 credit in Chemistry or PhysicsEarn 1 credit in a course equally rigorous to Chemistry or Physics (any EQ Science course)Pass the U.S. History EOCEarn 2 credits in the same World Language  * Earn at least 1 credit in AP, IB, AICE, or a dual enrollment course.   A student is exempt from taking the Biology 1 or U.S. History EOC if the student is enrolled in an AP, IB, or AICE Biology 1 or U.S. History course and the student earns the minimum score to earn college credit on the respective AP, IB or AICE assessment.  **Merit Diploma Designation** In addition to meeting the Standard High School Diploma requirements:  * Attain one or more industry certifications from the list established (per s. 1003.492, F.S.).   **Florida Seal of Biliteracy Diploma Designation**  The Florida Seal of Biliteracy Program is established to recognize a high school graduate who has attained a high level of competency in listening, speaking, reading, and writing in one or more world languages in addition to English. The Gold or Silver Seal of Biliteracy must be awarded to a high school student who has earned a standard high school diploma and who has:   * 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. |

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| **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.   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. |

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

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| **What are the Public Postsecondary Options?** |
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| ***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**](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> |

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| **Where is Information on Financial Aid 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/.**](http://www.floridastudentfinancialaid.org/) |

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| **Where is Information on the**  **Bright Futures Scholarships 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/.**](http://www.floridastudentfinancialaid.org/SSFAD/bf/) |

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| **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. |

Section 1003.4282, Florida Statutes (F.S.)

## ACADEMICALLY CHALLENGING CURRICULUM TO ENHANCE LEARNING (ACCEL)

**(s. 1002.3105(5) F.S.)**

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

Beginning with the 2019-2020 school year, a student is eligible to complete an alternative pathway to earning a standard high school diploma through the Career and Technical Education (CTE) pathway option. The student must meet the requirements of [**s.1003.4282(3)(a)-(d) F.S.,**](http://leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=1000-1099/1003/Sections/1003.4282.html) complete two credits in career and technical education which result in a program completion and an industry certification, complete two (2) credits in work-based learning programs, and earn a cumulative grade point average (GPA) of 2.0 on a 4.0 scale.

## CERTIFICATE OF COMPLETION

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

## EXCEPTIONAL STUDENT EDUCATION DIPLOMA OPTIONS

Beginning with the 2014-15 9th 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 11520.

**Standard Diploma-Academic and Employment:**

The Standard Diploma-Academic and Vocational pathway includes requirements for a standard diploma for students with disabilities for whom the IEP team has determined that mastery of both academic and employment competencies is the most appropriate way for the student to demonstrate his or her skills. In addition to the academic requirements, the pathway also includes employment requirements. Such employment must be at minimum wage or above in compliance with the requirements of the Federal Fair Labor Standards Act, for the number of hours per week specified in the student’s completed and signed employment transition plan for the equivalent of at least one (1) semester. For specific requirements, please refer to the “Standard Diploma- Academic Employment Pathway” chart or contact the Office of ESE Program Support at (321) 633-1000 extension 11520.

**Certificate of Completion:**

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

**Standard Diploma Access Point Pathway**

|  |  |  |  |
| --- | --- | --- | --- |
| Access Points | **Standard Diploma – Access Point Pathway** | | Revised 12-01-2021 |
| **Subject Area** | **Credits** | **Courses** | |
| English/LA | 4.0 | * Access English I, II, III, IV * Proficient score on 10th grade ELA alternate assessment * Results may be waived when mastery of standards is documented through a portfolio | |
| Mathematics | 4.0 | * Access Algebra 1A and Access Algebra 1B * Access Geometry * One other math course * Proficient score on the Access Algebra assessment * Results may be waived when mastery of standards is documented through a portfolio * Must take Geometry alternate assessment which will count for 30% of final course grade * Results may be waived when mastery of standards is documented through a portfolio | |
| Science | 3.0 | * Access Biology * Two other equally rigorous science courses * Must take Biology alternate assessment which will count for 30% of final course grade * Results may be waived when mastery of standards is documented through a portfolio | |
| Social Studies | 3.0 | * Access World History, Access U.S. History, Access U.S. Government, Access Economics with Financial Literacy * Must take U.S. History alternate assessment which will count for 30% of final course grade * Results may be waived when mastery of standards is documented through a portfolio | |
| Performing Fine Arts | 1.0 | * 1.0 credit in fine or performing arts, speech and debate, or practical arts | |
| Physical Education | 1.0 | * 1.0 credit in Health Opportunities for Physical Education (HOPE) | |
| Electives | 8.0 | * 1 credit must be in Self-Determination or Transition Planning or other career planning course | |
| Grade Point Average (GPA) |  | * Cumulative Grade Point Average (GPA) of 2.0 on a 4.0 scale | |
| Online Course |  | * 1 course within the 24 credits * May be waived by the IEP team per [**s. 1003.4282(4), F.S.**](http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=1000-1099/1003/Sections/1003.4282.html) | |
| **Total** | **24** |  | |
| **Notes**:  Assessments: 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 [**s. 1008.22(3)(c), F.S.**](http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=1000-1099/1008/Sections/1008.22.html)A waiver of the results of the statewide, standardized assessment requirements by the IEP team, pursuant to [**s. 1008.22(3)(c), F.S.**](http://leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=1000-1099/1008/Sections/1008.22.html), must be approved by the parents and is subject to verification for appropriateness by an independent reviewer selected by the parents as provided for in [**s. 1003.572, F.S**](http://leg.state.fl.us/statutes/index.cfm?mode=View%20Statutes&SubMenu=1&App_mode=Display_Statute&Search_String=1003.572&URL=1000-1099/1003/Sections/1003.572.html).  Portfolios: For those students whose performance on standardized assessments are waived by the IEP team as approved by the parent, the development of a graduation portfolio of quantifiable evidence of achievement is required. The portfolio must include a listing of courses the student has taken, grades received, student work samples and other materials that demonstrate growth, improvement, and mastery of required course standards. Multi-media portfolios that contain electronic evidence of progress, including videos and audio recordings, are permissible. Community based instruction, MOCPs, work experience, internships, community service, and postsecondary credit, if any, must be documented in the portfolio.  Certificate of Completion: Will be awarded to students who earn the required 24 credits but fail to pass the assessments under [**s. 1008.22, F.S.**](http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=1000-1099/1008/Sections/1008.22.html)**,** (unless result waiver granted) and/or achieve a 2.0 GPA. | | | |

**Standard Diploma Academic Employment Pathway**

|  |  |  |  |
| --- | --- | --- | --- |
| ESE Academic and Employment | **Standard Diploma – Academic Employment Pathway** | | Revised 12-1-2021 |
| **Subject Area** | **Credits** | **Courses** | |
| English (LA) | 4.0 | * ELA 1, 2, 3, 4 * Honors, AP, AICE IB and Dual Enrollment courses may satisfy this requirement * Must pass statewide Grade 10 Reading assessment (or concordant scores) * May substitute a CTE course with content related to English for English 4 | |
| Mathematics | 4.0 | * Algebra 1 (or Algebra 1A and 1B) * Geometry * Two other math courses * Must take Algebra 1 EOC and Geometry EOC which will count for 30% of final course grade * Must pass Algebra 1 EOC (or comparative score) * May substitute a CTE course with content related to mathematics for one mathematics credit (except for Algebra 1 and Geometry) | |
| Science | 3.0 or 4.0 | * Biology 1 * Two other equally rigorous science courses * Must take Biology alternate assessment which will count for 30% of final course grade * May substitute a CTE course with content related to science for one science credit (except for Biology 1) | |
| **Students must complete 4.0 Science credits OR 4.0 Social Studies credits** | | | |
| Social Studies | 3.0 or 4.0 | * 1.0 credit in World History * 1.0 credit U.S. History * 0.5 credit in U.S. Government * 0.5 credit in Economics with Financial Literacy * Must take U.S. History EOC which will count for 30% of final course grade * May substitute a CTE course with content related to social studies for one social studies credit (except for U.S. History) | |
| Performing Fine Arts | 1.0 | * 1.0 credit in fine or performing arts, speech and debate, or practical arts | |
| Physical Education | 1.0 | * 1.0 credit in Health Opportunities for Physical Education (HOPE) | |
| Electives | 9.0 | * 0.5 credit must be an employment based course which includes paid employment | |
| Grade Point Average (GPA) |  | * Cumulative Grade Point Average (GPA) of 2.0 on a 4.0 scale | |
| Online Course |  | * 1 course within the 26 credits * May be waived by the IEP team per s. 1003.4282(4), F.S. | |
| **Total** | **26** |  | |
| **Notes**:  Goals/Objectives Requirement: Documented achievement of all annual goals and short-term objectives for academic and employment competencies, including industry certifications and occupational completion points specified in the student’s transition plan.  CTE Course Substitutions: Eligible courses and eligible course substitutions are specified in the Florida Course Code Directory at <http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/>  Employment Requirement: At a minimum wage or above for the number of hours a week specified in the student’s completed and signed employment transition plan for the equivalent of at least one (1) semester.  Assessments: A waiver of the results of the statewide, standardized assessment requirements by the IEP team, pursuant to [**s. 1008.22(3)(c) F.S.**](http://leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=1000-1099/1008/Sections/1008.22.html), must be approved by the parents and is subject to verification for appropriateness by an independent reviewer selected by the parents as provided for in, [**s. 1003.572, F. S**](http://leg.state.fl.us/statutes/index.cfm?mode=View%20Statutes&SubMenu=1&App_mode=Display_Statute&Search_String=1003.572&URL=1000-1099/1003/Sections/1003.572.html).  Certificate of Completion: Will be awarded to students who earn the required 26 credits but fail to pass the assessments under [**s. 1008.22, F.S.**,](http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=1000-1099/1008/Sections/1008.22.html) (unless result waiver granted) and/or achieve a 2.0 GPA. | | | |

## ACCELERATED PROGRAMS

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

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

**Credit Acceleration Program (CAP)**

The Credit Acceleration Program (CAP) is created for the purpose of allowing a student to earn high school credit in courses required for graduation through the passage of an end-of-course assessment administered under [**s. 1008.22, F.S.**](http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=1000-1099/1008/Sections/1008.22.html), an Advanced Placement Examination, or a College Level Examination Program (CLEP). Notwithstanding [**s. 1003.436, F.S.**](http://www.leg.state.fl.us/statutes/index.cfm?mode=View%20Statutes&SubMenu=1&App_mode=Display_Statute&Search_String=1003.436&URL=1000-1099/1003/Sections/1003.436.html), the District shall award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a passing score on the corresponding end-of-course assessment, Advanced Placement Examination, or CLEP. The District shall permit a student who is not enrolled in the course, or who has not completed the course, to take the assessment or examination during the regular administration of the assessment, [**s. 1003.4295(3), F.S.**](http://www.leg.state.fl.us/statutes/index.cfm?mode=View%20Statutes&SubMenu=1&App_mode=Display_Statute&Search_String=1003.4295&URL=1000-1099/1003/Sections/1003.4295.html)

**Advanced Placement (AP):**

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

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

Brevard Public Schools Advanced Placement Diploma:

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

AP Capstone Diploma

A new opportunity for District students at participating schools is the Capstone Diploma. Students who earn three (3) or higher on the AP Seminar and AP Research exams and on four (4) additional AP exams of their choosing will receive the AP Capstone Diploma. The AP Seminar and Research Certificate is awarded to students who earned three (3) or 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 four (4) on a seven (7)-point scale on the corresponding IB exam. Although most colleges and universities grant IB and/or credit to students presenting IB Examination grades of four (4) or higher, policies on awarding college credit are the decision of the individual institution. All students enrolled in an IB course are required to take the IB Exam. Students shall be exempt from the payment of any fees for administration of the examination regardless of whether or not the student achieves a passing score on the examination. (s.1007.27(7) F.S.)

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

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

**Dual Enrollment (DE):**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Early admission and full-time dual enrollment students must take four (4), but no more than five (5) courses, totaling at least twelve (12) credit hours each semester. Based on their strong academic record, students with a cumulative unweighted high school GPA of 3.5 may register for six (6) courses each term with their high school’s approval. Students may exceed the total number of allowable courses through the Early College Credit Option (ECCO) administered by the College. ECCO courses do not count towards high school graduation requirements; tuition and textbook costs must be paid by the student.

**Advance Standing Credit Program**

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

## DISTANCE LEARNING

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

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

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

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

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

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

In accordance with [**s. 1002.37, F.S.**](http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&Search_String=1002.37&URL=1000-1099/1002/Sections/1002.37.html), Florida Virtual School (FLVS) offers fully accredited, online courses aligned with the Florida Standards.  The District shall provide students with access to enroll in courses available through FLVS and award credit for successful completion of such courses. Access shall be available to students during or after the normal school day, and through summer school enrollment, [**s. 1001.42(23), F.S.**](http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&Search_String=1001.42&URL=1000-1099/1001/Sections/1001.42.html)

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

[**Section 1002.37, F.S.**](http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&Search_String=1002.37&URL=1000-1099/1002/Sections/1002.37.html)**,** allows for *course acceleration*, rather than *grade level acceleration*.  Prior to placement in an accelerated course, the school administration must determine that enrollment is academically appropriate.  This may be accomplished through the administration of District required assessments, teacher-made assessments, independent class work and/or review of other pertinent data.  If a student is enrolled in an FLVS course, then this course will *replace* the same subject area, grade-level course in the student’s daily schedule.

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

Public school students receiving full-time instruction in kindergarten through grade twelve (12) by the Florida Virtual School must take all statewide standardized assessments required pursuant to s. [1008.22](http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&Search_String=1002.37&URL=1000-1099/1008/Sections/1008.22.html). 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](http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&Search_String=1002.37&URL=1000-1099/1008/Sections/1008.22.html).

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](http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&Search_String=1002.37&URL=1000-1099/1008/Sections/1008.24.html), 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](http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=0700-0799/0775/Sections/0775.082.html) or s. [775.083](http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=0700-0799/0775/Sections/0775.083.html).

## 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 (DE), Advanced Placement (AP), International Baccalaureate (IB), and Advanced International Certificate of Education (AICE) courses, as well as Level 3 (Advanced) high school courses. Note: School districts must weight dual enrollment courses the same as advanced placement courses when grade point averages are calculated. Alternative grade calculation or weighting systems that discriminate against dual enrollment courses are prohibited.

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

## GRADE FORGIVENESS POLICY

**High School**

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

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

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

**Middle School**

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

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

**High School and Middle School**

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

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

## 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 (3rd quarter for block schools) 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:

1. Adult education
2. Pass/fail grades (transfer students)
3. On-the-job
4. Lowest grade for a course that is repeated

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

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

## STUDENT SUPPORT SERVICES

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

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

## BRIGHT FUTURES SCHOLARSHIPS

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

* Apply online and complete the FFAA during the student’s last year in high school by going to: <http://www.floridastudentfinancialaidsg.org/>. Students must apply by high school graduation or forfeit Bright Futures Eligibility. Students who graduate from high school mid-year and seeking funding for the Spring term must submit a FFAA no later than December 31st prior to the student graduating. Students graduating mid-year will be evaluated for renewal of their scholarships at the end of their first full year (fall through spring) of funding, s. 1009.532 (4), F.S.
* Be a Florida resident and a U.S. citizen or eligible non-citizen. The postsecondary institution the student attends is responsible for verifying Florida residency and U.S. citizenship status.
* Earn a Florida standard high school diploma or its equivalent. For additional information, students should reference Chapter 1 of the Bright Futures Student Handbook: <https://www.floridastudentfinancialaidsg.org/SAPBFMAIN/SAPBFMAIN>
* Be accepted by and enrolled in an eligible Florida public or independent postsecondary education institution. For a list of eligible institutions, students should visit [www.FloridaStudentFinancialAidsg.org](http://www.FloridaStudentFinancialAidsg.org) and select Postsecondary Institutions within the Eligible Institutions section.
* Be enrolled for at least six (6) non-remedial semester credit hours or the equivalent.
* Not been found guilty of, nor pled nolo contendere to, a felony charge.
* Begin receiving funding within five years of high school graduation. If enlisting into the military immediately after graduation, the five-year period begins upon the date of separation from active duty.

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

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

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

## BENACQUISTO SCHOLARSHIP PROGRAM

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

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

* Earn a standard Florida high school diploma or its equivalent pursuant to s. [1002.3105](http://leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&Search_String=bright%20futures&URL=1000-1099/1002/Sections/1002.3105.html) F.S., s. [1003.4281](http://leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&Search_String=bright%20futures&URL=1000-1099/1003/Sections/1003.4281.html) F.S., s. [1003.4282](http://leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&Search_String=bright%20futures&URL=1000-1099/1003/Sections/1003.4282.html) F.S., or s. [1003.435](http://leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&Search_String=bright%20futures&URL=1000-1099/1003/Sections/1003.435.html) F.S. unless:
* The student completes a home education program according to s. [1002.41](http://leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&Search_String=bright%20futures&URL=1000-1099/1002/Sections/1002.41.html) F.S.; or
* The student earns a high school diploma from a non-Florida school while living with a parent who is on military or public service assignment out of this state;
* Be accepted by and enroll in a Florida public or independent postsecondary educational institution that is regionally accredited; and
* Be enrolled full-time in a baccalaureate degree program at an eligible regionally accredited Florida public or independent postsecondary educational institution during the fall academic term following high school graduation.

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

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

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

## TESTING

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

**Florida Statewide Assessment (FSA)**

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

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

**Florida Statewide Alternate Assessment (FSAA)**

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

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

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

**Concordant and/or Comparative Scores**

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

Table

Description automatically generated

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

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

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

**College Entrance and/or Placement Tests**

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

**College Admission Testing Calendar:**

|  |  |
| --- | --- |
| **PSAT/NMSQT**  **SAT I and II** | October  October, November, December, January, May and June |
| **SAT I only** | March |
| **ACT** | September, October, December, February, April and June |

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

## POST-HIGH SCHOOL EDUCATION

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

1. Type of educational program available
2. High school subjects required for admission
3. Specific admission tests required
4. Length of time needed for completion of program
5. Cost of schooling
6. Financial aid available
7. Housing facilities
8. 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, World Language, Laboratory Science, and Mathematics beginning with Algebra I. Depending on individual college requirements, other courses may be included in determining the GPA. Students can best prepare for college and college entrance tests by taking Level 3 or higher courses. Minimum college entrance course recommendations, in grades 9 through 12 are listed:

* 4 years of English (Language Arts)
* 4 years of Math (Algebra 1 and higher)
* 3 years of Science
* 3 years of Social Studies
* 2 years of the same World Language - many competitive schools (in state and out-of-state) require 3-4 credits of world language

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

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

**What Colleges Require**

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

1. An application fee, usually nonrefundable. Many colleges will waive this fee under special circumstances. See your counselor for details.
2. An official application form providing information about your background, previous education, and college plans.
3. An official high school transcript of your courses, final grades and test scores.
4. One or more standardized admission tests. The most common tests used are SAT I, SAT II and ACT. Visit **www.collegeboard.com** and **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.)
5. One or more letters of recommendation from a teacher and/or school counselor. Generally, colleges are interested in what you have accomplished in high school and what kind of school citizen you are; however, some institutions may also accept recommendations from a member of the clergy, alumnus, or adult member of the community. As a courtesy, you should give your recommenders ample time to complete the recommendations prior to the college deadline.
6. 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.
7. An interview with a college admissions officer is in your best interest. This is your chance to personally express your background, your interests and goals and why you are interested in the college.

## COURSE SEQUENCES

### High School English Language Arts

**10th Grade**

**9th Grade**

**11th Grade**

**12th Grade**

English 1

English 2

English 3

English 4

English 1 Honors

English 2 Honors

English 3 Honors

English 4 Honors

AP English Language

OR

AP English Literature

AP English Literature

OR

AP English Language

NOTE: Four English Language Arts credits required for graduation.

### High School Science

**12th Grade**

**11th Grade**

**10th Grade**

**9th Grade**

Chemistry

(Regular or Honors)

Biology

(Regular or Honors)

Physics (Regular or Honors)

(strongly recommended) OR

EQ Science Course

EQ or Non EQ Science Course

Biology

(Regular or Honors)

Physical Science

EQ or Non EQ Science Course

EQ Science Course

***EQ\* Science Courses (Required for 3rd 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 4th 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 Mathematics

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

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Student’s Future Plans** | **7th Grade** | **8th Grade** | **9th Grade** | **10th Grade** | **11th Grade** | **12th Grade** |
| **University** | Algebra 1 Honors | Geometry Honors | Algebra 2 Honors | Pre-Calculus Honors | AP Calculus AB | AP Calculus BC |
| AP Statistics |
| AP Statistics | DE College Math Course |
| DE College Statistics |
| Accelerated Math Grade 7 | Algebra 1 Honors | Geometry Honors | Algebra 2 Honors | Pre-Calculus Honors | AP Calculus AB |
| **State College STEM or University Transfer** | Accelerated Math Grade 7 | Algebra 1 Honors | Geometry Honors | Algebra 2 Honors | Math for College Algebra | DE College Algebra |
| Pre-Calculus Honors | Calculus Honors |
| AP Calculus AB |
| Algebra 2 | DE Mathematics for College Major |
| Math for College Statistics | DE College Statistics |
| **State College**  **Non-STEM Degree** | Accelerated Math Grade 7 | Algebra 1 Honors | Geometry Honors | Algebra 2 Honors | Probability and Statistics Honors | Math for College Liberal Arts |
| AP Statistics |
| Algebra 2 | DE College Statistics |
| Grade 7 Math | Grade 8 Pre-Algebra | Algebra 1 | Geometry Honors | Algebra 2 Honors | Math for College Liberal Arts |
| Geometry | Algebra 2 |
| **Career and Military** | Grade 7 Math | Grade 8 Pre-Algebra | Algebra 1 | Geometry Honors | Algebra 2 | Math for College Liberal Arts |
| Geometry | Math for Data and Financial Literacy |

**COURSE SEQUENCES**

### High School Social Studies

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

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

**9th Grade**

**10th Grade**

**11th Grade**

**12th Grade**

World History

World History Honors

AP Course

Social Studies Elective

U.S. History

U.S. History Honors

AP Course

Social Studies Elective

U.S. Government/ Economics with Financial Literacy

U.S. Government Honors/ Economics with Financial Literacy Honors

AP Course

Social Studies Elective

Any remaining required social studies credits needed for graduation (World History, U.S. History, U.S. Government or Economics)

AP Course

Social Studies Elective

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.

# BASIC EDUCATION COURSE DESCRIPTIONS

**Course Numbers, Titles, Content**

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

**Course Levels**

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

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

| **Course** | **State Level** | | **Number** | **Description** | **Meets Req. for** | **Course Credit** |
| --- | --- | --- | --- | --- | --- | --- |
| VISUAL ART AND THEATRE | | | | | | |
| 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. **These courses incorporate hands-on activities and consumption of art materials.** | | | | | | |
| 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 |
| 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 courseis for students with extensive experience in art and is a bridge between regular art and college level courses. Students work in a self-directed environment to develop a portfolio showing a body of their own work that visually explores a particular artistic concern, articulated and supported by a written artist's statement. Artists may work in, but are not limited to, content in drawing, painting, printmaking, mixed media, traditional photography, digital photography, and/or new media and emerging technologies that demonstrate understanding of design principles as applied to a 2-dimensional surface. | Performing Fine Arts/ Elective | 1.0 Credit |
| Advanced Placement Studio Art 2D Design Portfolio | 3 | | 01093505 | This course parallels basic college level foundational courses in two-dimensional design. This rigorous course is a guided, independent study program designed for the serious art student. Art is created to show mastery of 2D design through any 2D medium or process, including, but not limited to graphic design, digital imaging, photography, collage, fabric design, weaving, fashion design/illustration, painting and printmaking. Integrity, ethics, and plagiarism are addressed. Students submit a complete portfolio demonstrating quality, concentration and breadth to College Board for assessment scoring and consideration for college credit (not based on a written exam). | Performing Fine Arts/ Elective | 1.0 Credit |
| 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, 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. | Performing Fine Arts/ Elective | 1.0 Credit |
| 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 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. | Performing Fine Arts/ Elective | 1.0 Credit |
| Drawing 1 | 2 | | 0104340X | Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in drawing. Students practice, sketch, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials. | Performing Fine Arts/ Elective | 1.0 Credit |
| Drawing 2 | 2 | | 0104350X | Students develop and refine technical skills and create 2-D compositions with a variety of media in drawing. Student artists sketch, manipulate, and refine the structural elements of art to improve mark-making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials. | Performing Fine Arts/ Elective | 1.0 Credit |
| Drawing 3 Honors | 3 | | 01043604 | Students demonstrate proficiency in the conceptual development of content in drawing to create self-directed or collaborative 2-D artwork suitable for inclusion in a portfolio. Students produce works that show evidence of developing craftsmanship and quality in the composition. Through the critique process, students evaluate and respond to their own work and that of their peers. Through a focused investigation of traditional techniques, historical and cultural models, and individual expressive goals, students begin to develop a personal art style. This course incorporates hands-on activities and consumption of art materials. | Performing Fine Arts/ Elective | 1.0 Credit |
| Painting 1 | 2 | | 0104370X | Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in painting. Students practice, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials. | Performing Fine Arts/ Elective | 1.0 Credit |
| Painting 2 | 2 | | 0104380X | Students develop and refine technical skills and create 2-D compositions in painting. Student artists manipulate, and refine the structural elements of art to improve mark-making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials. | Performing Fine Arts/ Elective | 1.0 Credit |
| Film 1 | 2 | | 0107410X | Students explore the fundamental concepts, terminology, techniques, and applications of digital imaging to create original work. The instructional focus will be on film. Students produce digital animated images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials. | Performing Fine Arts/ Elective | 1.0 Credit |
| Creative Photography 1 | 2 | | 0108310X | Students explore the aesthetic foundations of art making using beginning photography techniques. This course may include, but is not limited to, color and/or black and white photography via digital media and/or traditional photography. Students become familiar with the basic mechanics of a camera, including lens and shutter operation, compositional foundations, printing an image for display, and evaluating a successful print. Student photographers may use a variety of media and materials, such as 35mm black and white film, single lens reflex camera, digital camera, darkroom, computer application, filters, various papers, digital output, photogram, cyanotypes, Sabatier effect, and pinhole photography. Craftsmanship and quality are reflected in the surface of the prints and the care of the materials. Photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials. | Performing Fine Arts/ Elective | 1.0 Credit |
| Creative Photography 2 | 2 | | 0108320X | Students experiment with a variety of photographic media and techniques, and make connections with historical and contemporary photographers to develop a focused body of work. This course may include, but is not limited to, researching the history of photography, making connections to contemporary and community photographers, critiquing with varied techniques, and experimenting with a variety of photographic media. Processes and techniques include, but are not limited to, handcrafted pinhole cameras, hand-tinted photographs, mixed media, cyanotypes, medium format, photo collage, cross-processing, creative filters, infrared and slide film, night photography, macro, panoramic, and/or digital output via a variety of media. Craftsmanship and quality are reflected in the surface of the prints, care of the materials, attention to compositional conventions, and expression of ideas and feelings. Photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials. | Performing Fine Arts/ Elective | 1.0 Credit |
| Creative Photography 3 Honors | 3 | | 01083304 | Students lead a focused investigation of a subject matter from ideation to completion. Students select a theme, develop a concept, and prepare the work for public viewing, portfolio, distribution, and/or exhibit. This course may include, but is not limited to, research, collaboration, installation, history of photography, making connections to contemporary and community photographers, and critiquing with varied techniques. Processes, techniques, and media may include, but are not limited to, video, film, high speed photography, studio lighting, flash, long exposure, formal portraiture, large format, HDR, RAW processing, and digital output on a variety of media, including non-traditional materials. Craftsmanship and quality are reflected in the surface of the print, care of the materials, attention to compositional conventions, the display setting, and expression of ideas and feelings. Photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials. | Performing Fine Arts/ Elective | 1.0 Credit |
| Portfolio Development: 3D Design Honors | 3 | | 01093304 | 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 clay, wood, wire, glass, metal, jewelry, fabrics/fibers, fashion design, green design, industrial design, and/or objects for interior design or architecture that integrate 3-dimensional design issues in a purposeful way. Students regularly reflect on aesthetics and art issues individually and as a group, and manipulate the structural elements of art and organizational principles of design to create 3-dimensional works of art that are progressively more innovative and representative of the student's artistic and cognitive growth. In keeping with the rigor expected in an accelerated setting, students' portfolios show personal vision and artistic growth over time, mastery of visual art skills and techniques, and evidence of sophisticated analytical and problem-solving skills based on their structural, historical, and cultural knowledge. Students are self-directed and display readiness for high levels of critical thinking, research, conceptual thinking, and creative risk-taking. This course incorporates hands-on activities and consumption of art materials. | Performing Fine Arts/ Elective | 1.0 Credit |
| Digital Art Imaging 1 | 2 | | 0108370X | Students explore the fundamental concepts, terminology, techniques, and applications of digital imaging to create original work. Students produce digital still images through the single or combined use of computers, digital cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials. | Performing Fine Arts/ Elective | 1.0 Credit |
| Digital Art Imaging 2 | 2 | | 0108380X | Students explore and develop concepts, terminology, techniques, and applications to design, create, print, and display original two-dimensional graphic and fine works of art. As they become more adept at using the tools and techniques available to them, students design digital still images through the single or combined use of computers, digital cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own designs and images and those of their peers to measure artistic growth with increasing sophistication. This course incorporates hands-on activities, the use of technology, and consumption of art materials. | Performing Fine Arts/ Elective | 1.0 Credit |
| Digital Art Imaging 3 Honors | 3 | | 01083904 | Students explore advanced topics through project-based work, becoming more self-directed in their acquisition and use of concepts, terminology, techniques, and applications to design, create, print, and display original two-dimensional graphic and fine works of art in print and web formats. As they become more adept at using the tools and techniques available to them, students design and produce digital still images through the single or combined use of computers, digital cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own designs and images and those of their peers to measure artistic growth with increasing sophistication and independence to promote risk-taking in the completion of conceptually based, self-directed work. This course incorporates hands-on activities, the use of technology, and consumption of art materials. | Performing Fine Arts/ Elective | 1.0 Credit |
| Art History and Criticism 1 Honors | 3 | | 01003304 | Students explore the role of art in history and culture through observation and analysis of significant works of art and architecture from Prehistory through the 16th century. Student historians investigate the societal context of works, considering traditional forms and conventions of representation, symbology, and the purposes for which the art was created. The course includes an introduction to the methodologies of art history and criticism, study of the media and techniques used by artists from various cultures and time periods, and use of appropriate terminology in verbal and written analyses of artworks drawn from around the world. Student historians critique and compare works across time and cultures to develop an understanding of, and respect for, the visual arts as a chronicle of history, cultural heritage, and the human experience. This course may incorporate hands-on activities and consumption of art materials. | Performing Fine Arts/ Elective | 1.0 Credit |
| 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 |
| Advanced Placement Art - Art  History | 3 | | 01003005 | This course parallels basic college level introductory course in art history. Students explore major forms of artistic expression (to include architecture, sculpture, painting and other media), analyze artwork within historical and cultural context, and articulate visual and historical concepts in both verbal and written form. Students take a written College Board AP Art History exam for consideration to earn college credit. | Performing Fine Arts/ Elective | 1.0 Credit |
| AICE Art and  Design 1  AICE Art and  Design -  Photography | 3  3 | | 01013705  01083605 | The Cambridge International A Level Art and Design syllabus considers expression and communication. Learners gain an understanding of visual perception and aesthetic experience, and the ways in which art and design creates a language of its own. Most of the work for this syllabus is practical or studio based, so that learners can develop their abilities of observation and analysis of the visual world, sensitivity, skill, personal expression and imagination. They also learn how to relate their skills to an enhanced knowledge of their own cultures, past and present, as well as an appreciation of practical design problems. | 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. | | | | | | |
| Introduction to Drama | 2 | | 0400300X | Students explore various performance, technical, and administrative aspects of theatre. Students learn about basic characterization through physical activity, reading selected theatre literature, reading and writing theatrical reviews, and analysis of such tools as scripts, costuming, and theatrical makeup. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom. | Performing Fine Arts/ Elective | 0.5 Credit |
| 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 courseis 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 vision and artistic growth over time; mastery of theatre skills and techniques in one or more areas; and evidence of significant oral and written analytical and problem-solving skills based on their structural, historical, and cultural knowledge. | Performing Fine Arts/ Elective | 1.0 Credit |
| Theatre 4 Honors | 3 | | 04003404 | This course provides opportunities for students with extensive theatre experience to build on Theatre 3 skills. Students work independently and are self-directed in study and performance. | Performing Fine Arts/ Elective | 1.0 Credit |
| Technical Theatre: Design and Production 1 | 2 | | 0400410X | This course is a beginning level course that focuses on developing the basic skills and procedures for creating elements of technical theatre, including costumes, lighting, makeup, properties (props), publicity, scenery, and sound. Technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials are central to success in this course. Students explore and learn to analyze dramatic scripts, seeking production solutions through historical, cultural, and geographic research. Students also learn the basics of standard conventions of design presentation and documentation. | Performing Fine Arts/ Elective | 1.0 Credit |
| Technical Theatre: Design and Production 2 | 2 | | 0400420X | This coursefurther examines the content from level 1 and is designed for students with a year or more experience in technical theatre. This course focuses on the design and application of basic tools and procedures in technical theatre. Students develop assessment and problem-solving skills and the ability to make connections with literature, culture, history and other content areas. | Performing Fine Arts/ Elective | 1.0 Credit |
| Technical Theatre: Design and Production 3 | 2 | | 0400430X | Students regularly reflect on aesthetics and issues related to and addressed through theatre, and create within various aspects of theatre. Student designers and technicians assemble a portfolio that showcases a body of work representing artistic growth over time; growing command of theatre skills and techniques in one or more areas; and evidence of significant oral and written analytical and problem-solving skills. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom. | Performing Fine Arts/ Elective | 1.0 Credit |
| Technical Theatre: Design and Production 4 Honors | 3 | | 04004404 | 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. Students analyze increasingly more sophisticated theatre literature to inform the work of developing technical design and production pieces for one-acts or a larger production. Students assemble a portfolio that showcases an extensive body of work representing personal vision and artistic growth over time. Public performances may serve as a culmination of specific instructional goals. Students may be required to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. | Performing Fine Arts/ Elective | 1.0 Credit |
| Musical Theatre 1 | 2 | | 0400700X | This is a course for students with little or limited experience in musical theatre that focuses on, but is not limited to, acting, vocal performance, dance, non-dance movement, and staging, which transfer readily to performances in musicals and other venues. Students survey the evolution of music through a humanities approach and representative literature. Music theatre students explore the unique staging and technical demands of musicals in contrast to non-musical plays. Public performances may serve as a culmination of specific instructional goals. | Performing Fine Arts/ Elective | 1.0 Credit |
| Musical Theatre 2 | 2 | | 0400710X | This course further examines the content in level 1 and is designed for students with a year or more experience in musical theatre. Students learn from the styles and techniques used by well-known singer-actor-dancers and choreographers, examine contributions of well-known performers, writers, composers, and choreographers. Students extend their vocal, dance and movement techniques and learn to analyze the components of musical theatre to build a performance portfolio for auditions and/or interviews. | Performing Fine Arts/ Elective | 1.0 Credit |
| Musical Theatre 3 | 2 | | 0400720X | Students refine their audition techniques and performance/audition portfolio, and consider the contributions of musical theatre in the community and beyond. Students select a number of pieces to showcase their abilities and become conversant about individuals who, currently and in the past, are considered major contributors to the field. Students refine their dance and movement techniques required to sing and dance for long periods of time in rehearsals and performance. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. | Performing Fine Arts/ Elective | 1.0 Credit |
| Theatre Directing and Stage Management 1 | 2 | | 0400500X | Students learn how to select, organize, and mount formal and informal staged productions by means of exploring the leadership roles of director and stage manager. Students focus on the nature and responsibilities of the director and stage manager in relation to the entire production team; the effect of the director's concept on the overall production; vocabulary and principles of the various elements of play production; techniques used to create an effective theatre work; and basic knowledge and application of staging. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. | Performing Fine Arts/ Elective | 1.0 Credit |
| Theatre, Cinema and Film Production | 2 | | 0400660X | In Theatre, Cinema, and Film Production, a one-credit course, students explore the elements of film and cinematic techniques used by those who create movies. Students study the techniques in film that serve the story and articulate the theme. Students also prepare a comparative for theatre, film, and literature. Public performances may serve as a resource for specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or film production beyond the school day to support, extend, and assess learning in the classroom. | Performing Fine Arts/ Elective | 1.0 Credit |
| WORLD LANGUAGES | | | | | | |
| French 1  Spanish 1  Latin 1  German 1  Chinese 1 | 2  2  2  2  2 | | 0701320X  0708340X  0706300X  0702320X  0711300X | 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.  NOTE: Latin students will focus more on reading and interpreting written passages rather than using oral modes of communication. | Elective | 1.0 Credit  Each |
| French 2  Spanish 2  Latin 2  German 2  Chinese 2 | 2  2  2  2  2 | | 0701330X  0708350X  0706310X  0702330X  0711310X | Level 2 reinforces the fundamental skills acquired by the students in Level 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Level 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. Emphasis is placed on proficient communication from Novice-Mid to Intermediate-Low levels in the language. The cultural survey of the target language-speaking people is continued. **To be successful in upper levels of world language study, satisfactory completion of the previous levels or of a district approved examination for placement is necessary.**  NOTE: Latin students will focus more on reading and interpreting written passages rather than using oral modes of communication. | Elective | 1.0 Credit  Each |
| French 3 Honors  Spanish 3 Honors  Latin 3 Honors  German 3 Honors  Chinese 3 Honors | 3  3  3  3  3 | | 07013404  07083604  07063204  07023404  07113204 | 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.  NOTE: Latin students will focus more on reading and interpreting written passages rather than using oral modes of communication. | Elective | 1.0 Credit  Each |
| French 4 Honors  Spanish 4 Honors  Latin 4 Honors  German 4 Honors | 3  3  3  3 | | 07013504  07083704  07063304  07023504 | 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.  NOTE: Latin students will focus more on reading and interpreting written passages rather than using oral modes of communication. | Elective | 1.0 Credit  Each |
| Advanced Placement French Language and Culture  Advanced Placement German Language and Culture  Advanced Placement Spanish Language | 3  3  3 | | 07013805  07023805  07084005 | 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 Latin | 3 | | 07063755 | Students are expected to be able to translate accurately from Latin into English the poetry they are reading and to demonstrate a grasp of grammatical structures and vocabulary. Students are also required to develop an understanding of the literary techniques of Latin writers, poetic meters and stylistic analysis. This course includes the study of the cultural, social, and political context of the literature on the AP College Board syllabus. | Elective | 1.0 Credit |
| Advanced Placement Spanish Literature | 3 | | 07084105 | It is recommended that students take AP Spanish Language first. Students are introduced to the diverse literature written in Spanish and guided to reflect on the many voices and cultures included in this very rich literature. Students must read and analyze a variety of texts, which may or may not come from a required reading list from the College Board. This course follows the Advanced Placement Program Guidelines as established by College Board. | Elective | 1.0 Credit |
| AICE Spanish Language A Level  AICE Spanish Language AS Level | 3  3 | | 07085305  07085385 | The Cambridge International A and AS Level Spanish courses enable learners to achieve greater fluency, accuracy and confidence in the language as it is spoken and written and improve their communication skills. They will learn how to improve their use of Spanish in a variety of situations, understanding how to read texts and other source materials, extract information, initiate conversations and respond to questions both orally and in writing. | Elective | 1.0 Credit  Each |
| LANGUAGE ARTS | | | | | | |
| 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. 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. | | | | | | |
| Intensive Reading 1 | 2 | |  | This course is designed for 9th grade students reading below grade level. The purpose of this course is to provide intervention in the area of English Language Arts (ELA) to increase students’ ability to decode, comprehend and think critically about text. The course includes foundational skill standards to be used until a student has mastered the standards of the 9th grade English course. | Elective | Multiple |
| Intensive Reading 2 | 2 | |  | This course is designed for 10th grade students reading below grade level. The purpose of this course is to provide intervention in the area of English Language Arts (ELA) to increase students’ ability to decode, comprehend and think critically about text. The course includes foundational skill standards to be used until a student has mastered the standards of the 10th grade English course. | Elective | Multiple |
| Intensive Reading 3 | 2 | |  | This course is designed for 11th grade students reading below grade level. The purpose of this course is to provide intervention in the area of English Language Arts (ELA) to increase students’ ability to decode, comprehend and think critically about text. The course includes foundational skill standards to be used until a student has mastered the standards of the 11th grade English course. | Elective | Multiple |
| Intensive Reading 4 | 2 | |  | This course is designed for 12th grade students reading below grade level. The purpose of this course is to provide intervention in the area of English Language Arts (ELA) to increase students’ ability to decode, comprehend and think critically about text. The course includes foundational skill standards to be used until a student has mastered the standards of the 12th grade English course. | Elective | Multiple |
| English 1  English Honors 1  English 2  English Honors 2  English 3  English Honors 3  English 4  English Honors 4 | 2  3  2  3  2  3  2  3 | | 1001310X  10013204  1001340X  10013504  1001370X  10013804  1001400X  10014104 | 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 variety of electronic media to create, revise, retrieve, and verify information; 8) demonstrate understanding of the impact of mass media and the regulations that govern its use.  Honors level courses are for students seeking the demands of an advanced curriculum; work in and out of class will challenge the student to produce with more depth and breadth. | English | 1.0 Credit Each |
| English 4: Florida College Prep | 2 | | 1001405X | Provides an opportunity for identified students to demonstrate reading and writing postsecondary readiness. | English | 1.0 Credit |
| Communications Methodology Honors | 3 | | 10014804 | Enables students to refine communication and critical thinking skills important for success in post-secondary education and employment. This course will assist the student in completing the required Senior Project. It will emphasize the following: research for communication, principles of effective speaking and debate, writing and presentation processes, communication strategies for employment, analysis and evaluation of communication, analysis of mass media. Some of the content covered in this course enables students to develop goal setting, enhance problem solving skills, increase communication skills and techniques, utilize time management techniques and acquire stress management techniques.  In some schools this course is directly related to senior project and helps students with meeting the requirements for senior project and is required for all seniors. Seniors will get an opportunity to work on college applications, apply for scholarships, write college essays and learn about Bright Futures. | Elective | 1.0 Credit |
| 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  Journalism 2  Journalism 3  Journalism 4 | 2  2  2  2 | | 1006300X  1006310X  1006320X  1006330X | Provides instruction in writing and production skills related to various journalistic media. Includes news-gathering and writing; development of editorials; sports and feature articles; electronic design and production; and management of journalistic enterprises. | Practical Arts/ Elective | 1.0 Credit Each |
| Journalism 5  Honors  Journalism 6  Honors | 3  3 | | 10063314  10063324 | The purpose of this course is to perform advanced skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to develop advanced knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media. | Practical Arts/  Elective | 1.0 Credit Each |
| Creative Writing 1  Creative Writing 2 | 2  2 | | 1009320X  1009330X | The purpose of this course is to enable students to develop and use grade 9-10 writing and language skills for creative expression in a variety of literary forms. Studying and modeling a variety of genres will be emphasized at this level of creative writing. | Elective | 0.5 Credit Each |
| Creative Writing 3 Honors  Creative Writing 4 Honors  Creative Writing 5 Honors | 3  3  3 | | 10093314  10093324  10093334 | The purpose of this course is to enable students to develop and use grade 11-12 writing and language skills for advanced creative expression in a variety of literary forms. Emphasis will be on development of a personal writing style with concentration on one or two particular genres. | Elective | 1.0 Credit Each |
| Speech 1  Speech 2 | 2  2 | | 1007305X  1007315X | The purpose of this course is to develop students' beginning awareness, understanding, and application of language arts as they apply to oral communication concepts and strategies in a variety of given settings. | Performing Fine Arts | 0.5 Credit Each |
| Pre-AICE English Language | 3 | | 10015604 | Cambridge IGCSE First Language English learners develop the ability to communicate clearly, accurately and effectively in both speech and writing. They learn how to employ a wide-ranging vocabulary, use correct grammar, spelling and punctuation, and develop a personal style and an awareness of the audience being addressed.  Learners are also encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which English can be used. Cambridge IGCSE First Language English also develops more general analysis and communication skills such as synthesis, inference, and the ability to order facts and present opinions effectively. | English | 1.0 Credit |
| AICE Language | 3 | | 10015505 | Cambridge International AS and A Level English Language gives learners the opportunity to study English language and its use in contemporary communication. It aims to encourage a critical response to texts in a range of forms, styles and contexts, and to promote skills of communication, reading, research and analysis.  Through their study, learners will develop an ability to read and analyze material, gaining further knowledge and understanding of English language features and issues, and writing clearly, accurately, creatively and effectively for different purposes and audiences. | English | 1.0 Credit |
| Pre-AICE English Literature | 3 | | 10053804 | AICE Literature provides students with an opportunity to study several pieces of literature in four genres in order to gain a greater understanding of literary techniques, themes, purpose, etc. Students will read assigned literature at home and spend class time dissecting the materials through a variety of venues. Student will also learn to express their interpretations of the works through written analytical essays that demonstrate a strong grasp of the English language. | English | 1.0 Credit |
| AICE Literature | 3 | | 10053705 | Learners following the Cambridge International AS and A Level English syllabus will study a range of texts in the three main forms: prose, poetry and drama. Set texts are offered from a wide range of different periods and cultures. Learners will develop skills of reading and analysis of texts, and are encouraged to undertake wider reading to aid understanding of the texts studied. They will learn skills of effective and appropriate communication including the ability to discuss the critical context of texts. | English | 1.0 Credit |
| AICE English General Paper | 3 | | 10094005 | The Cambridge International AS Level English General Paper encourages learners to engage with a variety of topics, including knowledge and understanding gained from study of other subjects. They learn to become confident in analyzing knowledge and opinion from a variety of sources, to build arguments and to communicate through written English. | English | 1.0 Credit |
| MATHEMATICS | | | | | | |
| Intensive Mathematics | 1 | | 1200400X | Enables students to develop mathematics skills and concepts through remedial instruction and practice. | Elective | Multiple |
| Algebra 1 | 2 | | 1200310X | Includes developing an understanding of relationships between quantities and reasoning with equations; linear and exponential relationships; descriptive statistics; expressions and equations; and quadratic functions and modeling. | Algebra I | 1.0 Credit |
| Geometry  Geometry Honors | 2  3 | | 1206310X  12063204 | Includes developing an understanding of congruence, proof, and constructions; similarity, proof, and trigonometry; extending to three dimensions; connecting Algebra and Geometry through coordinates; and circles with and without coordinates. | Geometry | 1.0 Credit |
| Pre-AICE Math 2  (Geometry Honors  Equivalent) | 3 | | 12098204 | An essential subject for all learners, Cambridge IGCSE Mathematics is a fully examined course which encourages the development of mathematical knowledge as a key life skill, and as a basis for more advanced study. 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, circles, along with three-dimensional and coordinate geometry. | Geometry | 1.0 Credit |
| Algebra 2  Algebra 2 Honors | 2  3 | | 1200330X  12003404 | Building on the work with linear, quadratic, and exponential functions, this course extends the repertoire of functions to include polynomial, rational, radical and trigonometric functions. Students work closely on modeling and application of functions while finishing with inferences and conclusions of data along with application of probability and statistics. | Math | 1.0 Credit |
| Pre-AICE Math 3 (Algebra 2 Honors equivalent) | 3 | | 12098254 | An essential subject for all learners, Cambridge IGCSE Mathematics is a fully examined course which encourages the development of mathematical knowledge as a key life skill, and as a basis for more advanced study. 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 |
| 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 |
| Math for College Liberal Arts | 2 | | 1207350X | In Mathematics for College Liberal Arts, instructional time will emphasize five areas: (1) analyzing and applying linear and exponential functions within a real-world context; (2) utilizing geometric concepts to solve real-world problems; (3) extending understanding of probability theory; (4) representing and interpreting univariate and bivariate data and (5) developing understanding of logic and set theory. | Math | 1.0 Credit |
| Math for College Statistics | 2 | | 1210305X | In Mathematics for College Statistics, instructional time will emphasize four areas: (1) analyzing and applying linear and exponential functions within the context of statistics; (2) extending understanding of probability using data and various representations, including two-way tables and Venn Diagrams; (3) representing and interpreting univariate and bivariate categorical and numerical data and (4) determining the appropriateness of different types of statistical studies. | Math | 1.0 Credit |
| Math for College Algebra | 2 | | 1200710X | In Mathematics for College Algebra, instructional time will emphasize five areas: (1) developing fluency with the Laws of Exponents with numerical and algebraic expressions; (2) extending arithmetic operations with algebraic expressions to include rational and polynomial expressions; (3) solving one-variable exponential, logarithmic, radical and rational equations and interpreting the viability of solutions in real-world contexts; (4) modeling with and applying linear, quadratic, absolute value, exponential, logarithmic and piecewise functions and systems of linear equations and inequalities; (5) extending knowledge of functions to include inverse and composition. | Math | 1.0 Credit |
| Math for Data and Financial Literacy | 2 | | 1200387X | In Mathematics for Data and Financial Literacy, instructional time will emphasize five areas: (1) extending knowledge of ratios, proportions and functions to data and financial contexts; (2) developing understanding of basic economic and accounting principles; (3) determining advantages and disadvantages of credit accounts and short- and long-term loans; (4) developing understanding of planning for the future through investments, insurance and retirement plans and (5) extending knowledge of data analysis to create and evaluate reports and to make predictions. | Math | 1.0 Credit |
| AICE  Mathematics 1 AS  AICE  Mathematics and  Probability and  Statistics 1 AS  Level  AICE  Mathematics and  Probability and  Statistics 2 A  Level | 3  3  3 | | 12023525  12023625  12023645 | Cambridge International AS and A Level Mathematics builds on the skills acquired at Cambridge IGCSE (or equivalent) level. The syllabus allows teachers to choose from three different routes to Cambridge International AS Level Mathematics: Pure Mathematics only, Pure Mathematics and Mechanics or Pure Mathematics and Probability and Statistics.  Teachers can also choose from three different routes to Cambridge International A Level Mathematics depending on the choice of Mechanics, or Probability and Statistics, or both, in the broad area of 'applications'. | 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 semester college calculus courses; it extends the content learned in AB to different types of equations and introduces the topic of sequences and series. | Math | 1.0 Credit |
| Probability and Statistics with Applications Honors | 3 | | 12103004 | Students learn counting methods, probability, descriptive statistics, graphs of data, the normal curve, statistical inference, and linear regression. Problem-solving activities provide an opportunity for students to demonstrate their skills in real-world situations. | Math | 1.0 Credit |
| Advanced Placement Statistics | 3 | | 12103205 | This course is the equivalent of an introductory college-level course. 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 A | 3 | | 02003205 | The Computer Science A course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approached to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. This course emphasizes both object-oriented and imperative problem solving and design. These techniques represent proven approaches for developing solutions that can scale up from small simple problems to large, complex problems. | Math | 1.0 Credit |
| Advanced Placement Computer Science Principles | 3 | | 02003355 | The AP Computer Science Principles course is equivalent to an introductory college-level course. Students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. Students will develop effective communication and collaboration skills by working individually and collaboratively to solve problems and will discuss and write about the impacts these solutions could have on their community, society, and the world. | Math | 1.0 Credit |
| MUSIC | | | | | | |
| 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 |
| *Note for ALL Band Courses: Extra rehearsals and performances are required and selected students may be required to perform in the marching band.* | | | | | | |
| 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 aesthetic musical awareness culminating in periodic public performances. | Performing Fine Arts/  Elective | 1.0 Credit |
| 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.  *Admission is by teacher approval.* | 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.  *Admission is by teacher approval.* | 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.  *Admission is by teacher approval.* | 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-quality repertoire, ranging from early music to the contemporary. Musical independence and leadership are particularly encouraged in this setting.  *Admission is by teacher approval.* | Performing Fine Arts/  Elective | 1.0 Credit |
| Band 6 Honors | 3 | | 13023504 | This year-long, highly advanced course, designed for students with substantial experience in solo performance and larger performing ensembles, promotes significant engagement with and appreciation for music through performance of sophisticated wind and percussion literature. Study focuses on mastery of highly advanced music skills, techniques, and processes, as well as creativity through composition and/or arranging and use of current technology to enhance creativity and performance effectiveness. This course also provides significant opportunities for student leadership through peer mentoring, solo work, and participation as a performer or coach in a small or large ensemble.  *Admission is by teacher approval.* | Performing Fine Arts/  Elective | 1.0 Credit |
| *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.* | | | | | | |
| 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.  *Admission is by teacher approval.* | 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. *Admission is by teacher approval.* | Performing Fine Arts/  Elective | 1.0 Credit |
| Orchestra 4 | 2 | | 1302390X | Students with intermediate-level proficiency in string techniques, music literacy, critical listening skills, and musicianship study, rehearse, and perform high-quality orchestra literature. Student musicians strengthen their reflective, analytical, and problem-solving skills to self-diagnose solutions to performance challenges based on their structural, historical, and cultural understanding of the music. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.  *Admission is by teacher approval.* | Performing Fine Arts/  Elective | 1.0 Credit |
| Orchestra 5 Honors | 3 | | 13024004 | Students with considerable orchestral experience advance their string and ensemble performance techniques, music literacy, music theory, and aesthetic engagement through high-quality orchestra literature. Student musicians use reflection and problem-solving skills to improve performance significantly based on structural, cultural, and historical understanding of the music.  *Admission is by teacher approval.* | 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.  *Admission is by teacher approval.* | Performing Fine Arts/  Elective | 1.0 Credit |
| *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.* | | | | | | |
| 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 the music. Students explore more demanding solo literature, etudes, and technical exercises with increasing independence. | Performing Fine Arts/  Elective | 1.0 Credit Each |
| 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  Jazz Ensemble 2  Jazz Ensemble 3  Jazz Ensemble 4 Honors | 2  2  2  3 | | 1302500X  1302510X  1302520X  13025304 | 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.  *Extra rehearsals and performances are required for these courses.*  *Admission is by teacher approval* | Performing Fine Arts/  Elective | 1.0 Credit Each |
| AICE Music 1 | 3 | | 13003955 | Cambridge International AS and A Level Music learners develop an appreciation of, and an informed critical response to, music of the Western tradition from at least two genres and periods.  Learners discover how to listen attentively and responsively to develop a better understanding of the musical processes at work; they also learn how to communicate this understanding, supporting their judgements by evidence-based argument.  As part of the course, learners are encouraged to develop their own creative and interpretative skills through the disciplines of composing and performing in Western and/or non-Western traditions. This leads, in turn, to a deeper understanding of music in its wider cultural context. | Performing  Fine Arts/  Elective | 1.0 Credit |
| *Note for ALL Chorus Courses: Extra rehearsals and performances are required.* | | | | | | |
| 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.  *Admission is by teacher approval.* | 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.  *Admission is by teacher approval.* | Performing Fine Arts/  Elective | 1.0 Credit |
| Chorus 4 | 2 | | 1303330X | This year-long, intermediate-level class is designed for students with previous participation in a high school chorus and moderate skills in critical listening, vocal techniques, music literacy, and choral performance. Rehearsals focus on enhancing these skills and students' aesthetic engagement with music through a variety of high-quality three- and four-part choral literature, providing students with the means to learn how to reflect and use a combination of analytical, assessment, and problem-solving skills consistently to improve their own and others' performance.  *Admission is by teacher approval.* | 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.  *Admission is by teacher approval.* | 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.  *Admission is by teacher approval.* | Performing Fine Arts/  Elective | 1.0 Credit |
| *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*. | | | | | | |
| 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, they learn beginning music theory, musicianship, and choral performance skills. | Performing Fine Arts/  Elective | 1.0 Credit |
| 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.  *Admission is by teacher approval.* | 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.  *Admission is by teacher approval.* | 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.  *Admission is by teacher approval.* | Performing Fine Arts/  Elective | 1.0 Credit |
| *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.* | | | | | | |
| 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.  *Admission is by teacher approval.* | 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.  *Admission is by teacher approval.* | 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 and develop artistry independently through a variety of advanced solos, etudes, and excerpts.  *Admission is by teacher approval.* | Performing Fine Arts/  Elective | 1.0 Credit |
| Vocal Ensemble 1  Vocal Ensemble 2  Vocal Ensemble 3  Vocal Ensemble 4 Honors | 2  2  2  3 | | 1303440X  1303450X  1303460X  13034704 | Designed for the more advanced student of the choral division. Membership is selected from Chorus 1-6 by audition. Includes development of appropriate vocal performance techniques, stylistic interpretations of a variety of literature, and may include instrumental accompaniment and choreography.  *Admission by teacher approval.* | Performing Fine Arts/  Elective | 1.0 Credit Each |
| *Note for ALL Keyboard 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.* | | | | | | |
| Keyboard 1 | 2 | | 1301360X | Students build fundamental piano techniques while learning to read music, acquire and apply knowledge of basic music theory, and explore the role of keyboard music in history and culture. Beginning pianists develop skills in analytical listening and explore musical creativity in the form of basic improvisation and basic composition. | Performing Fine Arts/  Elective | 1.0 Credit |
| Keyboard 2 | 2 | | 1301370X | Students build on previous piano techniques and skills through reading music, acquiring and applying knowledge of music theory, and exploring the role of keyboard music in history and culture. Students learn repertoire from various styles and time periods, exploring the historical influence keyboards have had on music performance and composition. Students explore the basic tools of music technology (i.e., MIDI keyboards). | Performing Fine Arts/  Elective | 1.0 Credit |
| Keyboard 3 | 2 | | 1301380X | Students further develop advanced knowledge of piano techniques, musical literacy, solo and ensemble performance skills, and related musical knowledge, using a variety of advanced piano literature. Students explore the historical influence keyboards have had on music performance and composition, and apply criteria to assess their own and others' piano performances. Students extend their knowledge of music technology (i.e., MIDI keyboards) and its connection to the computer and other sound-generating devices. | Performing Fine Arts/  Elective | 1.0 Credit |
| PHYSICAL EDUCATION | | | | | | |
| *In order to comply with federal regulations, no physical education course will be closed to students on the basis of gender; however, some courses may have other requirements. Once students are enrolled in a class, they may be grouped by skills, or by gender, during a contact sport or activity.* | | | | | | |
| 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.  **Meets the one credit Physical Education graduation requirement.** | Physical Education | 1.0 Credit |
| First Aid and Safety | 2 | | 0800320X | The purpose of this course is to enable students to acquire skills in first aid, emergency care, and personal safety. | Elective | 0.5 Credit |
| 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 |
| Health  Explorations  Honors | 3 | | 0800360X | The purpose of this course is for students to apply health-related research practices. Experiences include discourses in major health problems in society, modern health practices, current scientific findings related to human diseases and disorders, collection, analysis and evaluation of health information, health advocacy trends, and health career investigations. | Elective | 0.5 Credit |
| Fitness Lifestyle Design | 2 | | 1501310X | Enables students to extend their knowledge of fitness concepts; design, implement, and evaluate a personal fitness program; and develop an individualized level of health-related fitness. | Elective | 0.5 Credit |
| Comprehensive Fitness | 2 | | 1501390X | This fitness course is designed for high school students and intended to be 18 weeks in length. The purpose of this course is to provide students with the knowledge, skills, and values they need to become healthy and physically active for a lifetime. This course addresses both the health and skill-related components of physical fitness which are critical for students' success. Through the course students will design, implement and assess a personal fitness program. | 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.  \**Student must have taken weight training 1 to enroll in this course* | Elective | 0.5 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.  \**Student must have taken weight training 1 and 2 to enroll in this course* | 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.  \**Student must have taken weight training 1, 2 and 3 to enroll in this course* | 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  Basketball 2 | 2  2 | | 1503310X  1503315X | 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.  \* *Basketball 2 provides additional in depth instruction and student leadership opportunities.* | Elective | 0.5 Credit |
| Team Sports 1  Team Sports 2 | 2  2 | | 1503350X  1503360X | 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.  \* *Team Sports 2 provides additional in depth instruction and student leadership opportunities.* | Elective | 0.5 Credit |
| Tennis 1  Tennis 2  Tennis 3 | 2  2  2 | | 1504500X  1504510X  1504520X | The purpose of this course is to enable students to develop basic-level knowledge and skills in tennis and to maintain or improve health-related fitness. | Elective | 0.5 Credit Each |
| 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.  \**Student must have taken Volleyball 1 to enroll in this course* | 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.  *\*Student must have taken Volleyball 1 and 2 to enroll in this course* | Elective | 0.5 Credit |
| Care and Prevention of Athletic Injuries | 2 | | 1502490X | Enables students to develop an understanding of the causes and treatments for various types of athletic related injuries. Students will analyze and evaluate the risks and safety procedures for various athletic pursuits that may affect participation throughout life. | Elective | 0.5 Credit |
| RESEARCH AND CRITICAL THINKING SKILLS | | | | | | |
| Career Research and Decision Making | 2 | 1700380X | | This course will enable students to make informed career choices and develop the skills needed to successfully plan and apply for college or a job.  The course will include the following: goal-setting and decision-making processes, self-assessment, sources of career information, occupational fields and educational requirements -postsecondary education and training opportunities -writing, listening, viewing, and speaking skills for applications and interviews, financial planning and sources of educational financial assistance, and career planning. | Career Research and Decision Making | 0.5 Credit |
| Critical Thinking Study Skills | 2 | 1700370X | | Provides students opportunities to develop test taking skills and demonstrates proficiency on standardized tests. Students will study vocabulary and word attack skills, apply critical thinking skills to mathematics, practice overall test taking strategies, and develop an understanding of college entrance examination formats. | Elective | 0.5 Credit |
| 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 and universities. The AVID course is scheduled during the regular school day as a year-long course. Each week students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities and academic survival skills. There is an emphasis on analytical writing, preparation for college entrance and placement exams, study skills and test taking, note-taking, and research. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, and reading to support their academic growth. Students will increase awareness of their personal contributions to their learning, as well as their involvement in their school and community. Students will prepare for and participate in college entrance and placement exams, while refining study skills and test-taking, note-taking, and research techniques.  *1 full year of this course fulfills Career Research and Decision Making graduation requirements.* | 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 10th grade year, students will continue to refine their academic learning plans and goals, increasing awareness of their actions and behaviors, as well as develop an increased ability to self-monitor, self-regulate, and manage time. Students will expand their writing portfolio to include: analyzing prompts, supporting arguments and claims, character analysis and detailed reflections. Lastly, students will narrow down their college and careers of interest, based on personal interests and goals. | Elective | 1.0 Credit |
| AVID 3 | 2 | 1700410X | | Advancement Via Individual Determination (AVID) is an academic elective course that prepares students to college readiness and success, and is scheduled during the regular school day as a year-long courses. Each week students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, strengthen metacognitive development, analytical reading and writing, communication skills, and academic success skills. The courses emphasize rhetorical reading, analytical writing, collaborative discussion strategies, tutorial inquiry study groups, preparation for college entrance and placement exams, college study skills and test taking strategies, note taking and research. The eleventh grade AVID Elective course is the first part in a junior/senior seminar course that focuses on writing and critical thinking expected of first- and second-year college students. In addition to the academic focus of the AVID seminar, there are college-bound activities, methodologies and tasks that should be undertaken during the junior year to support students as they apply to four-year universities and confirm their postsecondary plans. | Elective | 1.0 Credit |
| AVID 4 | 2 | 1700420X | | This fourth sequence of Advancement Via Individual Determination (AVID) is an academic elective course that prepares students to college readiness and success, and is scheduled during the regular school day as a year-long courses. Each week students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, collaborative study groups, strengthen metacognitive development, analytical reading and writing, communication skills, and academic success skills. In AVID students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization and reading to support their academic growth. In the 12th grade year, students will continue to refine their academic learning plans and goals, create legacy projects including service learning projects/mentoring, as well as develop an increased ability to self-monitor, self-regulate, and manage time. Students will expand their writing portfolio to include: an argumentative research paper on a social issue and detailed reflections lastly, students will prepare for college through the use of inquiry based collaborative study groups utilizing higher order thinking questioning techniques. | Elective | 1.0 Credit |
| AICE Media Studies | 3 | | 11004605 | Cambridge International AS and A Level Media Studies offers learners the chance to develop an understanding and appreciation of the place of media in our everyday lives. The syllabus enables learners to take a hands-on approach to the subject.  Through the coursework components - the Foundation Portfolio for AS Level and the Advanced Portfolio for A Level - they create their own media products from planning through to execution. Learners also consider and analyze examples from existing media, examining production processes and technologies and the effects they achieve. | Elective | 1.0 Credit |
| AICE Thinking  Skills | 3 | | 17003725 | Thinking Skills develops a specific set of intellectual skills, independent of subject content, reflecting the need voiced by universities and employers for more mature and sophisticated ways of thinking. The Thinking Skills syllabus also enables students to approach their other subjects with an improved ability to understand, analyze and resolve problems.  As a result, students will find the course of great benefit when preparing for higher education and for a wide range of careers, including law, scientific research, social science, journalism, medicine, business, accounting and engineering. The Thinking Skills syllabus encourages free and open debate, critical and investigative thinking, and informed and disciplined reasoning. | Elective | 1.0 Credit |
| AICE Global  Perspectives  AS Level  AICE Global  Perspectives  A Level | 3  3 | | 17003645  17003655 | Cambridge International AS and A Level Global Perspectives prepares learners for positive engagement with our rapidly changing world. Learners broaden their outlook through the critical analysis of - and reflection on - issues of global significance.  The Cambridge International AS and A Level Global Perspectives syllabus is based on skills rather than on specific content. Learners develop research, thinking, reasoning and communication skills by following an approach to analyzing and evaluating arguments and perspectives called the Critical Path. Collaborative skills are enhanced through participation in a team project. The skills gained through study of Cambridge  International AS Level Global Perspectives enable students to meet the demands of twenty first century learning and make a successful transition to study in higher education. | Elective | 1.0 Credit |
| 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 |
| JROTC AND MILITARY TRAINING | | | | | | |
| Air Force: Aerospace Science 1 | 2 | 1800300X | | The purpose of this course is to enable students to develop knowledge of the historical development of flight and the role of the military in history. Students also develop knowledge of the Air Force Junior Reserve Officer Training Corps (AFJROTC), individual self-control, citizenship, wellness, health, and fitness. Students practice basic drill techniques and conduct military ceremonies. | Elective | 1.0 Credit |
| Air Force: Aerospace Science 2 | 2 | 1800310X | | The purpose of this course is to enable students to develop knowledge of the aerospace environment, human requirements of flight, principles of aircraft flight, and principles of navigation. Students also develop effective communication skills, understanding of human and group behavior, and basic leadership concepts. Students practice drill movements and observe military customs and ceremonies. | Elective | 1.0 Credit |
| Air Force: Aerospace Science 3 | 2 | 1800320X | | The purpose of this course is to enable students to develop knowledge of the space environment, space programs and technology, and manned space flight. Students develop knowledge and skills related to planning for post secondary education or employment and career opportunities, including financial planning. Students polish skills in marching and conducting military ceremonies. | Elective | 1.0 Credit |
| Air Force: Aerospace Science 4-Leadership Development | 2 | 1800330X | | The purpose of this course is to enable students to develop knowledge of physical and human geography in the major regions of the world. Students develop fundamental management concepts and skills and apply them in corps activities. Drill and ceremony functions are carried out with ease and professionalism. | Elective | 1.0 Credit |
| Advanced Aerospace Science | 2 | 1800340X | | **Demonstrate an understanding of and be able to select and use transportation technologies.** Analyze the vital role played by transportation in the operation of other technologies, such as manufacturing, construction, communication, health and safety, and agriculture. Define intermodalism as the use of different modes of transportation, such as highways, railways, and waterways as part of an interconnected system that can move people and goods easily from one mode to another. Discuss how transportation services and methods have led to a population that is regularly on the move. Identify processes and innovative techniques involved in the design of intelligent and non-intelligent transportation systems.  **Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.** Employ leadership skills to accomplish organizational goals and objectives. Establish and maintain effective working relationships with others in order to accomplish objectives and tasks. Conduct and participate in meetings to accomplish work tasks. Employ mentoring skills to inspire and teach others. | Elective | 1.0 Credit |
| Air Force: Aerospace Science 4-Transportation | 2 | 1800350X | | The purpose of this course is to enable students to develop the necessary foundations for understanding the policies of the United States and the organizations of the United State Air Force. Students develop fundamental management concepts and skills and apply them in corps activities. Drill and ceremony functions are carried out with ease and professionalism. | Elective | 1.0 Credit |
| Air Force: Aerospace Science 4 | 2 | 1800360X | | The purpose of this course is to enable students to develop advanced, in-depth knowledge of aerospace topics. Students develop the foundation for receiving a private pilot license. Students develop fundamental management concepts and skills and apply them in corps activities. Drill and ceremony functions are carried out with ease and professionalism. | Elective | 1.0 Credit |
| Leadership Education 1  Leadership Education 2 | 2  2 | 1800400X  1800410X | | **Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.** Employ leadership skills to accomplish organizational goals and objectives. Establish and maintain effective working relationships with others in order to accomplish objectives and tasks. Conduct and participate in meetings to accomplish work tasks. Employ mentoring skills to inspire and teach others. | Elective | 1.0 Credit |
| Army: Leadership Education and Training 1 | 2 | 1801300X | | The purpose of this course is to enable students to develop knowledge of the history, customs, traditions, and purpose of the Army JROTC. The course includes the development of basic leadership skills including leadership principles, values, and attributes. Students should master appreciation for diversity. Active learning strategies are integrated throughout the course with an emphasis on writing skills and oral communication techniques. Financial planning as well as physical fitness, diet, nutrition, healthy lifestyles, awareness of substance abuse and prevention, and basic first aid measures are included. An overview of the globe and geography and basic map reading skills are incorporated. A study of the United States Constitution, Bill of Rights, responsibilities of United States citizens, and the federal justice system is also provided. | Elective | 1.0 Credit |
| Army: Leadership Education and Training 2 | 2 | 1801310X | | The purpose of this course is to enable students to expand on skills taught in Leadership Education and Training 1. This course introduces the concepts of equal opportunity, fair treatment of minorities, and prevention of sexual harassment. It provides instruction on leadership skills, leadership theories, as well as the basic principles of managements. It provides self-assessments that help students determine their skill sets and opportunities to teach using accepted principles and methods of instruction. It emphasizes community projects to assist in drug prevention efforts. It also includes dietary guidelines, fitness, and map reading and orienteering skills. It discusses the significant events that helped shape and develop the Constitution and government and teachers the role of political parties in the election process. | Elective | 1.0 Credit |
| Army: Leadership Education and Training 3 | 2 | 1801320X | | The purpose of this course is to enable students to expand on skills taught in Leadership Education and Training 2. This course allows cadets to investigate the interrelationships of the services while they continue to build their leadership development and decision-making skills. It includes negation skills and management principles. It emphasizes staff procedures and opportunities to handle various leadership situations as well as prevent violence and manage anger. The research, identification, planning, and execution of service learning activities are included. This course gives cadets the opportunity to apply basic concepts of strategies for career exploration and planning. It teachers how to create a career portfolio and plan for college or work. Financial management principles are studied. Skills for orienteering and/or land navigation are developed. The course also includes studies in the federal judicial system and how historical events have shaped social systems | Elective | 1.0 Credit |
| Army: Leadership Education and Training 4 | 2 | 1801330X | | The purpose of this course is to enable students to expand on skills taught in Leadership Education and Training 3. This course focuses on creating a positive leadership situation, negotiating, decision making, problem solving, team development, project management, and mentoring. Students will demonstrate leadership potential in an assigned command or staff position within the cadet battalion organizational structure. The course teaches cadets how to use emotional intelligence in leadership situations as well as how to maintain a positive attitude. It provides instruction on etiquette, daily planning, financial planning, and careers. It includes requirements for the practical application of leadership duties. It emphasizes physical fitness through healthy individual and group competition. The interactions between groups of people and how they affect the area's cultural, economic, and political characteristics are discussed. Concepts of democracy and freedom and their influence on local governments are also included. | Elective | 1.0 Credit |
| Marine Corps: Leadership Education 1  Marine Corps: Leadership Education 2  Marine Corps: Leadership Education 3  Marine Corps: Leadership Education 4 | 2  2  2  2 | 1803300X  1803310X  1803320X  1803330X | | 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 |
| Naval Science 1 | 2 | 1802300X | | The purpose of this course is to introduce students to the precepts of citizenship, the elements of leadership, and the value of scholarship in attaining life goals. This course will also enable students to develop appreciation for the heritage and traditions of America, to recognize the importance of the role of sea power in America's future, and to develop a sense of pride in his/her organization, associates, and self. These elements are pursued at a fundamental level. | Elective | 1.0 Credit |
| Naval Science 2 | 2 | 1802310X | | The purpose of this course is to engender a sound appreciation of the heritage and traditions of America, with recognition that the historically significant role of sea power will be important in America's future. This course will also enable students to develop a sense of pride in his/her organization, associates, and self. This course will further enable students to develop understanding of maritime geography as it relates to our natural resources, land forms, climate, soil, bodies of water, people, governments, the military, and geopolitics. | Elective | 1.0 Credit |
| Naval Science 3 | 2 | 1802320X | | The purpose of this course is to enable students to further develop understanding the importance of sea power and national security, naval operations and support functions, military law, international law, and the sea. This course will also enable students to develop understanding of the technical area of naval science study. | Elective | 1.0 Credit |
| Naval Science 4 | 2 | 1802330X | | The purpose of this course is to enable students to develop leadership skills including knowledge of individual needs and group dynamics, leadership principles and responsibilities, and effective communication strategies. | Elective | 1.0 Credit |
| SCIENCE | | | | | | |
| Physical Science | 2 | | 2003310X | The physical science course is a well-rounded introduction to the practices of science through biogeochemical, chemistry, and physics content.  It is a conceptual science course where students can explore physical science concepts through hands on investigations and writing scientific explanations based on evidence.  General concepts included in this course are: practices of science, movement of matter and energy in biogeochemical cycles, photosynthesis and cellular respiration, physical and chemical changes, Newton’s Laws, work, power, electromagnetic spectrum, evaluating what is science and what is not, and evaluating/writing scientific claims.  There are no high school mathematics prerequisites as this is a hands on, conceptual course.  The physical science course is targeted for 9th and 10th graders in the Brevard Public Schools science progression. | EQ Science | 1.0 Credit |
| Biology 1  Biology 1 Honors | 2  3 | | 2000310X  20003204 | Emphasizes exploratory experiences in the fundamental concepts of life. Includes scientific processes, structure and function of cells, genetics, classification and taxonomy, structure and function of plants and animals, ecological relationships, and biological changes through time. Experimental design and laboratory investigations are integral to these courses. | Biology | 1.0 Credit  Each |
| Advanced Placement Biology | 3 | | 20003405 | Provides college level learning in biology and prepares the high school student to seek credit and/or appropriate placement in college biology courses. Includes molecular and cellular biology, organismal biology and population biology. | Biology | 1.0 Credit |
| Pre-AICE Biology | 3 | | 20003224 | With an emphasis on human biology, the Cambridge IGCSE Biology syllabus helps learners to understand the technological world in which they live, and take an informed interest in science and scientific developments. Learners gain an understanding of the basic principles of biology through a mix of theoretical and practical studies. They also develop an understanding of the scientific skills essential for further study at Cambridge International A Level, which are useful in everyday life.  As they progress, learners understand how science is studied and practiced, and become aware that the results of scientific research can have both good and bad effects on individuals, communities and the environment. | Biology | 1.0 Credit |
| AICE Biology | 3 | | 20003215 | Cambridge International AS and A Level Biology builds on the skills acquired at Cambridge IGCSE (or equivalent) level. The syllabus includes the main theoretical concepts which are fundamental to the subject, a section on some current applications of biology, and a strong emphasis on advanced practical skills. Practical skills are assessed in a timetabled practical examination.  The emphasis throughout is on the understanding of concepts and the application of biology ideas in novel contexts as well as on the acquisition of knowledge. The course encourages creative thinking and problem-solving skills which are transferable to any future career path. Cambridge International AS and A Level Biology is ideal for learners who want to study biology or a wide variety of related subjects at university or to follow a career in science. | Biology | 1.0 Credit |
| Anatomy and Physiology  Anatomy and Physiology Honors | 2  3 | | 2000350X  20003604 | 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 |
| Ecology | 2 | | 2000380X | The purpose of this course is to enable students to develop understanding of the natural relationships between organisms and other environmental factors. | Science Elective | 1.0 Credit |
| Environmental Science  Environmental Science Honors | 2  3 | | 2001340X  20013414 | This course is designed as an interdisciplinary course to provide students with scientific principles, concepts, and methodologies required to identify and analyze environmental problems and to evaluate risks and alternative solutions for resolving and/or preventing them.  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 |
| AICE  Environmental  Management | 3 | | 20013815 | This AS syllabus covers environmental issues and their management, especially the human aspect. Through their studies, learners gain an understanding of environmental resources and their human exploitation, and the goal of sustainable environmental management. Learners also consider a range of case study material which can feature local, regional or global examples. | EQ Science | 1.0 Credit |
| Advanced Placement Environmental Science | 3 | | 20013805 | Provides college level learning in environmental science and prepares the student to seek credit or appropriate placement in college environmental courses. Includes the interrelationships of the natural world, natural and manmade environmental problems, and solutions for resolving or preventing such problems. | EQ Science | 1.0 Credit |
| Experimental Science 1 Honors  Experimental Science 2 Honors  Experimental Science 3 Honors  Experimental Science 4 Honors | 3  3  3  3 | | 20023404  20023504  20023604  20023704 | Provides high level knowledge and skills related to experimental research design and scientific methodology. | Science Elective | 1.0 Credit Each |
| Forensic  Science 1 | 2 | | 2002480X | Emphasizes the scientific principles and methodologies used by forensic scientists to 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. | EQ Science | 1.0 Credit |
| 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 |
| AICE Marine Science | 3 | | 20025155 | Cambridge International AS and A Level Marine Science provides a coherent and stimulating introduction to the science of the marine environment. The AS part of the course concentrates on the scientific study of the sea and its ecosystems, while the A Level part concentrates on human activities that depend on the sea and have an impact on it. | EQ Science | 1.0 Credit |
| Chemistry 1  Chemistry 1 Honors | 2  3 | | 2003340X  20033504 | 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 |
| Pre-AICE Chemistry | 3 | | 20033724 | The Cambridge IGCSE Chemistry syllabus enables learners to understand the technological world in which they live, and take an informed interest in science and scientific developments. Learners gain an understanding of the basic principles of Chemistry through a mix of theoretical and practical studies. They also develop an understanding of the scientific skills essential for further study at Cambridge International A Level, skills which are useful in everyday life.  As they progress, learners understand how science is studied and practiced, and become aware that the results of scientific research can have both good and bad effects on individuals, communities and the environment. | EQ Science | 1.0 Credit |
| 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  Physics 1 Honors | 2  3 | | 2003380X  20033904 | Emphasizes the theories and laws governing the interaction of matter, energy, and the forces of nature. Includes mechanics, thermo-dynamics, wave phenomenon, magnetism, nuclear physics and electricity. Experimental design and laboratory investigations are integral.  *NOTE: It is strongly recommended that students who intend to attend a 4-year college/ university take one of these courses in high school.* | EQ Science | 1.0 Credit  Each |
| Pre-AICE Physics | 3 | | 20034324 | The Cambridge IGCSE Physics syllabus helps learners to understand the technological world in which they live, and take an informed interest in science and scientific developments. They learn about the basic principles of Physics through a mix of theoretical and practical studies. Learners also develop an understanding of the scientific skills essential for further study at Cambridge International A Level, skills which are useful in everyday life.  As they progress, learners gain an understanding of how science is studied and practiced, and become aware that the results of scientific research can have both good and bad effects on individuals, communities and the environment. | EQ Science | 1.0 Credit |
| AICE Physics | 3 | | 20034315 | Cambridge International AS and A Level Physics builds on the skills acquired at Cambridge IGCSE (or equivalent) level. The syllabus includes the main theoretical concepts which are fundamental to the subject, a section on some current applications of physics, and a strong emphasis on advanced practical skills. Practical skills are assessed in a timetabled practical examination.  The emphasis throughout is on the understanding of concepts and the application of physics ideas in novel contexts as well as on the acquisition of knowledge. The course encourages creative thinking and problem-solving skills which are transferable to any future career path. Cambridge International AS and A Level Physics is ideal for learners who want to study physics or a wide variety of related subjects at university or to follow a career in science. | EQ Science | 1.0 Credit |
| Advanced Placement Physics 1 | 3 | | 20034215 | Provides college level learning in physics and prepares the student to seek credit and/or appropriate placement in college physics courses. Includes Newtonian mechanics; work, energy, and power, mechanical waves, sound and also introduces electric circuits. | EQ Science | 1.0 Credit |
| Advanced Placement Physics 2 | 3 | | 20034225 | Provides college level learning in physics and prepares the student to seek credit and/or appropriate placement in college physics courses. Includes fluid mechanics, thermodynamics, electricity and magnetism, optics, atomic and nuclear physics. | EQ Science | 1.0 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 |
| Astronomy Solar/Galactic Honors | 3 | | 20209104 | Explore our universe, what we know and how we know it!  What are stars, and how do they work?  Find out why galaxies are the way that they are, and what happens if you smash them together.  How did the universe come to be...and where is it going?  Closer to home, we explore our own solar system and what made it the system we see today.  Explore our exploration efforts, and what the future has in store for us!  Unlock the answers to the universe’s secrets—and uncover some new questions—as we dive into astronomy! | EQ Science | 1.0 Credit |
| SOCIAL STUDIES | | | | | | |
| 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). | | | | | | |
| Humanities | 2 | | 0900300X | The purpose of this course is to enable students to survey major creative expressions of the cultural heritage of selected civilizations through study of the arts and their connections to areas such as literature, history, philosophy, and religion. Emphasis will be on the impact of cultural heritage on contemporary society and culture. | Social Studies Elective | 0.5 Credit |
| United States History  United States History Honors | 2  3 | | 2100310X  21003204 | 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 |
| 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 |
| African American History  African American History Honors | 2  3 | | 2100335X  21003364 | The primary content emphasis for this course pertains to the study of the chronological development of African Americans by examining the political, economic, social, religious, military and cultural events that affected the cultural group. Content will include, but is not limited to, West African heritage, the Middle Passage and Triangular Trade, the African Diaspora, significant turning points and trends in the development of African American culture and institutions, enslavement and emancipation, the Abolition, Black Nationalist, and Civil Rights movements, major historical figures and events in African-American history, and contemporary African-American affairs. | Social Studies Elective | 0.5 Credit Each |
| Florida History | 2 | | 2100350X | The primary content emphasis for this course pertains to the study of the chronological development of the state of Florida by examining the political, economic, social, military and cultural events that affected the state. | Social Studies Elective | 0.5 Credit |
| Latin American History  Latin American History Honors | 2  3 | | 2100360X  21003624 | The primary content emphasis for this course pertains to the study of the chronological development of the Latin American people by examining the history and culture of the region with emphasis on the Caribbean Basin, Central America and South America. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the progression of Latin America including, but not limited to, indigenous Native American population prior to the arrival of the Europeans, Spanish heritage, influence and impact of the Catholic Church on Latin American cultures, evolution of political systems and philosophies in Latin American societies, interaction of science and Latin American cultures, Latin American nationalism, origin and course of economic systems and philosophies in Latin American societies, influence of major historical figures and events in Latin American history, and contemporary Latin American affairs. | Social Studies Elective | 1.0 Credit Each |
| African American History | 2 | | 2100364X | The primary content emphasis for this course pertains to the study of the chronological development of African Americans by examining the political, economic, social, religious, military and cultural events that affected the cultural group. Content will include, but is not limited to, West African heritage, the Middle Passage and Triangular Trade, the African Diaspora, significant turning points and trends in the development of African American culture and institutions, enslavement and emancipation, the Abolition, Black Nationalist, and Civil Rights movements, major historical figures and events in African-American history, and contemporary African-American affairs. | Social Studies Elective | 1.0 Credit |
| African History Honors | 3 | | 21003644 | The primary content emphasis for this course pertains to the study of the chronological development of Africa by examining the political, economic, social, religious, military and cultural events that affected the continent. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the progression of the continent including, but not limited to, the physical geography of Africa, prehistory on the African continent, early African civilizations and empires, traditional African religious tradition and cultures, colonialism in Africa, the evolution of political systems and philosophies in African societies and nations, African independence movements and nationalism, major historical figures and events in African history, and contemporary African affairs. | Social Studies Elective | 0.5 Credit |
| AICE United States History 1 AS Level  AICE United States History 2 AL Level | 3  3 | | 21005005  21005055 | Cambridge International AS and A Level History is a flexible and wide-ranging syllabus covering modern history in the nineteenth and twentieth centuries. The syllabus builds upon skills gained at Cambridge IGCSE or Cambridge O Level and develops lifelong skills including understanding issues and themes within a historical period. The emphasis is again on both historical knowledge and on the skills required for historical research. Learners develop an understanding of cause and effect, continuity and change, similarity and difference, and use historical evidence as part of their studies. Learners can select from topics on European, American or International history. | United  States  History | 1.0 Credit Each |
| Personal Financial Literacy  Personal Financial Literacy Honors | 2  3 | | 2101372X  21023744 | The primary content for the course pertains to the study of learning the ideas, concepts, knowledge and skills that will enable students to implement beneficial personal decision-making choices; to become wise, successful, and knowledgeable consumers, savers, investors, users of credit and money managers; and to be participating members of a global workforce and society. | Social Studies Elective | 0.5 Credit Each |
| Economics with Financial Literacy  Economics with Financial Literacy Honors | 2  3 | | 2102335X  21023454 | Course study pertains to the concepts and processes of the national and international economic systems. | Economics | 0.5 Credit  Each |
| 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 |
| World Cultural Geography | 2 | | 2103300X | The primary content emphasis for this course pertains to the study of world cultural regions in terms of location, physical characteristics, demographics, historical changes, land use, and economic activity. | Social Studies Elective | 1.0 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 |
| Global Studies | 2 | | 2104320X | The primary content emphasis for this course pertains to the study of the commonalities and differences among the peoples and cultures of the world and the complex nature of individual, group and national interactions in today's world. | Social Studies Elective | 1.0 Credit |
| Women’s Studies | 2 | | 2104340X | The primary content emphasis for this course pertains to the study of the historical development of women in various cultures, the role of women in shaping history, and of contemporary issues that impact the lives of women. | Social Studies Elective | 0.5 Credit |
| Multicultural Studies | 2 | | 2104600X | The primary content emphasis for this course pertains to the study of the chronological development of multicultural and multiethnic groups in the United States and their influence on the development of American culture. Content should include, but is not limited to, the influence of geography on the social and economic development of Native American culture, the influence of major historical events on the development of a multicultural American society and a study of the political, economic and social aspects of Native American, Hispanic American, African American and Asian American culture. | Social Studies Elective | 0.5 Credit |
| United States Government  United States Government Hon | 2  3 | | 2106310X  21063204 | 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 |
| Political Science | 2 | | 2106340X | The primary content for the course pertains to the study of government institutions and political processes and their influence on American society. | Social  Studies  Elective | 0.5 Credit |
| Law Studies | 2 | | 2106350X | An introduction to fundamental civil and criminal justice procedures by examining the American legal system as the foundation of American society and those laws which have an impact on citizens' lives. | Social Studies  Elective | 0.5 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 |
| Comprehensive Law Honors | 3 | | 21063754 | The primary content for the course pertains to the study of the components and processes associated with the American legal system and the comprehensive examination of the civil and criminal justice systems. Content should include, but is not limited to, the historical antecedents and purpose for laws, the impact of social values on the establishment and interpretation of laws, causes and consequences of crime, evaluation of the adult and juvenile justice systems, significance of the Bill of Rights to the American legal system and elements of constitutionalism, civil and criminal law, family and consumer law, rights and responsibilities under the law, and the adversarial versus inquisitorial systems of justice. This course will incorporate the development of a written appellate brief addressing a contemporary legal question and the presentation of oral arguments to defend their position legally. | Social Studies Elective | 1.0 Credit |
| Legal Systems & Concepts | 2 | | 2106380X | The primary content for the course pertains to the examination of the American legal system and the nature of specific rights granted under the United States Constitution. Content should include, but is not limited to, the historical antecedents of laws and the basis for the creation of laws, the background, principles and applications of the United States Constitution, the rights protected by the Constitution and precedent-setting cases related to these rights, the process for enacting criminal laws at the state and local levels, the stages of the criminal justice system, the government and private agencies which provide services to individuals accused of crimes, the citizen's role in the legal system, the role of women and diverse cultural groups within the justice system, and careers in the justice system. | Social Studies Elective | 0.5 Credit |
| Court Procedures | 2 | | 2106390X | The primary content for the course pertains to the study of the structure, processes and procedures of the judicial systems of the United States and Florida. | 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 |
| AP Comparative Government and Politics | 3 | | 21064305 | An introduction to fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings. | Social Studies  Elective | 0.5 Credit |
| International Relations  International Relations Honors | 2  3 | | 2106440X  21064454 | The primary content emphasis for this course pertains to the study of the functions of the global community, the nature of the modern national state, national goals, and how nations communicate and negotiate to facilitate these goals. Content should include, but is not limited to, the origins of the nation-state system, the role of power politics in the nuclear age, factors that influence relations among nations, such as world population growth, food and other resources, environment, human rights, terrorism, cultural differences, world trade, and technology, ways in which governments conduct foreign policy, the role of international organizations in promoting world peace, the role of women and diverse cultural groups within and among nations, and career opportunities available in international relations. | Social Studies Elective | 1.0 Credit Each |
| American Political Systems Honors | 3 | | 21064604 | The American Political System: Process and Power Honors course consists of the following content area strands: American History, Geography, Civics and Government. The primary content for the course pertains to the study of the political system in America and the dynamics of political issues. Content should include, but is not limited to, the nature of political behavior, power acquisition, maintenance, and extension, classical and modern political theorists, comparison of political systems, evolution of democratic political systems, functions of the three branches of government at the local, state and national levels, Florida government, including the Florida Constitution, municipal and county government, constitutional framework, federalism, and separation of power, including study of the Declaration of Independence, the U.S. Constitution, and the Federalist Papers, evolving role of political parties and interest groups in determining government policy, political decision-making process, the role of women and diverse cultural groups in the development of our political system, and career opportunities available in the government system. | United States Govt | 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 |
| AICE Psychology AS Level  AICE Psychology A Level | 3  3 | | 21073605  21073705 | Cambridge International AS and A Level Psychology learners develop their appreciation of the subject by exploring the ways in which psychology is conducted. As part of their studies, learners also review important research; this provides an insight into the ways in which psychology has been applied, thereby leading to a better understanding of key themes and issues.  The syllabus reflects the five core areas of psychology, namely cognitive, social, physiological, developmental and the psychology of individual differences; it also relates psychology to education, health, organizations, the environment and abnormality. | Social  Studies  Elective | 1.0 Credit  Each |
| Sociology | 2 | | 2108300X | Examines group interactions and their impact on individuals to better understand the beliefs, values and behavior patterns of others. | Social Studies  Elective | 0.5 Credit |
| AICE Sociology 1 AS  AICE Sociology 2 AL | 3  3 | | 21083105  21083205 | In a rapidly changing world, Cambridge International AS and A Level Sociology offers learners the opportunity not only to explore the processes that are shaping current trends, but also to develop an understanding of the complexity and diversity of human societies and their continuities with the past.  The study of sociology stimulates awareness of contemporary social, cultural and political issues, and focuses on the importance of examining these issues in a rigorous, reasoned and analytical way. | Social Studies Elective | 1.0 Credit |
| World History  World History Honors | 2  3 | | 2109310X  21093204 | Examines the political, social, economic, scientific, and cultural events that have affected human civilizations. | World History | 1.0 Credit  Each |
| Pre-AICE World  History | 3 | | 21093214 | The Cambridge IGCSE History syllabus looks at some of the major international issues of the nineteenth and twentieth centuries, as well as covering the history of particular regions in more depth. The emphasis is on both historical knowledge and on the skills required for historical research.  Learners develop an understanding of the nature of cause and effect, continuity and change, similarity and difference and find out how to use and understand historical evidence as part of their studies. Cambridge IGCSE History will stimulate any learner already interested in the past, providing a basis for further study, and also encouraging a lifelong interest in the subject. | World History | 1.0 Credit |
| Contemporary History | 2 | | 2109350X | Content emphasis for this course pertains to the study of the development of the contemporary world within the context of history in order to analyze current events. Students use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings. | Social Studies Elective | 0.5 Credit |
| AICE European History | 3 | | 21093715 | Cambridge International AS and A Level History is a flexible and wide-ranging syllabus covering modern history in the nineteenth and twentieth centuries. The syllabus builds upon skills gained at Cambridge IGCSE or Cambridge A Level and develops lifelong skills including understanding issues and themes within a historical period. The emphasis is again on both historical knowledge and on the skills required for historical research. Learners develop an understanding of cause and effect, continuity and change, similarity and difference, and use historical evidence as part of their studies. At The AS Level learners can select from topics on European, American or International history. | World History | 1.0 Credit |
| Advanced Placement European History | 3 | | 21093805 | A thematic examination of European history from 1450 to the present. | Social Studies  Elective | 1.0 Credit |
| 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 |
| Holocaust History  Holocaust History Honors | 2  3 | | 2109430X  21004054 | 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. Content will include, but is not limited to, the examination of twentieth century pogroms and of twentieth century and twenty-first century genocides, investigation of human behavior during this period, and an understanding of the ramifications of prejudice, racism, and stereotyping. | Social Studies Elective | 0.5 Credit |

# CAREER AND TECHNICAL EDUCATION (CTE)

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

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

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

CTE programs include:

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

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

1. **Business Technology Education**, including accounting, web development, digital design, digital media/multimedia, administrative office specialist and business management programs.
2. **Health Science Education**, such as dental aide, EMR, exercise science and nursing assisting.
3. **Family and Consumer Sciences**, which includes consumer and personal development programs as well as occupational fields such as culinary arts, 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, teacher assisting programs, 911/Public Safety Telecommunication and Introduction to Fire Fighting.
7. **Technology Education**, which concerns the materials, processes, and technologies, used in engineering, manufacturing, construction, and other industries.

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

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

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

**2022-2023 HIGH SCHOOL**

## CTE PROGRAM OFFERINGS BY LOCATION

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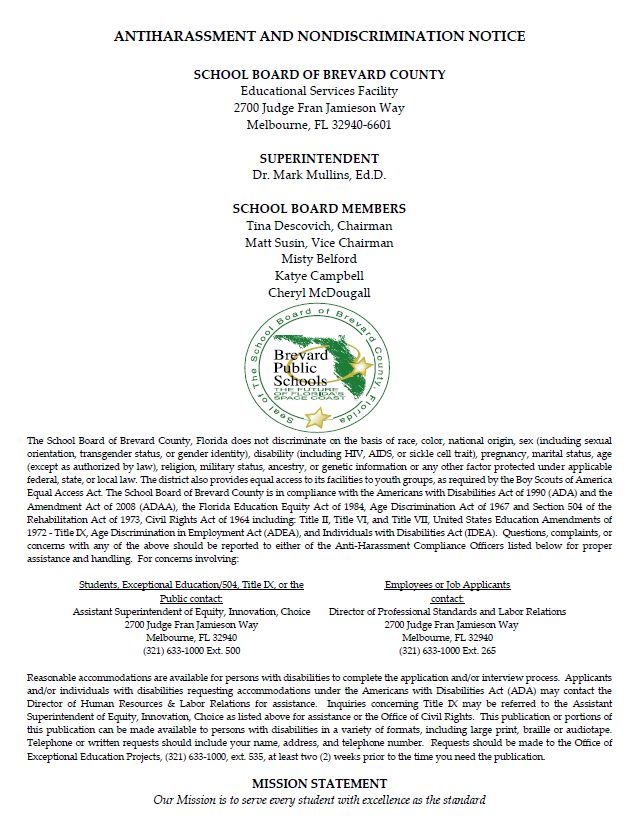
# CAREER AND TECHNICAL EDUCATION COURSE DESCRIPTIONS

| **Course** | **State Level** | **Course Number** | **Course Description** | **Meets Req. for** | **Course Credit** |
| --- | --- | --- | --- | --- | --- |
| ADMINISTRATIVE OFFICE SPECIALIST | | | | | |
| Digital Information Technology | 2 | 8207310X | Basic overview of current business and information systems and trends. Emphasis on developing fundamental computer skills. | Practical Arts | 1.0 Credit |
| Business Software Applications 1 | 2 | 8212120X | This course is designed to develop proficiency in using the advanced features of software programs to perform office-related tasks. | Elective | 1.0 Credit |
| Business Software Applications 2 | 2 | 8212160X | This course is designed to use technology to produce high quality employment portfolios, research job opportunities, and compile and disseminate job-seeking documents. | Elective | 1.0 Credit |
| CTE Internship  OR  Business Cooperative Education - OJT | 2 | 8300430X  OR  8200410X | This course provides students with the opportunity to gain practical, first-hand knowledge in occupational clusters or industry sectors through a structured internship or on-the-job experience. This experience is designed to give students an opportunity to integrate occupational and applied academic learning and to apply knowledge and skills learned in a classroom to actual work situations. Internship opportunities may be paid or unpaid. OJT opportunities must be paid.  \*NOTE: Course enrollment is subject to school personnel approval. | Elective | 1.0 Credit  Can earn multiple credits |
| ADVANCED MANUFACTURING TECHNOLOGY | | | | | |
| Advanced Manufacturing 1 | 2 | 9200210X | Students gain an understanding of technology and the concept of Design for Manufacturing, workplace safety and organization, communication skills, and basic machine operation. | Elective | 1.0 Credit |
| Advanced Manufacturing 2 | 3 | 9200220X | Emphasizes skills key to the manufacturing industry. Students study blueprint reading, computer-aided design, quality control concepts; precision measurement tools, and understanding modern business practices. | Elective | 1.0 Credit |
| Advanced Manufacturing 3 | 3 | 9200230X | Prepares students for entry into the advanced manufacturing industry. Topics include: production processes; computer-aided manufacturing, lathe and milling machines, computer-numeric-control machines, and welding systems; and robotic systems. | Elective | 1.0 Credit |
| CTE Internship  OR  Manufacturing Cooperative Education-OJT | 2 | 8300430X  OR  9200420X | This course provides students with the opportunity to gain practical, first-hand knowledge in occupational clusters or industry sectors through a structured internship or on-the-job experience. This experience is designed to give students an opportunity to integrate occupational and applied academic learning and to apply knowledge and skills learned in a classroom to actual work situations. Internship opportunities may be paid or unpaid. OJT opportunities must be paid.  \*NOTE: Course enrollment is subject to school personnel approval. | Elective | 1.0 Credit  Can earn multiple credits |
| AIR CONDITIONING, REFRIGERATION, AND HEATING TECHNOLOGY | | | | | |
| Air Conditioning, Refrigeration, and Heating Technology 1 | 2 | 8713010X | Stresses the understanding of the technical skills required for the heating, air conditioning, refrigeration, and ventilation industries. Includes elements of planning, management, finance, safety, and environmental issues. | Elective | 1.0 Credit |
| Air Conditioning, Refrigeration, and Heating Technology 2 | 2 | 8713020X | Technical skills needed to fabricate and service piping, tubing, and fittings used in the heating, air conditioning, and refrigeration industry. | Elective | 1.0 Credit |
| Air Conditioning, Refrigeration, and Heating Technology 3 | 2 | 8713030X | Students demonstrate a practical knowledge of the electrical components of heating, air conditioning, and refrigeration equipment. | Elective | 1.0 Credit |
| Air Conditioning, Refrigeration, and Heating Technology 4 | 2 | 8713040X | Apply principles of heating, air conditioning, and refrigeration. Assist in the installation of residential heating and air conditioning systems. | Elective | 1.0 Credit |
| Air Conditioning, Refrigeration, and Heating Technology 5 | 2 | 8713050X | This course provides students with competencies in the following topics essential to the air-conditioning, refrigeration, and heating industry: selection, testing and maintenance of commercial compressors. | Elective | 1.0 Credit |
| CTE Internship  OR  Architecture and Construction Cooperative Education OJT | 2 | 8300430X  OR  8700400X | This course provides students with the opportunity to gain practical, first-hand knowledge in occupational clusters or industry sectors through a structured internship or on-the-job experience. This experience is designed to give students an opportunity to integrate occupational and applied academic learning and to apply knowledge and skills learned in a classroom to actual work situations. Internship opportunities may be paid or unpaid. OJT opportunities must be paid.  \*NOTE: Course enrollment is subject to school personnel approval. | Elective | 1.0 Credit  Can earn multiple credits |
| APPLIED CYBERSECURITY | | | | | |
| Digital Information Technology | 2 | 8207310X | Students are introduced to the essentials concepts, components, terminology, and knowledge about computers, computer systems, and peripherals, and networks | Practical Arts | 1.0 Credit |
| Computer and Network Security Fundamentals | 3 | 9001320X | This course introduces students to cybersecurity and provides them with essential computer and networking knowledge and skills, particularly those related to cybersecurity. | Elective | 1.0 Credit |
| Cybersecurity Essentials | 3 | 9001330 | This course provides students with insight into the many variations of vulnerabilities, attack mechanisms, intrusion detection systems, and some methods to mitigate cybersecurity risks, including certificate services and cryptographic systems. | Elective | 1.0 Credit |
| CTE Internship  OR  Information Technology Cooperative Education – OJT | 2 | 8300430X  OR  9000420X | This course provides students with the opportunity to gain practical, first-hand knowledge in occupational clusters or industry sectors through a structured internship or on-the-job experience. This experience is designed to give students an opportunity to integrate occupational and applied academic learning and to apply knowledge and skills learned in a classroom to actual work situations. Internship opportunities may be paid or unpaid. OJT opportunities must be paid.  \*NOTE: Course enrollment is subject to school personnel approval. | Elective | 1.0 Credit  Can earn multiple credits |
| APPLIED ENGINEERING TECHNOLOGY **Program Completion = 4th Science Credit** | | | | | |
| 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. | Practical Arts | 1.0 Credit |
| Applied Engineering Technology 2 | 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 Credit |
| Applied Engineering Technology 3 | 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. | Practical Arts | 1.0 Credit |
| CTE Internship | 2 | 8300430X | This course provides students with the opportunity to gain practical, first-hand knowledge in occupational clusters or industry sectors through a structured internship experience. This experience is designed to give students an opportunity to integrate occupational and applied academic learning and to apply knowledge and skills learned in a classroom to actual work situations. Internship opportunities may be paid or unpaid.  \*NOTE: Course enrollment is subject to school personnel approval. | Elective | 1.0 Credit  Can earn multiple credits |
| APPLIED ROBOTICS | | | | | |
| 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. | Practical Arts | 1.0 Credit |
| 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. | Practical Arts | 1.0 Credit |
| 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. | Practical Arts | 1.0 Credit |
| Robotic Applications Capstone | 3 | 9410140X | This course provides students with extended content and skills essential to the design and operation of autonomous robotic systems in the context of a capstone project. | Practical Arts | 1.0 Credit |
| CTE Internship | 2 | 8300430X | This course provides students with the opportunity to gain practical, first-hand knowledge in occupational clusters or industry sectors through a structured internship experience. This experience is designed to give students an opportunity to integrate occupational and applied academic learning and to apply knowledge and skills learned in a classroom to actual work situations. Internship opportunities may be paid or unpaid.  \*NOTE: Course enrollment is subject to school personnel approval. | Elective | 1.0 Credit  Can earn multiple credits |
| ARCHITECTURAL DRAFTING | | | | | |
| Drafting 1 | 3 | 8725010X | This course provides students with fundamental knowledge and skills of architectural drawing using Autodesk Revit software, a three dimensional parametric modeling application. Along with acquiring language arts and mathematics knowledge and skills, students will be able to prepare multi-view drawings, prepare sectional views, prepare auxiliary drawings, apply basic dimensioning and describe the importance of professional ethics and legal responsibilities. | Practical Arts | 1.0 Credit |
| Drafting 2 | 3 | 8725020X | This course provides students with intermediate knowledge and skills of architectural drawing using Autodesk Revit software, a three dimensional parametric modeling application. Along with acquiring language arts and mathematics knowledge and skills, students will be able to use information technology tools, prepare pictorial drawings, prepare surface developments, prepare basic architectural drawings, solve problems using critical thinking skills, creativity and innovation, demonstrate understanding of civil drawings and demonstrate basic electrical/electronic literacy. | Practical Arts | 1.0 Credit |
| Drafting 3 | 3 | 8725030X | This course provides students with advanced knowledge and skills of architectural drawing using Autodesk Revit software, a three dimensional parametric modeling application. Along with acquiring language arts and mathematics knowledge and skills, students will understand how to work within teams, demonstrate an understanding of health, safety and environmental management systems, construct geometric figures, utilize editing commands, control drawing properties by layer, color and line type and demonstrate proficiency in using Revit modeling software by attainment of the student industry credential. | Practical Arts | 1.0 Credit |
| Drafting 4 | 3 | 8725040X | This course provides students with advanced knowledge and skills of architectural drawing using Autodesk Revit software, a three dimensional parametric modeling application. Along with acquiring language arts and mathematics knowledge and skills, students will design, develop, draw and construct an individual architectural model, demonstrate applied math skills, demonstrate science knowledge and skills, demonstrate personal money-management concepts and practices, demonstrate leadership and teamwork skills, and develop employability and entrepreneurship skills. | Performing Fine Arts/ Elective | 1.0 Credit |
| CTE Internship  OR  Architecture and Construction Cooperative Education OJT | 2 | 8300430X  OR  8700400X | This course provides students with the opportunity to gain practical, first-hand knowledge in occupational clusters or industry sectors through a structured internship or on-the-job experience. This experience is designed to give students an opportunity to integrate occupational and applied academic learning and to apply knowledge and skills learned in a classroom to actual work situations. Internship opportunities may be paid or unpaid. OJT opportunities must be paid.  \*NOTE: Course enrollment is subject to school personnel approval. | Elective | 1.0 Credit  Can earn multiple credits |
| AUTOMOTIVE COLLISION TECHNOLOGY | | | | | |
| Automotive Collision Paint and Body Assistant | 2 | 9514010X | Introduction to use of hand and power tools, panel repairs, use of spray equipment, application of body fillers, paint systems and materials, glass replacement and use of welders. The course content will include the following: basic trade skills, communication, leadership, human relations and employability skills and safe, efficient work practices. Hands-on technical activities are an integral part of the program. | Elective | 1.0 Credit |
| Automotive Collision Paint and Refinishing Assistant 1 | 2 | 9514020X | Application of refinishing skills, sheet metal repair skills, frame aligning, use of fillers, paint systems and undercoats, related welding skills, related mechanical skills, trim-hardware maintenance, glass servicing, and other miscellaneous repairs. | Elective | 1.0 Credit |
| Automotive Collision Paint and Refinishing Assistant 2 | 2 | 9514030X | Projects and research using refinishing skills, sheet metal repair skills, frame aligning, use of fillers, paint systems and undercoats, related welding skills, related mechanical skills, trim-hardware maintenance, glass servicing, and other miscellaneous repairs. | Elective | 1.0 Credit |
| Automotive Collision Paint and Refinishing Assistant 3 | 2 | 9514040X | Instruction in the application of procedures for occupational safety skills and preparation of vehicles for repair. Advanced skills in damage assessment and repair, damage reports at industry standards and standard specifications and crash manual documentation. | Elective | 1.0 Credit |
| Automotive Collision Non Structural Damage Assistant 1 | 2 | 9514050X | Instruction in various procedures for in structural damage analysis and repair of vehicle structure. Learn to assess damage to auto parts, develop plans for repair and measure and pull frames using manufacture specifications. | Elective | 1.0 Credit |
| Automotive Collision Non Structural Damage Assistant 2 | 2 | 9514060X | The Automotive Collision Non-Structural Damage Assistant 2 course prepares students for entry into the Automotive Collision and Repair industry. Students study safety the preparation; movable glass and hardware; plastics and adhesives; electrical; and brakes. | Elective | 1.0 Credit |
| CTE Internship  OR  Transportation, Distribution and Logistics Cooperative Education-OJT | 2 | 8300430X  OR  9500420X | This course provides students with the opportunity to gain practical, first-hand knowledge in occupational clusters or industry sectors through a structured internship or on-the-job experience. This experience is designed to give students an opportunity to integrate occupational and applied academic learning and to apply knowledge and skills learned in a classroom to actual work situations. Internship opportunities may be paid or unpaid. OJT opportunities must be paid.  \*NOTE: Course enrollment is subject to school personnel approval. | Elective | 1.0 Credit  Can earn multiple credits |
| AUTOMOTIVE MAINTENANCE AND LIGHT REPAIR | | | | | |
| Automotive Maintenance and Light Repair 1 | 3 | 9504110X | Introduction to the basics of automotive mechanics, including automotive systems, tools, basic service, and safety practices. | Elective | 1.0 Credit |
| Automotive Maintenance and Light Repair 2 | 3 | 9504120X | Routine maintenance/ consumer services, in heating, air conditioning and engine cooling systems, and in engine theory and repairs. | Elective | 1.0 Credit |
| Automotive Maintenance and Light Repair 3 | 3 | 9504130X | Diagnosing, troubleshooting electrical and electronic components related to power train and engine performance service. | Elective | 1.0 Credit |
| Automotive Maintenance and Light Repair 4 | 3 | 9504140X | Operation and servicing of automotive brake systems, heating, air conditioning and engine cooling systems, and in the operation and servicing of manual drive trains and axles. | Elective | 1.0 Credit |
| Automotive Maintenance and Light Repair 5 | 3 | 9504150X | Operation of steering, suspension and wheel systems, engine theory and repairs, and in engine performance service. | Elective | 1.0 Credit |
| Automotive Maintenance and Light Repair 6 | 3 | 9504160X | Apply proficiently the diagnosis, service and repair of heating and air conditioning, refrigeration, heating, ventilation, engine cooling, operating and related control systems, refrigerant recovery, and recycling and handling. | Elective | 1.0 Credit |
| CTE Internship  OR  Transportation, Distribution and Logistics Cooperative Education-OJT | 2 | 8300430X  OR  9500420X | This course provides students with the opportunity to gain practical, first-hand knowledge in occupational clusters or industry sectors through a structured internship or on-the-job experience. This experience is designed to give students an opportunity to integrate occupational and applied academic learning and to apply knowledge and skills learned in a classroom to actual work situations. Internship opportunities may be paid or unpaid. OJT opportunities must be paid.  \*NOTE: Course enrollment is subject to school personnel approval. | Elective | 1.0 Credit  Can earn multiple credits |
| AVIATION ASSEMBLY AND FABRICATION | | | | | |
| Private Pilot Ground School | 3 | 9540610X | Students explore career opportunities and requirements of a professional aviation pilot/mechanic. Topics include: shop safety, fundamentals of flight, FAA regulations, meteorology, communications, propulsion, navigation systems, flight planning, safe aircraft operation and principles, flight training processes, and airport environments. | Elective | 1.0 Credit |
| Aviation Assembly Technician 1 | 3 | 9540710X | Provides students with an introduction to the knowledge, human relations, and technical skills of aviation maintenance and fabrication technology. | Elective | 1.0 Credit |
| Aviation Assembly Technician 2 | 3 | 9540720X | Students study human relations, and technical skills of aviation maintenance and fabrication technology. | Elective | 1.0 Credit |
| Aviation Assembly Technician 3 | 3 | 9540730X | Advanced studies and skill development in the technical skills of aviation maintenance and fabrication technology. | Elective | 1.0 Credit |
| CTE Internship  OR  Transportation, Distribution and Logistics Cooperative Education-OJT | 2 | 8300430X  OR  9500420X | This course provides students with the opportunity to gain practical, first-hand knowledge in occupational clusters or industry sectors through a structured internship or on-the-job experience. This experience is designed to give students an opportunity to integrate occupational and applied academic learning and to apply knowledge and skills learned in a classroom to actual work situations. Internship opportunities may be paid or unpaid. OJT opportunities must be paid.  \*NOTE: Course enrollment is subject to school personnel approval. | Elective | 1.0 Credit  Can earn multiple credits |
| BUILDING CONSTRUCTION TECHNOLOGIES | | | | | |
| 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 proper use of hand and power tools, plan reading, basic rough carpentry and framing. | Elective | 1.0 Credit |
| 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 |
| CTE Internship  OR  Architecture and Construction Cooperative Education OJT | 2 | 8300430X  OR  8700400X | This course provides students with the opportunity to gain practical, first-hand knowledge in occupational clusters or industry sectors through a structured internship or on-the-job experience. This experience is designed to give students an opportunity to integrate occupational and applied academic learning and to apply knowledge and skills learned in a classroom to actual work situations. Internship opportunities may be paid or unpaid. OJT opportunities must be paid.  \*NOTE: Course enrollment is subject to school personnel approval. | Elective | 1.0 Credit  Can earn multiple credits |
| BUSINESS MANAGEMENT AND ANALYSIS | | | | | |
| 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. | Practical Arts | 1.0 Credit |
| Business and Entrepreneurial Principles | 3 | 8215120X | This course is designed to provide an introduction to business organization, management, and entrepreneurial principles. Topics include communication skills, various forms of business ownership and organizational structures, supervisory/management skills, leadership skills, human resources management activities, business ethics, and cultural diversity. Emphasis is placed on job readiness and career development. The use of computers is an integral part of this program. | Elective | 1.0 Credit |
| Accounting Applications 1 | 3 | 8203310X | This course emphasizes double-entry accounting; methods and principles of recording business transactions; the preparation of various documents used in recording income, expenses, acquisition of assets, incurrence of liabilities, and changes in equity; and the preparation of financial statements. The use of computers and appropriate software is required. | Elective | 1.0 Credit |
| Management and Human Resources | 3 | 8301110X | This course explores the reach and impact of managing people, one of the most important resources of an organization. Students are required to perform higher level strategic thinking. Topics include; management policy development, evaluating organizational effectiveness, sourcing and recruitment, hiring and retention planning, employee training, performance appraisals, compensation and benefit programs, maintaining working conditions and providing a safe working environment. | Elective | 1.0 Credit |
| Business Analysis | 3 | 8301120X | This course is designed to provide a higher level of understanding of business systems, accounting concepts, working with financial information, data analysis skills, managing business information with appropriate software, requirements analysis of information systems, data modeling, and database management. | Elective | 1.0 Credit |
| Legal Aspects of Business | 3 | 8215130X | This course is designed to provide an introduction to the legal aspects of business. Topics include business law concepts, forms of business ownership, insurance awareness, governmental regulations, management functions, human resources management issues, and career development. The use of computers is an integral part of this program. | Practical Arts | 1.0 Credit |
| CTE Internship  OR  Business Cooperative Education - OJT | 2 | 8300430X  OR  8200410X | This course provides students with the opportunity to gain practical, first-hand knowledge in occupational clusters or industry sectors through a structured internship or on-the-job experience. This experience is designed to give students an opportunity to integrate occupational and applied academic learning and to apply knowledge and skills learned in a classroom to actual work situations. Internship opportunities may be paid or unpaid. OJT opportunities must be paid.  \*NOTE: Course enrollment is subject to school personnel approval. | Elective | 1.0 Credit  Can earn multiple credits |
| CRIMINAL JUSTICE OPERATIONS **Program Completion = 4th Social Studies Credit** | | | | | |
| Criminal Justice Operations 1 | 2 | 8918010X | 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 | 8918020X | 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 |
| Public Service Officer | 3 | 8918050X | The purpose of this program is to prepare students for employment as a Private Security Officer and Public Service Aide. The content includes, but is not limited to, legal issues, basic first aid, emergency procedures, ethics and professional conduct, access control, patrol techniques, report writing, interview techniques, fire safety, crime and accident prevention and protection, terrorism awareness, public relations, courtroom procedures, communication skills, and personal protection. | Elective | 1.0 Credit |
| Certified Legal Assistant | 3 | 8918060X | This course prepares the student for a career as an Accredited Legal Professional (ALP). The curriculum covers comprehension and communication of legal knowledge skills, develop awareness of the ALS certification requirements, rules and guidelines and how to develop communication skills in technical reading and writing of legal documents. The student will learn about the legal office functions and responsibilities, and knowledge of legal operating systems. | Elective | 1.0 Credit |
| Code Enforcement | 2 | 8918070X | This course prepares the student for a career as a Code Enforcement Officer. The curriculum covers an understanding of the Administrative Aspects of Code Enforcement and proper report writing skills. The student will demonstrate officer safety in field applications and demonstrate an awareness of legal issues facing the code enforcement specialist. | Elective | 1.0 Credit |
| CTE Internship  OR  Law, Public Safety & Security Cooperative Education – OJT | 2 | 8300430X  OR  8900410X | This course provides students with the opportunity to gain practical, first-hand knowledge in occupational clusters or industry sectors through a structured internship or on-the-job experience. This experience is designed to give students an opportunity to integrate occupational and applied academic learning and to apply knowledge and skills learned in a classroom to actual work situations. Internship opportunities may be paid or unpaid. OJT opportunities must be paid.  \*NOTE: Course enrollment is subject to school personnel approval. | Elective | 1.0 Credit  Can earn multiple credits |
| CULINARY ARTS | | | | | |
| Culinary Arts 1 | 2 | 8800510X | This course is designed to acquaint students with procedures in a commercial kitchen. Topics covered include safety, breakfast, vegetable, and starch cookery. The second semester is based on commercial baking and includes breads, cakes, and pies. Lab fee required. | Elective | 1.0 Credit |
| Culinary Arts 2 | 2 | 8800520X | Students will acquire knowledge and skill in the preparation of food. Included are basic principles and techniques of food preparation, use of recipes, use and care of equipment. The student will acquire the knowledge, principles, and skills necessary for service and quantity food preparation used by cafeterias, restaurants, and institutions. ServSafe®, Certified Professional Food Manager (NRLAEF), credential will be attained by students. Lab fee required. This course requires block course with Culinary Arts 3, 8800530X. | Practical Arts | 1.0 Credit |
| Culinary Arts 3 | 3 | 8800530X | This course will illustrate the fundamentals of pastry science, equipment, technology, ingredients, formula conversions, and costing. Product preparations will include cakes, icings, fillings, puff pastries, classical pastries and petit fours. Designed to develop the student's understanding and skills appropriate to a variety of cooking techniques typical of various regions throughout the world. Diversity of menu, available foods, ingredients, and cultures will be studied. Students will have the opportunity to prepare complete meals typical of several cultures during the term. You'll research and prepare representative regional menu items from the European, American, Asian, and African continents. Timing, organization, mise en place, and plate presentation are stressed. Contemporary trends will be included. Lab fee required. This course requires block course with Culinary Arts 2, 8800520X. | Practical Arts | 1.0 Credit |
| Culinary Arts 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 |
| Culinary Arts Advanced Baking Techniques | 3 | 8800550X | Qualified students will learn and practice This is a culminating course to develop advanced culinary techniques and skills. Students will learn using modern technology and culinary trends. 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 |
| Culinary Arts Gastronomy and Garde Manger Skills | 3 | 8800560X | Qualified students will learn and practice skills focused on Gastronomy and Garde Manger Skills. This is a culminating course to develop advanced culinary techniques and skills. 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 |
| CTE Internship  OR  Hospitality and Tourism Cooperative Education - OJT | 2 | 8300430X  OR  8800420 | This course provides students with the opportunity to gain practical, first-hand knowledge in occupational clusters or industry sectors through a structured internship or on-the-job experience. This experience is designed to give students an opportunity to integrate occupational and applied academic learning and to apply knowledge and skills learned in a classroom to actual work situations. Internship opportunities may be paid or unpaid. OJT opportunities must be paid.  \*NOTE: Course enrollment is subject to school personnel approval. | Elective | 1.0 Credit  Can earn multiple credits |
| DENTAL AIDE | | | | | |
| Health Science Anatomy and Physiology | 3 | 8417100X | This course is part of the secondary Health Core consisting of an overview of the human body, both structurally and functionally with emphasis on the pathophysiology and transmission of disease.  Medical terminology is an integral part of the course. | EQ Science | 1.0 Credit |
| Health Science Foundations | 3 | 8417110X | This course is part of the Secondary Health Core designed to provide the student with an in depth knowledge of the health care system and associated occupations.  Emphasis is placed on communication and interpersonal skills, use of technology, ethics and the development of critical thinking and problem solving skills. Students may shadow professionals throughout the course. | Elective | 1.0 Credit |
| Dental Aide 3 | 3 | 8417141X | Use dental terminology; identify equipment, specialty procedures, and functions and pathologies of dental anatomy. Learn legal and ethical responsibilities of the dental health care worker. | Elective | 1.0 Credit |
| CTE Internship  OR  Health Science Education Cooperative OJT | 2 | 8300430X  OR  8400410X | This course provides students with the opportunity to gain practical, first-hand knowledge in occupational clusters or industry sectors through a structured internship or on-the-job experience. This experience is designed to give students an opportunity to integrate occupational and applied academic learning and to apply knowledge and skills learned in a classroom to actual work situations. Internship opportunities may be paid or unpaid. OJT opportunities must be paid.  \*NOTE: Course enrollment is subject to school personnel approval. | Elective | 1.0 Credit  Can earn multiple credits |
| DIGITAL DESIGN | | | | | |
| Digital Information Technology | 2 | 8207310X | Basic overview of current business and information systems and trends. Emphasis on developing fundamental computer skills. | Practical Arts | 1.0 Credit |
| Digital Design 1 | 2 | 8209510X | Develops basic entry-level skills required by the digital publishing industry. Includes computer skills, digital publishing concepts and operations, layout, design and digital imaging. | Practical Arts | 1.0 Credit |
| Digital Design 2 | 3 | 8209520X | Continues the development of basic entry-level skills required by the digital publishing industry. | Practical Arts | 1.0 Credit |
| Digital Design 3 | 3 | 8209530X | Application of industry-standard skills and includes the use of a variety of software and equipment to perform digital publishing and digital imaging activities. | Practical Arts | 1.0 Credit |
| Digital Design 4 | 3 | 8209540X | This course is designed to develop advanced industry-standard skills required for careers in digital design. The content includes the use of software and equipment, including digital video cameras and video/audio editing software. | Practical Arts | 1.0 Credit |
| Digital Design 5 | 3 | 8209550X | This course is designed to develop advanced industry-standard skills required for careers in digital design. The content includes the use of software and equipment, including digital video cameras and video/audio editing software. | Practical Arts | 1.0 Credit |
| CTE Internship  OR  Arts, A/V Technology and Communication Cooperative Education OJT | 2 | 8300430X  OR  8200430X | This course provides students with the opportunity to gain practical, first-hand knowledge in occupational clusters or industry sectors through a structured internship or on-the-job experience. This experience is designed to give students an opportunity to integrate occupational and applied academic learning and to apply knowledge and skills learned in a classroom to actual work situations. Internship opportunities may be paid or unpaid. OJT opportunities must be paid.  \*NOTE: Course enrollment is subject to school personnel approval. | Elective | 1.0 Credit  Can earn multiple credits |
| DIGITAL MEDIA/MULTIMEDIA DESIGN | | | | | |
| 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. | Practical Arts | 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. | Practical Arts | 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 Web Production | 2 | 8201610X | This course covers competencies in web page design, HTML and CSS, authorizing software, animated webpage design, and use of the interactive design software | Practical Arts | 1.0 Credit |
| Digital Media/Multimedia Motion Graphics Production | 2 | 8201620X | This course covers competencies in preparing graphics for animation, video editing, and video post-production. | Practical Arts | 1.0 Credit |
| CTE Internship  OR  Arts, A/V Technology and Communication Cooperative Education OJT | 2 | 8300430X  OR  8200430X | This course provides students with the opportunity to gain practical, first-hand knowledge in occupational clusters or industry sectors through a structured internship or on-the-job experience. This experience is designed to give students an opportunity to integrate occupational and applied academic learning and to apply knowledge and skills learned in a classroom to actual work situations. Internship opportunities may be paid or unpaid. OJT opportunities must be paid.  \*NOTE: Course enrollment is subject to school personnel approval. | Elective | 1.0 Credit  Can earn multiple credits |
| DIGITAL VIDEO TECHNOLOGY | | | | | |
| Digital Video Technology 1 | 3 | 8201410X | This course provides students with an introduction to the digital video production process; content includes safe work practices, planning a production set, designing lighting plans, camera operation, and audio/ video recording, mixing, and editing. | Practical Arts | 1.0 Credit |
| Digital Video Technology 2 | 3 | 8201420X | This course provides students with intermediate level instruction in the digital video production process. | Practical Arts | 1.0 Credit |
| Digital Video Technology 3 | 3 | 8201430X | Students will participate in the digital video pre-production, production, and post-production processes. | Practical Arts | 1.0 Credit |
| Digital Video Technology 4 | 3 | 8201440X | Students will demonstrate proficiency in all phases of the digital video production process (pre-production, production, post-production). | Practical Arts | 1.0 Credit |
| Digital Video Technology 5 | 3 | 8201450 | Students will demonstrate professionalism, develop interviewing skills, perform on camera in video productions, and complete all phases in the digital video production process. | Practical Arts | 1.0 Credit |
| CTE Internship  OR  Arts, A/V Technology and Communication Cooperative Education OJT | 2 | 8300430X  OR  8200430X | This course provides students with the opportunity to gain practical, first-hand knowledge in occupational clusters or industry sectors through a structured internship or on-the-job experience. This experience is designed to give students an opportunity to integrate occupational and applied academic learning and to apply knowledge and skills learned in a classroom to actual work situations. Internship opportunities may be paid or unpaid. OJT opportunities must be paid.  \*NOTE: Course enrollment is subject to school personnel approval. | Elective | 1.0 Credit  Can earn multiple credits |
| DRAFTING | | | | | |
| Drafting 1 | 3 | 8725010X | This course provides students with fundamental knowledge and skills of architectural drawing using Autodesk Revit software, a three dimensional parametric modeling application. Along with acquiring language arts and mathematics knowledge and skills, students will be able to prepare multi-view drawings, prepare sectional views, prepare auxiliary drawings, apply basic dimensioning and describe the importance of professional ethics and legal responsibilities. | Practical Arts | 1.0 Credit |
| Drafting 2 | 3 | 8725020X | This course provides students with intermediate knowledge and skills of architectural drawing using Autodesk Revit software, a three dimensional parametric modeling application. Along with acquiring language arts and mathematics knowledge and skills, students will be able to use information technology tools, prepare pictorial drawings, prepare surface developments, prepare basic architectural drawings, solve problems using critical thinking skills, creativity and innovation, demonstrate understanding of civil drawings and demonstrate basic electrical/electronic literacy. | Practical Arts | 1.0 Credit |
| Drafting 3 | 3 | 8725030X | This course provides students with advanced knowledge and skills of architectural drawing using Autodesk Revit software, a three dimensional parametric modeling application. Along with acquiring language arts and mathematics knowledge and skills, students will understand how to work within teams, demonstrate an understanding of health, safety and environmental management systems, construct geometric figures, utilize editing commands, control drawing properties by layer, color and line type and demonstrate proficiency in using Revit modeling software by attainment of the student industry credential. | Practical Arts | 1.0 Credit |
| Drafting 4 | 3 | 8725040X | This course provides students with advanced knowledge and skills of architectural drawing using Autodesk Revit software, a three dimensional parametric modeling application. Along with acquiring language arts and mathematics knowledge and skills, students will design, develop, draw and construct an individual architectural model, demonstrate applied math skills, demonstrate science knowledge and skills, demonstrate personal money-management concepts and practices, demonstrate leadership and teamwork skills, and develop employability and entrepreneurship skills. | Practical Arts | 1.0 Credit |
| CTE Internship  OR  Architecture and Construction Cooperative Education OJT | 2 | 8300430X  OR  8700400X | This course provides students with the opportunity to gain practical, first-hand knowledge in occupational clusters or industry sectors through a structured internship or on-the-job experience. This experience is designed to give students an opportunity to integrate occupational and applied academic learning and to apply knowledge and skills learned in a classroom to actual work situations. Internship opportunities may be paid or unpaid. OJT opportunities must be paid.  \*NOTE: Course enrollment is subject to school personnel approval. | Elective | 1.0 Credit  Can earn multiple credits |
| EARLY CHILDHOOD EDUCATION **(High School Course Offerings)** | | | | | |
| 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 |
| 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 |
| CTE Internship  OR  Education & Training Cooperative Education - OJT | 2 | 8300430X  OR  8500410X | This course provides students with the opportunity to gain practical, first-hand knowledge in occupational clusters or industry sectors through a structured internship or on-the-job experience. This experience is designed to give students an opportunity to integrate occupational and applied academic learning and to apply knowledge and skills learned in a classroom to actual work situations. Internship opportunities may be paid or unpaid. OJT opportunities must be paid.  \*NOTE: Course enrollment is subject to school personnel approval. | Elective | 1.0 Credit  Can earn multiple credits |
| EARLY CHILDHOOD EDUCATION **(Dual Enrollment Course Offerings)** | | | | | |
| Early Childhood Curriculum | NA | 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. | Practical Arts | 0.5 HS/ 3.0 PS Credits |
| Conflict Resolution in Early Childhood | NA | 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 |
| Assessment in Early Childhood Education | NA | EEC 1601 | This course is designed to provide the early childhood professional with an overview of the importance of observation and assessment in planning developmentally appropriate programs for young children. The course covers the use of a variety of observation methods and developmentally appropriate assessment practices and instruments. | Elective | 0.5 HS/ 3.0 PS Credits |
| 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. | Practical Arts | 0.5 HS/ 3.0 PS Credits |
| EMERGENCY MEDICAL RESPONDER | | | | | |
| Health Science Anatomy and Physiology | 3 | 8417100X | This course is part of the secondary Health Core consisting of an overview of the human body, both structurally and functionally with emphasis on the pathophysiology and transmission of disease.  Medical terminology is an integral part of the course. | EQ Science | 1.0 Credit |
| Health Science Foundations | 3 | 8417110X | This course is part of the Secondary Health Core designed to provide the student with an in depth knowledge of the health care system and associated occupations.  Emphasis is placed on communication and interpersonal skills, use of technology, ethics and the development of critical thinking and problem solving skills. Students may shadow professionals throughout the course. | Elective | 1.0 Credit |
| Emergency Medical Responder 3 | 3 | 8417171X | This is an instructional program that prepares individuals to provide initial care to sick or injured persons or as ambulance drivers and attendants.  An Emergency Medical Responder may use this training for employment.  The Emergency Medical Responder is the first to arrive at the scene of an injury but does not have the primary responsibility for treating and transporting the injured person(s).  Emergency Medical Responders may include law enforcement, life guard, fire services or basic life support non-licensed personnel who act as part of an organized emergency medical services team. | Elective | 1.0 Credit |
| CTE Internship  OR  Health Science Education Cooperative OJT | 2 | 8300430X  OR  8400410X | This course provides students with the opportunity to gain practical, first-hand knowledge in occupational clusters or industry sectors through a structured internship or on-the-job experience. This experience is designed to give students an opportunity to integrate occupational and applied academic learning and to apply knowledge and skills learned in a classroom to actual work situations. Internship opportunities may be paid or unpaid. OJT opportunities must be paid.  \*NOTE: Course enrollment is subject to school personnel approval. | Elective | 1.0 Credit  Can earn multiple credits |
| ENVIRONMENTAL WATER AND RECLAMATION TECHNOLOGY **Program Completion = 4th Science Credit** | | | | | |
| Introduction to Environmental Water Technology | 2 | 8007110X | This course is designed to develop competencies in the area of hydrology, safety skills and procedures, geological principles of water resources, management of wetlands, storm water systems, environmental water resources, equipment and facility maintenance, scientific and research concepts; principles of leadership; and employability, and human relations skills.  Laboratory-based activities are an integral part of this course.  These include the safe use and application of appropriate technology, scientific testing and observation equipment. | Elective | 1.0 Credit |
| Intermediate Environmental Water Technology | 2 | 8007120X | This course is designed to develop competencies in the area of standards and regulations, site assessments, safety, managing data and physical resources, prepare a plan, perform remediation, collect and dispose of solid waste, record keeping and sampling procedures, career opportunities, leadership, teamwork, and money management concepts.  Laboratory-based activities are an integral part of this course.  These include the safe use and application of appropriate technology, scientific testing and observation equipment. | Elective | 1.0 Credit |
| Advanced Environmental Water Technology | 2 | 8007130X | This course is designed to develop competencies in the area of career opportunities, scientific concepts in water treatment, safety hazards, government regulations, facility operational principles, and equipment inspections.  Laboratory-based activities are an integral part of this course.  These include the safe use and application of appropriate technology, scientific testing and observation equipment.  This course prepares students for the Florida Department of Environmental Protection Operator Certification Program Level C Examination. | Elective | 1.0 Credit |
| Advanced Environmental Water Reclamation Technology | 2 | 8007210X | This course focuses on the techniques and procedures performed by an operator during the collection, treatment, and disposal processes of domestic wastewater. | Elective | 1.0 Credit |
| CTE Internship | 2 | 8300430X | This course provides students with the opportunity to gain practical, first-hand knowledge in occupational clusters or industry sectors through a structured internship experience. This experience is designed to give students an opportunity to integrate occupational and applied academic learning and to apply knowledge and skills learned in a classroom to actual work situations. Internship opportunities may be paid or unpaid.  \*NOTE: Course enrollment is subject to school personnel approval. | Elective | 1.0 Credit  Can earn multiple credits |
| EXERCISE SCIENCE | | | | | |
| Health Science Anatomy and Physiology | 3 | 8417100X | This course is part of the secondary Health Core consisting of an overview of the human body, both structurally and functionally with emphasis on the pathophysiology and transmission of disease.  Medical terminology is an integral part of the course. | EQ Science | 1.0 Credit |
| Health Science Foundations | 3 | 8417110X | This course is part of the Secondary Health Core designed to provide the student with an in depth knowledge of the health care system and associated occupations.  Emphasis is placed on communication and interpersonal skills, use of technology, ethics and the development of critical thinking and problem solving skills. Students may shadow professionals throughout the course. | Elective | 1.0 Credit |
| Exercise Science | 3 | 8417120X | This course prepares students to be employed as Personal Trainers. Content includes, but not limited to, identifying and practicing within the appropriate scope of practice for a personal trainer, develop and implement exercise programs for apparently healthy individuals or those who have medical clearance to exercise, proficiency in the appropriate fitness equipment used, as well as a foundation in the musculo-skeletal system of the body. | Elective | 1.0 Credit |
| CTE Internship  OR  Health Science Education Cooperative OJT | 2 | 8300430X  OR  8400410X | This course provides students with the opportunity to gain practical, first-hand knowledge in occupational clusters or industry sectors through a structured internship or on-the-job experience. This experience is designed to give students an opportunity to integrate occupational and applied academic learning and to apply knowledge and skills learned in a classroom to actual work situations. Internship opportunities may be paid or unpaid. OJT opportunities must be paid.  \*NOTE: Course enrollment is subject to school personnel approval. | Elective | 1.0 Credit  Can earn multiple credits |
| FINANCE | | | | | |
| Digital Information Technology | 2 | 8207310X | Basic overview of current business and information systems and trends. Emphasis on developing fundamental computer skills. | Practical Arts | 1.0 Credit |
| Business Communication & Technology | 2 | 8815150X | An overview of current business, finance, and information trends. Emphasis is placed on developing proficiency with fundamental computer applications and opportunities to earn MOS industry certification in Word, Excel, and PowerPoint. | Practical Arts | 1.0 Credit |
| Economics and Financial Services | 3 | 8815110X | Basic principals in macro and microeconomics. Additional emphasis placed on money, credit, banking, and modern trends in the finance industry. | Elective | 1.0 Credit |
| Personal Finance | 3 | 8815120X | Organization in planning for the use of economic resources and financial products available through a study of savings, credit, insurance, banking, and financial goals. | Elective | 1.0 Credit |
| Accounting Applications 1 | 3 | 8203310X | Introduction to the accounting cycle and emphasizes double-entry accounting and the preparation of financial statements. The use of computers is required. | Elective | 1.0 Credit |
| CTE Internship  OR  Finance Cooperative Education - OJT | 2 | 8300430X  OR  8501420X | This course provides students with the opportunity to gain practical, first-hand knowledge in occupational clusters or industry sectors through a structured internship or on-the-job experience. This experience is designed to give students an opportunity to integrate occupational and applied academic learning and to apply knowledge and skills learned in a classroom to actual work situations. Internship opportunities may be paid or unpaid. OJT opportunities must be paid.  \*NOTE: Course enrollment is subject to school personnel approval. | Elective | 1.0 Credit  Can earn multiple credits |
| GAME / SIMULATION / ANIMATION / PROGRAMMING | | | | | |
| 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. | Practical Arts | 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. | Practical Arts | 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. | Practical Arts | 1.0 Credit |
| CTE Internship  OR  Information Technology Cooperative Education – OJT | 2 | 8300430X  OR  9000420X | This course provides students with the opportunity to gain practical, first-hand knowledge in occupational clusters or industry sectors through a structured internship or on-the-job experience. This experience is designed to give students an opportunity to integrate occupational and applied academic learning and to apply knowledge and skills learned in a classroom to actual work situations. Internship opportunities may be paid or unpaid. OJT opportunities must be paid.  \*NOTE: Course enrollment is subject to school personnel approval. | Elective | 1.0 Credit  Can earn multiple credits |
| HOSPITALITY AND TOURISM MANAGEMENT | | | | | |
| Introduction to Hospitality & Tourism | 2 | 8850110X | The purpose of this course is to introduce students to the skills necessary for success in the hospitality and tourism industry. Students will also have the opportunity to learn hospitality and tourism terminology and the mathematical, economic, marketing, and sales fundamentals of the industry. | Elective | 1.0 Credit |
| Technology for Hospitality & Tourism | 2 | 8703110 | This course is designed to provide an introduction to computer technology and to develop entry-level skills for computer-related careers in the hospitality & tourism industry. | Elective | 1.0 Credit |
| Hospitality & Tourism Marketing Management | 3 | 8703120X | The purpose of this course is to provide students necessary career specific instruction in hospitality and tourism marketing management. Students will learn sales and management techniques, marketing principles, and entrepreneurship skills necessary to succeed in the hospitality and tourism industry. This course incorporates marketing and management principles and procedures of the hospitality and tourism industry as well as employment qualifications and opportunities. | Elective | 1.0 Credit |
| CTE Internship  OR  Hospitality and Tourism Cooperative Education - OJT | 2 | 8300430X  OR  8800420X | This course provides students with the opportunity to gain practical, first-hand knowledge in occupational clusters or industry sectors through a structured internship or on-the-job experience. This experience is designed to give students an opportunity to integrate occupational and applied academic learning and to apply knowledge and skills learned in a classroom to actual work situations. Internship opportunities may be paid or unpaid. OJT opportunities must be paid.  \*NOTE: Course enrollment is subject to school personnel approval. | Elective | 1.0 Credit  Can earn multiple credits |
| INTERNATIONAL BUSINESS | | | | | |
| 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. | Practical Arts | 1.0 Credit |
| Accounting Applications 1 | 3 | 8203310X | This course emphasizes double-entry accounting; methods and principles of recording business transactions; the preparation of various documents used in recording income, expenses, acquisition of assets, incurrence of liabilities, and changes in equity; and the preparation of financial statements. | Elective | 1.0 Credit |
| International Business Systems | 2 | 8216110X | This course is designed to prepare students to live and work in a global economy. Students develop an understanding of business principles, management styles, economics, and customs which affect business systems in the international environment | Elective | 1.0 Credit |
| International Finance and Law | 3 | 8216120X | This course is designed to introduce students to the laws and regulations governing international trade including knowledge of import-export activities, banking, treaties, and currency exchange rates. | Elective | 1.0 Credit |
| INTRODUCTION TO FIRE FIGHTING | | | | | |
| Fire Fighting 1 | 2 | 8918210X | This course introduces a career of Fire Science that can lead to employment, after further instruction, to a career as a fire fighter or other disciplines in the Fire Science realm. Emphasis is placed on fire service basic mission, the roles with in, and skills needed. Science of fire behavior, proper use and care for PPE, search and victim removal are a few topics covered. | Elective | 1.0 Credit |
| Fire Fighting 2 | 2 | 8918220X | This course focuses on applying tactical ventilation knowledge and practices following AHJ policies and procedures, discuss the various components of water supply systems, describes fire hose characterizes, inspection and maintenance procedures, and skills to control structural fires, Class C and D fires, vehicle, and ground cover fires. | Elective | 1.0 Credit |
| Fire Fighting 3 | 3 | 8918230X | This course applies loss control knowledge and practices following AHJ policies and procedures, describes the role of Firefighter 1 in the development and implementation of a fire and life safety program, and demonstrates JPR’s. | Elective | 1.0 Credit |
| JOURNALISM AND MULTIMEDIA | | | | | |
| Foundations of Journalism | 2 | 8203000X | This course is designed to develop basic entry-level skills required for careers in the writing and editing industry. | Practical Arts | 1.0 Credit |
| Digital Design 1 | 2 | 8209510X | This course is designed to develop basic entry-level skills required for careers in the digital publishing industry. The content includes computer skills; digital publishing concepts and operations; layout, design, and measurement activities; decision-making activities; and digital imaging. | Practical Arts | 1.0 Credit |
| Photojournalism | 2 | 8203001X | This course is designed to introduce students to basic photojournalism techniques, including camera operation, lighting, composition, photo manipulation, and storytelling for print and online publications. Students will become familiar with Digital Single Lens Reflex (DSLR) and as well as cameras on mobile devices and learn how to create authentic journalistic documents. An emphasis will be placed on using the camera as a reporting tool and will cover industry expectations for professional photojournalists. | Practical Arts | 1.0 Credit |
| LOCKHEED MARTIN APPLIED CYBERSECURITY | | | | | |
| Computer Fundamentals | 2 | 9003410X | This course introduces students to the essential concepts, components, terminology, and knowledge about computers, computer systems, peripherals, and networks. | Practical Arts | 1.0 Credit |
| Programming Essentials | 3 | 9003450X | This course is designed to introduce students to plan program design, code programs, test programs, perform program maintenance, create, and maintain documentation. It also teaches students to develop an awareness of software quality assurance, develop an understanding of programming techniques and concepts, and design structured programs. | Elective | 1.0 Credit |
| Computer Networking Fundamentals | 3 | 9003480X | This course emphasizes demonstrating understanding of network technologies, understanding, installing, and configure network hardware, devices, management software, and networking tools. Students will also install, configure, and manage network security hardware and software devices. | Elective | 1.0 Credit |
| Cybersecurity Fundamentals | 3 | 9003490X | This course emphasizes demonstrating understanding of cybersecurity, the terminology used, its history and culture, and trends. Students will recognize malicious code and specify the appropriate actions to take to mitigate vulnerability and risk. | Elective | 1.0 Credit |
| Advanced Placement Computer Science Principles | 3 | 0200335X | AP Computer Science Principles was created with significant support from the National Science Foundation and more than 50 leading high school and higher education computer science educators who piloted the program at their institutions. The rigorous process of development and testing produced a course that reflects the latest scholarship in the field and provides students with a relevant and engaging learning experience. | Math | 1.0 Credit |
| CTE Internship  OR  Information Technology Cooperative Education – OJT | 2 | 8300430X  OR  9000420X | This course provides students with the opportunity to gain practical, first-hand knowledge in occupational clusters or industry sectors through a structured internship or on-the-job experience. This experience is designed to give students an opportunity to integrate occupational and applied academic learning and to apply knowledge and skills learned in a classroom to actual work situations. Internship opportunities may be paid or unpaid. OJT opportunities must be paid.  \*NOTE: Course enrollment is subject to school personnel approval. | Elective | 1.0 Credit  Can earn multiple credits |
| MACHINING TECHNOLOGY | | | | | |
| Machining Technology 1 | 3 | 9202110X | Students explore career opportunities and requirements of a professional machinist. Topics include: safety and organization blueprints, precision measurement, bench-work skills, and the history of manufacturing. | Elective | 1.0 Credit |
| Machining Technology 2 | 3 | 9202120X | Content emphasizes knowledge of manufacturing processes, generating computer-aided design drawings, precision measurement, power saws, grinders, drill presses, and understanding employability and entrepreneurship skills. | Practical Arts | 1.0 Credit |
| Machining Technology 3 | 3 | 9202130X | Content emphasizes knowledge of working in the machining industry. Topics include: teamwork and critical thinking skills, mathematics, quality control and inspection, plan machining operations, CAD/CAM processes, and set-up and program a CNC machine for lathe operations. | Elective | 1.0 Credit |
| CTE Internship  OR  Manufacturing Cooperative Education-OJT | 2 | 8300430X  OR  9200420X | This course provides students with the opportunity to gain practical, first-hand knowledge in occupational clusters or industry sectors through a structured internship or on-the-job experience. This experience is designed to give students an opportunity to integrate occupational and applied academic learning and to apply knowledge and skills learned in a classroom to actual work situations. Internship opportunities may be paid or unpaid. OJT opportunities must be paid.  \*NOTE: Course enrollment is subject to school personnel approval. | Elective | 1.0 Credit  Can earn multiple credits |
| MARITIME TECHNOLOGY | | | | | |
| Maritime 1 | 3 | 8404110X | This course provides students with an understanding of the field of maritime studies by developing an in-depth mastery of maritime industry related concepts and their relationship to the business of shipping.  The Maritime program works in close partnership with Port Canaveral. | Elective | 1.0 Credit |
| Maritime 2 | 3 | 8404120X | This course provides students with opportunities to further their mastery on maritime related concepts in preparation for postsecondary education and the world of work.  The course builds on material presented in Maritime 1 by increasing the depth and breadth of student knowledge. | Elective | 1.0 Credit |
| Maritime 3 | 3 | 8404130X | Students will take field trips to the port, discover the vast career options the port has to offer and in time, intern with and shadow professionals in the maritime industry. The course builds on material presented in Maritime 2. | Elective | 1.0 Credit |
| Maritime 4 | 3 | 8404140X | This course provides students with opportunities to further their mastery on maritime related concepts in preparation for postsecondary education and the world of work. The course builds on the material presented in Maritime 3 by increasing the depth and breadth of student knowledge. | Elective | 1.0 Credit |
| CTE Internship | 2 | 8300430X | This course provides students with the opportunity to gain practical, first-hand knowledge in occupational clusters or industry sectors through a structured internship experience. This experience is designed to give students an opportunity to integrate occupational and applied academic learning and to apply knowledge and skills learned in a classroom to actual work situations. Internship opportunities may be paid or unpaid.  \*NOTE: Course enrollment is subject to school personnel approval. | Elective | 1.0 Credit  Can earn multiple credits |
| MARKETING, MANAGEMENT AND ENTREPRENEURIAL PRINCIPLES | | | | | |
| Marketing Essentials | 2 | 8827110X | Develop fundamentals skills of marketing and selling as well as human relations, employability, communication, and economic skills. | Practical Arts | 1.0 Credit |
| Marketing Applications | 2 | 8827120X | In-depth study of marketing in a free enterprise society and skills required for entry level employment in a wide variety of marketing occupations. | Practical Arts | 1.0 Credit |
| Marketing Management | 2 | 8827130X | Applying skills related to marketing functions and required for success in the marketing industry. | Practical Arts | 1.0 Credit |
| Marketing Cooperative Education – OJT | 2 | 8800410X | Enhance and further develop marketing competencies through a paid, supervised, on-the-job training experience. | Elective | 1.0 Credit |
| CTE Internship  OR  Marketing Cooperative Education-OJT | 2 | 8300430X  OR  8800410X | This course provides students with the opportunity to gain practical, first-hand knowledge in occupational clusters or industry sectors through a structured internship or on-the-job experience. This experience is designed to give students an opportunity to integrate occupational and applied academic learning and to apply knowledge and skills learned in a classroom to actual work situations. Internship opportunities may be paid or unpaid. OJT opportunities must be paid.  \*NOTE: Course enrollment is subject to school personnel approval. | Elective | 1.0 Credit  Can earn multiple credits |
| MEDICAL ADMINISTRATIVE SPECIALIST | | | | | |
| Digital Information Technology | 2 | 8207310X | Basic overview of current business and information systems and trends. Emphasis on developing fundamental computer skills. | Practical Arts | 1.0 Credit |
| Medical Office Technology 1 | 2 | 8212201X | This course is designed to assist with administrative office duties and procedures specific to the medical environment.  The course explores and expands the competencies learned in Administrative Office Technology 1 and promotes application of higher-level office procedures tasks and communication skills. | Elective | 1.0 Credit |
| Medical Office Technology 2 | 2 | 8212202X | This course expands the competencies learned in Medical Office Technology 1.  Students are required to perform higher level thinking and decision making and to use technology as a resource to efficiently perform systematic procedural tasks and to produce quality work in an efficient manner. | Elective | 1.0 Credit |
| CTE Internship  OR  Business Cooperative Education - OJT | 2 | 8300430X  OR  8200410X | This course provides students with the opportunity to gain practical, first-hand knowledge in occupational clusters or industry sectors through a structured internship or on-the-job experience. This experience is designed to give students an opportunity to integrate occupational and applied academic learning and to apply knowledge and skills learned in a classroom to actual work situations. Internship opportunities may be paid or unpaid. OJT opportunities must be paid.  \*NOTE: Course enrollment is subject to school personnel approval. | Elective | 1.0 Credit  Can earn multiple credits |
| NURSING ASSISTANT (PATIENT CARE ASSISTANT) | | | | | |
| Health Science Anatomy and Physiology | 3 | 8417100X | This course is part of the secondary Health Core consisting of an overview of the human body, both structurally and functionally with emphasis on the pathophysiology and transmission of disease.  Medical terminology is an integral part of the course. | EQ Science | 1.0 Credit |
| Health Science Foundations | 3 | 8417110X | This course is designed to prepare students for employment as nursing assistants SOC-31-1014 (Nursing Assistants) in nursing homes, hospitals, or other health care facilities. The content includes, but is not limited to, interpersonal skills, medical terminology, legal and ethical responsibilities, safe and efficient work, gerontology, nutrition, pet-facilitated therapy, health and safety including Cardio-pulmonary Resuscitation (CPA) – heart saver level, and employability skills. | Elective | 1.0 Credit |
| Introduction to Health Care | NA | 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 | NA | 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 | NA | 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 | NA | HCP C621 | 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 | NA | 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 | NA | 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 |
| Health Science Directed Study | 2 | 8400100X | The purpose of this course is to provide students with learning opportunities in a prescribed program of study within the Health Science cluster that will enhance opportunities for employment in the career field chosen by the student. | Elective | 0.2 HS/ Credit |
| NUTRITION AND FOOD SCIENCE | | | | | |
| Nutrition and Food Science | 2 | 8801101X | Content includes but is not limited to instruction in the application of biological, chemical, and physical principles of converting raw agricultural products into processed forms for human consumption and safe food preparation, handling, packaging, food storage and distribution, and related aspects of human health and safety including toxicology and pathology.  Qualified students may sit for the ServSafe Food Protection Manager Exam. | 4th EQ Science | 1.0 Credit |
| OUTBOARD MARINE SERVICE TECHNOLOGY | | | | | |
| Outboard Marine Service 1 | 3 | 9504210X | Introduction to marine industry standards, including basic maintenance and repair of four-stroke engines, two-stroke engines, and electrical systems. | Elective | 1.0 Credit |
| Outboard Marine Service 2 | 3 | 9504220X | Concentrates on routine maintenance of fuel systems, two-stroke cycle carburetors and marine trailers. Skills are developed in sales, communications, math, science, employability, and entrepreneurship. | Elective | 1.0 Credit |
| Outboard Marine Service 3 | 3 | 9504230X | Focus on the skills needed to be parts specialist and computer skills needed in the marine service industry. Maintenance and repair of cooling and lubrication systems are a significant component of lab activity. | Elective | 1.0 Credit |
| Outboard Marine Service 4 | 3 | 9504240X | Maintenance and repair of two-stroke cycle outboard engines, outboard fuel systems, and cooling systems. | Elective | 1.0 Credit |
| Advanced Marine Technology 1 | 3 | 9504250X | Outboard lubrication systems, lower cases, cranking systems, and magneto systems. | Elective | 1.0 Credit |
| Advanced Marine Technology 2 | 3 | 9504260X | Maintenance and repair of outboard battery ignition systems, capacitor discharge ignition systems, and outboard charging systems. | Elective | 1.0 Credit |
| CTE Internship  OR  Transportation, Distribution and Logistics Cooperative Education-OJT | 2 | 8300430X  OR  9500420X | This course provides students with the opportunity to gain practical, first-hand knowledge in occupational clusters or industry sectors through a structured internship or on-the-job experience. This experience is designed to give students an opportunity to integrate occupational and applied academic learning and to apply knowledge and skills learned in a classroom to actual work situations. Internship opportunities may be paid or unpaid. OJT opportunities must be paid.  \*NOTE: Course enrollment is subject to school personnel approval. | Elective | 1.0 Credit  Can earn multiple credits |
| PRINCIPLES OF TEACHING | | | | | |
| Introduction to the Teaching Profession | 2 | 8909010X | This course is designed to focus on the profession of teaching and related with an emphasis on identifying the current, historical, philosophical and social perspectives of American education, including trends and issues. | Elective | 1.0 Credit |
| Human Growth and Development | 2 | 8909020X | This course prepares students to understand the nature of human development from conception through adolescence with an emphasis on theories of physical, cognitive, and psychosocial development, the effect of heredity and the environment, the role of caregivers and the family, health and safety concerns, and contemporary issues. | Elective | 1.0 Credit |
| Foundations of Curriculum and Instruction | 3 | 8909030X | This course is designed for students to develop the knowledge and skills of curriculum delivery models in response to the developmental needs of all children. | Elective | 1.0 Credit |
| Principles of Teaching Internship | 2 | 8909040X | The course is designed as an internship for students to apply their knowledge in real world education settings. | Elective | 1.0 Credit |
| PUBLIC SAFETY TELECOMMUNICATIONS / 911 | | | | | |
| Dispatcher: Police, Fire, Ambulance | 2 | 9101100X | This program prepares students for employment as a dispatcher: police, fire, ambulance. The content includes, ethics and the role of the telecommunicator; standard telecommunication operating procedures; relationship to field personnel; understanding of the command levels; typical layouts of message centers; use of performance aids; overview of emergency agencies; functions and terminology. | Elective | 1.5 Credit |
| TECHNICAL DESIGN | | | | | |
| 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, architectural design, technical illustration, and advanced imaging techniques. | Practical Arts | 1.0 Credit |
| Technical Design 2 | 3 | 8401020X | Students learn more about the nature of design and drafting techniques for architectural purposes.  Students are also provided with instruction in a variety of technical illustrations commonly produced to depict architectural concepts and designs.   Students are expected to continue collating their portfolio using exemplars of their work. | Practical Arts | 1.0 Credit |
| Technical Design 3 | 3 | 8401030X | This course provides students with instruction in advanced imaging techniques relative to both static and animated illustrations. In addition to learning more advanced techniques, students will have an opportunity to research a project, design an appropriate solution, and present their results.  The ultimate output of this course is the student’s presentation of a completed portfolio illustrating their best exemplars. | Practical Arts | 1.0 Credit |
| CTE Internship | 2 | 8300430X | This course provides students with the opportunity to gain practical, first-hand knowledge in occupational clusters or industry sectors through a structured internship experience. This experience is designed to give students an opportunity to integrate occupational and applied academic learning and to apply knowledge and skills learned in a classroom to actual work situations. Internship opportunities may be paid or unpaid.  \*NOTE: Course enrollment is subject to school personnel approval. | Elective | 1.0 Credit  Can earn multiple credits |
| TELEVISION PRODUCTION TECHNOLOGY | | | | | |
| Television Production Technology 1 | 2 | 8201510X | Introduction to overall production of television studio activities including scripts, lighting, filming and directing, electronic news gathering, field production, communication skills, leadership skills, human relations and employability skills, safe and efficient work practices. Studio activities are an integral part of this program. Instruction in camera principles, audio and video control, lighting methods, control room operation, station operation, and set preparation. | Practical Arts | 1.0 Credit |
| Television Production Technology 2 | 2 | 8201520X | Application of overall production of television studio activities including scripts, lighting, filming and directing, electronic news gathering, and field production, communication skills, leadership skills, human relations and employability skills, safe and efficient work practices. | Practical Arts | 1.0 Credit |
| Television Production Technology 3 | 3 | 8201530X | Research and advanced application of overall production of television studio activities including scripts, lighting, filming and directing, electronic news gathering and field production, communication skills, leadership skills, human relations and employability skills and safe and efficient work practices. | Practical Arts | 1.0 Credit |
| CTE Internship  OR  Arts, A/V Technology and Communication Cooperative Education OJT | 2 | 8300430X  OR  8200430X | This course provides students with the opportunity to gain practical, first-hand knowledge in occupational clusters or industry sectors through a structured internship or on-the-job experience. This experience is designed to give students an opportunity to integrate occupational and applied academic learning and to apply knowledge and skills learned in a classroom to actual work situations. Internship opportunities may be paid or unpaid. OJT opportunities must be paid.  \*NOTE: Course enrollment is subject to school personnel approval. | Elective | 1.0 Credit  Can earn multiple credits |
| WEB APPLICATION DEVELOPMENT AND PROGRAMMING | | | | | |
| Digital Information Technology | 2 | 8207310X | Basic overview of current business and information systems and trends. Emphasis on developing fundamental computer skills. | Practical Arts | 1.0 Credit |
| Foundations of Programming | 3 | 9007210X | This course introduces concepts, techniques, and processes associated with computer programming and software development. | 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 |
| CTE Internship  OR  Information Technology Cooperative Education – OJT | 2 | 8300430X  OR  9000420X | This course provides students with the opportunity to gain practical, first-hand knowledge in occupational clusters or industry sectors through a structured internship or on-the-job experience. This experience is designed to give students an opportunity to integrate occupational and applied academic learning and to apply knowledge and skills learned in a classroom to actual work situations. Internship opportunities may be paid or unpaid. OJT opportunities must be paid.  \*NOTE: Course enrollment is subject to school personnel approval. | Elective | 1.0 Credit  Can earn multiple credits |
| WEB DEVELOPMENT | | | | | |
| Digital Information Technology | 2 | 8207310X | Basic overview of current business and information systems and trends. Emphasis on developing fundamental computer skills. | Practical Arts | 1.0 Credit |
| Foundations of Web Design | 3 | 9001110X | This course is designed to provide students with opportunities to acquire and apply foundational skills related to web design. | Practical Arts | 1.0 Credit |
| User Interface Design | 3 | 9001120X | Provides advanced concepts used in interface design. Content includes principles of Human Computer Interface (HCI), advanced page design using Cascading Style Sheets (CSS), advanced HTML commands, multimedia applications, Internet/Intranet tools, and website promotion | Practical Arts | 1.0 Credit |
| Interactivity Essentials | 3 | 9001160X | This course provides instruction on technologies and techniques for enhancing the interactivity of websites from both site visitor and administration perspectives. Students will have the opportunity to earn the Adobe Animate industry certification. | Practical Arts | 1.0 Credit |
| CTE Internship  OR  Information Technology Cooperative Education – OJT | 2 | 8300430X  OR  9000420X | This course provides students with the opportunity to gain practical, first-hand knowledge in occupational clusters or industry sectors through a structured internship or on-the-job experience. This experience is designed to give students an opportunity to integrate occupational and applied academic learning and to apply knowledge and skills learned in a classroom to actual work situations. Internship opportunities may be paid or unpaid. OJT opportunities must be paid.  \*NOTE: Course enrollment is subject to school personnel approval. | Elective | 1.0 Credit  Can earn multiple credits |
| WELDING TECHNOLOGY FUNDAMENTALS | | | | | |
| Welding Technology Fundamentals 1 | 3 | 9204410X | This course prepares students for entry into the welding industry. Students explore career opportunities and requirements of a professional welder. Content emphasizes beginning skills key to the success of working in the welding industry. Students study workplace safety and organization, basic manufacturing processes, metals identification, basic interpretation of welding symbols, and oxyfuel gas cutting practices. Students demonstrate learned skills by creating and producing a finished product. | Practical Arts | 1.0 Credit |
| Welding Technology Fundamentals 2 | 3 | 9204420X | This course is designed to build on the skills and knowledge students learned in Welding Technology Fundamentals 1 for entry into the welding industry. Students explore career opportunities and requirements of a professional welder. Content emphasizes beginning skills key to the success of working in the welding industry. Students study drawings and welding symbols, intermediate oxyfuel gas cutting practices, plasma arc cutting principles, and basic shielded metal arc welding (SMAW). Students demonstrate learned skills by creating and producing a finished product. | Practical Arts | 1.0 Credit |
| Welding Technology Fundamentals 3 | 3 | 9204430X | This course is designed to build on the skills and knowledge students learned in Welding Technology Fundamentals 1 and 2 for entry into the welding industry. Students explore career opportunities and requirements of a professional welder. Content emphasizes beginning skills key to the success of working in the welding industry. Students study basic shielded metal arc welding (SMAW), Carbon Arc Gouging (GAC) principles, and visual examination skills. Students demonstrate learned skills by creating and producing a finished product. | Practical Arts | 1.0 Credit |
| CTE Internship  OR  Manufacturing Cooperative Education-OJT | 2 | 8300430X  OR  9200420X | This course provides students with the opportunity to gain practical, first-hand knowledge in occupational clusters or industry sectors through a structured internship or on-the-job experience. This experience is designed to give students an opportunity to integrate occupational and applied academic learning and to apply knowledge and skills learned in a classroom to actual work situations. Internship opportunities may be paid or unpaid. OJT opportunities must be paid.  \*NOTE: Course enrollment is subject to school personnel approval. | Elective | 1.0 Credit  Can earn multiple credits |

# EXCEPTIONAL STUDENT EDUCATION COURSE DESCRIPTIONS

| **Course** | **State Level** | **Number** | **Description** | **Meets Req. for** | **Course Length/**  **Credit** |
| --- | --- | --- | --- | --- | --- |
| ACADEMICS–SUBJECT AREAS | | | | | |
| Access English 1  Access English 2  Access English 3  Access English 4 | N/A  NA  NA  NA | 7910120E  7910125E  7910130E  7910135E | Provides integrated educational experiences for students with the most significant cognitive disabilities in reading, writing, listening, viewing, speaking, language and literature. The Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in these courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.  Access points in English language arts contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction. | English | Up to 2 Credits Each |
| Access Geometry | N/A | 7912065E | Is intended only for students with the most 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 the most 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  Access  Algebra 1B | N/A  N/A | 7912080E  7912090E | Is intended only for students with the most 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  Algebra | Up to 2 Credits Each |
| Access H.O.P.E.  9-12 | N/A | 7915015E | Enables students with the most significant cognitive 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 the most 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 the most 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 the most significant cognitive disabilities access to the concepts and content of Earth Space Science. | EQ Science | Up to 2 credits |
| Access World History  Access U.S. History  Access US Gov’t  Access  Economics with Financial Literacy | N/A  NA  NA  NA | 7921027E  7921025E  7921015E  7921022E | Provides students with the most 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  American History  American Gov’t  Economics | Up to 2 Credits Each |
| SPECIAL SKILLS COURSES | | | | | |
| 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 |
| MISCELLANEOUS | | | | | |
| Studies for Students Who Are Gifted | N/A | 7965040E | Provides appropriately individualized curricula for students who are gifted. | Elective | Multiple |
| THERAPY | | | | | |
| Physical Therapy | N/A | 7966010E | Provides instruction to students with disabilities who have physically disabling conditions, including sensorimotor or neuromuscular deficits, which substantially limit one or more major life activities and require adaptation of the school environment or curriculum in order to benefit from an educational program. | N/A | N/A |
| Occupational Therapy | N/A | 7966020E | Provides instruction to students with disabilities whose physical, motor, or neurological deficits result in significant dysfunction in daily living or academic learning skills to the extent that they require adaptation of the school environment or curriculum in order to benefit from an educational program. | N/A | N/A |
| Speech Therapy  Language Therapy | N/A | 7966030E  7966040E | 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 | N/A  N/A |
| CAREER AND TECHNICAL EDUCATION FOR STUDENTS WITH DISABILITIES | | | | | |
| Career Preparation | N/A | 7980110E | Enables students with disabilities to use the career knowledge and skills necessary to identify career options, access community resources, and apply work-related behaviors. Provides a foundation for further progress toward achieving the student’s desired post-school outcomes related to a career. | Elective | Multiple |
| Career Experiences | N/A | 7980120E | Enables students with disabilities to further develop the career knowledge and skills necessary to identify career options, access community resources, and practice work-related behaviors. Provides guided practice and experiences in school and community work situations aimed at further progress toward achieving the student’s desired post-school outcomes related to a career. | Elective | Multiple |
| 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 the most 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.



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

the Public or Students including IDEA and 504 matters contact:

Title IX Coordinator

Stephanie Archer

2700 Judge Fran Jamieson Way

Melbourne, FL 32940

(321) 631-1911 Ext. 11395

Archer.stephanie@brevardschools.org

Employees or Job Applicants

contact:

Director of Professional Standards and Labor Relations

Dr. Karyle Green

2700 Judge Fran Jamieson Way

Melbourne, FL 32940

(321) 633-1000 Ext. 11265

Green.karyle@brevardschools.org

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