A photograph of students walking away from the camera down a school hallway. They are wearing backpacks. The hallway has yellow walls, framed pictures, and a bulletin board on the right.

# STUDENT PROGRESSION PLAN

## Including Secondary Course Catalog 2021-2022

Board Approved August 17, 2021

**BOARD MEMBERS:** DEBBIE JORDAN, CHAIR, DISTRICT 4 | BETSY VAUGHN, VICE CHAIR, DISTRICT 6 | MARY FISCHER, DISTRICT 1 | MELISA W. GIOVANNELLI, DISTRICT 2 | CHRIS N. PATRICCA, DISTRICT 3 | GWYNETTA S. GITTENS, DISTRICT 5 | CATHLEEN O'DANIEL MORGAN, DISTRICT 7 | KENNETH A. SAVAGE, Ed.D., SUPERINTENDENT | KATHY DUPUY-BRUNO, ESQ., BOARD ATTORNEY

## TABLE OF CONTENTS

<b>STUDENT PROGRESSION PLAN.....</b>	<b>5</b>
<b>1.0 General Information.....</b>	<b>6</b>
1.1 Annual Reports.....	6
1.2 Communication to Parents, Legal Guardians and Students .....	6
1.3 Student Improvement Plan .....	8
1.4 Course Provisions – Students Receiving Exceptional Education Services .....	9
1.5 Instructional Provisions – Limited English Proficient (LEP) Students .....	10
1.6 Educational Opportunities for Military Children .....	10
1.7 Academically Challenging Curriculum to Enhance Learning (ACCEL) Options .....	11
1.8 Character Education.....	11
1.9 Required Health Instruction for Students .....	11
1.10 Homebound and Hospitalized Program (HHP) .....	12
1.11 Lee Adolescent Mothers Program (LAMP) .....	12
<b>ELEMENTARY SCHOOL STUDENT PROGRESSION PLAN .....</b>	<b>13</b>
<b>2.0 Elementary School Student Progression Plan.....</b>	<b>14</b>
2.1 Elementary Requirements .....	14
2.2 Promotion and Retention in the Elementary Grades.....	16
2.3 Good Cause Exemptions.....	17
2.4 Mid-Year Promotion Criteria for Grade 3.....	18
2.5 Progress Monitoring and Assistance for Students .....	18
2.6 Student Enrollment K-5 .....	19
<b>3.0 Middle School Student Progression Plan .....</b>	<b>21</b>
3.1 Course Catalog.....	21
3.2 Middle School Grading System .....	21
3.3 Middle School Promotion Requirements .....	22
3.4 Intensive Instruction and Retention .....	24
3.5 Student Improvement Plan.....	25
3.6 Credit Recovery Opportunities .....	25
3.7 High School Credit for Middle School Students .....	25
3.8 Grade Forgiveness for High School Courses Taken by Middle School Students.....	25
3.9 Courses Taken on the High School Campus .....	25
3.10 On-Line Courses .....	26
3.11 Middle Grades Promotion Requirements .....	26
<b>4.0 High School Student Progression Plan.....</b>	<b>27</b>
4.1 Course Catalog.....	28
4.2 General Requirements .....	28
4.3 Graduation Options/Course Requirements .....	30
4.4 Standard Diploma Options .....	31
4.5 Accelerated Course Options .....	39
4.6 Certificates of Completion and Options.....	42
4.7 Special Diploma Options .....	42
4.8 Graduation by Examination/Florida High School Diploma .....	46
4.9 High School Equivalency Diploma Assistance Exception .....	46
4.10 Adult Student High School Diploma .....	46
4.11 High School Grading System .....	47
4.12 Additional Credit Information .....	49
4.13 Out of State Transfer Students.....	53
4.14 Athletic Participation Requirements .....	54
4.15 Adult Education .....	54
4.16 Florida Bright Futures Scholarship Program .....	54
4.17 Guidelines for Bright Futures Volunteer Service Hours .....	55
<b>5.0 Home Education .....</b>	<b>58</b>
5.1 Grade Placement Procedures for Students Leaving Home School and Entering the School District of Lee County.....	58
<b>6.0 Lee Virtual School (LVS).....</b>	<b>61</b>

6.1 Overview.....	61
6.2 Eligibility.....	61
6.3 Full Time Grade Level Placement.....	61
6.4 Attendance.....	62
6.5 Promotion/Graduation.....	62
6.6 Statewide, Standardized Assessments, EOC and Other Mandatory Assessments.....	62
6.7 Learning Coach.....	62
6.8 Withdrawal.....	62
6.9 Technology.....	63
6.10 Registration for LVS.....	63
6.11 Orientation.....	63
6.12 Online Discipline and Academic Integrity.....	63
6.13 Extracurricular and Enrichment Activities.....	63
6.14 Grades.....	64
6.15 Transferring in and out of the LVS Program.....	64
6.16 Computer Access and Equipment.....	64
6.17 ESE and Specialized Services.....	64
<b>Middle Grades English Language Arts Course Progression 2021-2022.....</b>	<b>66</b>
<b>Middle Grades Science Course Progression 2021-2022.....</b>	<b>68</b>
<b>Middle Grades Social Studies Course Progression 2021-2022.....</b>	<b>69</b>
<b>Middle School Active Course Codes.....</b>	<b>70</b>
<b>Art.....</b>	<b>70</b>
<b>Career Technical Education Courses.....</b>	<b>74</b>
Arts, A/V Technology & Communication Cluster.....	74
Agriculture, Food and Natural Resources Cluster.....	74
Business, Management and Administration Career Cluster.....	75
Engineering and Technology Education Career Cluster.....	77
Health Science Career Clusters.....	78
Hospitality and Tourism Career Cluster.....	79
Human Services Career Cluster.....	79
Information Technology Career Cluster.....	80
Manufacturing Career Cluster.....	81
Marketing, Sales and Service Career Cluster.....	81
Additional Career and Technical Education Programs/Courses.....	81
<b>Dance.....</b>	<b>83</b>
<b>Drama – Theatre Arts.....</b>	<b>84</b>
<b>English/Language Arts.....</b>	<b>86</b>
<b>Exceptional Student Education.....</b>	<b>91</b>
<b>Exploratory and Experiential Education.....</b>	<b>96</b>
<b>Health.....</b>	<b>97</b>
<b>Library Media.....</b>	<b>98</b>
<b>Mathematics.....</b>	<b>99</b>
<b>Music.....</b>	<b>101</b>
<b>Peer Counseling.....</b>	<b>106</b>
<b>Physical Education.....</b>	<b>107</b>
<b>Research and Critical Thinking.....</b>	<b>108</b>
Advancement Via Individual Determination (AVID).....	109
<b>Science.....</b>	<b>111</b>
<b>Social Studies.....</b>	<b>114</b>
<b>World Languages.....</b>	<b>118</b>
<b>Inactive Course Codes for Middle School.....</b>	<b>120</b>
<b>High School English Language Arts Course Progression 2021-2022.....</b>	<b>123</b>

<b>High School Social Studies Course Progression 2021-2022 .....</b>	<b>130</b>
<b>High School Course Offerings .....</b>	<b>132</b>
<b>Art .....</b>	<b>132</b>
<b>Career and Technical Education .....</b>	<b>143</b>
Agriculture, Food and Natural Resources Cluster.....	143
Architecture and Construction Cluster .....	148
<b>The purpose of this course is for the student to continue developing competencies essential to the carpentry profession. These competencies include site preparation and layout, building foundations, engineered structural lumber and floor system framing. ....</b>	<b>151</b>
<b>CARPENTRY FRAMING.....</b>	<b>151</b>
<b>81043300     1 Credit .....</b>	<b>151</b>
<b>This Course focuses on framing walls and roofs, and provides an understanding of hurricane codes. ....</b>	<b>151</b>
<b>CARPENTRY EXTERIOR.....</b>	<b>151</b>
<b>81043400     1 Credit .....</b>	<b>151</b>
Arts, A/V Technology and Communication Cluster .....	156
Business, Management and Administration Cluster .....	162
Education and Training Cluster .....	168
Engineering & Technology Education Cluster .....	170
Finance Cluster.....	175
Government & Public Administration Cluster .....	176
Health Science Cluster.....	178
Hospitality and Tourism Cluster .....	183
Human Services Cluster.....	186
Information Technology Cluster.....	187
This course provides an overview of the development and expansion of the field of Modeling and Simulation and its impact on society and industry. Strategies, processes and methods for conceptualizing modeling and simulation are introduced to serve as a foundation to cultivate interest and introduce technology skills and knowledge necessary for careers in modeling and simulation. ....	197
This course focuses on the acquisition of technology skills for rendering a Modeling and Simulation product, including visual simulation and engineering logistics and implementation issues as they relate to Modeling and Simulation products. ....	197
Law, Public Safety and Security Cluster .....	198
Manufacturing Cluster.....	201
Marketing, Sales and Services Cluster .....	202
Transportation, Distribution, and Logistics Cluster.....	205
Additional CTE Programs/Courses .....	207
<b>Computer Education.....</b>	<b>210</b>
<b>Dance .....</b>	<b>212</b>
<b>Drama-Theatre Arts.....</b>	<b>214</b>
<b>Driver Education .....</b>	<b>219</b>
<b>English/Language Arts .....</b>	<b>219</b>
<b>Exceptional Student Education .....</b>	<b>230</b>
<b>Technical and Career Education for Students with Disabilities .....</b>	<b>237</b>
<b>Experiential Education .....</b>	<b>238</b>
<b>Health .....</b>	<b>240</b>
<b>JROTC – Military Science.....</b>	<b>241</b>
<b>Leadership Skills Development .....</b>	<b>242</b>
<b>Library Media .....</b>	<b>244</b>
<b>Mathematics .....</b>	<b>244</b>
<b>Music .....</b>	<b>250</b>



**Peer Counseling ..... 260**

**Physical Education..... 261**

**Research and Critical Thinking ..... 266**

**Science ..... 269**

**Social Studies ..... 277**

**World Languages..... 294**

**Program Options ..... 305**

**Lee County Technical Colleges ..... 309**

**Inactive Course Codes for High School ..... 311**

**Inactive Course Code Waiver ..... 313**

# STUDENT PROGRESSION PLAN

The School District of Lee County's Student Progression Plan delineates the rules, processes, and procedures which affect student promotion, retention, and graduation. This document is aligned with the Next Generation Sunshine State Standards, Florida Standards and the proficiency levels in English Language Arts, mathematics, social studies, and science as determined by the State of Florida. It outlines what students must know and be able to do in order to meet the requirements for promotion and graduation from a Lee County school.

The Student Progression Plan begins with general information pertaining to all elementary, middle, and high school students. The sections following this general information are relevant to each specific school level and are labeled accordingly. This document also includes the Secondary Course Catalog. An electronic version of this document is available on The School District of Lee County's website, [www.leeschools.net](http://www.leeschools.net), and can be accessed through the Division of Academic Services.

# 1.0 GENERAL INFORMATION

## 1.1 Annual Reports

The School District of Lee County (District) must annually report the progress of all students toward achieving State and District expectations for proficiency in English Language Arts, science, social studies, and mathematics, including results on statewide assessment tests. The progress must be based upon classroom work, observations, tests, District and State assessments, and other relevant information. Progress reporting must be provided to the parents in writing in a format adopted by The School Board of Lee County.

The School Board must annually publish in the local newspaper, and report in writing to the State Board of Education by September 1 of each year, the following information on the prior school year:

- The District School Board's policies and procedures on student progression, retention, and promotion.
- The number and percentage of all students (by grade) in grades 3 through 10 performing at Levels 1 and 2 on the statewide, standardized English Language Arts assessment.
- The number and percentage of all students (by grade) retained in kindergarten through grade 10.
- The total number of students promoted for good cause, by each category of good cause, as specified in §1008.25(8), F.S.
- All revisions to the District School Board's policies and procedures on student retention and promotion from the prior year.

## 1.2 Communication to Parents, Legal Guardians and Students

### Student Progression Plan Notification

Parents, legal guardians, and students will be made aware of the criteria established in this Student Progression Plan through the following means:

- Information included in School Student Handbook
- Information posted on the School's and District's website
- Articles included in School Newsletters

### Academic Deficiency Notifications

Parents of students who exhibit a substantial deficiency in reading must be notified in writing of the:

- Area of deficiency
- Current and proposed supplemental instructional services and supports
- Probability of retention
- Good cause exemptions
- Strategies for parents to use to help their children succeed in reading
- Promotion requirements (including statewide, standardized assessment scores)
- District's specific criteria and policies for a portfolio and the evidence required for a student to demonstrate mastery of Florida's academic standards for English Language Arts
  - A parent of a student in grade 3 who is identified anytime during the year as being at risk of retention may request that the school immediately begin collecting evidence for a portfolio.
- District's specific criteria and policies for mid-year promotion, as specified in §1008.25(5)(c), F.S.

### Third Grade Retention Notifications

The Lee County School District provides written notification to parents of third grade students who are retained because they have been unsuccessful in meeting the requirements for promotion. Notifications must include the reasons the students are ineligible for a good cause exemption. Notification must also include a description of proposed interventions and supports that will be provided to the students, as specified in §1008.25(7)(b)3, F.S.



### Early Warning System

Schools shall implement an early warning system to identify students in grades K-8 who need additional support to improve academic performance and stay engaged in school. The early warning indicators include:

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics during any grading period
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics or, for students in kindergarten through grade 3, a substantial reading deficiency under s. 1008.25(5)(a).

When a student exhibits two or more early warning indicators, the school-based team, in consultation with the student's parent, shall determine appropriate intervention strategies for the student unless the student is already being served by an intervention program at the direction of the school-based multidisciplinary team. Data and information relating to a student's early warning indicators must be used to inform any intervention strategies provided to the student.

### High School Acceleration Mechanisms Notifications

At the beginning of each school year, parents of students in (or entering) high school shall be notified of the opportunities and benefits of Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Dual Enrollment, and Lee Virtual School (LVS) courses, as specified in §1003.02(1)(i), F.S.

### High School Students with At-Risk Grade Point Average (GPA) Notifications

Parents of students who have a cumulative GPA that is less than the cumulative GPA required for graduation at the end of each semester in grades 9, 10, 11, and 12 shall be notified that the students are at-risk of not meeting the graduation requirements. The District shall be responsible for notifying all high school students of the consequences of failure to receive a standard diploma, including the potential ineligibility for financial assistance at post-secondary educational institutions, as specified in §1003.4282(2), F.S.

### Report Cards

Report cards will be issued quarterly for all elementary, middle, and high school students. The report cards will clearly depict academic performance in each class or course which, in grades 1 through 12, must be based upon examinations as well as written papers, class participation, and other academic performance criteria, and must include the student's performance or nonperformance at his or her grade level. Student report cards also show information regarding:

- The student's conduct and behavior
- The student's attendance, including absences and tardiness
- A student's final report card for a school year shall contain a statement indicating end-of-the-year status regarding performance or nonperformance at grade level, acceptable or unacceptable behavior and attendance, and promotion or non-promotion as specified in §1003.33(1)(2), F.S.

Parents/guardians shall be notified in writing when students are performing below District standards. Parents/guardians shall be notified in writing before grade placement decisions are made. School personnel shall utilize all available resources, including conferences, to achieve parent/guardian understanding and cooperation regarding possible student grade placement. The final decision for grade placement is the responsibility of the principal.

### Digital Student Grades, Attendance and Progress Monitoring Tools

All parents/guardians have access to the *Focus Parent Portal*, which provides a real-time view of student assignment details, grades, attendance, and current averages in all classes. Interim Reports will be available at least 20 days prior to the end of each grading period reflecting the cumulative grades for that quarter. In addition, parents/guardians have access to a *Progress Monitoring Report* under the "My Child" menu in Focus. The *Progress Monitoring Report* provides the results of any i-Ready/STAR Reading, i-Ready/STAR Math, Science (Grade 5, 8, and Biology), and Social Studies (Civics and US History) district progress monitoring assessments your child may participate in each quarter. If you have any questions about this report, please contact your child's school.



## Student Records

Cumulative records shall state explicitly: promotion, retention, promotion for good cause, accelerated promotion, exceptional student education or other special placement, the major reason for the action, and who approved the action. The Federal Family Rights and Privacy Act of 1974 protects the accuracy and privacy of student education records and guarantees parental access to these records.

## 1.3 Student Improvement Plan

### Reading Intervention

For students required to participate in the statewide, standardized assessment program, a substantial reading deficiency is defined as scoring Level 1 or Level 2 on the statewide, standardized English Language Arts assessment. Students who exhibit a substantial reading deficiency shall be provided with additional diagnostic assessments to determine the nature of the difficulties, the areas of academic need, and strategies for appropriate intervention and instruction.

For students who are unable to participate in the statewide, standardized English Language Arts assessment, a substantial reading deficiency must be defined by the District School Board.

Each student who achieves a Level 1 or 2 on the statewide, standardized English Language Arts assessment, the statewide, standardized mathematics assessment, or the Algebra 1 end-of-course (EOC) assessment shall be evaluated to determine the nature of the student's difficulty, the area of academic need, and strategies for providing academic supports to improve the student's performance. Students who fail to meet District or State requirements for satisfactory performance in English Language Arts and mathematics must be covered by one of the following plans:

- A federally required student plan such as an Individual Education Plan (IEP)
- A school-wide system of progress monitoring for all students, except a student who scores Level 4 or above on the English Language Arts and mathematics assessments may be exempted from participation by the principal
- An individual progress monitoring plan (Student Improvement Plan)

School-based problem-solving teams, in consultation with parents/guardians, must develop and implement a plan designed to assist students in meeting State and District expectations for proficiency. Although additional elements can be included, each plan must include the provision of supplemental or intensive instruction in the areas of weakness and may be provided through one or more of the following activities considered appropriate by specialized diagnostic information:

- Extended year coursework
- Extended day services
- Altered instructional day
- Specific reading strategies
- Tutorial programs
- Contracted academic services
- Exceptional student education services

Upon subsequent evaluation, if the documented deficiencies still need to be remediated in accordance with the plan, students may be retained.

Academic portfolios will be completed along with a review of the individual progress monitoring plan (Student Improvement Plan) for all K-3 students who are retained according to the elementary retention criteria.

### Multi-Tiered System of Supports (MTSS)

The School District of Lee County bases the philosophy and framework for general education interventions on the MTSS problem-solving model offered by the Florida Department of Education. The District establishes the following components in a three-tiered model to address academic and/or behavioral needs of students as identified by school-based MTSS problem-solving teams:

- A framework to identify students who require interventions and/or support above and beyond the core curriculum.
- A timeline based on individual student needs of 8-16 weeks to monitor the progress and determine the effectiveness of individualized interventions at each level of support.
- A school-based problem-solving team consisting of selected school faculty, administrator(s), and parent(s) who will monitor progress and recommend intervention changes based on student progress.
- A list of recommended assessments (screenings, observations, histories, portfolios, and regularly scheduled assessments) to monitor progress.
- Standardized forms designed to document the interventions, parental involvement, and student monitoring data.
- A District MTSS Manual developed and updated as needed by District and school-level staff that provides a detailed explanation of the MTSS problem-solving framework.

### **Levels of Interventions**

#### **CORE (Tier I)**

- Is the core curriculum, research-based instruction
- Includes all students
- Employs differentiated instruction
- Uses universal screening as determined by the District
- Is adjusted to ensure at least 80% of District schools/classes meet benchmarks

#### **SUPPLEMENTAL (Tier II)**

- Provides additional interventions to students who do not meet Tier I benchmarks
- Supplements Tier I instruction
- Targets students' needs as determined by a review of student records (school history, assessment data, academic and/or behavioral strengths and needs)
- Provides explicit direct instruction in a small group setting
- Includes a Student Improvement Plan with a minimum of biweekly progress monitoring

#### **INTENSIVE (Tier III)**

- Targets students who are performing significantly below standards and have failed to make adequate progress with the core and supplemental instruction and interventions
- Provides intense interventions with increased frequency and duration
- Provides direct instruction in a small group or individualized setting
- Employs weekly progress monitoring of targeted assessments that acquire more in-depth information about students' instructional or behavior needs
- Includes a Student Improvement Plan with weekly progress monitoring

Based on the student's response to the instruction/interventions provided within the school's Multi-Tiered System of Supports, the school-based MTSS problem-solving team may consider the following options:

- Decrease the intensity of (or discontinue) the interventions as students demonstrate skills comparable to their peers and are making satisfactory progress
- Maintain and/or modify the interventions in the general education setting as students show satisfactory progress
- Recommend an evaluation for consideration of ESE services and/or specialized instruction for students who fail to show adequate progress or for students whose interventions are too intense to be sustained in the general education setting

## **1.4 Course Provisions – Students Receiving Exceptional Education Services**

The District shall use one or a combination of the following options when providing services for students with exceptionalities (disabilities or gifted) in alignment with the students' Individual Education Plan or gifted Education Plan:

- Assignment of students with disabilities to general education courses with supports and accommodations designed to meet students' needs and level of service as determined by the Individual Education Plans; or
- Assignment of students with disabilities to exceptional education courses with instruction in the Access Points including supports, accommodations and/or modifications designed to meet students' needs and level of service as determined by the Individual Education Plans; or
- Assignment of students with gifted exceptionalities to general or exceptional education courses designed to meet students' needs and level of service as determined by the gifted Education Plan.

## 1.5 Instructional Provisions – Limited English Proficient (LEP) Students

As required by §1003.56, F.S., LEP students shall be provided with comprehensible instruction that is equal in amount, sequence, and scope as that provided to non-LEP students. LEP students who are reading below grade level in English or who score Level 1 or 2 on the statewide, standardized reading assessment should be enrolled in courses appropriate to their level of English proficiency and reading ability.

- All international (foreign-born) students will follow the Student Enrollment process for enrollment and school assignment.
- Parents/Guardians shall present all required enrollment documents.
- The School District of Lee County will not issue I-20's (form that would permit international students to enroll in The School District of Lee County).
- All students will be given a Home Language Survey (HLS) questionnaire (upon enrollment) to determine eligibility services. Students will have access to all programs and services that all native-born students have available to them.
- All students whose HLS contains a "yes" must be referred to the English for Speakers of Other Languages (ESOL) Program for English Language Proficiency Assessment and program placement as needed. The ESOL program is designed to provide assistance to students where the primary language spoken in the home is other than English. The method of instruction used in this program includes a variety of strategies to assist students in improving their written and verbal skills in English.
- International students who are not enrolled in a foreign exchange program and who are without educational records shall be provisionally assigned to a grade according to chronological age. The initial placement shall be reviewed by the principal. If students need to be placed at a different level, the principal shall facilitate appropriate placement. The highest level of grade placement for students without records or transcripts translated into Carnegie units in English shall be 11<sup>th</sup> grade.

## 1.6 Educational Opportunities for Military Children

This compact applies to the children of:

- Active-duty members of the uniformed services, including members of the National Guard and Reserve on active-duty orders pursuant to 10 U.S.C. ss. 1209 and 1211;
- Members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of 1 year after medical discharge or retirement; and
- Members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of 1 year after death.

This compact applies to local education agencies.

This compact does not apply to the children of:

- Inactive members of the National Guard and military reserves;
- Members of the uniformed services now retired, except as provided in Section A;
- Veterans of the uniformed services, except as provided in Section A; and
- Other United States Department of Defense personnel and other federal agency civilian and contract employees not defined as active-duty members of the uniformed services.

Official education records are unable to be released to the parents for the purpose of transfer. A complete set of unofficial education records containing uniform information as determined by the Interstate Commission will be given to the parents for enrollment. The student will be placed using the unofficial records. The school shall request official records and the sending state shall furnish official records within 10 days or within such time as reasonably determined under the rules adopted by the Interstate Commission.

Districts must give 30 days from the date of enrollment to obtain any immunization required by the receiving state.

A student who has satisfactorily completed the prerequisite grade level in the local education agency in the sending state is eligible for enrollment in the next highest grade level in the receiving state, regardless of age. A student transferring after the start of the school year in the receiving state shall enter the school in the receiving state on their validated level from an accredited school in the sending state.

The receiving state school shall initially honor placement of the student in education courses based on the student's enrollment in the sending state school or educational assessments conducted at the school in the sending state if the courses are offered. Course placement includes, but is not limited to, AICE, Honors, International Baccalaureate, Advanced Placement, vocational, technical, and career pathways courses. Educational programs should be honored to include but not limited to: Gifted and talented programs and English as a second language (ESL).

## **1.7 Academically Challenging Curriculum to Enhance Learning (ACCEL) Options**

Academically Challenging Curriculum to Enhance Learning (ACCEL) options are educational options that provide academically challenging curriculum or accelerated instruction to eligible public school students in kindergarten through grade 12. Each school offers the following ACCEL options: whole-grade and midyear promotion; subject matter acceleration; virtual instruction in higher grade level subjects; and the Credit Acceleration Program. Additional ACCEL options include enriched science, technology, engineering, and mathematics coursework, enrichment programs; flexible grouping; advanced academic courses; combined classes; and self-paced instruction; rigorous industry certifications that are articulated to college credit; work-related internships or apprenticeships. Students must meet applicable eligibility requirements pertaining to the various ACCEL options.

For more information regarding ACCEL options and eligibility requirements available at particular schools, parents should contact the school directly.

## **1.8 Character Education**

Character education is provided for kindergarten through grade 12 students that stresses the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation. In addition, the character-development curriculum for grades 9 through 12 shall include instruction on developing leadership skills, interpersonal skills, organization skills, and research skills; creating a resume; developing and practicing the skills necessary for employment interviews; conflict resolution, workplace ethics, and workplace law; managing stress and expectations; and developing skills that enable students to become more resilient and self-motivated, § 1003.42(2)(s), F.S.

## **1.9 Required Health Instruction for Students**

Three State Board of Education rules require Florida school districts to provide instruction in certain health education topics, beginning with the 2019-2020 school year. Students enrolled in grades 6 through 12 will receive instruction in mental and emotional health education and students in kindergarten through grade 12 will receive instruction on child trafficking prevention and substance use and abuse health education. Each lesson is developmentally appropriate by grade level and progresses from year to year as students move to the next grade level. All instruction is in alignment with Florida State Statute 1003.42 (2)(n) and State Board of Education Rules.

### **1.10 Homebound and Hospitalized Program (HHP)**

The Homebound and Hospitalized Program (HHP) has been established to provide instruction to the student who must be out of school for at least three weeks due to illness or convalescence, as certified by a licensed physician or psychiatrist. A homebound or hospitalized student is a student who has a medically diagnosed physical or psychiatric condition which is acute or catastrophic in nature, or a chronic illness, or a repeated intermittent illness due to a persisting medical problem and that confines the student to home or hospital and restricts activities for an extended period of time. The corresponding definition is found in State Board of Education Rule 6A-6.03020, Florida Administrative Code (F.A.C.) The possibility of H/H services should be explored when it is anticipated that a student will be absent from school for at least 15 school days, or the equivalent, while under a licensed physician's care because of severe, prolonged, or chronic illness.

### **1.11 Lee Adolescent Mothers Program (LAMP)**

LAMP is a three-fold voluntary program for teen parents or expecting teen mothers in grades 6-12. The comprehensive program at LAMP serves the students' academic, health, and social adjustment needs during their pregnancy and postpartum period. Childcare is provided for LAMP students which allows them to continue with their education after their child is born. Pregnant and parenting students have access to instructional programs that are comparable to other district high schools including classroom and online instruction, on-the-job training, and dual enrollment. As a TAPP program (Teenage Pregnancy Program) serving the needs of students throughout Lee County, special services and programs in health and childcare have been incorporated into the curriculum for every LAMP student to foster their success as a student, parent, and citizen. Additional information is available at each student's school counseling office.

# ELEMENTARY SCHOOL STUDENT PROGRESSION PLAN





## 2.0 ELEMENTARY SCHOOL STUDENT PROGRESSION PLAN

### 2.1 Elementary Requirements

#### Age Requirements for Kindergarten and First Grade

- Any child who will be five years old on or before September 1 may enter kindergarten, as specified in §1003.21, F.S.
- Any child who will be six years old on or before February 1 must enter school, as specified in §1003.21, F.S.
- Any child who has attained the age of six years on or before September 1 of the school year and who has been enrolled in a public school, or who has attained the age of six years on or before September 1 and has satisfactorily completed the requirements for kindergarten in a private school from which the district school board accepts transfer of academic credit, or who otherwise meets the criteria for admission or transfer in a manner similar or applicable to other grades, shall be eligible to attend first grade.
- Any student who transfers from an out-of-state public school and does not meet regular age requirements for admission to Florida public schools shall be admitted upon presentation of the following information.
  1. Official documentation that the parent(s) or guardian(s) was a legal resident(s) of the state in which the child was previously enrolled in school;
  2. An official letter or transcript from proper school authority which shows record of attendance, academic information, and grade placement of the student;
  3. Evidence of immunization against communicable diseases as required in §1003.22, F.S.;
  4. Evidence of date of birth in accordance with §1003.21, F.S.; and
  5. Evidence of a medical examination completed within the last twelve (12) months in accordance with §1003.22, F.S.
- Any student who transfers from an out-of-state nonpublic school and who does not meet regular age requirements for admission to Florida public schools may be admitted if the student meets age requirements for public schools within the state from which he or she is transferring, and if the transfer of the student's academic credit is acceptable under rules of the school board. Prior to admission, the parent or guardian must also provide the information listed above (items 1-5).
- This is in accordance with Florida Law and the policies of The School Board of Lee County.

#### Florida Kindergarten Readiness Screener (FLKRS)

The Florida Kindergarten Readiness Screener (FLKRS) gathers information on overall development and specifically addresses readiness of students for kindergarten based on the VPK Education Standards. The FLKRS is also used to calculate the VPK Provider Kindergarten Readiness Rate which measures how well VPK providers prepare four-year-olds to be ready for kindergarten based upon Florida's VPK Education Standards. The items included in the FLKRS are aligned with the Florida Early Learning and Developmental Standards for Four-Year-old.

#### Elementary Program of Studies (Grades K-5)

The following areas of study are offered in grades K-5:

- Art
- Character Education/Bullying
- English Language Arts (reading, writing, speaking, listening and language)
- Health Education/Safety
- Mathematics
- Music
- Physical Education\*
- Science
- Social Studies



*\*Students in grades K-5 will receive 150 minutes of physical education per week. As stipulated in §1003.455(3), F.S. any day during which P.E. instruction is conducted there will be at least 30 consecutive minutes per day.*

*The PE requirement for students with severe and profound disabilities can be met through participation in adaptive or specially designed PE.*

*Students in grades K-5 are eligible to waive the physical education requirement if they meet any of the following criteria:*

- *The student is enrolled in an intensive instruction course.*
- *The student's parent indicates in writing to the school that:*
  - 1. The parent requests that the student enroll in another course from among those courses offered as options by the school district; or*
  - 2. The student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.*

*School districts are required to notify the student's parent of the options available before scheduling the student to participate in physical education.*

*School districts are required to provide at least 100 minutes of supervised, safe, and unstructured free-play recess each week for students in kindergarten through grade 5 so that there are at least 20 consecutive minutes of free-play recess per day. This requirement does not apply to charter schools.*

### Elementary School Grading System

Grades K-5	
Grade	Definition
A (90-100)	Excellent
B (80-89)	Very Good
C (70-79)	Average
N (60-69)	Needs Improvement
U (0-59)	Unsatisfactory

Kindergarten and Grades K-5, as appropriate	
Grade	Definition
S	Satisfactory Progress Demonstrated
N	Needs Improvement
U	Unsatisfactory

### Multi-Tiered System of Support (MTSS)

- The membership of the school-based MTSS problem-solving team will be in compliance with Federal and State policy. Elementary school principals will have the option of supplementing the membership of the MTSS problem-solving team depending on the need(s) of the student being reviewed. Differentiation of core instruction is recommended to ensure student success. Differentiated instruction is implemented as a substantial difference in the amount of time available for instruction and practice and/or in the instructional strategies used to teach the students.
- Students who are substantially below standard or are being considered for retention should be referred to the school-based MTSS problem-solving team to determine if a Student Improvement Plan is necessary. This plan should include the specific supplemental and/or intensive interventions to be implemented, along with the type and frequency of progress monitoring assessments.
- Students who are still not meeting the established standards may be considered for further evaluation and to determine eligibility for ESE services. Recommendations will be made by the MTSS problem-solving team. Parents/Guardians will be informed of their child's progress throughout the problem-solving process.

The MTSS problem-solving team will make recommendations to the principal regarding:

- Opportunity for students to receive supplemental or intensive interventions in English Language Arts, mathematics, social studies, and/or science;
- Promotion to the next grade; or
- Retention in the same grade.

## 2.2 Promotion and Retention in the Elementary Grades

### Promotion

Elementary students who meet the following criteria shall be promoted to the next grade level:

- Demonstrate mastery of 80% or more of the appropriate grade level curriculum/Florida Standards as appropriate by the end of the school year;
- Meet District and State standards in English Language Arts, mathematics, science, and social studies; and
- Meet all the attendance requirements set forth in School Board Policy 4.16.

**Note:** *Students cannot be assigned to a grade based solely on age or other factors that constitute social promotion. There must be appropriate alternative placements for students who have been retained two or more years. The District may exempt students from mandatory retention only for Good Cause.*

### Acceleration

A student's academic performance history and school ability, aptitude, achievement, and developmental factors screening tool ratings will be considered for acceleration. The probable long-range academic, social, and emotional effects on the student should be strongly considered in any acceleration decision. A parent may formally request whole-grade acceleration or mid-year promotion by completing an official request and submitting all required documentation. The principal has the responsibility for making such decisions and grade level assignments.

The student's cumulative record will reflect the "accelerated grade placement", major reason(s) for the assignment, and the name of the principal who has made the placement. If that is the decision that is made, parents shall be notified formally, in writing, that their child is receiving an accelerated grade placement to the next higher grade. A copy of this notification shall be placed in the cumulative record.

### Retention Determination

Retention shall be determined by the principal after consideration of all data and committee recommendations.

### Kindergarten, Grade 1 and Grade 2 Retention

All kindergarten, grade 1 and grade 2 students who perform substantially below in reading will be considered for retention. These students will be reviewed by the school-based MTSS problem-solving team to be considered for retention. Principals may promote substantially below students as they determine appropriate.

Performance indicators for retention decisions may include:

- iReady
- DIBELS
- Academic Report Card Level
- Reading, Writing, and/or Math Progress Monitoring
- LIGHTS Scale

All kindergarten, grade 1 and grade 2 students functioning minimally below who are being considered for retention will be brought before the school-based MTSS problem-solving team for a recommendation regarding promotion.

### Grade 3 Retention/Intensive Instruction

#### Mandatory Retention

All grade 3 students who score Level 1 in English Language Arts (ELA) on the statewide, standardized assessment and who do not meet State-defined *Good Cause* Exemption criteria **must be retained**, as specified in §1008.25(5), F.S. To be promoted to grade 4, a student must score a Level 2 or higher on the statewide, standardized English Language Arts assessment required for grade 3 or be eligible for State-defined Good Cause criteria.

#### Intensive Instruction

Immediate intensive intervention must be provided daily for all elementary students who have been identified with a reading deficiency. This intervention must be in addition to or as an extension of the ninety (90) minute reading block in a smaller group size setting. Students must continue to be provided with intensive reading intervention until reading deficiencies are remediated.

Students not meeting specific levels of performance in reading as indicated by the i-Ready Reading assessment, statewide, standardized assessment, and classroom performance standards, must be given intensive reading instruction or be retained. The following minimum performance standards apply in the core academic area of reading:

- Substantially below standard on the i-Ready Reading assessment
- Substantially below standard on the statewide, standardized English Language Arts (ELA) assessment (Achievement Level 1).

#### Grade 4 and 5 Retention

Grade 4 and 5 students who score Level 1 in English Language Arts (ELA) on the statewide, standardized assessment and have not been retained twice in grades kindergarten through grade 5 **shall be considered for retention**. Students may be considered for promotion if they meet State defined *Good Cause* Exemption criteria. Academic performance on the Florida Standards as appropriate shall be reviewed by the school-based MTSS problem-solving team.

## 2.3 Good Cause Exemptions

#### Good Cause Exemptions—Grade 3

Section 1008.25(6)(b), F.S., public school student progression, lists the good cause exemptions from retention for third grade students who score at achievement Level 1 on the English Language Arts (ELA) portion of the statewide, standardized assessment. The district school board may only exempt students from mandatory retention, as provided in the paragraph for good cause. Good cause exemptions shall be limited to the following:

- Limited English Proficient (LEP) students who have had less than two years of instruction in an English for Speakers of Other Languages program based on the initial date of entry into a school in the United States.
- Students with disabilities whose Individual Educational Plan (IEP) shows that it is not appropriate for them to take the statewide, standardized English Language Arts (ELA) assessment consistent with the requirements of Section 1008.212, F.S.
- Students who demonstrate an acceptable level of performance on an alternative standardized reading or English Language Arts assessment approved by the State Board of Education.
- Students who demonstrate mastery (equal to at least a Level 2 performance on the statewide, standardized English Language Arts assessment) of the Florida Standards through a District-approved portfolio.
- Students with disabilities who participate in the statewide, standardized English Language Arts (ELA) assessment and who have an Individual Education Plan (IEP) or a Section 504 plan and have received intensive instruction in reading or English Language Arts for more than two years but still demonstrate a deficiency and were previously retained in kindergarten, grade 1, grade 2 or grade 3.
- Students who have received intensive reading intervention for two or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2 or grade 3 for a total of two years.

A student may not be retained more than once in grade 3.

A student who is promoted to grade 4 with a good cause exemption shall be provided intensive reading instruction and intervention that include specialized diagnostic information and specific reading strategies to meet the needs of each student so promoted. The School District shall assist schools and teachers with the implementation of reading strategies for students promoted with a good cause exemption which research has shown to be successful in improving reading among students that have reading difficulties.

### **Good Cause Exemptions—Grades 4 and 5**

Good Cause exemptions are limited to the following;

- Limited English Proficient (LEP) students with less than two years of English as Second Language (ESOL).
- Students with disabilities who have IEPs that indicate participation in the statewide, standardized Florida Standards Alternate Assessment.
- Students who demonstrate acceptable performance on an alternative standardized reading or English Language Arts assessment approved by the State Board of Education (SBE).
- Students with portfolios showing reading at or above the statewide, standardized assessment Level 2.
- Students with disabilities taking the statewide, standardized assessment with an IEP and receiving intensive instruction in reading 2 or more years but still have deficiencies in reading and were previously retained K-3.
- Students who have received intensive reading instruction for 2 years or more and were previously retained in K-3 for a total of two years.

## **2.4 Mid-Year Promotion Criteria for Grade 3**

- Students demonstrate acceptable performance on alternative standardized reading assessment approved by the State Board of Education (SBE).
- Students demonstrate they are successful and independent readers, and performing at or above grade level, in reading or English Language Arts, as applicable under §1008.22.
- Retained third grade students may be reevaluated using subsequent assessments, alternative assessments, and portfolio reviews in accordance with rules of the State Board of Education.
- Teachers must provide additional documentation to substantiate the transition from grade 3 to grade 4, as specified in §1008.25(5)(c), F.S.
- Students promoted during the school year after November 1 must demonstrate proficiency levels in reading equivalent to the level necessary for the beginning of grade 4.

## **2.5 Progress Monitoring and Assistance for Students**

### **Reading Assessment K-3**

Parents of students that exhibit a reading deficiency shall immediately be notified of the deficiency with a description and explanation, in terms understandable to the parents, of the exact nature of the difficulty in learning and lack of achievement in reading. Parents shall be consulted in the development of a detailed individual progress monitoring plan (Student Improvement Plan) as specified in §1008.25(4)(b), F.S.; and shall be informed that students will be given supplemental or intensive reading instruction until deficiencies are corrected.

### **Intensive Reading Instruction**

The District School Board shall assist schools and teachers to implement reading strategies that research has shown to be successful in improving reading among low performing readers as specified in §1008.25(4)(b), F.S.

Students who exhibit a substantial deficiency in reading, based upon an assessment system that measures phonemic awareness, phonics, fluency, vocabulary, and comprehension conducted in kindergarten or grades 1, 2, or 3, will be

provided intensive accelerated reading instruction during regular school hours in addition to the regular reading instruction. The school will use a state-identified reading curriculum for reading instruction.

- Identified students must have their reading proficiency reassessed by locally determined assessments or through teacher observations at the beginning of the grade following the intensive instruction.
- Intensive instruction shall be continued until reading deficiency is remediated.
- Third grade students who are retained must be provided intensive interventions in reading to remediate the specific reading deficiency, as identified by a valid and reliable diagnostic assessment. The intensive interventions must include; effective, instructional practices; participation in the District's summer reading camp; and appropriate teaching methodologies, as specified in §1008.25(7)(a), F.S.
- Students transferring into the District should be immediately assessed for reading proficiency to determine if intensive instruction is appropriate.

## **2.6 Student Enrollment K-5**

The Student Enrollment Office will administratively assign fifth grade students who fail to complete a Student Enrollment application to a middle school within their zone.

All students (K-5) who are retained shall maintain their seat at the retaining school; however, parents may opt for an alternate placement through the Student Enrollment process.

# MIDDLE SCHOOL STUDENT PROGRESSION PLAN





## 3.0 MIDDLE SCHOOL STUDENT PROGRESSION PLAN

Secondary schools primarily serve students in grades 6 through 12. It is the intent of the Legislature that students promoted from 8<sup>th</sup> grade have the necessary academic skills for success in high school and students graduating from high school have the necessary skills for success in the workplace and postsecondary education. §1003.41, F.S.

### 3.1 Course Catalog

Information concerning specific courses offered and implementation procedures are found in the **Middle School Course Catalog**. New programs may be developed and implemented during the year.

The Middle School Course Catalog includes State and District offerings in the following areas:

English Language Arts	Art
Mathematics	Music
Science	Social Studies
Physical Education**	Reading*
Career/Technical Education	Comprehensive Health***

*\*Reading instruction is required for all middle school students in grades 6-8.*

*\*\*Students in grades 6-8 will be enrolled in the equivalent of one class period per day of physical education for one semester of each year.*

*Students are eligible to waive the physical education requirement if they meet any of the following criteria:*

- *The student is enrolled in an intensive instruction course.*
- *The student's parent indicates in writing to the school that:*
  1. *The parent requests that the student enroll in another course from among those courses offered as options by the school district; or*
  2. *The student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.*

*School districts are required to notify the student's parent of the options available before scheduling the student to participate in physical education.*

*\*\*\*The School Board recognizes the importance of comprehensive health education and requires its implementation in the regular curriculum of the schools.*

Schools will hold parent meetings in the evening or on a weekend to inform parents about the course curriculum and activities.

#### Extended Learning Components

Exploratory and enrichment courses, such as technology education, family and consumer science, foreign language, and business technology, extend student learning beyond the core components.

### 3.2 Middle School Grading System

#### Standard Grading System

The system and interpretation for grading shall be as follows:



Grade	Percent	Quality Points	Definition
A	90-100	4.0	Outstanding Progress
B	80-89	3.0	Above Average Progress
C	70-79	2.0	Average Progress
D	60-69	1.0	Lowest Acceptable Progress
F	0-59	0.0	Failure

### Calculation of Middle School End-of-Course Exam (EOC) Result as 30% of Final Course Grade - Civics

Florida law (F.S. 1003.4156) requires Districts to incorporate the EOC assessment score for the Civics course as 30% of a student's final course grade. Each district in Florida determines its own method for translating EOC scores to either numeric scores or letter grades. After reviewing the methodology utilized in other school districts the School District of Lee County has adopted the following translation, utilizing the EOC Achievement Level.

Letter Grade	EOC Achievement Level	Civics EOC Scale Score
A	5	428-475
	4	413-427
B	3	394-412
D	2	376-393
	1	325-375

In applying the 30% from the EOC result, the District utilizes the following calculation method:

$$[(\text{Quarter 1 converted to a 0-4 scale}) * 0.175] + [(\text{Quarter 2 converted to 0-4 scale}) * 0.175] + [(\text{Quarter 3 converted to a 0-4 scale}) * 0.175] + [(\text{Quarter 4 converted to a 0-4 scale}) * 0.175] + [(\text{EOC assessment converted to 0-4 scale}) * 0.30]$$
  
= Course Average

NOTE: The EOC scores are also calculated as 30% for high school EOC courses taken in middle school. High school courses with an EOC assessment are Algebra 1, Geometry, Biology, and US History. Details are in the high school section of this document.

## 3.3 Middle School Promotion Requirements

### Grade Level Designation

Students will advance from one grade level designation to the next based upon completion of a school year of attendance. This will be known as the zero-progression plan, whereby students begin their first year of middle school as a 6<sup>th</sup> grade student, their second year as a 7<sup>th</sup> grade student, and their third year as an 8<sup>th</sup> grade student. Students will then remain an 8<sup>th</sup> grade student until all promotion requirements are met.

### Promotion

State and district requirements for promotion are established in this Student Progression Plan. During middle school, students must work towards mastery of the state standards in English language arts, mathematics, science and social sciences. The basis for making the determination to promote a student to high school will reflect mastery of the state standards as measured by: progress monitoring data, standards-based classroom assignments, standardized state assessments, or other growth and achievement data. Students must complete and show demonstration of the mastery of standards for the following courses below:

- **English Language Arts:**
  - Three middle grades courses in English Language Arts (ELA).

- **Mathematics:**

- Three middle grades courses in mathematics.
  - Middle schools must offer at least one high school level mathematics course for which students may earn high school credit. To earn high school credit for Algebra 1, a middle grades student must take the statewide, standardized Algebra 1 EOC assessment, which constitutes 30 percent of the student's final course grade, and earn a passing grade in the course.
  - To earn high school credit for a Geometry course, a middle grades student must take the statewide, standardized Geometry EOC assessment, which constitutes 30 percent of the student's final course grade, and earn a passing grade in the course.

- **Social Studies:**

- Three middle grades courses in social studies, one semester of which must include the study of state and federal government and civics education.
- One of these courses must be at least a one-semester civics education course. Each student's performance on the statewide, standardized end-of-course assessment in civics education shall constitute 30 percent of the student's final course grade.
- A middle grades student who transfers into the state's public school system from out of country, out of state, a private school, or a home education program *after the beginning of the second term of grade 8* is not required to meet the civics education requirement for promotion from the middle grades if the student's transcript documents passage of **three** courses in social studies or two year-long courses in social studies that include coverage of civics education.

- **Science:**

- Three middle grades courses in science.

- **Career Planning:**

- One course in career and education planning to be completed in 6<sup>th</sup>, 7<sup>th</sup>, or 8<sup>th</sup> grade.
- The course may be implemented as a stand-alone course or integrated into another course or courses.
- The course must be Internet based, customizable to each student, and include research-based assessments to assist students in determining educational and career options and goals.
- The course must result in a completed personalized academic and career plan for the student that may be revised as the student progresses through middle school and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report under s. 445.07.
- The required personalized academic and career plan must inform students of high school graduation requirements, including a detailed explanation of the requirements for earning a high school diploma designation under s. 1003.4285; the requirements for each scholarship in the Florida Bright Futures Scholarship Program; state university and Florida College System institution admission requirements; available opportunities to earn college credit in high school, including Advanced Placement courses; the International Baccalaureate Program; the Advanced International Certificate of Education Program; dual enrollment, including career dual enrollment; and career education courses, including career-themed courses, pre-apprenticeship and apprenticeship programs, and course sequences that lead to industry certification pursuant to s. 1003.492 or s. 1008.44.

- Middle School students enrolled in an approved International Baccalaureate or Cambridge program follow respective program courses and progressions for core subject areas. See course catalog for course descriptions and/or corresponding course information for International Baccalaureate or Cambridge programs.
- A student with a disability, as defined in §1007.02(2), F.S. for whom the IEP committee determines that an end-of-course assessment is unable to accurately measure the student's abilities and mastery of the course content, taking into consideration all allowable accommodations, shall be considered for an end-of-course assessment waiver by the IEP team. IEP teams may consider this option for a waiver after the student has taken the assessment once and earned a score.

- Students with disabilities working toward mastery of the Florida Standards Access Points as indicated on their IEP must complete the same course requirements (referenced above) by taking Access Courses. For students in Access Courses with State End-of-Course exams (EOCs), the Florida Standards Alternate Assessment End-of-Course exam will constitute 30% of the final course grade. End-of-course assessment waivers for students taking Florida Standards Alternate Assessment will be considered, as appropriate, by the IEP team. IEP teams may consider this option for a waiver after the student has taken the assessment once and earned a score.

### **Middle School Course Retrieval for Promotion to 9<sup>th</sup> Grade**

During the regular school year, students failing courses in Math, Language Arts, Science, Social Science may retrieve the quarterly grade by retaking the standards needed through a course in Edgenuity, retaking the course on-campus, completing missing standards-based assignments or through virtual school, or passing a Quarterly Mastery Standard Assessment(s)

Students who have failed a course required for promotion will have the opportunity to demonstrate mastery by passing the Quarterly Mastery Assessment with a 60% or higher or by enrolling in summer school and completing the course standards in Edgenuity.

With the approval of the Chief Academic Officer, and in accordance with the 8<sup>th</sup> grade promotion requirements of the Student Progression Plan and the District Process Document for Middle School Course Retrieval, a course grade may be earned if

- a) the student passes the more advanced or rigorous course as demonstration of mastery of the failed course standards or
- b) the student has demonstrated mastery of course standards as evidenced by District approved progress monitoring data.
- c) The student has demonstrated mastery of the course standards as evidenced by the student's proficiency on the State Assessment that aligns to the course.

Students in grade eight who do not successfully complete course work required to enter high school must receive individual counseling regarding their academic options before the close of their eighth-grade school year. This academic counseling must include information regarding summer remediation programs either at the middle school or virtually, in addition to standards retrieval offered at the school in lieu of electives.

## **3.4 Intensive Instruction and Retention**

\*All middle grades students will be enrolled in a reading course.

Middle grades students who are experiencing difficulty with reading will be enrolled in a reading course that provides intensive, and teacher-guided reading instruction. Reading certified or reading endorsed teachers will base instructional decisions on data to meet the needs of diverse learners and teach essential components of reading using evidence-based instructional methods.

Middle grades students who are experiencing difficulty with mathematics may be enrolled in an intensive mathematics course. Students who are enrolled in an intensive mathematics course will be provided intensive, small group, differentiated and teacher-guided mathematics instruction. Mathematics certified teachers will base instructional decisions on data to meet the needs of diverse learners and teach essential components of mathematics using evidence-based instructional methods.

Parents/Guardians shall be notified when students are determined to be performing below District standards and before grade placement decisions are made.

Students cannot be assigned to a grade based solely on age or other factors that constitute social promotion. There must be appropriate alternative placements for students who have been retained two or more years.

### 3.5 Student Improvement Plan

Differentiation of core instruction is recommended to ensure student success. Differentiated instruction is defined as a substantial difference in the amount of time available for instruction and practice and in the instructional strategies used to teach the students. Students who are being considered for retention should be referred to the school-based MTSS problem-solving team to determine if a Student Improvement Plan is necessary. This plan should include the specific supplemental and/or intensive interventions to be implemented, along with the type and frequency of progress monitoring assessments.

### 3.6 Credit Recovery Opportunities

Credit recovery courses that are competency based will be provided. Courses may be offered both as direct instruction and through computer assisted instruction.

### 3.7 High School Credit for Middle School Students

The District recognizes the need to provide high school educational experiences for those students regularly enrolled in the middle school who have demonstrated mastery of middle school Next Generation Sunshine State Standards and/or Florida Standards. Students must meet criteria determined by the district in order to enroll in high school mathematics courses and may earn high school credit for course work taken during middle school for math. These courses will be included in all high school transcripts and high school grade point averages (GPA). Middle school students will earn high school Spanish 1 (0708340) credit when the following criteria is met: Earn final course grade of A or B in M/J Intermediate Spanish (0708010) and M/J Advanced Spanish (0708020) and earn a letter grade of A or B on the competency examination administered upon completion of M/J Advanced Spanish (0708020).

### 3.8 Grade Forgiveness for High School Courses Taken by Middle School Students

Middle school students may repeat a course for forgiveness with grades of "C", "D" or "F". Any course grade not replaced according to a District forgiveness policy shall be included in the calculation of students' high school cumulative grade point average (GPA) required for graduation. If a student receives a "C", "D", or "F" and subsequently receives a "C", "D", or "F" when retaking the same course, the lower of the two grades will be marked as elective credit and both grades will be calculated into the GPA.

### 3.9 Courses Taken on the High School Campus

Middle school students may earn high school credit for successful completion of a high school math or Spanish course taken on the high school campus. These course offerings are limited to courses unavailable at the middle school level and enrollment will need approval by the high school and middle school principal.

Enrollment Criteria:

- Middle school students may enroll in a math or Spanish high school course if space is available on the high school campus.
- Parents/Guardians must agree to provide their own transportation to the high school and then to the middle school.
- Both the middle school and high school principals must be notified in advance of such placement and approve the enrollment in the high school academic course.

- Middle school students will enroll in the spring for the course requested on the High School campus the following school year, Middle school counselors are responsible for communicating with the future high school at the time of spring registration. Both principals must be notified and agree to the enrollment at this time.

### 3.10 On-Line Courses

Students may enroll in courses available through the Lee Virtual School (LVS) and will be awarded credit for successful completion of such courses. Access will be available to students during or after the normal school day, as specified in §1001.42(23), F.S.

Students who take virtual courses from any other online school/organization will receive credit for that course only if that school/organization is accredited by one of the regional associations of colleges and schools, e.g. Southern Association of Colleges and Schools (SACS). Students must have permission from their school counselor to enroll. Official transcripts from the school or organization granting the credits are required for verification.

### 3.11 Middle Grades Promotion Requirements

#### (Students with an IEP on Access Points)

Students with disabilities who score level 1 and 2 on the statewide, standardized English Language Arts (ELA) assessment will be enrolled in an intensive reading course. Access courses are only for students taking the Florida Standards Alternate Assessment per the student's Individual Education Plan and each individual Access course may be scheduled for two years.

#### Course Suggestions for Students Taking Florida Standards Alternate Assessment

Grade 6	Grade 7	Grade 8
7810011 – Access Language Arts 1	7810012 – Access Language Arts 2	7810013 – Access Language Arts 3
7812015 – Access Math 1	7812020 – Access Math 2	7812030 – Access Pre-Algebra
7821025 – Access US History	7821021 – Access Civics or 7821023 – Access Civics & Career Planning	7821025 – Access US History
7820015 – Access Comp. Science 1	7820016 – Access Comp. Science 2	7820017 – Access Comp. Science 3
		7821030 – Career Education 6-8

#### Electives

7863000 – Unique Skills Social Emotional: 6-8  
 7863010 – Unique Skills 6-8  
 7863090 – Learning Strategies 6-8

#### Notes:

- The state has deleted all ESE course codes for core academics for students taking the Florida Standards Assessment.
- Students should be scheduled into General Education course codes according to the grade level they are placed.
- General Education courses with related content may be substituted for required Access courses.

# HIGH SCHOOL STUDENT PROGRESSION PLAN





## 4.0 HIGH SCHOOL STUDENT PROGRESSION PLAN

Secondary schools primarily serve students in grades 6 through 12. It is the intent of the Legislature that students promoted from the 8<sup>th</sup> grade have the necessary academic skills for success in high school and students graduating from high school have the necessary skills for success in the workplace and postsecondary education s.1003.41, F.S.

### 4.1 Course Catalog

Information concerning specific courses offered and implementation procedures are found in the **High School Course Catalog**. New programs may be developed and implemented during the year.

The High School Course Catalog includes State and District offerings in the core academic and elective areas.

### 4.2 General Requirements

#### Intensive Reading Provision

- Students in grades 9-12 who are experiencing difficulty with reading are required to be enrolled in an intensive reading course that provides intensive, small group, and teacher-guided reading instruction. Reading certified or reading endorsed teachers will base instructional decisions on data to meet the needs of diverse learners and teach essential components of reading using evidence-based instructional methods.

#### Intensive Math Provision

- Students in grades 9-12 who are experiencing difficulty with mathematics may be enrolled in an intensive mathematics course that provides intensive, small group, and teacher-guided mathematics instruction. Mathematics certified teachers will base instructional decisions on data to meet the needs of diverse learners and teach essential components of mathematics using evidence-based instructional methods.

#### Credit Accumulation

- One full credit means a minimum of 120 hours of bona fide instruction in a designated course that contains student performance standards for purposes of meeting high school graduation requirements in a school that has been authorized to implement block scheduling by the District School Board.
- One full credit for high school graduation is defined as a minimum of 135 hours of instruction in a designated course that contains student performance standards when the course is scheduled a minimum of 45 minutes per day.
- The Credit Acceleration Program (CAP) provides opportunities for students to earn high school credit in courses required for high school graduation through passage of an end-of-course assessment (EOC), an Advanced Placement (AP) Examination, or a College Level Examination Program (CLEP). Course credit shall be awarded to a student who is not enrolled in a course, or who has not completed a course, if the student attains a passing score on the corresponding end-of-course assessment, Advanced Placement Examination or CLEP test. Students desiring to test shall be provided the opportunity to do so during the regular administration of the assessment or examination.
- The State Board of Education shall determine the number of post-secondary credit hours earned through dual enrollment, as specified in §1007.271, F.S., that satisfy the requirements of the District's inter-institutional articulation agreement, as specified in §1007.235, F.S., and that equal one full credit of the equivalent high school course identified, as specified in §1007.271(6), F.S.
- One-half credit is defined to be one-half the requirement for a full credit.
- Credit is earned upon successful mastery of course performance standards.
- In awarding credit for high school graduation, each district school board shall maintain a one-half credit earned system that shall include courses provided on a full-year basis. A student enrolled in a full-year course shall receive one-half credit if the student successfully completes either the first half or the second half of a full-year course



but fails to successfully complete the other half of the course and the averaging of the grades obtained in each half would not result in a passing grade. A student enrolled in a full-year course shall receive a full credit if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades obtained in each half would result in a passing grade, provided that such additional requirements specified in district school board policies, such as class attendance, homework, participation, and other indicators of performance shall be successfully completed by the student.

- Students are required to pass the Algebra 1 end-of-course assessment or a state-approved comparative assessment in order to earn a standard diploma.
- The Algebra 1 end-of-course assessment will constitute 30 percent of a student's final course grade.
- The Geometry end-of-course assessment will constitute 30 percent of a student's final course grade.
- The Biology 1 end-of-course assessment will constitute 30 percent of a student's final course grade.
- The United States History end-of-course assessment will constitute 30 percent of a student's final course grade.
- A student with a disability, as defined in §1007.02(2), F.S. for whom the IEP committee determines that an end-of-course assessment is unable to accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have the end-of-course assessment results waived for the purpose of determining the student's course grade, credit, and meeting the graduation requirement if applicable.

### Grade Level Designation

- Students will advance from one grade level designation to the next based upon completion of a school year of attendance. This will be known as the zero-progression plan, whereby students begin their first year of high school as freshmen, their second year as sophomores, their third year as juniors, and culminating with the fourth-year designation as seniors. Students will then remain at the senior designation until all graduation requirements are met.

### Physical Education Options

Physical Education High School Waiver Options-- The School District of Lee County is a HOPE District, offering the Health Opportunities through Physical Education (HOPE) one-credit course to students to fulfill this graduation requirement. Florida Statute provide options for students to waive the HOPE course requirement under specific conditions.

There are four waiver opportunities for the HOPE requirement:

1. **JROTC**—Two years in a JROTC class satisfies the full one-credit physical education (HOPE) requirement and the full one-credit performing arts requirement.
2. **Junior Varsity/Varsity Athletes**—Two full seasons of an interscholastic sport at the junior varsity or varsity level waives the full one-credit physical education (HOPE) requirement.
3. **Marching Band**—One semester of marching band with a grade of "C" or better waives the .5 credit requirement of a physical education activity elective. The student must still take the .5 credit Personal Fitness class to complete the requirement.
4. **Dance**—One semester of a dance class waives the .5 credit requirement of a physical education activity elective. The student must still take the .5 credit Personal Fitness class to complete the requirement.

<b>Districts Choosing Health Opportunities through Physical Education (HOPE)</b>		
Two full seasons of an interscholastic sport at the junior varsity or varsity level waives the full one-credit physical education requirement.		
Two years in a JROTC class (Year 1 waiver #1500450, Year 2 waiver #1500460) satisfies the full one credit physical education requirement <u>AND</u> the full one-credit performing arts requirement (also #1500480).		
<b>Alternate Waiver Options for Marching Band and Dance Class</b>		
One semester of marching band with a grade of "C" or better waives the .5 credit requirement of a physical education activity elective. <i>(NOTE: Another option is to have this waive the performing arts requirement.)</i> The student must still take the .5 credit Personal Fitness class to complete the requirement.		
One semester of a dance class waives the .5 credit requirement of a physical education activity elective. <i>(NOTE: Another option is to have this waive the performing arts requirement.)</i> The student must still take the .5 credit Personal Fitness class to complete the requirement.		
<b>Course Code # for Waiver</b>	<b>Description of Waiver*</b>	<b>Option Applied to:</b>
1500410	INTERSCH SSN 1 – COM (completion of interscholastic sport season 1)	Personal Fitness/Physical Education Activity Elective <b>AND HOPE</b>
1500420	INTERSCH SSN 2 – COM (completion of interscholastic sport season 2)	Personal Fitness/Physical Education Activity Elective <b>AND HOPE</b>
1500430	INTERSCH SPTS WAIVER (Personal Fitness Competency Test waiver)	Personal Fitness/Physical Education Activity Elective <b>AND HOPE</b>
1500440	MCHG BAND PE WAIVER (Marching Band PE waiver)	Personal Fitness/Physical Education Activity Elective (Students must still take Personal Fitness class. This waiver is for the .5 credit requirement of a physical education activity elective).
1500445	DANCE WAIVER (Dance waiver)	Personal Fitness/Physical Education Activity Elective (Students must still take Personal Fitness class. This waiver is for the .5 credit requirement of a physical education activity elective).
1500450	JROTC PE YR 1 WAIVER (JROTC Physical Education waiver: completion of year 1)	HOPE
1500460	JROTC PE YR 2 WAIVER (JROTC Physical Education waiver: completion of year 2)	HOPE
1500480	JROTC PE/PERFORMING ARTS WAIVER	HOPE

\*Please Note: Waiver codes can only be entered or placed on a student's transcripts when the student completes a season in its entirety. Students who complete waiver requirements do not earn credits required for graduation and the waiver requirements (such as a student's grade on the Personal Fitness competency test) do not factor into a student's GPA.

### 4.3 Graduation Options/Course Requirements

- In conjunction with the State of Florida, the goal of The School District of Lee County is to provide students, with guidance from their parents or guardians, the opportunity to select the graduation option that will most appropriately prepare them for their chosen post-secondary path. To that end, the following options have been established, as specified in §1003.4282, F.S. or §1002.3105(5), F.S.:
  - 24-credit standard program
  - 18-credit ACCEL program
  - Career and Technical Education (CTE) program (18-credit minimum)

- At the beginning of each school year, parents of students in or entering high school shall be notified of the opportunity and benefits of Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Dual Enrollment and Lee Virtual School (LVS).
- Any high school student who may be deemed as a potential dropout or whose cumulative grade point average falls below a 2.0 shall receive in-person academic advising by a certified school counselor, school principal or his/her designee on enrollment in career-themed courses, as well as options to participate in career and professional academies.

#### 4.4 Standard Diploma Options

A Standard Diploma will be awarded when students have successfully completed the graduation requirements, as specified in §1003.4282 F.S. and as set forth in the **District's Student Progression Plan**:

- Earn an overall unweighted 2.0 grade point average (GPA) on a 4.0 scale, as specified in §1003.4282(7), F.S.;
- Earn a passing score on the statewide, standardized English Language Arts (ELA) assessment or passing scores on a standardized test (SAT/ACT) that are concordant with passing scores on the statewide, standardized assessment, as detailed in the table on page 32.
- Earn a passing score on the Algebra 1 end-of-course assessment or a passing concordant/comparative score on the mathematics portion of the PERT, SAT, ACT, or PSAT/NMSQT assessment (dependent upon cohort), as detailed in the table on page 32.
- Complete credits in the required subject areas for one of the following:
  - The traditional 24-credit standard diploma
  - The 18-credit ACCEL standard diploma
  - Career and Technical Education (CTE) diploma pathway (18 credit minimum)
- A student has the option of early graduation and receipt of a standard high school diploma if the student earns the 24 required credits for standard diploma (or 18 required credits for ACCEL standard diploma) and meets all other standard diploma requirements set forth in §1003.4282 F.S. "Early graduation" means graduation from high school in less than 8 semesters.

***Students may satisfy the online course requirement for the 24-credit standard diploma through the following options:***

- Successfully complete an online course offered by the student's high school, Lee Virtual School, FLVS, Edgenuity, or an online dual enrollment course;
- Complete a course in which the student earns an industry certification in information technology that is identified on the CAPE Industry Certification Funding List or passing the information technology certification examination without enrolling in or completing the corresponding course or courses, as applicable.

#### Standard High School Diploma Designations

Each standard high school diploma shall include, as applicable, the following designations if the student meets the criteria set forth for the designation, as specified in §1003.4285, F.S.

***Scholar Designation***—In addition to the standard diploma requirements of §1003.4282, F.S., as applicable, in order to earn the Scholar Designation, a student must satisfy the following requirements:

- Pass the Geometry EOC assessment
- Earn 1 credit in Algebra 2 or an equally rigorous mathematics course
- Earn 1 credit in statistics or an equally rigorous mathematics course
- Pass the Biology 1 EOC assessment
- Earn 1 credit in chemistry or physics
- Earn 1 credit in a course equally rigorous to chemistry or physics
- Pass the U.S. History EOC assessment
- Earn 2 credits in the same world language

- Earn at least one credit in AP, IB, AICE or a dual enrollment course
- \*\* A student is exempt from the Biology 1 or U.S. History assessment if the student is enrolled in an AP, IB, or AICE Biology 1 or U.S. History course and the student takes the respective AP, IB, or AICE assessment and earns the minimum score to earn college credit.

**Merit Designation**—In addition to the standard diploma requirements of §1003.4282, F.S., as applicable, in order to earn the Merit Designation, a student must attain one or more industry certifications from the list established under s.1003.492.

**Seal of Biliteracy**—The Florida Seal of Biliteracy recognizes a high school graduate who has attained a high level of competency in listening, speaking, reading, and writing in one or more foreign languages in addition to English by the award of a gold or silver seal on a standard high school diploma. Foreign language means a language other than English and includes American Sign Language, classical languages, and indigenous languages (§1003.432, F.S.)

**Gold Seal of Biliteracy**—In addition to meeting the standard high school diploma requirements a student must have:

- Earned four (4) foreign language course credits in the same foreign language\* with a cumulative 3.0 grade point average or higher on a 4.0 scale; *and* Level 4 or higher on the Grade 10 English Language Arts (ELA) Florida Standards Assessment (FSA); OR
- Earned a score or performance level on any of the examinations found in the chart shown below:

Examination	Score or Performance Level
SAT Subject Test	700 or higher
College Level Examination Program (CLEP) Level 2 Language Exam	Spanish 63 or higher French 59 or higher German 60 or higher
International Baccalaureate Language Exam	5 or higher
Advanced Placement Language Exam	4 or higher
Advanced International Certificate of Education Subject Test	A, B, C, D
American Sign Language Proficiency Interview (ASLPI)	4 or higher

*\*Foreign Language means a language other than English and includes American Sign Language, classical language, and indigenous language.*

**Silver Seal of Biliteracy**—In addition to meeting the standard high school diploma requirements, a student must have:

- Earned four (4) foreign language course credits in the same foreign language\* with a cumulative 3.0 grade point average or higher on a 4.0 scale; OR
- Earned a score or performance level on any of the examinations found in the chart shown below:

Examination	Score or Performance Level
SAT Subject Test	600 or higher
College Level Examination Program (CLEP) Level 2 Language Exam	Spanish 50-62 French 50-58 German 50-59
International Baccalaureate Language Exam	4 or higher
Advanced Placement Language Exam	3 or higher
Advanced International Certificate of Education Subject Test	A, B, C, D, or E
American Sign Language Proficiency Interview (ASLPI)	3 or higher

*\*Foreign Language means a language other than English and includes American Sign Language, classical language, and indigenous language.*

A high school student who did not enroll in, or complete, foreign language courses, shall be awarded four (4) foreign language high school course credits, upon attaining at least the minimum score or performance level set forth for the Silver Seal of Biliteracy.

Examination scores must be received directly from the testing entity, rather than a parent, guardian, or student.

The Commissioner of Education shall provide to each school district an insignia to be affixed to the student's diploma indicating that the student has been awarded the Gold Seal of Biliteracy or the Silver Seal of Biliteracy.

### **Continued Opportunity to Complete Graduation Requirements**

Students who earn the required 18 credits as defined in §1002.3105(5) F.S. or the required 24 credits as defined in s. 1003.4282, F.S., but fail to pass the statewide, standardized assessments required for standard diploma or achieve a 2.0 unweighted grade point average shall be awarded a certificate of completion and may elect to remain in high school either as a full-time or part-time student for up to 1 additional year and receive special instruction to remedy his or her identified deficiencies.

### **Standard Diploma Options for Students with Disabilities**

In addition to the options available for students to earn a standard diploma listed above, Rule 6A-1.09963, Florida Administrative Code (F.A.C.), *High School Graduation Requirements for Students with Disabilities*, outlines two additional options that students with disabilities may complete within the 24-credit program. These include:

- specific requirements for students with disabilities for whom the individual education plan (IEP) has determined that participation in the Florida 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.
- specific 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.

According to §1003.4282, F.S., the IEP team may waive the online course requirement as well as the statewide, standardized assessment and/or end-of-course (EOC) assessment requirement for graduation with a standard diploma. To be considered for the assessment waiver, students must have met all of the following criteria:

- Been identified as a student with a disability with a current Individual Education Plan. As specified in §1007.02(2), F.S., students with disabilities include students with intellectual disabilities, hearing or visual impairment, speech or language impairment, emotional / behavioral disorder, orthopedic impairment, other health impairment, autism spectrum disorder, traumatic brain injury or a specific learning disability.
- Have taken the statewide, standardized assessment with appropriate, allowable accommodations at least once and earned a score.
- Have demonstrated the knowledge, skills and abilities required by grade appropriate Next Generation Sunshine State Standards and/or the Florida Standards as appropriate.
- Have been determined (by the IEP team) that the statewide, standardized assessment or end-of-course (EOC) assessment is unable to accurately measure the student's abilities, even if all appropriate, allowable testing accommodations are used. If there is sufficient evidence that the student has mastered the applicable course content or Next Generation Sunshine State Standards and/or the Florida Standards, the statewide, standardized assessment and/or end-of-course assessment (EOC) requirement may be waived.
- Certain courses may be used as required elective credit for students with disabilities for any diploma option. These courses include:

- 7963070 – Unique Skills Social and Emotional: 9-12
- 7963080 – Learning Strategies
- 7963010 – Preparation for Adult Living
- 7963140 – Self – Determination
- 7919010 – Driver Education for Special Learners

#### Deferral

- A student whose IEP requires special education, transition planning, transition services or related services through the age of 21 may defer receipt of their standard diploma. In addition, once a student defers, they must be enrolled in accelerated college credit instruction, industry certification courses that lead to college credit, a collegiate high school program, courses necessary to satisfy the Scholar designation requirements or a structured work-study, internship or pre-apprenticeship program in order to continue to receive a free appropriate public education (FAPE) (s. 1003.4282(10)(c), F.S.).
- The decision to defer must be made before May 15 of the year in which the student will meet all requirements. If a student does not defer their diploma, the district is released of the obligation to provide a free appropriate public education (FAPE). (Rule 6A-1.09963(6)(a)2., F.A.C.)

## GRADUATION REQUIREMENTS FOR ALL COHORTS

### Students Entering Grade Nine in 2014-15 School Year and Thereafter

Subject Area	Standard 24-Credit Diploma
<b>English Language Arts (ELA)</b>	<ul style="list-style-type: none"> <li>• 4 credits in ELA 1, 2, 3, 4</li> <li>• ELA honors, AP, AICE, IB, and dual enrollment courses may satisfy this requirement</li> <li>• Must pass the Grade 10 ELA FSA (Florida Standards Assessment) or earn a passing concordant score (details on next page)</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• 4 credits, one of which must be Algebra 1 and one of which must be Geometry</li> <li>• Algebra 1 EOC results count 30% of the final course grade*; must pass EOC to earn a standard diploma or earn a passing comparative score (details on next page)</li> <li>• Geometry EOC results count 30% of the final course grade*</li> <li>• Industry certification courses that lead to college credit may substitute for up to 2 mathematics credits (except for Algebra 1 and Geometry)</li> </ul> <p style="text-align: right;"><i>*Thirty percent not applicable if enrolled in the 2014-2015 school year</i></p>
<b>Science</b>	<ul style="list-style-type: none"> <li>• 1 credit in Biology 1 and two of which must be in equally rigorous science courses</li> <li>• Biology EOC results count 30% of the final course grade</li> <li>• 2 of the 3 required science credits must have a laboratory component</li> <li>• Industry certification courses that lead to college credit may substitute for up to 1 science credit (except for Biology 1)</li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>• 1 credit in World History</li> <li>• 1 credit in U.S. History</li> <li>• .5 credit in U.S. Government</li> <li>• .5 credit in Economics</li> <li>• U.S. History EOC results count as 30 percent of final course grade</li> </ul>
<b>World Languages</b>	Not required for high school graduation, but required for admission into state universities
<b>Fine and Performing Arts, Speech and Debate, or Practical Arts</b>	1 credit in fine or performing arts, speech and debate, or practical arts (eligible courses specified in the State Course Code Directory)
<b>Physical Education</b>	1 credit in physical education to include the integration of health (H.O.P.E.)
<b>Electives</b>	8 credits
<b>Online Course</b>	1 course within the 24 credits
<b>Grade Point Average (GPA)</b>	Cumulative unweighted GPA of 2.0 on a 4.0 scale
<b>Special Notes:</b> EOC, End-of-Course Assessment; AP, Advanced Placement; AICE, Advanced International Certificate of Education; IB, International Baccalaureate.	
<b>ACCEL Diploma (18 credit minimum)</b>	
<ul style="list-style-type: none"> <li>• 3 elective credits instead of 8</li> <li>• Physical education is not required</li> <li>• Online course is not required</li> <li>• All other graduation requirements for a 24-credit standard diploma must be met</li> </ul>	
<b>Career and Technical Education (CTE) Graduation Pathway Option (18 credit minimum)</b>	
<ul style="list-style-type: none"> <li>• 4 elective credits instead of 8               <ul style="list-style-type: none"> <li>◦ 2 credits in CTE courses, must result in program completion and industry certification</li> <li>◦ 2 credits in work-based learning programs or up to 2 elective credits, including financial literacy</li> </ul> </li> <li>• Physical education is not required</li> <li>• Fine and Performing Arts, Speech and Debate or Practical Arts is not required</li> <li>• Online course is not required</li> <li>• All other graduation requirements for a 24-credit standard diploma must be met</li> </ul>	



Standard Diploma Concordant and Comparative Passing Scores for Grade 10 FSA ELA and Algebra 1 FSA Assessments	
<i><b>Ninth-Grade Cohort</b></i>	<i><b>Concordant and Comparative Scores</b></i>
<b>Students Who Enter Grade 9 in 2018-2019 and beyond</b>	<p><b>Students can only use the newly adopted scores</b></p> <p>For Grade 10 FSA ELA:</p> <ul style="list-style-type: none"> <li>• 480 on SAT Evidence-Based Reading &amp; Writing (EBRW) or</li> <li>• An average of 18 on ACT English and Reading</li> </ul> <p>For Algebra 1 EOC:</p> <ul style="list-style-type: none"> <li>• 420 on SAT Math or</li> <li>• 16 on ACT Math</li> <li>• 430 on PSAT/NMSQT Math</li> <li>• 499 on FSA Geometry EOC</li> </ul>
<b>Students Who Entered Grade 9 between 2010-2011 and 2017-2018</b>	<p><b>Students have the choice between previously or newly adopted scores as follows:</b></p> <p><i>Previously adopted scores:</i></p> <p>For Grade 10 FSA ELA:</p> <ul style="list-style-type: none"> <li>• 430 on SAT Evidence-Based Reading &amp; Writing (EBRW) or</li> <li>• 24 on SAT Reading subtest or</li> <li>• 19 on ACT Reading</li> </ul> <p>For Algebra 1 EOC:</p> <ul style="list-style-type: none"> <li>• 97 on PERT Mathematics</li> </ul> <p><b><u>OR</u></b></p> <p><i>Newly-adopted scores:</i></p> <p>For Grade 10 FSA ELA:</p> <ul style="list-style-type: none"> <li>• 480 on SAT Evidence-Based Reading &amp; Writing (EBRW) or</li> <li>• An average of 18 on ACT English and Reading</li> </ul> <p>For Algebra 1 EOC:</p> <ul style="list-style-type: none"> <li>• 420 on SAT Math or</li> <li>• 16 on ACT Math</li> <li>• 430 on PSAT/NMSQT Math</li> <li>• 499 on FSA Geometry EOC</li> </ul>

## Students with Disabilities Entering Grade Nine in 2014-15 School Year and Thereafter

May attain Graduation Requirements as stated on previous page, or one of the following options as applicable

**Students with Disabilities working towards mastery of academic and employment competencies as determined by the IEP team**

Subject	Required Courses	Credits Required	Comments
English Language Arts (ELA)	English I, II, III, IV	4	Applied Career and Technical Education (CTE) course with ELA-related content may substitute for English IV
Mathematics	Algebra I Geometry	4	Applied CTE course with math-related content may substitute for 1 math credit with the exception of Algebra and Geometry
Science	Biology	3	2 courses must have lab component Applied CTE course may substitute for one science credit (except Biology 1)
Social Studies	World History U.S. History U.S. Government Economics	1.0 1.0 .5 .5	Applied CTE course with social studies related content may substitute for one social studies course with the exception of U.S. History
Physical Education	Must include the integration of Health	1.0	H.O.P.E.
Elective		1.0	Fine and Performing Arts, Speech and Debate, or Practical Arts
Elective	Self Determination or Transition Planning	0.5	
Employment Based Course		0.5	Must include successful paid employment at minimum wage or above for the number of hours/week specified in the completed and signed transition employment plan for a minimum of one semester
Electives		7	May include additional Employment Based Courses
Online Course		One Course	Requirement may be waived by IEP team
Grade Point Average	Cumulative unweighted 2.0 on a 4.0 scale		
Assessment	Must pass required state assessments  FSA Algebra 1, Geometry, Biology, and US History EOC assessments constitute 30% of final course grade		IEP committee may determine mastery of standards and waive the FSA and/or EOC requirements

***Students with Significant Cognitive Disabilities, with Florida Standards Access Points instruction and Alternate Assessment as determined by the IEP Team***

Subject	Required Courses	Credits Required	Comments
English Language Arts (ELA)	Access English I, II, III, and IV	4	Applied Career and Technical Education (CTE) course with ELA-related content may substitute for Access English IV
Math	Access Algebra 1 (or Algebra 1A and 1B combination), Access Geometry	4	Applied CTE course with math-related content may substitute for fourth math credit with the exception of Access Algebra 1 and Access Geometry
Science	Access Biology	3	2 courses must have lab component Applied CTE course with science related content may satisfy 1 science credit (except for Access Biology 1)
Social Studies	Access World History Access US History Access US Government Access Economics	1.0 1.0 .5 .5	Applied CTE course with social studies related content may substitute for one required social studies course with the exception of Access U.S. History
Physical Education	Must include integration of health	1	H.O.P.E.
Elective		1	Fine and Performing Arts Speech and Debate; or Practical Arts
Electives	Self Determination or Transition Planning	8	May include Employment based courses
Online Course		One course	Requirement may be waived by IEP team
Grade Point Average	Cumulative unweighted 2.0 on a 4.0 scale		
Florida Standards Alternate Assessment	Must pass FSAA ELA and FSAA Algebra 1 EOC assessment  FSAA Algebra 1, Geometry, Biology, and US History EOC assessments constitute 30% of final course grade		Requirement may be waived by IEP committee upon review of student portfolio to certify mastery of goals and access points

\*May substitute more rigorous ESE courses in same content area or core academic courses.

## 4.5 Accelerated Course Options

Each high school shall advise students of courses through which a high school student can earn college credit, including Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, dual enrollment, early admission, career academy courses, and courses that lead to industry certification, as well as the availability of course offerings through virtual instruction.

Articulated acceleration shall be available and will serve to shorten the time necessary for students to complete the requirements associated with a high school diploma and a post-secondary degree. Articulated acceleration will also broaden the scope of curricular options available to students and/or increase the depth of study available for a particular subject. This mechanism shall include dual enrollment, early admission, Advanced Placement, credit by examination, International Baccalaureate, and the Advanced International Certificate of Education Program. Credit earned through the Lee Virtual School (LVS) shall provide additional opportunities for graduation acceleration.

### Credit Acceleration Program (CAP)

The Credit Acceleration Program was created for the purpose of allowing a student to earn high school credit in courses required for high school graduation through passage of an end-of-course assessment (EOC), an Advanced Placement (AP) Examination, or a College Level Examination Program (CLEP) test listed in the **State Course Code Directory**. Course credit shall be awarded to a student who is not enrolled in a course, or who has not completed a course, if the student attains a passing score on the corresponding end-of-course assessment, Advanced Placement Examination or CLEP test listed in the **State Course Code Directory**. Students desiring to test shall be provided the opportunity to do so during the regular administration of the assessment or examination.

### Dual Enrollment Courses

The Dual Enrollment Program is defined as the enrollment of eligible secondary students in a post-secondary course creditable toward both high school completion and an associate or baccalaureate degree or a career and technical certificate.

Eligible secondary students must be enrolled in a Florida public secondary school. Only students enrolled in post-secondary instruction that is creditable toward the high school diploma shall be classified as dual enrollment. Students who are eligible for dual enrollment shall be permitted to enroll in dual enrollment courses conducted during school hours or after school hours as determined by the School District. Instructional time for such enrollment may vary from 900 hours; however, the school district may only report the student for a maximum of 1.0 FTE. Any student so enrolled is exempt from the payment of registration, tuition, and laboratory fees. Applied academic instruction, college-preparatory instruction 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.

The Department of Education adopted guidelines to achieve comparability across school districts of both student qualifications and teacher qualifications for dual enrollment courses. Students must:

- Demonstrate readiness for college-level coursework and must have a 3.0 unweighted GPA to enroll in college courses
- Demonstrate readiness for career-level coursework and must have a 2.0 unweighted GPA to enroll in career courses
- Achieve the minimum PERT, SAT or ACT scores as defined in the inter-institutional articulation agreement

### **Career and Technical Dual Enrollment**

Fort Myers Technical College and Cape Coral Technical College provide advanced instruction for high school students who demonstrate an interest and readiness to engage in post-secondary certificate career prep courses. The technical colleges offer high school students who qualify for dual enrollment an opportunity to earn credit toward both a high school diploma and a post-secondary career preparatory certificate. Elective credits based on a wide variety of Career and Technical program choices are available.

### **Inter-Institutional Articulation Agreements**

The Superintendent of Schools and the President of the college shall establish an articulation committee to develop a comprehensive inter-institutional articulation agreement for the school district. The District Inter-Institutional Articulation Agreement must be completed by August 1 each year.

### **Dual Enrollment and Advanced Placement Instruction Funding**

The school district, college, and state university may conduct advanced placement instruction within dual enrollment courses. Students enrolled in a joint dual enrollment and advanced placement course may be funded by either the dual enrollment or advanced placement formula, as specified in §1001.62, F.S.; however, students shall only be funded through either a dual enrollment or advanced placement program. The school board shall utilize the funding formula that more closely approximates the cost of the course. Post-secondary credit for a joint dual enrollment and advanced placement course shall be awarded as either dual enrollment or advanced placement credit, based on student preference. An award of advanced placement credit must be limited to students who score a minimum of 3 on a 5-point scale on the Advanced Placement Examination. Students shall only claim credit based on the completion of a single dual enrollment or advanced placement course, and only advanced placement students have the option of completing the Advanced Placement Examination.

### **Full-Time Early Admission**

Early admission shall be in the form of dual enrollment when students enroll in a post-secondary institution on a full-time basis in courses that are creditable toward high school diplomas and an associate or baccalaureate degree. Students enrolled are exempt from the payment of registration, matriculation, and lab fees. This program allows students to enter college following completion of grade 11 (completion of grade 10 with special permission from the school principal or designee) and to substitute two semesters of college work or its equivalent for one year of high school, provided requirements for mastery of District performance standards and statewide, standardized assessments have been met.

### **Advanced Placement**

Advanced Placement (AP) is the program available to eligible secondary students offered by the Advanced Placement Program administered by the College Board. Students enrolled in Advanced Placement courses are expected to take the corresponding AP exam. Post-secondary credit for AP courses shall be awarded to students who score a minimum of 3 on a 5-point scale on the corresponding AP exam. Students shall be exempt from the payment of any fees for administration of the examinations.

### **AP Capstone**

AP Capstone is an innovative diploma program that provides students with an opportunity to engage in rigorous scholarly practice of the core academic skills necessary for successful college completion. AP Capstone is built on the foundation of two courses — AP Seminar and AP Research — and is designed to complement and enhance the in-depth, discipline-specific study provided through AP courses. It cultivates curious, independent, and collaborative scholars and prepares them to make logical, evidence-based decisions. AP Capstone is a program built on student customization. Students take multiple AP classes in areas of their own interest in conjunction with the required courses of AP Seminar and AP Research.

### International Baccalaureate Program

Eligible secondary students may enroll in the International Baccalaureate (IB) Diploma Program if they meet the grade point average and the test score requirements. The State Board of Education has established rules that specify cutoff scores and IB Examinations that will be used to grant post-secondary credit at community colleges and universities. Students shall be exempt from payment of any fees for administration of the examinations.

Program Requirements	Credits
Language Arts	4
Mathematics (At least one must be from the IB approved mathematics list)	4
<ul style="list-style-type: none"> <li>• mathematical studies standard level</li> <li>• mathematics SL</li> <li>• mathematics higher level</li> </ul>	
Science	3
Social Studies	4
Foreign Language	4
Fine and Performing Arts	None
H.O.P.E.	None
Electives	1-4
<i>Additional Course Requirements:</i>	
Theory of Knowledge	1
Sixth Subject	1 or 2
<b>Total</b>	<b>24-48</b>

- Completion of Creative Action Services (CAS) (service project)
- Completion of Extended Essay
- Successful completion of required IB examinations

### Advanced International Certificate of Education Programs

Eligible secondary students may enroll in the Advanced International Certificate of Education (AICE) Program and the International General Certificate of Secondary Education (pre-AICE) Program if they meet the grade point average and the test score requirements. The program is offered by the University of Cambridge Local Examination Syndicate. The State Board of Education shall establish rules which specify the cutoff scores and AICE examinations will be used to grant post-secondary credit at state colleges and universities. Any such rules, which have the effect of raising the required cutoff score or changing the AICE examinations which will be used to grant post-secondary credit, shall apply to students taking AICE examinations after such rules are adopted by the State Board of Education. Students will be awarded a maximum of 30 semester credit hours. The specific courses for which students receive such credit shall be determined by the college or university that accepts students for admission. Students enrolled in either program of study shall be exempt from payment of any fees for administration of the examinations.

## 4.6 Certificates of Completion and Options

### **Certificate of Completion-Postsecondary Education Readiness Test (P.E.R.T.) Eligible**

Students who complete and earn the 24 required credits and earn an overall unweighted 2.0 grade point average on a 4.0 scale, as specified in §1003.4282, F.S., but are unable to earn passing scores on the statewide, standardized assessments may be awarded a Certificate of Completion-Postsecondary Education Readiness Test Eligible.

- Students who receive this certificate must be allowed to take a common placement test and be admitted to remedial or credit courses at a Florida state college as appropriate.

### **Certificates of Completion**

Students who have completed and earned the 24 required credits but were unable to achieve the cumulative GPA of 2.0 on a 4.0 scale as specified in §1003.4282, F.S. and/or failed to pass the statewide, standardized assessments, shall be awarded a regular Certificate of Completion.

- Students who are eligible to earn a Certificate of Completion may elect to remain in school either as a full or part-time student for up to one additional year and receive special instruction designed to remedy the identified deficiencies. Students with IEPs who receive a Certificate of Completion are eligible to remain in school until the end of the semester in which they turn 22.
- Students with disabilities (freshman cohort 13-14 and earlier) who meet all requirements for Special Diploma of the district school board but are unable to meet the appropriate special state minimum requirements, shall be awarded a Special Certificate of Completion. The certificate indicates that the student passed the required ESE courses but did not achieve the required cumulative unweighted 2.0 grade point average or master all of the Next Generation Sunshine State Standards and/or Florida's Math and Language Arts Access Point Standards.

Students who have received a Certificate of Completion, who subsequently meet the requirements for a standard high school diploma, shall be awarded a standard high school diploma when the requirements are completed.

## 4.7 Special Diploma Options

### **Only available for students in freshmen cohort of 2013-14 or earlier, with Special Diploma determined by IEP committee prior to June 20, 2014**

State Board of Education Regulations (SBER) 6A-1.09961 prescribe special requirements for graduation for students who have been properly identified as intellectually disabled, hearing impaired, specific learning disabled, emotionally or behaviorally disordered, orthopedically impaired, other health impaired, traumatic brain injured language impaired, or having autism spectrum disorder.

Students who receive a Special Diploma are eligible to receive services as indicated on their IEPs until they obtain a Standard Diploma or until the end of the semester they turn 22, whichever comes first.

### **Special Diploma Option 1 Requirements**

A Special Diploma Option 1 is awarded when students with disabilities have successfully completed the graduation requirements as set forth in The School District of Lee County **Student Progression Plan** and have mastered the Florida Standards or the Florida Standards Access Points as appropriate.

Students working toward a Special Diploma option are exempt from the statewide, standardized assessment score requirements. They must be assessed annually by the statewide, standardized assessment or the Florida Standards Alternate Assessment, as determined by the IEP team and their eligibility for Alternate Assessment participation. An unweighted 2.0 GPA is required, as specified in §1003.4282, F.S.

When students transfer from a Special Diploma course of study to a course of study for a Standard Diploma, Special Diploma course credits will be used as elective credit for a Standard Diploma if taken prior to the 2013-2014 school year.



Credit will be awarded toward a Special Diploma under the following conditions:

- Completion of an ESE class that covers intended outcomes and student performance standards specifically designed and identified for a Special Diploma.
- Completion of multiple credit courses designed for a Special Diploma. These courses may be repeated for additional credits to meet graduation requirements.

*Continued on next page...*

**Students with Disabilities, Option 1 Diploma**  
**For students who take the Standard Assessment**  
**Freshmen Cohort of 2013-14 or earlier**  
**Special Diploma Decision prior to June 20, 2014**

The requirements for special diploma under Option 1 are as follows:

- The student must earn a minimum of 24 credits and maintain 2.0 grade point average
- 4 credits in English
- 4 credits in math
- 3 credits in science
- 3 credits in social studies
- 0.5 credit in health and
- 0.5 in physical education or 1 credit in PE to include the integration of health
- 4 credits in career and technical education for students with disabilities or general career and technical education
- 5 credits in electives

Grade 9	Grade 10	Grade 11	Grade 12
<b>English</b> Fundamental English 1 7910115  <b>OR</b> <b>Reading</b> Intensive Reading 1000410	<b>English</b> Fundamental English 2 7910120  <b>OR</b> <b>Reading</b> Intensive Reading 1000410	<b>English</b> Fundamental English 3 7910125  <b>OR</b> <b>Reading</b> Intensive Reading 1000410	<b>English</b> Fundamental English 4 7910130  <b>OR</b> <b>Reading</b> Intensive Reading 1000410
<b>Mathematics</b> Fundamental Algebra Skills 7912100	<b>Mathematics</b> Fundamental Explorations in Math 1 7912110	<b>Mathematics</b> Fundamental Explorations in Math 2 7912115	<b>Mathematics</b> Fundamental Consumer Math 1 7912105
<b>Science</b> Fundamental Integrated Science 1 7920030	<b>Science</b> Fundamental Integrated Science 2 7920035	<b>Science</b> Fundamental Integrated Science 3 7920040	<b>Career and Technical Ed</b> Transition Planning 7960010
<b>Social Studies</b> Fundamental World History 7921030	<b>Social Studies</b> Fundamental US History 7921035	<b>Social Studies</b> Fundamental Economics 7921042	<b>Social Studies</b> Fundamental US Government 7921045
<b>Health &amp; Safety</b> H.O.P.E 1506320	<b>Post School Adult Living</b> Career Preparation 7980110	<b>Post School Adult Living</b> Career Experiences 7980120	<b>Post School Adult Living</b> Career Placement 7980130
<b>Post School Adult Living</b> Self Determination 7963140	<b>Elective Coursework</b>	<b>Post School Adult Living</b> Career Experiences 7980120	<b>Post School Adult Living</b> Career Placement 7980130
<b>Elective Coursework</b>	<b>Elective Coursework</b>	<b>Elective Coursework</b>	<b>Elective Coursework</b>

General education courses with related content may replace any of the above ESE courses to satisfy the general requirements.

Alternative Courses:

- Intensive Math #1200400 (can be taken multiple years)

Alternative Elective Courses:

- Any general educational course as appropriate
- Unique Skills: Social and Emotional: 9 – 12 #7963070 and/or Unique Skills #7963130

**Students with Disabilities, Option 1 Diploma**  
**For students who take the Florida Alternate Assessment**  
***Freshmen Cohort of 2013-14 or earlier***  
***Special Diploma Decision prior to June 20, 2014***

Grade 9	Grade 10	Grade 11	Grade 12
<b>English</b> Access English 1 7910120	<b>English</b> Access English 2 7910125	<b>English</b> Access English 3 7910130	<b>English</b> Access English 4 <b>7910135</b>
<b>Mathematics</b> Access Algebra 1A 7912080	<b>Mathematics</b> Access Algebra 1B 7912090	<b>Mathematics</b> Access Liberal Arts Math 7912070	<b>Mathematics</b> Access Liberal Arts Math 7912070
<b>Science</b> Access Biology 1 7920015	<b>Science</b> Access Biology 1 7920015	<b>Science</b> Access Integrated Science 1 7920025	<b>Special Skills Course</b> Preparation for Post School Adult Living 7963010
<b>Social Studies</b> Access US History 7921025	<b>Social Studies</b> Access Economics with Financial Literacy 7921022	<b>Social Studies</b> Access US Government 7921015	<b>Elective Coursework</b>
<b>Special Skills</b> Self-Determination 7963140	<b>Career and Technical Education</b> Career Preparation 7980110	<b>Career and Technical Education</b> Career Experience 7980120	<b>Career and Technical Education</b> Career Placement 7980130 or Supported Competitive Employment 7980150
<b>Health and Safety</b> Access HOPE 7915015	<b>Elective Coursework</b>	<b>Elective Coursework</b>	<b>Elective Coursework</b>

**Notes:**

- General education courses with related content may replace any of the above ESE courses to satisfy the requirements
- Once the sequence above has been completed, Access courses may be taken for additional credit.

**Suggested Elective Course Work:**

- Any General Education course as appropriate
- Intensive Reading as appropriate #1000410
- Unique Skills: Social and Emotional: 9-12 #7963070
- Unique Skills #7963130
- Career Preparation #79801100
- Career Experiences #79801200

## 4.8 Graduation by Examination/Florida High School Diploma

### POLICY FOR STUDENTS UNDER 18

Pursuant to section 1003.435, Florida Statutes, the minimum age to take GED tests to meet the requirements for a high school equivalency diploma is 18 years. A candidate may take the examination after reaching the age 16 if the requirements set by the School District of Lee County are met.

Students, ages 16 to 17, who want to take the GED test must meet the following criteria:

1. Do not have a high school diploma
2. Have legally withdrawn from secondary school
3. Take the TABE test for class placement – *must be administered by SDLC Adult & Career Education*
4. Enroll in SDLC Adult Education program
5. Complete a **minimum** of 12 instructional hours
6. Pass all four (4) GED Ready tests with a “LIKELY TO PASS” score of 145 or higher **and** provide copies of all 4 score reports displaying student’s name, test subject, and test score
  - a. Students must remain actively enrolled and attend classes until GED Ready testing requirement has been met**
  - b. Students must comply with all procedures and expectations of the program while enrolled**
7. Complete GED counseling session and checklist with approved staff member
8. Completion of Underage Waiver Form by the parent/guardian and coordinator

### CORRECTIONAL FACILITY STUDENTS

As specified in Florida statute 1003.435 – High School Equivalency Diploma Program – underage students housed in any Lee County correctional facilities must meet the following criteria:

1. Pass all four (4) GED Ready tests with a “LIKELY TO PASS” score of 145 or higher and provide copies of all 4 score reports displaying student’s name, test subject, and test score
2. Underage GED Waiver Form signed from facility administrator

**\*\*If criteria is not met within current semester, the student must re-enroll in a new semester.**

## 4.9 High School Equivalency Diploma Assistance Exception

Special assistance to obtain a high school equivalency diploma, as specified in §1003.435, F.S., may only be given when all requirements for graduation are completed except for the required cumulative grade point average.

## 4.10 Adult Student High School Diploma

Adult students enrolled in an adult general education program (adult high school) have the opportunity to earn a diploma based on the graduation requirements as specified in §1003.4282, F.S., except that:

- One credit in physical education is not required for graduation and shall be substituted with an elective credit keeping total credits consistent with the 24 credits.
- The lab component of science may be waived by the District when facilities do not exist or are inaccessible.
- One elective credit may be substituted for the one-credit requirement in fine or performing arts, speech and debate or practical arts.

### Career Certificate of Completion

Adult students enrolled in a registered apprenticeship program under ch.446, F.S., shall be exempt from the requirement to demonstrate mastery of the state-adopted standards of basic skills before being awarded a career certificate of completion.

## 4.11 High School Grading System

### Standard Grading System

The system and interpretation for grading shall be as follows:

Grade	Percent	Quality Points	Definition
A	90-100	4.0	Outstanding Progress
B	80-89	3.0	Above Average Progress
C	70-79	2.0	Average Progress
D	60-69	1.0	Lowest Acceptable Progress
F	0-59	0.0	Failure

### Weighted Grading System

The weighted credit is the same for all courses designated to be given weighted credit and is calculated as follows:

Honors classes and Level 3 and above classes:

½ credit (semester) = .02 weighted credit

1 credit (year) = .04 weighted credit

Advanced Placement, Cambridge International Diploma Program (AICE), International Baccalaureate and Dual Enrollment Classes:

½ credit (semester) = .04 weighted credit

1 credit (year) = .08 weighted credit

### Grade Challenges

Any challenge to a grade must be made within ninety (90) calendar days from the end of the semester in which the grade was earned.

### Grade Point Average Calculation

High school students are allowed to enroll in courses leading to 18-24 or more credits. All courses taken must be included in the GPA calculation unless the grade has been forgiven by retake, as defined in §1003.4282(5), F.S.

Students in grades 9-12 who have cumulative grade point averages below the required unweighted 2.0 level on a 4.0 scale, as specified in §1003.4282, F. S., for graduation will be identified and receive counseling and assistance toward meeting this requirement, as specified in §1003.4282(6), F.S.

### Final Exams—District/School Developed

High school courses require a district semester exam or state End of Course (EOC) exam, with the exception of courses found in the Exam Exceptions section. The final exams will count as 20% of the semester/term grade, with each quarter grade accounting for 40% of the semester/term grade. For courses requiring a statewide, standardized end-of-course assessment, the assessment score will count as 30% of the final/annual grade, with each semester grade accounting for 35% of the final/annual grade.

Schools shall not exempt students from academic performance requirements, such as final exams, based on practices or policies designed to encourage student attendance. Students' attendance records may not be used in whole or in part to provide an exemption from any academic performance requirement, as specified in §1003.33, F.S.

### Calculation of High School End-of-Course Exam (EOC) result as 30% of Final Course Grade

Florida law (F.S. 1003.4282) requires districts to incorporate the EOC assessment score for the following courses as 30% of a student's final course grade: Algebra 1, Geometry, Biology, and U.S. History. Each district in Florida determines its own method for translating EOC scores to either numeric scores or letter grades. After reviewing the methodology utilized in other school districts the School District of Lee County adopted the following translation, utilizing the EOC Achievement Level.

Letter Grade	EOC Achievement Level	Algebra 1 EOC Scale Score	Geometry EOC Scale Score	Biology EOC Scale Score	US History EOC Scale Score
A	5	532-575	533-575	431-475	432-475
	4	518-531	521-532	421-430	417-431
B	3	497-517	499-520	395-420	397-416
D	2	487-496	486-498	369-394	378-396
	1	425-486	425-485	325-368	325-377

For students taking the Florida Standards Alternate Assessment (FSAA), the assessment score is calculated as 30% of the final course grade using the following achievement levels:

Translation of Florida Standards Alternate Assessment (FSAA) End-of-Course Exam (EOC) Scores to Letter Grades	
Letter Grade	FSAA EOC Achievement Level
A	4
B	3
C	2
D	1

The School District of Lee County utilizes the Florida Department of Education's recommended calculation method in applying the 30% from the EOC assessment result:

$[(\text{Semester 1 converted to a 0-4 scale}) * 0.35] + [(\text{Semester 2 converted to 0-4 scale}) * 0.35] + [(\text{EOC assessment converted to 0-4 scale}) * 0.30] = \text{Course Average}$

### Exam Exceptions

- When an annual course requires a semester one exam and a standardized assessment (FSA ELA, ACT, SAT, AICE, AP or IB examinations), grades are calculated for each semester as follows:
  - using the three-grade configuration for semester one, and
  - a two-grade configuration for semester two, due to the standardized assessment used in lieu of the semester exam. This applies to annual courses in Advanced International Certificate of Education (AICE), Advanced Placement (AP), International Baccalaureate (IB) (seniors only), and reading.
- Please note: All semester courses in AICE, AP, IB, and reading require final exams.
- There are no exam exceptions for courses with a corresponding EOC exam; this includes Advanced International Certificate of Education, Advanced Placement, and International Baccalaureate.
- A final exam is a required component of virtual and online credit recovery courses. Students receive a final semester grade; quarter grades and semester exams are not reported separately.
- Postsecondary colleges and universities determine the grading requirements for academic dual enrollment courses.
- Seniors may qualify to exempt their final semester exams.

### Graduation Recognition Program for Standard Diploma Students

A graduation recognition program, known as the *Cum Laude* system, was approved by The Lee County School Board on June 14, 2005.

Through the School District of Lee County's *Cum Laude* System, all high school students who enter the ninth grade during the 2005-2006 school year and thereafter and are pursuing a standard high school diploma will be eligible to earn one of several special designations. Based on the final, weighted grades, graduates may be recognized during commencement (and on their diplomas and transcripts) as having earned one of these special designations:

Rank Designation	Grade Point Average
<i>Summa Cum Laude</i> ("with highest praise")	4.00 and higher
<i>Magna Cum Laude</i> ("with great praise")	3.75 to 3.99
<i>Cum Laude</i> ("with praise")	3.50 to 3.74
Rank with Distinction	3.25 to 3.49
Rank with Honors	3.00 to 3.24

Among the many benefits of this system is that beginning with the class of 2009, the highest honors in a graduating class will be available to all students who excel academically. Class rank will continue to be calculated based on a weighted grade point average system. Students who take honors, Advanced Placement (AP), Cambridge International Diploma Program (AICE), International Baccalaureate Diploma Program (IB) and Dual Enrollment (DE) courses will continue to add "weighted" grade points to their average, and the resulting weighted GPA will continue to be used for admission and scholarships to colleges and universities.

## 4.12 Additional Credit Information

### Volunteer Service Credit

Students are encouraged to engage in service-learning opportunities, as defined in §1003.497, F.S. Service learning refers to a student-centered, research-based teaching and learning strategy that engages students in meaningful service activities in their schools and communities. Schools that offer elective service-learning courses shall directly tie service-learning opportunities to academic curricula, standards, and course, district, or state assessments. Service-learning activities foster academic achievement, character development, civic engagement, and career exploration and enable students to apply curriculum content, skills, and behaviors taught in the classroom.

### Grade Forgiveness

Students in grades 9-12 may retake a required course for the purpose of improving a grade. Grade forgiveness 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. Forgiveness policies for elective courses shall be limited to replacing a grade of "D" or "F" or their equivalent with a grade of "C" or higher or its equivalent earned subsequently in the same, a comparable, or another course. Any course grade not replaced according to a District forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation. The District may no longer count the best twenty-four (24) credits of all courses taken to meet the cumulative grade point average for graduation requirements. If students receive a "D" or "F" and subsequently receive a "D" or "F", when retaking the same course, the lower of the two grades will be marked as elective credit and both grades will be calculated in the GPA.

### Credit Retrieval

Edgenuity is a credit retrieval program that is available to students who meet the specific program criteria. School counselor and/or administrative approval is required.



### Multiple Credit Courses

Multiple credit courses are available for some courses (as defined in the **State Course Code Directory**) as long as student achievement expectations are raised as the student progresses through the course sequence. Multiple credit courses may be used any number of times.

### High School Courses or Programs Excluded from Credit Awarding

Remedial instruction provided during high school is ineligible for core subject area credit, as specified in the **State Course Code Directory**.

Students may not be granted credit toward a high school standard diploma for enrollment in any level one course. The Florida Department of Education defines level one courses as basic courses. Any student taking a level one course in the 2013-14 school year or later may not earn credit towards a standard diploma (including an elective credit).

### On-the-Job Training

The Cooperative Diversified Education Program permits a student who has reached the age of sixteen, has completed grade eleven, and has completed the courses required for graduation, to substitute 144 hours of supervised work experience for one credit up to a maximum of five credits.

### Transfer of Credits

Course credit may be transferred from other schools or agencies with the following conditions:

Courses and credits earned at another State or regionally accredited high school, state college, or university offered for acceptance shall be based on an official transcript authenticated by the proper school authority.

Work or credits from non-accredited schools shall be validated as provided by Board Policies.

All transferring students must be certified in Minimum State Performances Standards and must earn a passing score on the statewide, standardized assessment and appropriate end-of-course assessments.

Each student is required to take and pass the statewide, standardized grade 10 English Language Arts (ELA) assessment or earn the minimum concordant score, as detailed on page 31, in order to earn a standard high school diploma.

If a student transfers to a Florida public high school from out-of-country, out-of-state, a private school, or a home education program and the student's transcript indicates Algebra 1 course credit, the student must take and pass the statewide, standardized Algebra 1 EOC assessment in order to earn a standard high school diploma unless the student:

- Earned a comparative passing score on the Math section of the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT), the SAT or the ACT or on the Geometry EOC assessment dependent upon cohort as detailed on page 31,
- Passed a statewide assessment in Algebra 1 administered by the transferring entity, or
- Passed a statewide mathematics assessment the transferring entity uses to satisfy the requirements of the Elementary and Secondary Education Act (ESSA), 20 U.S.C. s. 6301 et seq.

If a transfer student's transcript shows a final course grade and course credit in Algebra 1, Geometry, Biology 1, or United States History, the transferring course final grade and credit shall be honored without the student taking the requisite statewide, standardized EOC assessment and without the assessment results constituting 30 percent of the student's final course grade.

Students transferring into The School District of Lee County as seniors from out-of-state who would have been eligible to graduate from the sending school upon satisfactory completion of the senior year in that school shall be eligible to graduate from The School District of Lee County upon satisfactory completion of a typical senior Program of Studies as

determined by the principal of the Lee County school, achieving the minimum cumulative 2.0 unweighted grade point average, and passing the required statewide, standardized assessments.

All other students transferring into Lee County shall meet all Lee County standards for graduation as determined by grade level enrollment at the time of entrance.

### **Correspondence Course Credit**

Students who are enrolled in and attending classes full-time at a District high school may earn credits toward graduation by successfully completing high school correspondence courses approved by a regional accrediting agency. The following criteria must be met before credit through correspondence may be counted toward the 18-24 credits necessary for graduation:

- Students must have prior approval from the principal to register for correspondence work. Credit will be accepted according to the District approved guidelines for transfer of credits.
- Fees for the correspondence credit course will be the responsibility of the student.
- Credit earned through correspondence shall receive a letter grade if it comes from a regionally accredited correspondence school and may be calculated in the grade point average for establishing the minimum unweighted 2.0 GPA required for graduation.
- Final exams will be proctored by school personnel and forwarded to the proper agency for correspondence work.
- Applications may be made at the school by requesting the "Non-School Calendar Educational Experience" application form (MIS 692).

### **High School On-Line Courses**

- Students may enroll in courses available through the Lee Virtual Instruction Program and will be awarded credit for successful completion of such courses. Access will be available to students during or after normal school day and through summer school enrollment, as specified in §1001.42(23), F.S.
- Students who take virtual courses from any other on-line school/organization will receive credit for that course only if that school/organization is accredited by one of the regional associations of colleges and schools, e.g. Southern Association of Colleges and Schools (SACS). Students must have permission from their high school to enroll.
- Students who enroll with Lee Virtual School as full-time students must register with the Lee Virtual School or Student Enrollment Office. When students complete all requirements for graduation, including state testing, they will receive a diploma and participate in the Lee Virtual graduation ceremony §1003.4282, F.S.

### **Non-School Calendar Educational Experience**

During summer vacation or other times when school is not in session, educational opportunities arise which may be of lifelong benefit to students. Under certain circumstances, students might be able to receive up to one credit per year for such experiences. Numerous accredited post-secondary institutions offer "summer camp" experience in academic subjects. The intent of this program is to allow students to earn high school credit as a result of their experiences.

#### **Procedures/Rules:**

- Students must be in grades 9-12 and enrolled in a Lee County high school.
- Students must apply for credit prior to undertaking this experience. The high school Assistant Principal for Curriculum will complete the application forms (MIS 692).
- Students must provide documentation of college-level coursework to be pursued, contact hours and extra work required.
- Students are responsible for all costs.
- Evidence of completion of educational experience must be presented to the schools' designated administrator within 60 days of completion.
- Credit will be considered only for successful completion of a program with college course program objectives consistent with Florida Course State Frameworks or performance objectives and will be calculated in the GPA.

- When final course grade and credit is presented on the official college transcript, credit will only be considered in courses in the high school section of the **Secondary Course Catalog** at time of application.
- Applicants may be required to present evidence of post-secondary school's accreditation.

### Course Modifications

- Accelerated Graduation: Students may meet the graduation requirements with less than four years of attendance by earning more than the minimum number of credits per year. In addition to taking a full class load during the regular school day, other opportunities for earning additional credits exist in the following programs:
  - Any accredited on-line program
  - Lee Virtual Instruction Program
  - Edgenuity
  - Dual Enrollment
  - Approved correspondence school programs
  - Non-School Calendar Education Experience
- Students may attend classes scheduled away from the school site if the course is listed in the **State Course Code Directory**. The program must be in compliance with SBER 6A-1.09441 and SBER 6A-1044 to qualify for funding. Instruction must be provided by qualified instructional personnel as defined in SBER 6A-1.0503.
- Any course requiring changes in the language of a course description must be approved via the District waiver process.
- The District shall make accommodations for basic and vocational courses, as necessary, to assure exceptional education students the opportunity to meet the graduation requirements for a Standard Diploma as defined in SBER 6A-6.0312.

The curriculum frameworks for Next Generation Sunshine State Standards and/or Florida Standards will be maintained with instructional accommodations provided as defined by the student's IEP for students with disabilities obtaining a Standard Diploma.

The particular outcomes and student performance standards that students must master to earn credit must be specified on the student's IEP. If students transfer to another school in the District, recommended course accommodations on the IEPs shall be implemented.

The accommodations to basic or vocational courses may include, but are not limited to, any of the following:

- Instructional time may be increased or decreased;
- Instructional methodology may be varied;
- Special communications systems may be used by the teacher or the students;
- Classroom and District test administration procedures and other evaluation procedures may be modified as specified in SBER 6A-1.0943 to accommodate the student's disability; and/or
- Alternate instructional materials may be used.

Students who receive services in the exceptional student education program are eligible for course modifications by one or a combination of the following strategies:

- Assignment of students with disabilities to a basic education class for instruction, with accommodations and/or modifications designed to meet the students' needs as determined by their IEPs; and/or
- Assignment of students with disabilities to an exceptional education class for instruction in a basic course with the same student performance standards as those required of students without disabilities in the District **Student Progression Plan**; and/or
- Assignment of students with disabilities to an exceptional education class designed to meet students' needs at the appropriate level (Special Diploma or instruction on the Access Points).

Strategies will be utilized based on assessed needs and will be written into students' IEPs. Accommodations and/or modifications must be provided and must not be reflected in the assignment of grades.

Students without disabilities who commit Level III offenses who are eighteen years or older, have 15 or fewer high school credits, and are or were enrolled as Lee County District students at the time of the offense, will be withdrawn by the principal (W26). The Principal will recommend they enroll in an adult education GED program.

#### **4.13 Out of State Transfer Students**

Students who enter a Florida public school at the 11<sup>th</sup> or 12<sup>th</sup> grade from out-of-state or out-of-country shall not be required to spend additional time in a Florida public school in order to meet the high school course requirements if the student has met all requirements of the school district or state from which he or she is transferring. However, to receive a standard high school diploma, transfer students must earn an unweighted 2.0 grade point average on a scale of 4.0, and meet the requirements under §1008.22, F.S.

Students who earned the required credits for the standard high school diploma except for passage of any must-pass assessment under §1003.4282 or §1008.22 or an alternate assessment by the end of grade 12 must be provided the following learning opportunities:

- Participate in an accelerated high school equivalency diploma preparation program during the summer;
- Take a common placement test upon receipt of a certificate of completion and be admitted to remedial or credit courses at a state college, as appropriate;
- Participate in an adult general education program as provided in §1004.93, F.S. for such time as the student requires to master English, reading, mathematics, or any other subject required for high school graduation. Students attending adult general education programs shall have the opportunity to take any must-pass assessment under §1003.4282 or §1008.22 an unlimited number of times in order to receive a standard high school diploma.

#### **International and Foreign Exchange Students**

##### **International Students**

- All international (foreign-born) students will follow the Student Enrollment process for enrollment and school assignment
- Parents/Guardians shall present all required enrollment documents.
- The School District of Lee County will not issue I-20's (form that would permit international students to enroll in The School District of Lee County).
- All students must be administered a Home Language Survey (HLS) questionnaire, upon enrollment, to determine eligibility services. Students shall have access to all programs and services that all native-born students have available to them.
- All students whose HLS contains a "yes" must be referred to the English for Speakers of Other Languages (ESOL) Program for English Language Proficiency Assessment and program placement as needed.
- International students who are not enrolled in a foreign exchange program and who are without educational records shall be provisionally assigned to a grade according to chronological age. The initial placement shall be reviewed by the principal. If the student needs to be placed at a different level the principal shall facilitate an appropriate placement. The highest level of grade placement for students without records or transcripts translated into English shall be 11<sup>th</sup> grade.
- Students who have been enrolled in an ESOL program for less than 2 school years and have met all requirements for the standard high school diploma except for passage of the statewide, standardized assessment or alternate assessment may receive immersion English language instruction during the summer following their senior year. Students receiving such instruction are eligible to take the statewide, standardized assessment or alternate

assessment and receive a standard high school diploma upon passage of the statewide, standardized assessment or the alternate assessment.

- Students who have received a high school diploma from their home country will be directed to the local post-secondary institutions.

### **Foreign Exchange Students**

All foreign exchange students must notify the School Counseling & Mental Health Services Department prior to enrollment and must follow the Student Enrollment process for enrollment and school assignment.

Students who enroll in The School District of Lee County as foreign exchange students with the intent to obtain a Lee County High School Diploma must adhere to the following conditions:

- Students must declare in writing to the School Counseling & Mental Health Services Department their intent to obtain a Standard Diploma from a Lee County high school prior to beginning the registration process for enrollment.
- Students must provide the School Counseling & Mental Health Services Department with an English version of an official transcript from an evaluation agency. The translation must list the courses taken, the grades received and the number of Carnegie units that should be awarded.
- Credits taken in a foreign country as determined by the official transcripts will be used as unweighted credits in determining the students' initial grade point averages.
- Students, after enrollment, must meet all requirements including course credits, grade point average, and successful completion of State-mandated tests in order to receive a Standard Diploma.

Foreign exchange students who intend to receive a Standard Diploma are eligible for local academic awards.

## **4.14 Athletic Participation Requirements**

In order to be eligible to participate in interscholastic and/or extracurricular student activities, students must meet such other requirements for participation as may be established by the School District and the Florida High School Activities Association (Article 11). All Florida High School Athletic Association requirements must be met, as specified in §1006.15, F.S.

## **4.15 Adult Education**

A maximum of four credits earned in adult programs may be applied to graduation requirements for a day school program. The same standards for course content and performance that apply to the credits earned in the regularly assigned school apply to credits earned in adult education. The principal or his or her designee shall approve adult education subjects taken for day school credit.

## **4.16 Florida Bright Futures Scholarship Program**

The Florida Bright Futures Scholarship Program establishes a lottery-funded scholarship to reward Florida high school graduates who merit recognition of high academic achievement and who enroll in an eligible Florida public or private post-secondary educational institution within the specified timeframe after high school graduation.

The Florida Bright Futures Scholarship Program is the umbrella program for the Florida Academic Scholars Award, the Florida Medallion Scholars Award, the Florida Gold Seal Vocational Scholars Award and the Florida Gold Seal Cape Scholars Award.

To be eligible for an initial award from any of the three types of scholarships, students must:

- Complete a Florida Financial Aid Application (FFAA) available at [www.FloridaStudentFinancialAid.org/SSFAD](http://www.FloridaStudentFinancialAid.org/SSFAD) no later than August 31 after high school graduation;
- Be a Florida resident and a U.S. citizen or eligible non-citizen, as determined by the student's post-secondary institution;
- Earn a standard Florida high school diploma, or its equivalent, from a Florida public high school or a registered Florida Department of Education private high school; or complete a home education program;
- Be accepted by and enroll in a degree or certificate program at an eligible Florida public or independent postsecondary educational institution;
- Be enrolled for a least six non-remedial semester credit hours (or the equivalent in quarter clock hours) per term;
- Not have been found guilty of, or pled nolo contendere to, a felony charge unless the student has been granted clemency by the Governor and Cabinet sitting as the Executive Office of Clemency; and
- Begin using the award within the specified timeframe after of high school graduation.

Students should begin by contacting their school counselor. Additional information may be found at [www.FloridaStudentFinancialAid.org/SSFAD](http://www.FloridaStudentFinancialAid.org/SSFAD).

## 4.17 Guidelines for Bright Futures Volunteer Service Hours

### Bright Futures Service Hour Requirements by Scholarship Level

Bright Futures Scholarship Service Hours Requirements	
Bright Futures Academic Scholar Award	100 hours must be documented
Bright Futures Medallion Award	75 hours must be documented
Bright Futures Gold Seal Award	30 hours must be documented
Bright Futures Cape Scholars Award	30 hours must be documented

### Requirements for Students Engaging in Volunteer Service Hours

The high school student must be considered capable of representing the school well in the community site; be capable of participating in activities off-campus without the direct supervision of school personnel; be able to arrange their own transportation to and from the site.

### Criteria for Documenting Volunteer Service Hours

- Student is required to obtain prior approval from his/her school counselor to ensure that the volunteer service site meets the criteria and that the student will receive volunteer service hours for volunteering
- Volunteer service work for the Bright Futures scholarship must be volunteer work and a student shall not receive remuneration or academic credit for such work
- Volunteer work may include, but is not limited to, a business or government internship, volunteering with a nonprofit community service organization, or activity on behalf of a candidate for public office
- All services are supervised by an approved adult representative of the agency
- The site does not involve direct supervision/ownership/operation by a family member, the presence of unsafe conditions, or the use of students for financial gain
- Service does not interrupt a student's regularly scheduled school day
- Service hours must be earned during grades 9-12 and must be completed by the conclusion of the last term of the student's senior year
- Student is required to identify a social, civic issue, or a professional area of interest
- Student is required to develop a plan for personal involvement in addressing the issue or learning about the professional area, as well as evaluating and reflecting on such experience through papers or presentations
- Florida law establishes accountability requirements for student volunteer work. Student volunteer service hours are required to be documented in writing and signed by the student, the student's parent or guardian, and a representative of the organization for which the student worked, including dates of service and activities.

- Organization documentation must be on agency letterhead stating student hours, dates of service and service activities

The service hours will be placed on the student's transcript after proper documentation and signatures have been received as well as the student's evaluating and reflecting on the experience through either a reflection paper or other type of presentation.

Bright Futures volunteer services hours that have been completed and validated using these guidelines as defined by §1009.534, F.S. will be posted on the District student information system (mainframe) and appear on the student transcript.

Students are encouraged to document community service hours for purposes other than the Bright Futures scholarship on their personal resumes or portfolios and these hours shall not be posted on the District student information system (mainframe) or appear on the student transcript.

The information above and all relevant forms are posted on [www.leeschools.net](http://www.leeschools.net) and are available through each high school's counseling office. Students are required to meet with the high school counselor to begin the process of engaging in volunteer service hours.





# HOME SCHOOL EDUCATION POLICIES AND PROCEDURES

## 5.0 HOME EDUCATION

### 5.1 Grade Placement Procedures for Students Leaving Home School and Entering the School District of Lee County

- Students leaving home school and entering the District shall be treated the same as students transferring from non-accredited schools.
- Students leaving home school and enrolling in the District shall be administratively placed in the appropriate sequential grade level based on the most recent previous school records on file with the District or the grade level recommended by the parent when there is no history of school enrollment. The principal will determine final grade placement.
- Decisions regarding student promotion, grade level placement, and retention of home-schooled students entering the District are primarily the responsibility of the individual school principal. The final decision regarding the methods in which grade placement decisions are made shall be based on the criteria established in the District **Student Progression Plan** for the elementary, middle, and high school levels.
- Criteria to be considered may include age and maturity, standardized achievement test results, state assessments, previous record in public and private schools, progress as it relates to graduation standards, and compliance with the home education program requirements while in home education. In no instance shall placement in a grade be automatic, based solely on the recommendation of the home school parent/guardian.
- The provisional placement decision is subject to screening and review of students' academic work and performance during the first grading period (forty-five days for grades K-8, and ninety (90) days or one semester for grades 9-12). Subsequent to appropriate screening, students shall be allowed to remain in the assigned grade or placed in the most appropriate grade.
- Compliance with the Home Education Program requirements includes the Annual Educational evaluation, if the student was registered in Home Education one full year.

#### High School Grades 9-12 Enrollment Procedures

Students shall be provisionally placed in the regular program for these grades. The provisional placements will be validated before the end of the first semester or ninety (90) days in the program with appropriate verified documentation of satisfactory completion of a Home Education Program registered with the District.

#### Participation in High School Program Options

Home education students may participate in dual enrollment, career and technical dual enrollment, early admission, and standardized assessments.

#### Transfer of High School Credits

Work or credits for home education students who transfer into a District school shall be validated based on the criteria outlined in the **Student Progression Plan** during the first semester grading period and, as outlined below as set forth in State Uniform Transfer of High School Credits as it pertains to the following Alternative Validation Procedure SBER 6A-1.09941:

- Portfolio evaluation (inspection) completed by the Superintendent's designee;
- Written recommendation by a Florida certified teacher selected by the parent and approved by the principal;
- Demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools;
- Demonstrated proficiencies on nationally-normed standardized subject area assessments;
- Demonstrated proficiencies on the statewide, standardized assessment; or
- Written review of the criteria utilized for a given subject provided by the former school.

Students transferring into the District will be required to validate their current course or grade placement within a grading period and to complete appropriate subject or grade level examinations successfully. The final placement determination will be based on classroom performance rather than on any single test score.

Work or credit transferred from other states or accredited school districts shall be evaluated in terms of the requirements of the state or accredited school district where such credit was earned.

Students transferring into the District from non-accredited schools shall be required to validate their current courses or grade placement through satisfactory completion of academic work in the District within a grading period (forty-five days for grades K-8, and ninety (90) days or one semester for grades 9-12) and by successfully completing any appropriate subject or grade level examinations. The final determination will be based primarily on classroom performance rather than on any one single test score.

Home school students who wish to receive a diploma and participate in the graduation ceremonies must enroll in a Lee County High School for the full term of the last semester of their senior year and take at least one class on campus.

Beginning with the 2012-13 school year, if a student transfers to a Florida public high school from out of country, out of state, a private school, or a home education program and the student's transcript shows a credit in Algebra 1, the student must pass the statewide, standardized Algebra 1 EOC assessment in order to earn a standard high school diploma unless the student earned a concordant/comparative score as detailed on page 31, passed a statewide assessment in Algebra 1 administered by the transferring entity, or passed a statewide mathematics assessment the transferring entity uses to satisfy the requirements of the Elementary and Secondary Education Act, 20 U.S.C. s. 6301.

If a student's transcript shows a credit in high school reading or English Language Arts II or III, in order to earn a standard high school diploma, the student must take and pass the statewide, standardized grade 10 English Language Arts (ELA) assessment or earn a concordant score.

If a transfer student's transcript shows a final course grade and course credit in Algebra 1, Geometry, Biology 1, or United States History, the transferring course final grade and credit shall be honored without the student taking the requisite statewide, standardized EOC assessment and without the assessment results constituting 30 percent of the student's final course grade.

#### **Participation of Home-Schooled Students in Interscholastic Extracurricular Student Activities**

- Students in grades K-12 may participate in interscholastic extracurricular or sports activities offered at the Lee County Public Schools, as referenced in School Board Policy 4.07.
- Students may participate in interscholastic extracurricular activities providing they adhere to the requirements, as specified in §1006.15, F.S.
- Students who want to participate in an interscholastic extracurricular activity must meet the same residency requirements as other students in the school at which they participate. The residency requirement is identified as the School Zone. Therefore, all home education students who want to participate in an interscholastic extracurricular activity, must go through School Assignment and be assigned a school.
- Home school students participating in interscholastic extracurricular activities must meet the requirements of participation as set forth in Board Policies 4.06 and 4.25 and by the Florida High School Athletic Association (Policy 16 Section C). All Florida High School Athletic Association requirements must be met, as specified in §1006.15, F.S.



## 6.0 LEE VIRTUAL SCHOOL (LVS)

### 6.1 Overview

HB 7067, passed in 2008, created §1002.45, F.S. The statute states, "Beginning with the 2009-2010 school year, each school district shall provide eligible students within its boundaries the option of participating in a virtual instruction program."

The School District of Lee County has established the Lee Virtual Instruction Program to provide students with a high-quality virtual program through the Lee Virtual School. The LVS offers both full and part-time options for students in grades K-12. All classes are available to registered public, home school or private school students.

### 6.2 Eligibility

Student eligibility for LVS is open to students residing within the district's attendance area as well as students from other districts. Students enrolling from other districts must be enrolled through Lee County and will receive credit that can be transferred to their district of residence upon completion of the course or grade level.

LVS offers part-time virtual courses to students enrolled in traditional Lee County School District Schools. Students may request LVS courses online or through their school counselor. LVS courses fulfill the online course requirement set forth in §1003.4282, F.S. Students are co-enrolled from their assigned district school and the final LVS course grade earned is automatically entered on their transcript. Failure to complete a LVS course may result in a grade of F.

### 6.3 Full Time Grade Level Placement

Students enrolling in LVS shall be administratively placed in the appropriate grade level. This placement will be based on the most recent school records on file with the District, or another approved education provider and/or a placement assessment. If there is no history of school enrollment, the placement will be based on the grade level recommended by the parent and placement assessment. District administration will determine final grade placement.

Decisions regarding student promotion, grade level placement, and retention of virtual students entering the District are primarily the responsibility of the LVS administration. The final decision regarding the methods in which grade placement decisions must be made shall be based on the criteria established in the District **Student Progression Plan** for the elementary, middle and high school levels as well as assessment and placement methods for the respective grade level.

Criteria to be considered may include age, school readiness, ability to work independently, standardized achievement test results, state assessments, previous performance in public and private schools, progress towards graduation standards, and (when applicable) compliance with virtual education program requirements. In no instance shall placement in a grade be based solely on the recommendation of the parent/guardian or a non-approved curriculum provider. The provisional placement decision is subject to screening and review of the student's work and performance. Subsequent to appropriate screening, the student shall be allowed to remain in the assigned grade or placed in the most appropriate grade.

Students wishing to participate in a blended learning experience with part of their courses at a district brick and mortar school and the others through LVS must follow the enrollment process through Student Enrollment. Once assigned, students can work through school counselor and administration to be placed in virtual courses or traditional classroom courses based on availability.

## 6.4 Attendance

The LVS full-time programs follow the same school calendar as all other Lee County public schools. Therefore, students will receive all instruction through this program and will not receive any instructional programs from other public schools. Furthermore, students may be granted access to other virtual or traditional school programs as a part of the school day so long as courses are approved and scheduled through the Lee Virtual School school counseling department. Attendance in the program is expected to be for the entire school year or until a student successfully completes a subject or grade level. Attendance is required for each scheduled school day. Students are required to log in for attendance and actively engage in schoolwork for a minimum of six hours per day. Students must be on or ahead of pace in all courses to remain in the program. Successful participation and academic progress as well as logging in constitute attendance. The School Board attendance policy will apply to the LVS. Any non-attendant or truant students will be removed from the virtual program and required to withdraw and return to a traditional school setting or other education option. Truancy may be determined by log in attendance, lack of submitted coursework, or non-contact with school instructional or administrative personnel.

## 6.5 Promotion/Graduation

The LVS is a public school in Lee County and, therefore, students will be held to all promotion and graduation requirements of Lee County and the State of Florida. LVS students will receive a Lee County School District diploma and participate in commencement ceremonies upon completion of the 9-12 LVS. All students are encouraged to participate in commencement exercises. Students who cannot attend may pick up their diplomas in person after graduation from the LVS office. LVS is unable to mail diplomas.

## 6.6 Statewide, Standardized Assessments, EOC and Other Mandatory Assessments

Students enrolled in LVS are public school students and are, therefore, required to participate in all District and State mandated testing, including but not limited to the statewide, standardized assessment and EOC. District and State mandated tests will be administered in a location determined by school administration. This location will be communicated to students and families no less than four weeks prior to testing dates. LVS administers mandatory proctored assessments when there is any suspicion of an academic integrity issue as well as to approximately 10% of full-time virtual students on a random basis.

## 6.7 Learning Coach

Each student must have a learning coach who must be a responsible adult. The learning coach must be available for a minimum of 5 hours per day to monitor the student's computer access, engage in student follow up activities, facilitate learning, provide support with homework assignments, manage the receipt and use of instructional materials and ensure student participation in the statewide, standardized assessment, EOC and other mandatory testing. In homes where there are multiple students, the designated learning coach will need to provide a minimum of 5 hours per day for each student enrolled in the LVS.

In addition to required testing, LVS requires students to attend certain face-to-face meetings and events during the course of a school year. These events include parent/student orientation, first day of school, portfolio review(s), and class meetings. All events can be seen in advance on the LVS online calendar.

## 6.8 Withdrawal

Enrollment in the LVS is expected to be a commitment for at least one school year. In the event a student withdraws from LVS, the student will be required to receive a new school of assignment according to the District's Student Enrollment plan. Students who participated in the Student Enrollment process prior to enrollment in the LVS will forfeit their seat in the Student Enrollment program upon enrollment in the LVS. Students and parents will need to reapply for any new school assignments or out-of-area assignments for subsequent years.

## 6.9 Technology

To be successful in the program, students must have daily, dedicated access to a computer, monitor, the Internet, and appropriate software. Certain browser requirements may apply. Effective beginning school year 2016-17, students in grades 6-12 will be expected to use district provided technology to access and complete courses. While other technology may be used, support from the school will be limited, if at all.

## 6.10 Registration for LVS

All registration documents must be completed and approved online and through Lee Virtual Instruction Program Office before courses may be assigned. Deadlines can be viewed each year on the LVS website.

Lee Virtual Instruction Program Office is located at:  
2855 Colonial Boulevard  
Fort Myers, FL 33966  
Phone: 239-337-8247

Contact information including but not limited to: guardian, address, telephone and email must be kept up-to-date and on file with LVS office and within student's virtual school learning management system accounts. All address, telephone and email, etc. changes must be made directly with the LVS secretary.

## 6.11 Orientation

An orientation seminar to familiarize parents or guardians and students with the virtual education process is required upon registering for LVS. These orientations will be offered prior to the beginning of each instructional term and must be attended by parents and students. Parents will sign and submit a contract for student attendance, behavior and achievement documenting that they are familiar with the LVS student attendance, behavior and achievement agreement. Completed forms will be turned in to the LVS office and will need to be renewed prior to each school year.

## 6.12 Online Discipline and Academic Integrity

Virtual students must comply with the District's technology acceptable use contract and are subject to discipline through the Student Services Department should infractions to this contract occur. LVS may request students in any grade level to take a proctored assessment whenever academic integrity is questioned.

## 6.13 Extracurricular and Enrichment Activities

Virtual School is a school of choice and, therefore, certain programs and activities offered at traditional schools may not be available to virtual students. The District has made every attempt possible to create equity between traditional and virtual instructional programs. However, there are activities and events that are impossible to replicate in an individual, online instructional environment.

Virtual students in grades K-12 may participate in extracurricular or sports activities offered in other District schools, as referenced in School Board Policy 4.07. Virtual students may access certain extracurricular events and activities at a pre-assigned zone school.

Students may participate in interscholastic extracurricular activities providing they adhere to the requirements, as specified in §1006.15, F.S.

Students who want to participate in an interscholastic extracurricular activity must meet the same residency requirements as other students in the school where they participate. The residency requirement is based on the District



Student Enrollment plan. Therefore, all Lee Virtual School (LVS) students who want to participate in an interscholastic extracurricular activity must go through School Assignment and be assigned a school.

LVS students participating in interscholastic extracurricular activities must meet the requirements of participation as set forth in Board Policies 4.06 and 4.25 and by the Florida High School Athletic Association Policy 26 Section C. All Florida High School Athletic Association requirements must be met, as specified in §1006.15, F.S.

### **6.14 Grades**

Semester grades will be issued by the District according to the District calendar and grading guidelines for the appropriate grade level. Quarter grades are issued for grades K-5 only. Semester LVS report cards will be mailed home as well as available online for students and parents to view. Quarter grades and interim progress reports are maintained online and are available for parents and students to view using their respective accounts.

### **6.15 Transferring in and out of the LVS Program**

Students may transfer out of the LVS program and be assigned to a traditional school through the Student Enrollment Department. Voluntary transfers are only permitted once each school year. Transfers are unavailable during either the fall or spring FTE weeks.

### **6.16 Computer Access and Equipment**

Internet access is provided for accessing virtual curriculum and resources related to the instructional process only. Internet connections are subject to random monitoring. In the event of misuse, the connection will be terminated and the student required to secure a different means for access or withdraw from the program.

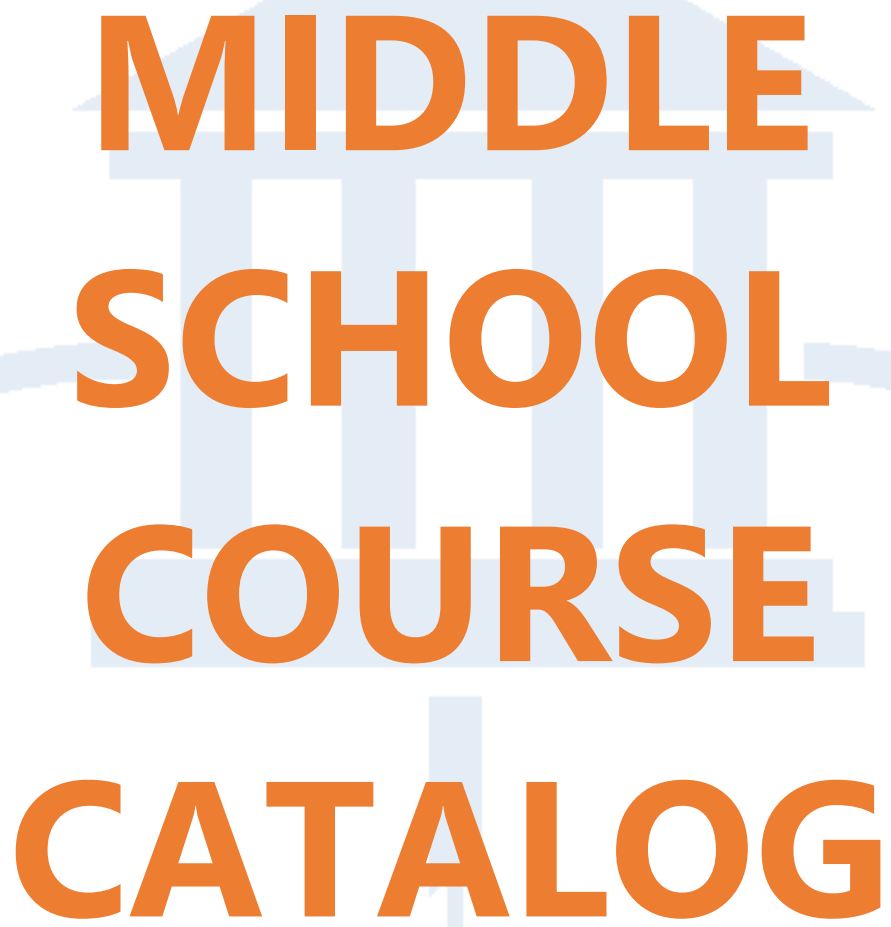
In the event equipment is not returned, families will be liable for the value of the equipment. Student transcripts requests and enrollment will not be completed until any outstanding fees are settled.

### **6.17 ESE and Specialized Services**

Prior to attending Lee Virtual School, the IEP/EP team should review the IEP/EP to determine if the student meets the profile for success in this educational delivery context. If the student meets the profile for success in this educational delivery context, the virtual program will provide FAPE to the student, which includes services comparable to those described in the student's IEP or EP from the previous school or school district until the IEP/EP team for the virtual program either:

1. Adopts the student's IEP or EP from the previous school or school district, or
2. Develops, adopts, and implements a new IEP or EP that meets the applicable requirements of rules 6A-3.03011-0361, F.A.C.

If the needs of the student cannot be met in LVS, the IEP team will convene to address appropriate goals, supports, and services for the student.



# MIDDLE SCHOOL COURSE CATALOG

## MIDDLE GRADES ENGLISH LANGUAGE ARTS COURSE PROGRESSION 2021-2022

6 <sup>th</sup> Grade	On Level	7 <sup>th</sup> Grade	On Level	8 <sup>th</sup> Grade	On Level
	M/J Language Arts 1 (1001010)		M/J Language Arts 2 (1001040)		M/J Language Arts 3 (1001070)
	Advanced		Advanced		Advanced
	M/J Language Arts 1 Advanced/Gifted (1001020) (1001020G)		M/J Language Arts 2 Advanced/Gifted (1001050) (1001050G)		M/J Language Arts 3 Advanced/Gifted (1001080) (1001080G)
	M/J English 1 Cambridge Lower Secondary* (1001025) (1001025G)		M/J English 2 Cambridge Lower Secondary* (1001055) (1001055G)		M/J English 3 Cambridge Lower Secondary* (1001085) (1001085G)
	M/J International Baccalaureate MYP Language & Literature 1* (1001030)		M/J International Baccalaureate MYP Language & Literature 2* (1001060)		M/J International Baccalaureate MYP Language & Literature 3* (1001090)

\*School must be an approved IB or Cambridge school to use the IB/Cambridge course codes.

## MIDDLE GRADES STUDENT PROGRESSION FOR MATH 2021-2022

	Middle School Year 1 (Grade 6)	Middle School Year 2 (Grade 7)	Middle School Year 3 (Grade 8)
Grade Level Path (Levels 1-2)	<i>Levels 1 &amp; 2 on prior year Math FSA</i>  <b>M/J Grade 6 Mathematics</b> (1205010)  <b>Students take 6<sup>th</sup> Grade Math FSA</b>	<i>Levels 1 &amp; 2 on prior year Math FSA</i>  <b>M/J Grade 7 Mathematics</b> (1205040)  <b>Students take 7<sup>th</sup> Grade Math FSA</b>	<i>Levels 1 &amp; 2 on prior Math FSA/EOC</i>  <b>M/J Grade 8 Pre-Algebra</b> (1205070)  <b>Students take 8<sup>th</sup> Grade Math FSA</b>
Algebra Path (Level 3)	<i>Level 3 on prior year Math FSA</i>  <b>M/J Grade 6 Mathematics</b> (1205010E)	<i>Level 3 – 5 on Grade 6 Math FSA</i>  <b>M/J Grade 7 Mathematics</b>   <b>M/J Grade 8 Pre-Algebra</b> (1205070E)	<i>Level 3 on prior year Math FSA</i>  <b>Algebra 1</b> (1200310M)  <b>Students take Algebra I EOC</b>

	Students take 6 <sup>th</sup> Grade Math FSA	Students take 8 <sup>th</sup> Grade Math FSA	
Algebra Honors Path (Levels 4-5)	<p><i>Levels 4-5 on prior year Math FSA</i></p> <p><b>M/J Grade 7 Mathematics</b> (1205040A)</p> <p><b>Students take 7<sup>th</sup> Grade Math FSA</b></p>	<p><i>Levels 3-5 on Grade 7 Math FSA</i></p> <p><b>M/J Grade 8 Pre-Algebra</b> (1205070A)</p> <p><b>Students take 8<sup>th</sup> Grade Math FSA</b></p>	<p><i>Levels 4-5 on prior year Math FSA</i></p> <p><b>Algebra 1 Honors</b> (1200320M)</p> <p><b>Students take Algebra I EOC</b></p>
<b>Optional Geometry Path (requires executive approval and oversight)</b>			
Geometry Path (Selective 4-5)	<p><i>Targeted High 4-5 on prior year Math FSA</i></p> <p><b>M/J Grade 7 Mathematics</b> (1205040A)</p> <p><b>Students take 7<sup>th</sup> Grade Math FSA</b></p>	<p><i>Targeted High 4-5 on prior year Math FSA</i></p> <p><b>Algebra 1 Honors</b> (1200320M)</p> <p><b>Students take Algebra I EOC</b></p>	<p><i>Levels 3-5 on prior year Algebra I EOC</i></p> <p><b>Geometry Honors</b> (1206320M)</p> <p><b>Students take Geometry EOC</b></p>

### Advanced Program Site Options – Pre-Approved Schools Only

6 <sup>th</sup> Grade Math Credit	7 <sup>th</sup> Grade Math Credit		8 <sup>th</sup> Grade Math Credit	
<p><b>M/J Mathematics 1</b> <b>Cambridge Lower</b> (1205030)</p> <p><b>Students take 6<sup>th</sup> Grade Math FSA</b></p>	<p><b>M/J Mathematics 2</b> <b>Cambridge Lower</b> (1205055+)</p> <p><b>Students take 7<sup>th</sup> Grade Math FSA</b></p>	<p><b>M/J International Baccalaureate Mathematics 2</b> (1205095+)</p> <p><b>Students take 7<sup>th</sup> Grade Math FSA</b></p>	<p><b>M/J Mathematics 1</b> <b>Cambridge Lower</b> (1205060+)</p> <p><b>Students take 8<sup>th</sup> Grade Math FSA</b></p>	<p><b>M/J International Baccalaureate Math 1 Pre-Algebra</b> (1205100+)</p> <p><b>Students take 8<sup>th</sup> Grade Math FSA</b></p>

*All students will be scheduled into a math class every day.*

- Middle School students enrolled in Lee Virtual School will follow courses from the District Progression Plan when available. If courses are not available, Lee Virtual School will follow an approved course that is comparable from FLDOE with the District's approval.
- Middle Schools students enrolled in Lee Virtual School will use the following science courses:

#### 6<sup>th</sup> Grade

20020400 M/J Comprehensive Science 1  
20020500 M/J Comprehensive Science 1 Advanced

#### 7<sup>th</sup> Grade

20020700 M/J Comprehensive Science 2  
20020800 M/J Comprehensive Science 2 Advanced

#### 8<sup>th</sup> Grade

20021000 M/J Comprehensive Science 3  
2002110 M/J Comprehensive Science 3 Advanced

# MIDDLE GRADES SCIENCE COURSE PROGRESSION 2021-2022

6 <sup>th</sup> Grade	On Level	7 <sup>th</sup> Grade	On Level	8 <sup>th</sup> Grade	On Level
	M/J Earth/Space Science (2001010)		M/J Life Science (2000010)		M/J Physical Science (2003010)
	Advanced		Advanced		Advanced
	M/J Earth/Space Science Advanced/Gifted (2001020) (2001020G)  M/J IB MYP ERT/SP SC M/J International Baccalaureate MYP Earth/Space Science (2001030)		M/J Life Science, Advanced/Gifted (2000020) (2002020G)  M/J IB MYP LIFE SCI M/J International Baccalaureate MYP Life Science (2000030)		M/J Physical Science, Advanced/Gifted (2003020) (2003020G)

- Middle School students enrolled in an approved International Baccalaureate or Cambridge program follow respective program courses and progressions for core subject areas. See course catalogue for course descriptions and/or corresponding course information for International Baccalaureate or Cambridge programs.

## MIDDLE GRADES SOCIAL STUDIES COURSE PROGRESSION 2021-2022

- Three middle school or high courses in social studies, one semester of which must include the study of state and federal government and civics education (1003.4156 F.S.).
- Beginning with students entering grade 6 in 2012-13, one of the social studies courses must include at least a one semester course that includes the roles and responsibilities of federal, state, and local government; the structures and functions of the legislative, executive and judicial branches of government; and the meaning and significance of historic documents, such as the Articles of Confederation, Declaration of Independence and the Constitution of the United States (1003.4156 F.S.).

	On Level		On Level		On Level
6 <sup>th</sup> Grade	M/J U.S. History (2100010)	7 <sup>th</sup> Grade	M/J Civics and Career Planning (2106016)	8 <sup>th</sup> Grade	M/J U.S. History and Career Planning (2100015)
	Advanced		Advanced		Advanced
	M/J U.S. History Advanced/Gifted (2100020) (2100020G)  M/J International Baccalaureate MYP United States History* (21000400)		M/J Civics and Career Planning Advanced/Gifted (2106026) (2106026G)  M/J International Baccalaureate MYP Civics & Career Planning (2106028)		M/J U.S. History and Career Planning Advanced/Gifted (2100025) (2100025G)  M/J International Baccalaureate MYP United States History & Career Planning* (21000410)

# MIDDLE SCHOOL ACTIVE COURSE CODES

## ART

### M/J INTRODUCTION TO ART HISTORY

Grades 6-8

**01000605**

**.5 Credit**

Students take an inquiry-based approach to exploring, researching, and analyzing works of art across time and cultures. Students learn to identify the functions, forms, media, styles of art, cultural ideas, and themes related to a variety of time periods and geographical places. The course lays a foundation for the art criticism process, and explores career options related to art history and criticism. This course incorporates hands-on activities and utilization of art materials.

### M/J ART IN WORLD CULTURES

Grades 6-8

**01000705**

**.5 Credit**

Students explore art from around the world through project-based activities. Based on directed investigation, students reinterpret selected forms to promote understanding of themes, purposes, symbolism, and traditional formal characteristics.

### M/J EXPLORING TWO-DIMENSIONAL ART

Grades 6-8

**01010055**

**.5 Credit**

Students investigate a wide range of media and techniques, both from a historical and contemporary perspective, while engaging in art-making processes of creating two-dimensional work, including painting, drawing, print, etc.

### M/J TWO-DIMENSIONAL STUDIO ART 1

Grades 6-8

**01010100**

**1 Credit**

Students explore media and techniques used to create a variety of 2-D artworks through developing skills in drawing, painting, printmaking and collage.

### M/J TWO-DIMENSIONAL STUDIO ART 2

Grades 6-8

**01010200**

**1 Credit**

The purpose of this course is to enable students to communicate ideas and concepts through two-dimensional media using intermediate-level knowledge of drawing, painting, and printmaking techniques. Composition, artistic expression, and principles of design should be emphasized.

### M/J TWO-DIMENSIONAL STUDIO ART 3

Grades 6-8

**01010260**

**1 Credit**

Students extend to an advanced level technique used to create a variety of 2-D artworks through developing skills in drawing, painting, printmaking and collage.



### **M/J EXPLORING THREE-DIMENSIONAL ART**

**Grades 6-8**

**01010355 .5 Credit**

Students learn to translate their two-dimensional skills into three-dimensional forms through the exploration of natural, abstract, and synthetic sculptural forms using materials that may include, but are not limited to, clay, plaster, and mixed media for creative expression. These student artists develop perceptual, creative, technical, and problem-solving skills in a sculptural context as they design and produce works of art with personal expression. Students in M/J Exploring Three-Dimensional Art focus on use of safety procedures for process, media, and techniques. This course incorporates hands-on activities and utilization of art materials

### **M/J THREE-DIMENSIONAL STUDIO ART 1**

**Grades 6-8**

**01010400 1 Credit**

Students begin to explore spatial relationships to create utilitarian forms or aesthetic structures. This course may include, but is not limited to, content in green or environmental design, sculpture, or ceramics.

### **M/J THREE-DIMENSIONAL STUDIO ART 2**

**Grades 6-8**

**01010500 1 Credit**

Students explore spatial relationships to create utilitarian forms or aesthetic structures. This course may include, but is not limited to, content in green or environmental design, sculpture, or ceramics.

### **M/J THREE-DIMENSIONAL STUDIO ART 3**

**Grades 6-8**

**01010600 1 Credit**

Students explore strong spatial relationships to create advanced utilitarian forms or aesthetic structures. This course may include, but is not limited to, content in green or environmental design, sculpture, ceramics or installation art, creating maquettes, casing, and carving.

### **M/J VISUAL ART 1**

**Grades 6-8**

**01011005 .5 Credit**

Students are introduced to the rigor and routine of the art production process including: planning, producing, and reflecting on art. With an emphasis on studio arts, students explore a wide range of 2D and 3D media, skills and techniques, as related to contemporary and historical art perspectives. Projects may include but not be limited to: drawing, painting, printmaking, collage, mixed media, pottery, and sculpture. Students develop technical skills, foster their expressive abilities and employ the use of the elements of art throughout the production process.

### **M/J VISUAL ART 2**

**Grades 6-8**

**01011105 .5 Credit**

Students investigate contemporary and historical art themes using 2D and 3D media, skills and techniques; while engaging in the art production process within a studio arts environment. Projects may include but are not limited to: drawing, painting, printmaking, collage, mixed media, pottery, and sculpture. Students create new meaning from various media formats, and communicate artistic ideas through the intentional use of the elements of art within their work. Students interpret meaning in their artwork and the artwork of others through discussion, on various artistic concepts, viewpoints, and themes; drawing their own conclusions and employing this knowledge both expressively and technically.

### **M/J VISUAL ART 3**

**Grades 6-8**

**01101205 .5 Credit**

Students manipulate 2D and 3D media, skills and techniques toward a desired project outcome within a studio art environment through the exploration of either contemporary or historical art viewpoints. Projects may include but not be limited to: drawing, painting, printmaking, collage, mixed media, pottery, and sculpture. Students explain the significance of their personal artwork, investigate multiple artistic project solutions, and create expressive and technically rigorous artwork requiring sequentially ordered procedures and specified media to achieve intended results. Students actively employ thoughtful use of the elements and principles of art throughout the art production process with the intention of creating unified pieces of artwork.

### **M/J CREATIVE PHOTOGRAPHY 1**

**Grades 6-8**

**01020400 1 Credit**

This course includes color and/or black and white photography via digital media and/or traditional photography. Processes and techniques for image capture and printing may include, but are not limited to, handcrafted pinhole cameras, hand tinting photographs, mixed media, photo collage, cross-processing, emerging technologies and new media.

### **M/J CREATIVE PHOTOGRAPHY 2**

**Grades 6-8**

**01020500 1 Credit**

This course may include color and/or black and white photography, researching the history of photography, making connections to contemporary and community photographers, critiquing using varied techniques, and experimenting with a variety of photographic media.

### **M/J DIGITAL ART AND DESIGN 1**

**Grades 6-8**

**01030000 1 Credit**

Students explore the fundamental concepts, terminology, techniques, and applications of digital imaging to create original work. Students produce digital still and/or 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.

### **M/J DIGITAL ART AND DESIGN 2**

**Grades 6-8**

**01030100 1 Credit**

Students develop and refine concepts, terminology, techniques, and applications of digital imaging to create original work. Students produce digital still and/or 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.

**M/J COMPUTER SCIENCE DISCOVERIES****02000000**

**1 Credit** Computer Science Discoveries introduces students to computer science as a vehicle for problem solving, communication, and personal expression. The course focuses on the visible aspects of computing and computer science and encourages students to see where computer science exists around them and how they can engage with it as a tool for exploration and expression. Centering on the immediately observable and personally applicable elements of computer science, the course asks students to look outward and explore the impact of computer science on society. Students should see how a thorough student-centered design process produces a better application, how data is used to address problems that affect large numbers of people, and how physical computing with circuit boards allows computers to collect, input and return output in a variety of ways.

# CAREER TECHNICAL EDUCATION COURSES

## Arts, A/V Technology & Communication Cluster

### FUNDAMENTALS OF A/V AND PRINT TECHNOLOGY

Grades 6-8

**82603000**

**.5 Credit**

The purpose of this program is to give students an opportunity to apply knowledge and skills related to the area of Arts, A/V Technology and Communication. This course will assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in Arts, A/V Technology and Communication career cluster. The content includes but is not limited to the development of leadership skills, communication skills, and employability skills; resource management; exploration of Arts and AV careers. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.

### FUNDAMENTALS OF TELECOMMUNICATIONS

Grades 6-8

**82604005**

**.5 Credit**

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Arts, A/V Technology and Communication career cluster. The content includes, but is not limited to, the development of leadership skills, communication skills, and employability skills; resource management; exploration of Arts and A/V careers; the science and technology of transmitting information electronically by wires or radio signals with integrated encoding and decoding equipment.

### FUNDAMENTALS OF VISUAL AND PERFORMING ARTS

Grades 6-8

**82605000**

**1 Credit**

The purpose of this program is to give students an opportunity to apply knowledge and skills related to the area of Arts, A/V Technology and Communication. This course will assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in Arts, A/V Technology and Communication career cluster. The content includes but is not limited to the development of leadership skills, communication skills, and employability skills; resource management; exploration of Visual Arts, Performing Arts, Journalism and Broadcasting careers. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.

## Agriculture, Food and Natural Resources Cluster

### FUNDAMENTALS OF AGRICULTURE, FOOD AND NATURAL RESOURCE SYSTEMS

Grades 6-8

**80213000**

**1 Credit**

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Agriculture, Food & Natural Resource career cluster. The content includes but is not limited to agricultural literacy, importance of agriculture, the role of science, math, reading, writing, geography, history, and technology in agriculture, plants and animals, and sources of consumer goods from agriculture.

## **INTRODUCTION TO AGRISCIENCE**

**Grades 6-8**

**81001205 .5 Credit**

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Agriculture, Food & Natural Resource career cluster. The content includes but is not limited to agricultural literacy, importance of agriculture, the role of science, math, reading, writing, geography, history, and technology in agriculture, plants and animals, and sources of consumer goods from agriculture.

## **EXPLORATION OF AGRISCIENCE**

**Grades 6-8**

**81002105 .5 Credit**

This course is designed to provide instruction that explores the tasks, training, education and physical requirements of a broad range of agriscience and natural resources careers develop competencies in the areas of agricultural literacy, importance of agriculture, the role of science, math, reading, writing, geography, history, and technology in agriculture, plants and animals, and sources of consumer goods from agriculture.

## **Business, Management and Administration Career Cluster**

### **BUSINESS KEYBOARDING**

**Grades 6-8**

**82001105 .5 Credit**

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Business, Management, and Administration career cluster. The content includes but is not limited to instruction in introductory keyboarding, introductory word processing, introductory electronic presentation, introductory computer hardware, introductory Internet, and soft skills for business applications.

### **BUSINESS LEADERSHIP SKILLS**

**Grades 6-8**

**82001205 .5 Credit**

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Business, Management, and Administration career cluster. The content includes but is not limited to accounting, administrative support, digital publishing, entrepreneurship, international business, management and software applications.

### **BUSINESS KEYBOARDING AND CAREER PLANNING**

**Grades 6-8**

**82001305 .5 Credit**

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Business, Management, and Administration career cluster. The content includes but is not limited to instruction in introductory keyboarding, introductory word processing, introductory electronic presentation, introductory computer hardware, introductory Internet, and soft skills for business applications.

### **COMPUTER APPLICATIONS IN BUSINESS 1 AND CAREER PLANNING**

**Grades 6-8**

**82002205 .5 Credit**

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Business, Management, and Administration career cluster. The content includes but is not limited to instruction in intermediate keyboarding, intermediate word

processing, intermediate electronic presentation, intermediate computer hardware, intermediate Internet, introductory spreadsheet, and soft skills for business applications.

### **COMPUTER APPLICATIONS IN BUSINESS 1, 2, 3, 4**

**Grades 6-8**

**82005205 .5 Credit**

**82002105 .5 Credit**

**82002115 .5 Credit**

**82002125 .5 Credit**

The purpose of these four courses is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Business, Management, and Administration career cluster. The content includes but is not limited to instruction in intermediate keyboarding, intermediate word processing, intermediate electronic presentation, intermediate computer hardware, intermediate Internet, introductory spreadsheet, and soft skills for business applications. These competencies provide the skills necessary to ensure increased productivity and efficient utilization of equipment.

### **CAREERS IN FASHION AND INTERIOR DESIGN**

**Grade 6-8**

**82091005 .5 Credit**

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in interior design and fashion design. The content includes but is not limited to the development of leadership skills, communication skills, and employability skills; resource management; exploration of design careers; working with textiles and elements of design; basic sewing skills; clothing choices; technology in the design industry; and completion of projects related to fashion and interior design.

### **CAREERS IN FASHION AND INTERIOR DESIGN AND CAREER PLANNING**

**Grade 6-8**

**82092005 .5 Credit**

This course will assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in interior design and fashion design. The content includes but is not limited to the development of leadership skills, communication skills, and employability skills; resource management; exploration of design careers; working with textiles and elements of design; basic sewing skills; clothing choices; technology in the design industry; and completion of projects related to fashion and interior design.

### **INTRODUCTION TO ARTS, A/V TECHNOLOGY AND COMMUNICATION**

**Grades 6-8**

**82093600 1 Credit**

Beginning with a broad overview of the Arts, A/V Technology and Communication career cluster, students are introduced to the terminology, careers, history, required skills, and technologies associated with each pathway in the Arts, A/V Technology and Communication career cluster. Additionally, they will be provided with opportunities to acquire and demonstrate beginning leadership skills as well as opportunities for hands-on activities.

### **INTRODUCTION TO ARTS, A/V TECHNOLOGY AND COMMUNICATION AND CAREER PLANNING**

**Grades 6-8**

**82093605 .5 Credit**

Beginning with a broad overview of the Arts, A/V Technology and Communication career cluster, students are introduced to the terminology, careers, history, required skills, and technologies associated with each pathway in the Arts, A/V Technology and Communication career cluster. Additionally, they will be provided with opportunities to acquire and demonstrate beginning leadership skills as well as opportunities for hands-on activities.

### **BUSINESS SOFTWARE APPLICATIONS I**

**8212120M**

**1 Credit**

This course is designed to develop proficiency in using the advanced features of software programs to perform office-related tasks.

### **INTRO TO BUSINESS, MANAGEMENT AND ADMINISTRATION**

**Grades 6-8**

**83703505**

**.5 Credit**

This course is designed to teach students how to increase their knowledge in business and career technical areas.

### **INTRO TO BUSINESS MANAGEMENT AND ADMINISTRATION AND CAREER PLANNING**

**Grades 6-8**

**83703600**

**1 Credit**

Beginning with a broad overview of the Business Management and Administration career cluster, students are introduced to the terminology, careers, history, required skills, and technologies associated with each pathway in the Business Management and Administration career cluster. Additionally, they will be provided with opportunities to acquire and demonstrate beginning leadership skills.

## **Education & Training Career Cluster**

### **INTRODUCTION TO EDUCATION AND TRAINING**

**Grades 6-8**

**84403505**

**.5 Credit**

Beginning with a broad overview of the Education & Training career cluster, students are introduced to the terminology, careers, history, required skills, and technologies associated with each pathway in the Education & Training career cluster. Additionally, they will be provided with opportunities to acquire and demonstrate beginning leadership skills.

## **Engineering and Technology Education Career Cluster**

### **INTEGRATED TECHNOLOGY STUDIES**

**Grades 6-8**

The emphasis of this program is on developing awareness of future needs, developing technological competence, confidence and awareness through interaction with technologies, developing awareness of other career programs, interacting with business, industry and community organizations, applying basic skills in learning activities, and developing self-awareness of individual abilities, needs and interests. The courses are intended to help students develop their problem-solving skills and creativity while learning about technology and careers in the Engineering & Technology Education career cluster. Students will learn to gather data through research and testing, as well as to document their results and processes.

The content includes introductory studies in areas of technology which introduce students to the development of abilities to calculate, make important observations analyze and solve problems using manipulative skills while working cooperatively with others in team activities.



## Program Structure

This program is a planned sequence of instruction consisting of the courses listed below.

Course Number	Course Title	Course Length
86000105	Introduction to Technology	.5 credit
86000205	Exploring Technology	.5 credit
86000305	Exploration of Communications Technology	.5 credit
86000405	Exploration of Production Technology	.5 credit
86000505	Exploration of Aerospace Technology	.5 credit
86002405	Exploration of Transportation Technology	.5 credit
86002505	Exploration of Power and Energy Technology	.5 credit
86000705	Exploration of Robotics Technology	.5 credit

### EXPLORATION OF PRODUCTION TECHNOLOGY AND CAREER PLANNING

**Grades 6-8**

#### **86000425 .5 Credit**

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Engineering and Technology Education career cluster. The content includes but is not limited to providing the opportunity to solve technological problems using a variety of tools, materials, processes and systems while gaining an understanding of the effects of production technology on our everyday lives. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.

### EXPLORING TECHNOLOGY AND CAREER PLANNING

**Grades 6-8**

#### **86002205 .5 Credit**

The purpose of this course is to give students an opportunity to explore the area of production technology and its associated careers. Course requirements are consistent with 8600020 Exploring Technology with the addition of the career and education planning course requirements. Students will be given the opportunity to solve technological problems using a variety of tools, materials, processes and systems while gaining an understanding of the effects of production technology on our everyday lives.

## Health Science Career Clusters

### EXPLORATION OF HEALTH OCCUPATIONS AND CAREER PLANNING

**Grades 6-8**

#### **84002105 .5 Credit**

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Health Science career cluster. The content includes but is not limited to exploratory activities relating to all health occupational clusters. The program also includes

an introduction to medical ethics, consumerism, and characteristics of health care workers, community health agencies and basic computer literacy.

The purpose of this course is to give students initial exposure to the skills and attitudes associated with a broad range of occupations relating to careers in health, including job requirements and tasks performed, to assist students in making informed decisions regarding their future academic and occupational goals.

### **EXPLORATION OF HEALTH OCCUPATIONS**

**Grades 6-8**

**84003105**

**.5 Credit**

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Health Science career cluster. The content includes but is not limited to exploratory activities relating to all health occupational clusters. An asterisk (\*) is used to indicate essential competencies for time-shortened scheduling such as six and nine-week courses. The program also includes an introduction to medical ethics, consumerism, characteristics of health care workers, community health agencies and basic computer literacy.

### **Hospitality and Tourism Career Cluster**

#### **FUNDAMENTALS OF CULINARY CAREERS**

**Grades 6-8**

**88092000**

**.5 Credit**

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Hospitality and Tourism career cluster. The content includes but is not limited to the development of leadership skills, communication skills, and employability skills; resource management; exploration of careers in the culinary; food safety and sanitation; safe, proper use of culinary tools/equipment; interpreting recipes and developing menus; basic food preparation skills; front-of-the-house and back-of-the-house responsibilities; artistic presentation of food; and the use of technology in the culinary field.

#### **FUNDAMENTALS OF CULINARY CAREERS AND CAREER PLANNING**

**Grades 6-8**

**88093005**

**.5 Credit**

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Hospitality and Tourism career cluster. The content includes but is not limited to instruction and learning activities are provided in a laboratory setting using hands-on the development of leadership skills, communication skills, and employability skills; resource management; exploration of careers in the culinary; food safety and sanitation; safe, proper use of culinary tools/equipment; interpreting recipes and developing menus; basic food preparation skills; front-of-the-house and back-of-the-house responsibilities; artistic presentation of food; and the use of technology in the culinary field.

### **Human Services Career Cluster**

#### **PERSONAL DEVELOPMENT**

**Grades 6-8**

**85002305**

**.5 Credit**

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Human Services career cluster. The content includes but is not limited to development of self-esteem, a personal value system and self-discipline by developing positive coping skills to deal with physical, emotional, intellectual and social changes in self and others.

## **PERSONAL DEVELOPMENT AND CAREER PLANNING**

**Grades 6-8**

**85004305**

**.5 Credit**

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Human Services career cluster. The content includes but is not limited to development of self-esteem, a personal value system and self-discipline by developing positive coping skills to deal with physical, emotional, intellectual and social changes in self and others.

## **Information Technology Career Cluster**

### **CODING FUNDAMENTALS**

**Grades 6-8**

**90092000**

**1 Credit**

The purpose of this course is to assist Information Technology students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the career cluster. The content includes but is not limited to foundational knowledge and skills related to computer coding and software development. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.

### **EXPLORING INFORMATION TECHNOLOGY CAREERS**

**Grades 6-8**

**90093505**

**.5 Credit**

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Information Technology career cluster. The content includes but is not limited to terminology, careers, history, required skills, and technologies associated with pathways comprising the Information Technology career cluster.

### **FUNDAMENTALS OF NETWORKING AND INFORMATION SUPPORT**

**Grade 6-8**

**90094000**

**1 Credit**

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Information Technology career cluster. The content includes but is not limited to foundational knowledge and skills related to computer networks and information support structure in the information technology industry.

### **FUNDAMENTALS OF WEB AND SOFTWARE DEVELOPMENT**

**Grades 6-8**

**90095000**

**1 Credit**

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Information Technology career cluster. The content includes but is not limited to foundational knowledge and skills related to web and software development in the information technology industry.

## **INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT) ESSENTIALS CAREERS AND CAREER PLANNING**

**Grades 6-8**

**90091100**

**1 Credit**

**90091200**

**1 Credit**

**90091400**

**1 Credit**

The purpose of this course is to provide students with the computer, digital, and information technology skills necessary for success in their future academic and occupational goals. In addition to fundamental computer information, the content includes but is not limited to digital technologies associated with web development, multimedia, word processing, spreadsheet, database, Internet communications, cyber security, and computer programming.

## **DIGITAL DISCOVERIES IN SOCIETY**

**Grades 6-8**

**90096000**

**1 Credit**

Digital Discoveries in Society is an introductory computer science course that empowers students to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving, and fun. In addition to fundamental computer information, the content includes but is not limited to digital technologies associated with problem solving, computer components, internet safety and ethics, web development, animations and games, basic programming techniques, and physical computing. The first six units in the course encourages students to see where computer science exists around them and how they can engage with it as a tool for exploration and expression. Units seven and eight encourage the students to look outward and explore the impact of computer science on society.

## **Manufacturing Career Cluster**

### **FUNDAMENTALS OF MANUFACTURING**

**Grades 6-8**

**92604005**

**.5 Credit**

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the manufacturing career cluster. This course provides students with opportunities to become familiar with related careers and develop fundamental technological literacy as they learn about the history, systems, and processes of manufacturing. In addition, the course will provide an overview of the safe use of tools and equipment used in the industry.

## **Marketing, Sales and Service Career Cluster**

### **EXPLORATION OF MARKETING OCCUPATIONS**

**Grades 6-8**

**88002105**

**.5 Credit**

The purpose of this program is to give students an opportunity to apply knowledge and skills related to the area of Marketing, Sales & Service and to give students initial exposure to the skills and attitudes associated with a broad range of occupations relating to careers in marketing, including job requirements and tasks performed.

### **INTRODUCTION TO MARKETING SALES AND SERVICE AND CAREER PLANNING**

**Grades 6-8**

**93093605**

**.5 Credit**

Beginning with a broad overview of the Marketing, Sales and Service career cluster, students are introduced to the terminology, careers, history, required skills, and technologies associated with each pathway in the Marketing, Sales and Service career cluster. Additionally, they will be provided with opportunities to acquire and demonstrate beginning leadership skills and participate in hands-on activities.

## **Additional Career and Technical Education Programs/Courses**

### **ORIENTATION TO CAREER CLUSTERS**

**Grades 6-8**

**80004005**

**.5 Credit**

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the seventeen career clusters. This course is a compilation of modules for each of the seventeen career clusters. It is designed to provide flexibility in course offerings. Any number of modules can be selected to comprise a course that meets the needs of students. The content includes but is not limited to the orientation of students to career pathways in the career and technical education field.

Reinforcement of academic skills occurs through classroom instruction and applied laboratory procedures. This course is recommended for students in the sixth grade but not required.

### **ORIENTATION TO CAREER AND TECHNICAL OCCUPATIONS AND CAREER PLANNING**

**Grades 6-8**

**91001100**

**1 Credit**

The purpose of this program is to give students an opportunity to apply knowledge and skills related to the area of Diversified Education.

### **EXPLORATION OF CAREER AND TECHNICAL OCCUPATIONS**

**Grades 6-8**

**91002105**

**.5 Credit**

The purpose of this program is to give students an opportunity to apply knowledge and skills related to the area of Exploration of Career and Technical Occupations. To give students initial exposure to the skills and attitudes associated with occupations in a diverse range of careers. The content of this course will consist of the content contained in two or more existing exploration courses and may include instruction in making a career choice and the basic employability skills needed to locate, secure, and maintain employment.

### **ORIENTATION TO CAREER AND TECHNICAL OPERATIONS**

**Grades 6-8**

**91003105**

**.5 Credit**

The purpose of this program is to give students an opportunity to apply knowledge and skills related to the area of Orientation to Career and Technical Occupations.

## DANCE

### M/J DANCE 1

Grades 6-8

**03000000**

**1 Credit**

The purpose of this course is to enable students to develop fundamental knowledge and skills in two or more dance styles, recognize choreographic processes, enhance aesthetic awareness, and make connections between dance and other subject areas.

### M/J DANCE 2

Grades 6-8

**03000100**

**1 Credit**

Students attend to alignment, acquisition of complex technical skills, collaborative problem solving, dance conditioning, and safe studio practices. They learn about dance in its cultural and historical contexts through research and physical experiences, explore exemplary modern works, employ dance as a healthy life skill, and use dance terminology appropriately to describe the expressive and aesthetic qualities of performance.

### M/J DANCE 3

Grades 6-8

**03000200**

**1 Credit**

Students build technical and creative skills relative to choreographic structure, performance, dance science, and somatic movement practices; and attend to alignment, collaborative problem solving, dance conditioning, and safe studio practices.

### M/J DANCE 4

Grades 6-8

**03000300**

**1 Credit**

The purpose of this course is to enable students to increase fundamental knowledge and skills in two or more dance styles, apply choreographic processes, enhance aesthetic awareness, and make connections between dance and other subject areas. Students advance their technical and creative skills relative to choreographic structure, performance, dance science, and somatic movement practices; and attend to alignment, collaborative problem solving, dance conditioning, and safe studio practices. Public performances may serve as a culmination of specific instructional goals.

### M/J INTRODUCTION TO DANCE TECHNIQUES (MC)

Grades 6-8

**03001005**

**.5 Credit (Multiple Credits)**

Students develop dance technique and movement vocabulary in one or more dance forms. In the process, dancers demonstrate use of class and performance etiquette, analytical and problem-solving skills, and studio practices in a safe dance environment. Students may be required to attend and/or participate in rehearsals and performances outside of the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

## DRAMA – THEATRE ARTS

### M/J THEATRE 1

Grades 6-8

**04000000**

**1 Credit**

Students learn the basics of building a character through such activities as pantomime, improvisation, and effective speaking using articulation, projection, and breathing. Students also learn the importance of technical theatre and explore the use of such elements as costumes, props, and scenery. Students practice writing for the theatre and explore various theatre roles and functions.

### M/J THEATRE 2

Grades 6-8

**04000100**

**1 Credit**

Students with previous theatre experience and instruction continue to study acting, design, and dramatic literature to increase the enjoyment and understanding of what is required to prepare plays for the public. Students explore theatre history, study the great American playwrights, examine the cultural and historical contributions to theatre, and begin to use the information to inform and improve their theatre knowledge and skills.

### M/J THEATRE 3

Grades 6-8

**04000200**

**1 Credit**

Students continue to build skills and knowledge as they explore aspects of theatre. Students explore theatre history, study the great American playwrights, examine the cultural and historical contributions to theatre, and improve their theatre knowledge and skills. Students learn about and begin to use the basic elements of theatre design through practical application and projects.

### M/J THEATRE 4

Grades 6-8

**04000300**

**1 Credit**

Students study advanced acting, theatre history, and dramatic literature and read and write scenes and plays. Students' work brings together all facets of a theatre production, combining performance and technical theatre skills through collaboration on a variety of classroom and/or school productions.

### M/J BASIC THEATRE (MC)

Grades 6-8

**04000355**

**.5 Credit (Multiple Credits)**

Students learn the basics of theatre arts by exploring a character through such activities as pantomime, improvisation and effective speaking using articulation, projection and breathing. Students also explore elements of technical theatre by exploring the use of such elements as costumes, props and scenery. Students practice writing for the theatre and explore various theatre roles and functions. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside of the school day to support, extend and assess learning in the classroom.

### M/J ACTING 1

Grades 6-8

**04000405**

**.5 Credit**

Through simple scripted scenes, performance projects, and/or practical application, students learn to identify what makes performances believable and explore the tools used to create, articulate, and execute them. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside of the school day to support, extend, and assess learning in the classroom.



## **M/J ACTING 2**

**Grades 6-8**

**04000455**

**.5 Credit**

Students with previous acting experience continue to build skills and knowledge in acting through analysis, discussion, and classroom 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 of the school day to support, extend, and assess learning in the classroom.

## **M/J INTRODUCTION TO TECHNICAL THEATRE**

**Grades 6-8**

**04001005**

**.5 Credit**

Students are introduced to the elements of technical theatre, which includes costumes, lighting, makeup, properties (props), publicity, scenery, and sound. Also important is students' technical knowledge of safety procedures and demonstrated safe operations of theatre equipment, tools, and raw materials. 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.

## **M/J TECHNICAL THEATRE: DESIGN AND PRODUCTION**

**Grades 6-8**

**04001100**

**1 Credit**

Students' work focuses on learning the elements of technical theatre, which includes costumes, lighting, makeup, properties (props), publicity, scenery, and sound.

## ENGLISH/LANGUAGE ARTS

### M/J LITERACY THROUGH FILM & LITERATURE

Grades 6-8

**10100000**

**1 Credit**

This course is intended to create opportunities for students to read, write, and speak beyond the Reading and Language Arts classroom settings. The content of Literacy through Film & Literature will include, but not be limited to, the following: Extensive reading of and writing in response to literature, analyzing theme, character development, setting, and author's purpose. Developing the ability to understand, discuss, and analyze multiple types of literature including plays, short stories, and novels. Developing the ability to view film with an analytical eye, identifying plot and character development. Developing the ability to analyze the use, in film, of lighting, sound effects, music, special effects, and camera angles. Reading and developing an understanding of literacy and film critiques. Discussion, analysis, and writing of literary and film critiques. Extensive discussion of and writing comparative analysis of literature and film.

### M/J LITERACY THROUGH WORLD LITERATURE

Grades 6-8

**10100100**

**1 Credit**

This course is intended to create opportunities for students to read, write, and speak beyond the Reading and Language Arts classroom settings. The content of Literacy through World Literature will include, but not be limited to, the following: Extensive reading of and writing in response to literature, analyzing theme, character development, setting, and author's purpose. Developing the ability to understand, discuss, and analyze multiple types of literature, short stories, and novels. Developing the ability to identify similarities and differences between cultures based on literature of the era. Identify and analyze that authors write literature to affect their societies. Extensive discussion of and writing comparative analysis of common themes found in multiple cultures.

### M/J LANGUAGE ARTS 1

Grade 6

**10010100**

**1 Credit**

The purpose of this course is to provide grade 6 students, using text of appropriate complexity, integrated language arts study in reading, writing, speaking, listening and language for college and career ready preparation and readiness.

### M/J LANGUAGE ARTS 1, ADVANCED/GIFTED

Grade 6

**10010200**

**1 Credit**

**1001020G (Gifted)**

The purpose of this course is to provide grade 6 students, using text of high complexity, advanced integrated language arts study in reading, writing, speaking, listening and language for college and career ready preparation and readiness.

### M/J ENGLISH 1 CAMBRIDGE LOWER SECONDARY1

Grade 6

**10010250**

**1 Credit**

**1001025G**

The Cambridge Secondary 1 English curriculum promotes an inquiry-based approach to learning to develop thinking skills and encourage intellectual engagement. The curriculum is presented in five content areas. *Phonics, spelling and vocabulary* and *Grammar and punctuation* relate to use of English. *Grammar and punctuation* is further divided into *Reading* and *Writing* to reflect the different ways in which grammar and punctuation are applied in each of these skills. *Reading, Writing, and Speaking and listening* are about developing thinking skills and encouraging intellectual engagement.

## M/J INTERNATIONAL BACCALAUREATE MIDDLE YEAR PROGRAM LANGUAGE AND LITERATURE 1\*

### Grade 6

**10010300**

**1 Credit**

The purpose of this course is to provide grade 6 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

## M/J LANGUAGE ARTS 2

### Grade 7

**10010400**

**1 Credit**

The purpose of this course is to provide grade 7 students, using texts of high complexity, students integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

## M/J LANGUAGE ARTS 2, ADVANCED/GIFTED

### Grade 7

**10010500**

**1 Credit**

**1001050G (Gifted)**

The purpose of this course is to provide grade 7 students, using texts of high complexity, students advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

## M/J ENGLISH 2 CAMBRIDGE LOWER SECONDARY

### Grade 7

**10010550**

**1 Credit**

**1001055G**

The Cambridge Secondary 2 English curriculum promotes an inquiry based approach to learning to develop thinking skills and encourage intellectual engagement. The curriculum is presented in five content areas. *Phonics, spelling and vocabulary* and *Grammar and punctuation* relate to use of English. *Grammar and punctuation* is further divided into *Reading* and *Writing* to reflect the different ways in which grammar and punctuation are applied in each of these skills. *Reading, Writing, and Speaking and listening* are about developing thinking skills and encouraging intellectual engagement.

## M/J INTERNATIONAL BACCALAUREATE MIDDLE YEAR PROGRAM LANGUAGE AND LITERATURE 2\*

### Grade 7

**10010600**

**1 Credit**

The purpose of this course is to provide grade 7 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

## M/J LANGUAGE ARTS 3

### Grade 8

**10010700**

**1 Credit**

The purpose of this course is to provide grade 8 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

## M/J LANGUAGE ARTS 3, ADVANCED/GIFTED

### Grade 8

**10010800**

**1 Credit**

**1001080G (Gifted)**

The purpose of this course is to provide grade 8 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

**M/J ENGLISH 3 CAMBRIDGE LOWER SECONDARY**

**Grade 8**

**10010850**

**1 Credit**

**1001085G**

The Cambridge Secondary 3 English curriculum promotes an inquiry based approach to learning to develop thinking skills and encourage intellectual engagement. The curriculum is presented in five content areas. Phonics, spelling and vocabulary and Grammar and punctuation relate to use of English. Grammar and punctuation is further divided into Reading and Writing to reflect the different ways in which grammar and punctuation are applied in each of these skills. Reading, Writing, and Speaking and listening are about developing thinking skills and encouraging intellectual engagement.

**M/J INTERNATIONAL BACCALAUREATE MIDDLE YEAR PROGRAM LANGUAGE AND LITERATURE 3**

**Grade 8**

**10010900**

**1 Credit**

The purpose of this course is to provide grade 8 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

**M/J LANGUAGE ARTS 1 THROUGH ESOL**

**Grade 6**

**10020000**

**1 Credit**

The purpose of this course is to enable middle school students who are native speakers of languages other than English to develop proficient listening, speaking, reading, and writing skills in the English language. Emphasis will be on acquisition of integrated English communication skills in a wide range of content and activities using texts of high complexity to ensure college and career preparation and readiness.

**M/J LANGUAGE ARTS 2 THROUGH ESOL**

**Grade 7**

**10020100**

**1 Credit**

The purpose of this course is to enable students who are native speakers of languages other than English to develop proficient listening, speaking, reading, and writing skills in the English language. Emphasis will be on acquisition of integrated English communication skills in a wide range of content and activities using texts of high complexity to ensure college and career preparation and readiness.

**M/J LANGUAGE ARTS 3 THROUGH ESOL**

**Grade 8**

**10020200**

**1 Credit**

The purpose of this course is to enable students who are native speakers of languages other than English to develop proficient listening, speaking, reading, and writing skills in the English language. Emphasis will be on acquisition of integrated English communication skills in a wide range of content and activities using texts of high complexity to ensure college and career preparation and readiness.

**M/J JOURNALISM 1**

**Grades 6-8**

**10060000**

**1 Credit**

The purpose of this course is to enable students to develop fundamental skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to become aware of journalism history, careers, ethics use, and management techniques related to the production of journalistic media. Some activities may be required outside of the school day.

## **M/J JOURNALISM 2**

**Grades 6-8**

**10060100 1 Credit**

The purpose of this course is to enable students to develop skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to become aware of journalism history, careers, ethics use, and management techniques related to the production of journalistic media. Some activities may be required outside of the school day.

## **M/J SPEECH AND DEBATE 1**

**Grades 6-8**

**10070000 1 Credit**

The purpose of this course is to develop student's beginning awareness, understanding, and application of language arts as it applies to oral communication concepts and strategies in a variety of given settings.

## **M/J SPEECH AND DEBATE 2**

**Grades 6-8**

**10070100 1 Credit**

The purpose of this course is to develop student awareness, understanding, and application of language arts as it applies to oral communication concepts and strategies in a variety of given settings.

## **M/J SPEECH AND DEBATE 3**

**Grades 6-8**

**10070200 1 Credit**

The purpose of this course is to develop student awareness, understanding, and application of language arts as it applies to oral communication concepts and strategies in a variety of given settings. Some activities may be required outside of the school day.

## **M/J SPEECH AND DEBATE**

**Grades 6-8**

**10070255 .5 Credit**

The purpose of this course is to develop grade 6 students' beginning awareness, understanding, and application of language arts as it applies to oral communication concepts and strategies in a variety of given settings.

## **M/J INTENSIVE READING 1**

**GRADE 6**

**1000010S 1 CREDIT**

**1000010R**

**1000010X**

The purpose of this course is to increase reading fluency and endurance through integrated experiences in the language arts. This course incorporates reading and analysis of literary and informational selections to develop critical and close reading skills. At the end of 6th grade students are expected to read and comprehend texts in the 6-8 grade complexity band proficiently and read texts at the high end of the band with support. Students enrolled in the course should be consistently challenged with increasingly complex text.

## **M/J INTENSIVE READING 2**

**Grade 7**

**1000012S 1 Credit**

**1000012R**

**1000012X**

The purpose of this course is to increase reading fluency and endurance through integrated experiences in the language arts. This course incorporates reading and analysis of literary and informational selections to develop critical and close

reading skills. At the end of 7th grade students are expected to read and comprehend texts in the 6-8 grade complexity band proficiently and read texts at the high end of the band with support.

### **M/J INTENSIVE READING 3**

**Grade 8**

**1000014S**

**1 Credit**

**1000014R**

**1000014X**

The purpose of this course is to increase reading fluency and endurance through integrated experiences in the language arts. This course incorporates reading and analysis of literary and informational selections to develop critical and close reading skills. At the end of 8th grade students are expected to read and comprehend texts in the 6-8 grade complexity band proficiently and independently.

### **M/J CREATIVE WRITING 1**

**Grades 6-8**

**10090000**

**1 Credit**

The purpose of this course is to enable students to learn and use writing and language skills for creative expression in a variety of literary forms. Emphasis will be on development of a personal writing style.

### **M/J CREATIVE WRITING 2**

**Grades 6-8**

**10090100**

**1 Credit**

The purpose of this course is to enable students to learn and use writing and language skills for creative expression in a variety of literary forms. Emphasis will be on development of a personal writing style.

### **M/J CREATIVE WRITING**

**Grades 6-8**

**10090255**

**.5 Credit**

The purpose of this course is to enable students to learn and use grade 6 writing and language skills for creative expression in a variety of literary forms. Emphasis will be on development of a personal writing style.

# EXCEPTIONAL STUDENT EDUCATION

## THERAPEUTIC INSTRUCTIONAL SUPPORT (ESE)

Grades 6-8

**78000100**

**Non-Credit**

The purpose of this course is to provide instructional support for students with disabilities who require counseling and mental health treatment in either individual or small group settings in order to achieve the annual goals specified in each student's Individual Educational Plan (IEP).

## ACCESS VISUAL AND PERFORMING ARTS: 6-8

**78010105**

**.5 Credit**

The purpose of this course is to enable students with disabilities to develop awareness and appreciation of the visual and performing arts.

## ACCESS M/J LANGUAGE ARTS 1

(Only for students taking the Florida Alternate Assessment)

**78100110**

**1 Credit**

The purpose of this course is to provide students with significant cognitive disabilities access to concepts and content of written language at the 6<sup>th</sup> grade level. The concepts of the reading process, literary analysis, the writing process, writing applications, communication, information and media literacy.

## ACCESS M/J LANGUAGE ARTS 2

(Only for students taking the Florida Alternate Assessment)

**78100120**

**1 Credit**

The purpose of this course is to provide students with significant cognitive disabilities access to concepts and content of written language at the seventh-grade level. The concepts of the reading process, literary analysis, the writing process, writing applications, communication, information and media literacy.

## ACCESS M/J LANGUAGE ARTS 3

(Only for students taking the Florida Alternate Assessment)

**78100130**

**1 Credit**

The purpose of this course is to provide students with significant cognitive disabilities access to concepts and content of written language at the eighth-grade level. The concepts of the reading process, literary analysis, the writing process, writing applications, communication, information and media literacy.

## ACCESS M/J MATHEMATICS 1

(Only for students taking the Florida Alternate Assessment)

**78120150**

**1 Credit**

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of mathematics at the sixth-grade level. The concepts of joining and separating quantities, part-to-whole (fractions, measurement, rate, equality, estimation, and data analysis provide a means to analyze our environment, sequence, and predict outcomes of quantifiable events.

## ACCESS M/J MATHEMATICS 2

(Only for students taking the Florida Alternate Assessment)

**78120200**

**1 Credit**

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of mathematics at the seventh-grade level. The concepts of joining and separating quantities, fractions, proportion, equality, estimation, and data analysis provide a means to analyze our environment, sequence, and predict outcomes of quantifiable events.



### **ACCESS PRE-ALGEBRA**

**(Only for students taking the Florida Alternate Assessment)**

**78120300 1 Credit**

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of mathematics at the eighth-grade level. The concepts of joining and separating quantities, fractions, proportion, estimation, and data analysis provide a means to analyze our environment, sequence, and predict outcomes of quantifiable events.

### **M/J ACCESS MUSIC: 6-8**

**78130105 .5 Credit**

The purpose of this course is to enable students with disabilities to develop an awareness and appreciation for music.

### **M/J ACCESS PHYSICAL EDUCATION: 6-8**

**78150105 .5 Credit**

The purpose of this course is to provide opportunities for students with disabilities to develop motor skills and to participate in various physical activities that may be modified to meet individual needs.

### **ACCESS M/J CIVICS**

**(Only for students taking the Florida Alternate Assessment)**

**78210210 1 Credit**

The purpose of this course is to provide students with significant cognitive disabilities access to concepts and content of Social Studies for seventh grade in origins and purposes of government, law, and the American political system, roles, rights, and responsibilities of United States citizens, fundamental concepts of local, national, and international economies, maps and other geographic representations, tools, and technology, physical and cultural characteristics of places, relationships between the Earth's ecosystems and the populations that dwell within them, application of geography to interpret the past and present and plan for the future

### **ACCESS M/J WORLD HISTORY**

**(Only for students taking the Florida Alternate Assessment)**

**78210220 1 Credit**

The purpose of this course is to provide students with significant cognitive disabilities access to concepts and content of Social Studies for sixth grade in origins and purposes of government, law, and the American political system, roles, rights, and responsibilities of United States citizens, fundamental concepts of local, national, and international economies, maps and other geographic representations, tools, and technology, physical and cultural characteristics of places, relationships between the Earth's ecosystems and the populations that dwell within them, application of geography to interpret the past and present and plan for the future

### **ACCESS M/J CIVICS & CAREER PLANNING**

**(Only for students taking the Florida Alternate Assessment)**

**78210230 1 Credit**

The purpose of this course is to provide students with significant cognitive disabilities access to concepts and content of Social Studies and Career Planning for seventh grade in origins and purposes of government, law, and the American political system, roles, rights, and responsibilities of United States citizens, fundamental concepts of local, national, and international economies, maps and other geographic representations, tools, and technology, physical and cultural characteristics of places, relationships between the Earth's ecosystems and the populations that dwell within them, application of geography to interpret the past and present and plan for the future

### **ACCESS M/J UNITED STATES HISTORY**

**(Only for students taking the Florida Alternate Assessment)**

**78210250**

**1 Credit**

The purpose of this course is to provide students with significant cognitive disabilities access to concepts and content of Social Studies for eighth grade in origins and purposes of government, law, and the American political system, roles, rights, and responsibilities of United States citizens, fundamental concepts of local, national, and international economies, maps and other geographic representations, tools, and technology, physical and cultural characteristics of places, relationships between the Earth's ecosystems and the populations that dwell within them, application of geography to interpret the past and present and plan for the future

### **ACCESS M/J UNITED STATES HISTORY & CAREER PLANNING**

**(Only for students taking the Florida Alternate Assessment)**

**78210260**

**1 Credit**

The purpose of this course is to provide students with significant cognitive disabilities access to concepts and content of Social Studies and Career Planning for eighth grade in origins and purposes of government, law, and the American political system, roles, rights, and responsibilities of United States citizens, fundamental concepts of local, national, and international economies, maps and other geographic representations, tools, and technology, physical and cultural characteristics of places, relationships between the Earth's ecosystems and the populations that dwell within them, application of geography to interpret the past and present and plan for the future.

### **ACCESS M/J COMPREHENSIVE SCIENCE 1**

**(Only for students taking the Florida Alternate Assessment)**

**78200150**

**1 Credit**

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts of Science through observation, inquiry, and data collection students will study the nature, dynamics and interdependence of: Earth structures; earth systems, patterns and processes; plant and animal systems; cell theory; scientific method; forms of energy; force and changes in motion.

### **ACCESS M/J COMPREHENSIVE SCIENCE 2**

**(Only for students taking the Florida Alternate Assessment)**

**78200160**

**1 Credit**

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts of Science through observation, inquiry, and data collection, students will study the nature, dynamics, and interdependence of: Earth structures; earth systems, patterns and processes; plant and animal systems; cell theory; scientific method; forms of energy; force and changes in motion.

### **ACCESS M/J COMPREHENSIVE SCIENCE 3**

**(Only for students taking the Florida Alternate Assessment)**

**78200170**

**1 Credit**

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts of Science through observation, inquiry, and data collection, students will study the nature, dynamics, and interdependence of: Earth structures; earth systems, patterns and processes; plant and animal systems; cell theory; scientific method; forms of energy; force and changes in motion.

### **M/J ACCESS HEALTH: 6-8**

**Grades 6-8**

**78200200**

**1 Credit**

The purpose of this course is to provide a general knowledge of the concepts of health to enable students with disabilities to function at their highest levels, participate effectively in the community and prepare for a career.

## **CAREER AND EDUCATION PLANNING**

### **Grades 7-8**

This course meets the career and education planning content required in House Bill 7087 (A++).

#### **78210305 .5 Credit**

The purpose of this course is to develop the knowledge and skills to enable students with disabilities to design and begin to implement personal plans for achieving their desired post-school outcomes. Emphasis should be placed on exploring careers and gaining knowledge about the expectations, skills, and training required by various careers. The personal plans may address all critical transition service areas, including instruction, related services, community experiences, employment, post-school adult living, and if needed, daily living skills and functional vocational evaluation.

## **HOSPITAL AND HOMEBOUND INSTRUCTIONAL SERVICES (ESE)**

### **Grades 6-8**

#### **78550200 Non-Credit**

The purpose of this course is to enable the student with disabilities to acquire skills when served in a hospital or homebound setting in order to achieve the annual goals specified in each student's Individual Educational Plan (IEP).

## **ADVANCED ACADEMICS (ESE)**

### **Grades 6-8**

#### **78550400 1 Credit**

The purpose of this course is to enable students to acquire and apply the skills and abilities needed to enhance personal and academic achievement through experiences that provide enrichment, in-depth learning, and/or accelerated study of academic curriculum requirements.

## **LEARNING STRATEGIES: 6 - 8**

#### **78630905 1 Credit**

The purpose of this course is to provide instruction that enables students with disabilities to acquire and use strategies and skills to enhance their independence as learners in educational and community settings.

## **UNIQUE SKILLS SOCIAL EMOTIONAL: 6 - 8**

#### **78630105 .5 Credit**

The purpose of this course is to enable students with disabilities to acquire and generalize skills related to self-management and interpersonal relationships in educational, home, and community settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP). The course is designed for students with disabilities who need intensive individualized intervention in social and emotional behavior to foster the acquisition and generalization of self-management and interpersonal skills.

## **SPEECH AND AUDITORY TRAINING: 6-8**

#### **78630200 .5 Credit**

The purpose of this course is to provide speech and auditory training in order to achieve the relevant annual goals specified in the student's Individual Educational Plan (IEP).

## **ORIENTATION AND MOBILITY: 6-8**

#### **78630605 .5 Credit**

The purpose of this course is to provide instruction in skills involving orientation and mobility. Orientation is the collection and organization of information concerning the environment and one's relationship to it. Mobility is the ability to move efficiently within that environment.

**EXPANDED CORE COMPETENCIES: 6-8**

**78630805 .5 Credit**

The purpose of this course is to enable students with visual impairments to apply concepts, knowledge, and skills in educational settings, home and community environments, and independent living to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

**EXPANDED SKILLS: 6 – 8**

**78630705 .5 Credit**

The purpose of this course is to enable students who are deaf or hard-of-hearing to apply concepts, knowledge, and skills in the expanded core curriculum in the educational, home, and community settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

**SPEECH THERAPY: 6 - 8**

**78660300 Non-Credit**

The purpose of this course is to provide students exhibiting communication disorders that negatively impact their ability to benefit from the educational process appropriate instruction in the communication skills necessary for academic learning, social interaction, and vocational success.

**LANGUAGE THERAPY: 6 - 8**

**78660400 Non-Credit**

The purpose of this course is to provide students exhibiting language 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.

**OCCUPATIONAL THERAPY: 6 - 8**

**78660500 Non-Credit**

The purpose of this course is to provide 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.

**PHYSICAL THERAPY: 6 - 8**

**78660700 Non-Credit**

The purpose of this course is to provide instruction to students with disabilities who have physically disabling conditions including sensorimotor or neuromuscular deficits that 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.

## EXPLORATORY AND EXPERIENTIAL EDUCATION

### M/J PERSONAL, CAREER, AND SCHOOL DEVELOPMENT SKILLS 1

Grades 6-8

**05000000**

**1 Credit**

The purpose of this course is to provide opportunities for the improvement in student self-development through the study of Character Education.

### M/J PERSONAL, CAREER, AND SCHOOL DEVELOPMENT SKILLS 2

Grades 6-8

**05000100**

**1 Credit**

The purpose of this course is to provide students who have been designated as at-risk of dropping out of middle school with an opportunity to experience success in school and improve attitudes and behaviors towards learning, self, school and community. Through enrollment in this class, students (and their families) are connected with public and private health, employment, counseling and social services. The private sector is involved in the collaboration in a variety of ways. These include tutoring of students, mentoring, serving as guest speakers or workshop leaders, donating materials/equipment/facilities, providing financial/in-kind support for motivation and recognition awards, offering work experience or job-shadowing opportunities, funding scholarships. Institutions of higher education also join the partnership by providing interns, tutors, mentors and scholarships.

### M/J PERSONAL, CAREER, AND SCHOOL DEVELOPMENT SKILLS 1 AND CAREER PLANNING

Grades 6-8

**05000020**

**1 Credit**

The purpose of this course is to provide students who have been designated as at-risk of dropping out of middle school with an opportunity to experience success in school and improve attitudes and behaviors towards learning, self, school and community. Through enrollment in this class, students (and their families) are connected with public and private health, employment, counseling and social services. The private sector is involved in the collaboration in a variety of ways. These include tutoring of students, mentoring, serving as guest speakers or workshop leaders, donating materials/equipment/facilities, providing financial/in-kind support for motivation and recognition awards, offering work experience or job-shadowing opportunities, funding scholarships. Institutions of higher education also join the partnership by providing interns, tutors, mentors and scholarships. The content should include, but not be limited to, the following: knowledge of self and others development of positive attitudes family relationships peer pressure individual responsibility goal setting time management decision making problem solving leadership skills life management skills employability skills career planning.

## HEALTH

### M/J HEALTH GRADE 6 YEAR

Grade 6

**08000000**

**1 Credit**

The purpose of this course is to examine comprehensive health issues that are important to adolescent development

### M/J HEALTH GRADE 7 YEAR

Grade 7

**08000100**

**1 Credit**

The purpose of this course is to provide opportunities to apply comprehensive health principles in developing a healthy lifestyle.

### M/J HEALTH GRADE 8 YEAR

Grade 8

**08000200**

**1 Credit**

The purpose of this course is to provide opportunities to apply knowledge, attitude, and skills necessary to maintain good health practices.

### M/J HEALTH GRADE 6 SEMESTER

Grade 6

**08000300**

**.5 Credit**

The purpose of this course is to study the social, mental, and physical aspects of a positive lifestyle that promote health and wellness.

### M/J HEALTH GRADE 7 SEMESTER

Grade 7

**08000400**

**.5 Credit**

The purpose of this course is to study past, current and future health trends.

### M/J HEALTH GRADE 8 SEMESTER

Grade 8

**08000500**

**.5 Credit**

The purpose of this course is to study human growth and development.

## LIBRARY MEDIA

### M/J LIBRARY SKILLS/INFORMATION LITERACY (MC)

Grades 6-8

**11000000**

#### **Multiple Credits**

This course covers the basics of information literacy utilizing the Florida FINDS (Focus, Investigate, Note, Develop, Score) research model. Search strategies, database and website evaluation, note taking and organization, citation formats in MLA (Modern Language Association) and APA (American Psychological Association), creation of presentation products (including the utilization of various software programs for the production of multimedia), and an understanding of the meta-cognitive reflection process are an integral part of this course.

# MATHEMATICS

## M/J INTENSIVE MATHEMATICS

Grades 6-8

**1204000A**

**Multiple Credits**

**1204000C**

**1204000E**

The purpose of this course is to enable students to develop mathematic skills and concepts through remedial instruction and practice.

## M/J GRADE 6 MATHEMATICS

**12050100**

**1 Credit**

In Grade 6 Mathematics, instructional time should focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking. Students in Grade 6 Mathematics also build on their work with area in elementary school by reasoning about relationships among shapes to determine area, surface area, and volume.

## M/J MATHEMATICS 1 CAMBRIDGE LOWER SECONDARY 1

Grade 6

**12050300**

**1 Credit**

The purpose of this course is to present the Cambridge Secondary 1 mathematics curriculum's six content areas: *Number, Algebra, Geometry, Measure, Handling data and Problem solving*.

## M/J GRADE 7 MATHEMATICS

**12050400**

**1205040+**

**1205040G**

**1 Credit**

In Grade 7 Mathematics, instructional time should focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

## M/J MATHEMATICS 2 CAMBRIDGE LOWER SECONDARY 2

Grade 7

**120505500**

**1 Credit**

The purpose of this course is to present the Cambridge Secondary 2 mathematics curriculum's six content areas: *Number, Algebra, Geometry, Measure, Handling data and Problem solving*.

## M/J MATHEMATICS 3 CAMBRIDGE LOWER SECONDARY

**12050600**

**1 Credit**

The purpose of this course is to present the Cambridge Secondary 3 mathematics curriculum's six content areas: *Number, Algebra, Geometry, Measure, Handling data and Problem solving*. The curriculum focuses on principles, patterns, systems, functions and relationships so that learners can apply their mathematical knowledge and develop a holistic understanding of the subject



## **M/J GRADE 8 PRE-ALGEBRA**

**12050700**

**1205070+**

**1205070G**

**1 Credit**

In Grade 8 Mathematics, instructional time should focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

## **M/J International Baccalaureate Mathematics 2**

**12050950**

**1 Credit**

The Middle Years Program (MYP) mathematics framework encompasses number, algebra, geometry and trigonometry, statistics and probability. Students in the MYP learn how to represent information, to explore and model situations, and to find solutions to familiar and unfamiliar problems. These are skills that are useful in a wide range of arenas, including social sciences and the arts.

## **M/J International Baccalaureate Math 1 Pre-Algebra**

**1205100G**

**1 Credit**

The Middle Years Program (MYP) mathematics framework encompasses number, algebra, geometry and trigonometry, statistics and probability. Students in the MYP learn how to represent information, to explore and model situations, and to find solutions to familiar and unfamiliar problems. These are skills that are useful in a wide range of arenas, including social sciences and the arts.

## **ALGEBRA I HONORS**

**Grades 7-8**

**1200320M**

**1 Credit**

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic and other exponential functions. The Standards for Mathematical Practice apply throughout and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

## **GEOMETRY HONORS**

**Grade 8**

**1206320M**

**1 Credit**

The fundamental purpose of Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The Standards for Mathematical Practice apply throughout and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The course includes topics on congruence, constructions, proof, similarity, trigonometry, measurement, circles, conics, and coordinate geometry.

# MUSIC

## M/J MUSIC THEORY 1

Grades 6-8

**13000000**

**1 Credit**

Students discover how music works with an exploratory introduction to the compositional process, and develop fluency in music notation and rhythmic skills, as well as knowledge of basic form. Acquisition of basic aural and keyboard skills provides students with skills to express themselves creatively through music. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

## M/J BASIC MUSIC THEORY

Grades 6-8

**13000255**

**.5 Credit**

In this introductory theory course, students develop fluency in reading and writing music, as well as knowledge of basic form. Acquisition of basic aural and keyboard skills provides students with skills to express themselves creatively through music. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside of the school day to support, extend, and assess learning in the classroom.

## M/J UNDERSTANDING MUSIC

Grades 6-8

**13000305**

**.5 Credit**

Students engage in an exploratory study of music through the examination of significant composers and their compositions across selected musical eras and/or genres. Students will also learn about modern and historical instruments, and gain a rudimentary understanding of the elements of music in order to develop strategies for listening to and appreciating musical works. Students may be expected to attend one or more performances outside of the school day to support and extend learning in the classroom.

## M/J EXPLORING MUSIC PERFORMANCE

Grades 6-8

**13000805**

**.5 Credit**

Students with little or no vocal or instrumental experience develop basic foundational skills and knowledge, including music theory, technique, musicianship and ensemble skills. Students also explore different genres of music and learn about the benefits of music study. Students may be required to attend one or more performances outside of the school day to support, extend, and assess learning in the classroom. This course may require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

## M/J KEYBOARD 1

Grades 6-8

**13010300**

**1 Credit**

Students with little or no prior experience develop fundamental piano techniques, learn to read music, apply basic music theory, and explore the role of keyboard music in history and culture. Beginning pianists explore musical creativity in the form of basic arranging and improvisation, and develop analytical listening and problem-solving skills.

## M/J KEYBOARD 2

Grades 6-8

**13010400**

**1 Credit**

Students build on prior piano experience to develop intermediate piano techniques and skills and learn music repertoire from various styles and time periods. They explore musical creativity through improvisation and composition and cultivate analytical listening and critical thinking skills associated with making informed musical decisions. Intermediate-level pianists also learn about the basic tools of music technology through such components as MIDI keyboards. Public

performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

### **M/J KEYBOARD 3**

**Grades 6-8**

**13010500 1 Credit**

Students with significant knowledge of piano technique, music literacy, and related musical knowledge extend their skills through a variety of solo and ensemble literature. Students explore the influence of the piano on performance and composition through history, and develop the skills needed to assess their own and others' piano performances.

### **M/J GUITAR 1**

**Grades 6-8**

**13010600 1 Credit**

Students with little or no experience develop basic guitar skills and knowledge, including simple and full-strum chords, strumming patterns, playing/singing simple melodies, foundational music theory, parts of the guitar, and ensemble skills. Beginning guitarists explore the careers and music of significant performers in pop/rock, jazz, blues, classical, country, bluegrass, and hard rock/metal genres.

### **M/J GUITAR 2**

**Grades 6-8**

**13010700 1 Credit**

Students with previous experience expand on basic guitar skills and knowledge, adding simple and full-strum chords, barre and power chords, and strumming patterns; adding more complex lead sheets and 1st-position chromatics; and building ensemble skills. Guitarists transfer between tablature and standard notation, study the work of significant musicians, and explore electric guitars, basses, and amplifiers. 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. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

### **M/J EXPLORING MUSIC 1**

**Grades 6-8**

**13010900 1 Credit**

Students explore the essential elements of 20th- and 21st-century music in America (e.g., jazz, rock, soul, blues) and global cultures (e.g., Latin, Bollywood, European, Asian, world drumming). Students reflect on the significance of social influences and historical events on the development of music. Participants focus on the creation, use, and performance of music; and the modes of listening, distributing, and gaining access to music.

### **M/J EXPLORING MUSIC 2**

**Grades 6-8**

**13011000 1 Credit**

Students survey the growth of American music from its early years to 21st-century consumers, focusing on the settling of the nation and the effects of emigration. Learners explore the historical connections, cultural influences, and innovations of music development from the perspective of Native American music and that which was brought to American shores from other nations.

### M/J EXPLORING MUSIC 3

Grades 6-8

**13011100**

**1 Credit**

Students engage in a study of global music traditions through history examining genres, significant composers, and compositions over time. As they review the expressive elements of music and compositional tools, students create music, develop structural mapping skills, self-assess, and connect music to its origins.

### M/J BAND 1

Grades 6-8

**13020000**

**1 Credit**

Students with little or no instrumental experience develop foundational instrumental technique, foundational music literacy, and aesthetic musical awareness through rehearsal, performance, and study of high-quality band literature. Instrumentalists work on the fundamentals of music notation, sound production, instrument care and maintenance, and personal and group rehearsal strategies. Public performances may serve as a culmination of specific instructional goals.

### M/J BAND 2

Grades 6-8

**13020100**

**1 Credit**

Students with previous band experience build on instrumental technique, music literacy, and aesthetic response through rehearsal, performance, and study of a variety of high-quality band literature. Instrumentalists expand their knowledge of music notation, music theory, sound production, and personal and group rehearsal strategies. Public performances may serve as a culmination of specific instructional goals.

### M/J BAND 3

Grades 6-8

**13020200**

**1 Credit**

Students with previous band experience expand on their instrumental technique, music literacy, and aesthetic response through rehearsal, performance, and study of a variety of intermediate-level, high-quality band literature. Instrumentalists extend their knowledge of music notation and theory, sound production, and personal and group rehearsal strategies. Public performances may serve as a culmination of specific instructional goals.

### M/J BAND 4

Grades 6-8

**13020300**

**1 Credit**

Students with considerable band experience strengthen their instrumental technique, music literacy, and aesthetic response through rehearsal, performance, and study of a variety of advanced, high-quality band literature. Instrumentalists refine their knowledge of music notation and theory, sound production, and personal and group rehearsal strategies. Public performances may serve as a culmination of specific instructional goals.

### M/J ORCHESTRA 1

Grades 6-8

**13020400**

**1 Credit**

Students who have little or no experience on violin, viola, cello, bass, or harp explore high-quality music literature written or transcribed for string orchestra. Study includes the development of foundational instrumental ensemble techniques, performance skills, music literacy, and aesthetic awareness. Public performances may serve as a culmination of specific instructional goals.

## **M/J ORCHESTRA 2**

**Grades 6-8**

**13020500 1 Credit**

Students who have some previous orchestral experience focus on the development of instrumental technique, musical literacy, performance skills, and increasing aesthetic awareness through study, rehearsal, and performance of a variety of high-quality orchestra literature. Public performances may serve as a culmination of specific instructional goals.

## **M/J ORCHESTRA 3**

**Grades 6-8**

**13020600 1 Credit**

Students with previous orchestral experience demonstrate intermediate-level knowledge of instrumental techniques, musical literacy, ensemble performance skills, and related musical knowledge through study, rehearsal, and performance of a variety of high-quality orchestral literature. Public performances may serve as a culmination of specific instructional goals.

## **M/J INSTRUMENTAL TECHNIQUE 1**

**Grades 6-8**

**13020800 1 Credit**

Students with little or no instrumental experience develop musicianship, technical proficiency, and performance skills. Beginning musicians focus on development of skills and techniques through scales, etudes, and solo literature. Public performances may serve as a culmination of specific instructional goals.

## **M/J INSTRUMENTAL ENSEMBLE 1**

**Grades 6-8**

**13021100 1 Credit**

Students with little or no instrumental ensemble experience develop musicianship and performance skills as they study, rehearse, and perform high-quality ensemble literature in diverse styles. Public performances may serve as a culmination of specific instructional goals.

## **M/J INSTRUMENTAL ENSEMBLE 2**

**Grades 6-8**

**13021200 1 Credit**

Students with previous instrumental ensemble experience continue to build musicianship and performance skills through the study, rehearsal, and performance of high-quality ensemble literature in a variety of styles. Student musicians learn to self-assess and collaborate as they study relevant musical styles and time periods. 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. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

## **M/J INSTRUMENTAL ENSEMBLE 3**

**Grades 6-8**

**13021300 1 Credit**

Students continue to build musicianship and performance skills through the study, rehearsal, and performance of increasingly challenging, high-quality instrumental ensemble literature. Student musicians strengthen their techniques, ensemble skills, music literacy, and analytical skills as they study relevant history, cultures, and music genres. 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. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

### **M/J CHORUS 1**

**Grades 6-8**

**13030000**

**1 Credit**

The purpose of this course is to enable students to develop fundamental vocal musicianship, technical skills, and aesthetic awareness through the study and performance of varied middle/junior high choral literature.

### **M/J CHORUS 2**

**Grades 6-8**

**13030100**

**1 Credit**

Students build on previous choral experience to expand vocal, technical, musical, and ensemble skills through rehearsal, performance, and study of high-quality choral literature. Singers focus on increasing knowledge of music theory, music literacy, and aesthetic response. Public performances may serve as a culmination of specific instructional goals.

### **M/J CHORUS 3**

**Grades 6-8**

**13030200**

**1 Credit**

Students with previous choral experience build intermediate-level knowledge of vocal technique, musical literacy, ensemble skills, and related musical knowledge through rehearsal, performance, and study of a variety of high-quality 2-, 3-, and 4-part choral literature. Public performances may serve as a culmination of specific instructional goals.

### **M/J CHORUS 4**

**Grades 6-8**

**13030300**

**1 Credit**

Students with significant experience in a choral ensemble develop advanced knowledge of vocal techniques, music literacy, ensemble skills, and related musical knowledge through rehearsal, performance, and study of a variety of high-quality advanced choral literature. Public performances may serve as a culmination of specific instructional goals.

### **M/J VOCAL ENSEMBLE 1**

**Grades 6-8**

**13031000**

**1 Credit**

Students with little or no small vocal ensemble experience develop musicianship and performance skills as they study, rehearse, and perform high-quality ensemble literature in diverse styles. Public performances may serve as a culmination of specific instructional goals.

## PEER COUNSELING

### M/J PEER COUNSELING 1

**Grade 6**

**14000000**

**1 Credit**

The purpose of this course is to enable students to develop awareness of self and others. Emphasis will be on acquisition of basic skills for effective communication and peer facilitation.

### M/J PEER COUNSELING 2

**Grades 7-8**

**14000100**

**1 Credit**

The purpose of this course is to enable students to develop knowledge of self and others. Emphasis will be on acquisition of intermediate-level skills for effective communication and peer facilitation.

## PHYSICAL EDUCATION

### M/J Physical Education Cambridge Lower Secondary

**15011400**

**1 Credit**

Cambridge Lower Secondary Physical Education is about learning to move and about moving to learn. Learners develop movement skills through a wide variety of age-appropriate physical activities, including games, team sports, gymnastics and dance. They will improve their coordination, flexibility, speed, stamina and strength. Students also develop important social skills such as taking turns and sharing, as well as their understanding of leadership, collaboration and fair play through a range of activities.

### M/J FITNESS – GRADE 6

**15080000**

**.5 Credit**

This fitness course is designed for 6th grade 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.

### M/J EXTREME/ALTERNATE SPORTS – GRADE 8

**15080405**

**.5 Credit**

This course is designed for 8th grade students and is intended to be 18 weeks in length. The purpose of this course is to provide the skills, knowledge, and motivation necessary for participation in non-traditional forms of physical activity. The integration of fitness concepts throughout the content is critical to student success in this course and in the development of a healthy and physically active lifestyle.

### M/J COMPREHENSIVE – GRADES 6-7

**15080605**

**.5 Credit**

This course is designed for 6<sup>th</sup> and 7<sup>th</sup> grade students and intended to be 18 weeks in length. The purpose of this course is to provide a foundation of knowledge, skills and values necessary for the development of a physically active lifestyle. The course content provides exposure to a variety of movement opportunities and experiences which includes, but is not limited to: Fitness Activities, Educational Gymnastics and Dance, and Team Sports. The integration of fitness concepts throughout the content is critical to student success in this course and in the development of a healthy and physically active lifestyle.

### M/J COMPREHENSIVE – GRADES 7-8

**15087005**

**.5 Credit**

This course is designed for 7<sup>th</sup> and 8<sup>th</sup> grade students and is intended to be 18 weeks in length. The purpose of this course is to build on previously acquired knowledge, skills, and values necessary for the implementation and maintenance of a physically active lifestyle. The course content provides exposure to a variety of movement opportunities and experiences which include, but is not limited to: Outdoor Pursuits/Aquatics, Individual/Dual Sports and Alternative/Extreme Sports. The integration of fitness concepts throughout the content is critical to student success in this course and in the development of a healthy and physically active lifestyle.

### M/J INDIVIDUAL/DUAL SPORTS – GRADE 8

**15080505**

**.5 Credit**

This course is designed for 8th grade students and intended to be 18 weeks in length. The purpose of this course is to provide a foundation of knowledge, skills and values necessary for development in individual and dual sports. The course content provides exposure to a variety of movement opportunities and experiences which support a physically active lifestyle.



## RESEARCH AND CRITICAL THINKING

### M/J RESEARCH 1

Grades 6

1 Credit

**1700000X**

The purpose of this course is to enable students to develop basic knowledge and skills in the research process with emphasis on determining and refining research questions.

### M/J RESEARCH 2

Grades 7

1 Credit

**1700010X**

The purpose of this course is to enable students to develop proficient knowledge and skills in the research process with emphasis on appropriate research design.

### M/J RESEARCH 3

Grades 8

1 Credit

**1700020X**

The purpose of this course is to enable students to develop advanced knowledge and skills in the research process with emphasis on data collection and analysis.

### CAREER RESEARCH AND DECISION MAKING

Grades 6-8

**17000605**

.5 Credit

The purpose of this course is to enable students to explore careers/career clusters and make informed career choices. Activities enable students to increase self-awareness and develop the skills needed to successfully plan for postsecondary education and the workplace. Career assessment should include interests, aptitudes, and basic skills. Work-based learning strategies appropriate for this course include job shadowing, field trips, and mentors. Work-based activities allow students to evaluate their career choices as they relate to actual careers at the worksite.

### M/J GLOBAL PERSPECTIVES 1 CAMBRIDGE LOWER SECONDARY

Grades 6-8

**1700200X**

1 Credit

This course develops the skills of research, analysis, evaluation, reflection, collaboration and communication.

### M/J GLOBAL PERSPECTIVES 1 CAMBRIDGE LOWER SECONDARY & CAREER PLANNING

Grades 6-8

**17002050**

1 Credit

This course develops the skills of research, analysis, evaluation, reflection, collaboration and communication. Cambridge Lower Secondary is made up of a series of Challenges. There are six Challenges a year. Each Challenge is subdivided into a range of activities and covers a range of skills. The skills are taught through a wide range of topics using a personal, local and global perspective.

### M/J GLOBAL PERSPECTIVES 2 CAMBRIDGE LOWER SECONDARY

Grades 6-8

**17002100**

1 Credit

This course develops the skills of research, analysis, evaluation, reflection, collaboration and communication.

## **M/J GLOBAL PERSPECTIVES 2 CAMBRIDGE LOWER SECONDARY & CAREER PLANNING**

**Grades 6-8**

**17002150**

**1 Credit**

This course develops the skills of research, analysis, evaluation, reflection, collaboration and communication. Cambridge Lower Secondary is made up of a series of Challenges. There are six Challenges a year. Each Challenge is subdivided

## **M/J GLOBAL PERSPECTIVES 3 CAMBRIDGE LOWER SECONDARY**

**Grades 6-8**

**17002200**

**1 Credit**

This course develops the skills of research, analysis, evaluation, reflection, collaboration and communication.

## **M/J GLOBAL PERSPECTIVES 3 CAMBRIDGE LOWER SECONDARY & CAREER PLANNING**

**Grades 6-8**

**17002250**

**1 Credit**

This course develops the skills of research, analysis, evaluation, reflection, collaboration and communication. Cambridge Lower Secondary is made up of a series of Challenges. There are six Challenges a year. Each Challenge is subdivided into a range of activities and covers a range of skills. The skills are taught through a wide range of topics using a personal, local and global perspective.

## **Advancement Via Individual Determination (AVID)**

### **M/J CRITICAL THINKING, PROBLEM SOLVING AND LEARNING STRATEGIES**

**Grades 6-8**

**17001000**

**1 Credit**

The purpose of this course is to enable students to develop learning strategies, critical-thinking skills, and problem-solving skills to enhance their performance in academic and nonacademic endeavors.

### **M/J AVID 6TH**

**17001100**

**1 Credit**

The sixth grade AVID Elective course is an introduction to the AVID philosophy. Students will develop awareness of the values accompanying academic goals and success. The course will focus on building self-confidence and communication skills in working with peers and adults. Students will be exposed to reading strategies that will assist in vocabulary building and understanding a variety of texts, and will also focus on prewriting techniques, summary writing and structural components of note-taking. The students will increase college and career awareness through guest speaker presentations, field trip opportunities and research.

### **M/J AVID 6TH AND CAREER PLANNING**

**17001150**

**1 Credit**

The sixth grade AVID Elective course is an introduction to the AVID philosophy. Students will develop awareness of the values accompanying academic goals and success. The course will focus on building self-confidence and communication skills in working with peers and adults. Students will be exposed to reading strategies that will assist in vocabulary building and understanding a variety of texts, and will also focus on prewriting techniques, summary writing and structural components of note-taking. The students will increase college and career awareness through guest speaker presentations, field trip opportunities and research.

### **M/J AVID 7TH**

**17001200**

**1 Credit**

The seventh grade AVID Elective course builds upon the components of the AVID philosophy. Students will refine short- and long-term goals, and as a result, begin to understand the value in taking charge of their actions. Students will start working on intrapersonal and interpersonal skills, as well as formal and informal speech. Students will complete self-evaluations and peer evaluations, related to reading, writing, organization, and speaking. Students will take an active role in their learning, understanding the roles of all members in assignments and collaborative lessons. They will expand

their knowledge bases of note-taking, in relation to studying and test preparation. Students will be exposed to different field trips, guest speakers and research, to increase their knowledge of college and career options.

#### **M/J AVID 7TH & CAREER PLANNING**

##### **17001250                      1 Credit**

Advancement Via Individual Determination (AVID) is offered as an academic elective course that prepares students for college readiness and success. AVID 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. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, and reading to support their academic growth. The career and education planning course has been integrated into this course and shall result in the completion of a personalized academic and career plan.

#### **M/J AVID 8TH**

##### **17001300                      1 Credit**

The eighth grade AVID Elective course is the year of preparation for high school. Students will refine previous goals, focusing on their transition to high school as part of a college preparatory path. Major writing assignments include persuasive, expository, descriptive and timed writing. Students will transition from active learners to leaders. Other areas of focus include increasing the use of technology and building upon their test preparation and test-taking knowledge. They will broaden their experiences with analyzing text and utilizing appropriate reading strategies in various settings. Students will become more involved in the presentations of guest speakers and field trips, particularly as they relate to preparation and prior knowledge. Students will also participate in college preparatory testing and build connections with the high school they will attend.

#### **M/J AVID 8TH & CAREER PLANNING**

##### **17001350                      1 Credit**

Advancement Via Individual Determination (AVID) is offered as an academic elective course that prepares students for college readiness and success. AVID 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. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, and reading to support their academic growth. The career and education planning course has been integrated into this course and shall result in the completion of a personalized academic and career plan.

# SCIENCE

## M/J LIFE SCIENCE

### Grade 7

**20000100**

**1 Credit**

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. The National Science Teachers Association (NSTA) recommends that at the middle school level, all students should have multiple opportunities every week to explore science laboratory investigations (labs). School laboratory investigations are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the middle school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (NRC 2006, p. 77; NSTA, 2007).

## M/J LIFE SCIENCE, ADVANCED

### Grade 7

**20000200**

**1 Credit**

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. The National Science Teachers Association (NSTA) recommends that at the middle school level, all students should have multiple opportunities every week to explore science laboratory investigations (labs). School laboratory investigations are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the middle school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (NRC 2006, p. 77; NSTA, 2007).

## M/J INTERNATIONAL BACCALAUREATE MIDDLE YEAR PROGRAM LIFE SCIENCE

### Grade 7

**20000300**

**1 Credit**

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.

## M/J STEM LIFE SCIENCE

### Grades 6-8

**20000250**

**1 Credit**

This course is an integrated Science, Technology, Engineering and Mathematics (STEM) course for middle school students. M/J STEM Life Science includes an integration of standards from Science, Mathematics, and English Language Arts (ELA) through the application to STEM problem solving using life science knowledge and science and engineering practices.

## M/J EARTH/SPACE SCIENCE

### Grade 6

**20010100**

**1 Credit**

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. The

National Science Teachers Association (NSTA) recommends that at the middle school level, all students should have multiple opportunities every week to explore science laboratory investigations (labs). School laboratory investigations are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the middle school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (NRC 2006, p. 77; NSTA, 2007).

### **M/J EARTH/SPACE SCIENCE, ADVANCED**

**Grade 6**

**20010200**

**1 Credit**

**2001020G**

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. The National Science Teachers Association (NSTA) recommends that at the middle school level, all students should have multiple opportunities every week to explore science laboratory investigations (labs).

### **M/J INTERNATIONAL BACCALAUREATE MIDDLE YEARS PROGRAM EARTH/SPACE SCIENCE 1**

**Grade 6**

**20010300**

**1 Credit**

The curriculum description for this IB course is provided at: <http://www.ibo.org/en/programmes/>.

### **M/J SCIENCE 1 CAMBRIDGE LOWER SECONDARY 1**

**Grade 6**

**20020560**

**1 Credit**

**2002056G (Gifted)**

The Cambridge Secondary 1 Science curriculum is presented in four content areas: Scientific enquiry, Biology, Chemistry and Physics. Scientific enquiry is about considering ideas, evaluating evidence, planning investigative work and recording and analyzing data. The Scientific enquiry objectives underpin Biology, Chemistry and Physics, which are focused on developing confidence and interest in scientific knowledge. Environmental awareness and some history of science are also incorporated.

### **M/J SCIENCE 2 CAMBRIDGE LOWER SECONDARY 1**

**Grade 7**

**20020860**

**1 Credit**

**2002086G (Gifted)**

The Cambridge Secondary 1 Science curriculum is presented in four content areas: Scientific enquiry, Biology, Chemistry and Physics. Scientific enquiry is about considering ideas, evaluating evidence, planning investigative work and recording and analyzing data. The Scientific enquiry objectives underpin Biology, Chemistry and Physics, which are focused on developing confidence and interest in scientific knowledge. Environmental awareness and some history of science are also incorporated.

### **M/J SCIENCE 3 CAMBRIDGE LOWER SECONDARY 1**

**Grade 8**

**20021150**

**1 Credit**

The Cambridge Secondary 1 Science curriculum is presented in four content areas: Scientific enquiry, Biology, Chemistry and Physics. Scientific enquiry is about considering ideas, evaluating evidence, planning investigative work and recording and analyzing data. The Scientific enquiry objectives underpin Biology, Chemistry and Physics, which are focused on developing confidence and interest in scientific knowledge. Environmental awareness and some history of science are also incorporated.

## **M/J STEM ENVIRONMENTAL SCIENCE**

**Grades 6-8**

**20022000**

**1 Credit**

This course is an integrated Science, Technology, Engineering and Mathematics (STEM) course for middle school students. M/J STEM Physical Science includes an integration of standards from Science, Mathematics, and English/Language Arts (ELA) through the application to STEM problem solving using physical science knowledge and science and engineering practices.

## **M/J PHYSICAL SCIENCE**

**Grade 8**

**20030100**

**1 Credit**

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. The National Science Teachers Association (NSTA) recommends that at the middle school level, all students should have multiple opportunities every week to explore science laboratory investigations (labs). School laboratory investigations are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the middle school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (NRC 2006, p. 77; NSTA, 2007).

## **M/J PHYSICAL SCIENCE, ADVANCED**

**Grade 8**

**20030200**

**1 Credit**

**20030206 (Gifted)**

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. The National Science Teachers Association (NSTA) recommends that at the middle school level, all students should have multiple opportunities every week to explore science laboratory investigations (labs). School laboratory investigations are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the middle school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (NRC 2006, p. 77; NSTA, 2007).

## **STEM PHYSICAL SCIENCE**

**Grades 6-8**

**20030300**

**1 Credit**

This course is an integrated Science, Technology, Engineering and Mathematics (STEM) course for middle school students. M/J STEM Physical Science includes an integration of standards from Science, Mathematics, and English/Language Arts (ELA) through the application to STEM problem solving using physical science knowledge and science and engineering practices. Physical sciences through applications such as aeronautics, robotics, rocketry, mechanical, electrical, and civil engineering, are emphasized in this course. 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.

## SOCIAL STUDIES

### M/J UNITED STATES HISTORY

Grade 6

**21000100**

**1 Credit**

The purpose of this course is to enable students to understand American history from Exploration and Colonization to the Reconstruction Period following the Civil War. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history.

### M/J UNITED STATES HISTORY AND CAREER PLANNING

Grade 8

**21000150**

**1 Credit**

American history from Exploration and Colonization to the Reconstruction Period following the Civil War. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. Career and education planning has been integrated into this course which includes career exploration and educational planning and shall result in the completion of a personalized academic and career plan.

### M/J UNITED STATES HISTORY, ADVANCED

Grade 6

**21000200**

**1 Credit**

**2100020G (Gifted)**

The purpose of this course is to enable students to understand American history from Exploration and Colonization to the Reconstruction Period following the Civil War. Students will analyze and evaluate the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. This course offers scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting.

### M/J UNITED STATES HISTORY & ADVANCED & CAREER PLANNING

Grade 8

**21000250**

**1 Credit**

**2100025G (Gifted)**

American history from Exploration and Colonization to the Reconstruction Period following the Civil War. Students will analyze and evaluate the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. This course offers scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Career and education planning has been integrated into this course which includes career exploration and educational planning and shall result in the completion of a personalized academic and career plan.

### M/J INTERNATIONAL BACCALAUREATE MIDDLE YEARS PROGRAM UNITED STATES HISTORY

Grade 6

**21000400**

**1 Credit**

The curriculum description for this IB course is provided at: <http://www.ibo.org/en/programmes/>.

### M/J INTERNATIONAL BACCALAUREATE MIDDLE YEARS PROGRAM UNITED STATES HISTORY & CAREER PLANNING

Grade 8

**21000410**

**1 Credit**

The curriculum description for this IB course is provided at: <http://www.ibo.org/en/programmes/>.

**M/J WORLD GEOGRAPHY****Grades 6-8****21030150 .5 Credit**

The social studies curriculum for this course consists of the following content area strands: World History, Geography, and Economics. The primary content for this course pertains to the usage of geographic concepts, tools, and skills to draw conclusions about physical and human patterns. Content should include, but not be limited to understanding world political regions in terms of location, physical characteristics, population and culture, historical change, economic activity, and land use. Students will be exposed to the multiple dynamics of geography including economics and world history. Students will study methods of historical inquiry and primary and secondary historical documents.

**M/J WORLD GEOGRAPHY AND CAREER PLANNING****Grades 6-8****21030160 1 Credit**

The purpose of this course is to enable students to develop multicultural understanding and use geography concepts and skills to actively seek information and systematically apply decision-making processes to real-life situations. The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.

**M/J ENGAGED CITIZENSHIP THROUGH SERVICE LEARNING 1****Grades 6-8****21040105 .5 Credit**

This course provides an introduction to service-learning and civic responsibility. Academic, personal, and career skills needed for effective service-learning project implementation will be taught and applied through structured service projects that meet real school and/or community needs. Students will actively participate in meaningful service-learning experiences of at least 20 hours' duration.

**M/J ENGAGED CITIZENSHIP THROUGH SERVICE LEARNING 2****Grades 6-8****21040205 .5 Credit**

This course provides an introduction and applications to service-learning and civic responsibility. Academic, personal, and career skills needed for effective service-learning project implementation will be taught and applied through structured service projects that meet real school and/or community needs. Students will actively participate in meaningful service-learning experiences of at least 25 hours' duration.

**M/J INTRODUCTION TO JUNIOR RESERVE OFFICER TRAINING CORPS (JROTC)****Grades 6-8****21040500 .5 Credit**

The purpose of this course is to enable students to develop knowledge of the history, customs, traditions and function of the Junior Reserve Officer Training Corps (JROTC) as well as to stimulate an enthusiasm for scholarship as a foundation for higher citizenship and leadership goals. The course includes the development of basic leadership skills including leadership principles, values, and attributes. Students also develop knowledge of self-control, citizenship, wellness and fitness. A study of the United States Constitution, Bill of Rights, responsibilities of United States citizens and the federal justice system is also provided.



### **M/J EMERGING LEADERS**

**Grades 6-8**

**21040405 .5 Credit**

This course provides an introduction to service-learning and civic responsibility. Academic, personal, and career skills needed for effective service-learning project implementation will be taught and applied through structured service projects that meet real school or community needs. Students will actively participate in meaningful service-learning experiences of at least 20 hours in duration.

### **M/J WORLD CULTURES**

**Grades 6-8**

**21050200 1 Credit**

The social studies curriculum for this course consists of the following content area strands: World History, Geography, and Economics. The primary content for this course pertains to the study of the significant contributions of world cultural groups. Students will use social studies concepts, tools, and skills to draw conclusions regarding the varied characteristics of cultural groups. Content should include, but is not limited to the characteristics of a cultural group, the development of cultural societies, and the complexity of global issues. Students will study methods of historical inquiry and primary and secondary historical documents.

### **M/J CIVICS & CAREER PLANNING**

**Grade 7**

**21060160 1 Credit**

The purpose of this course is to enable students to learn the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system. The course is embedded with strong geographic and economic components to support civic education instruction. Career and education planning has been integrated into this course which includes career exploration and educational planning and shall result in the completion of a personalized academic and career plan.

### **M/J CIVICS, ADVANCED**

**Grade 7**

**21060200 1 Credit**

**2106020G (Gifted)**

The purpose of this course is to enable students to learn the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system. Students will have opportunities to develop stronger critical skills of analysis, synthesis, and evaluation. The course is embedded with strong geographic and economic components to support civic education instruction. This course offers scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting.

### **M/J CIVICS, ADVANCED & CAREER PLANNING**

**Grade 7**

**21060260 1 Credit**

**2106026G (Gifted)**

The purpose of this course is to enable students to learn the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system. Students will have opportunities to develop stronger critical skills of analysis, synthesis, and evaluation. The course is embedded with strong geographic and economic components to support civic education instruction. This course offers scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Career and education planning has been integrated into this course which includes career exploration and educational planning and shall result in the completion of a personalized academic and career plan.

## M/J INTERNATIONAL BACCALAUREATE MIDDLE YEARS PROGRAM CIVICS ADVANCED

Grade 7

**21060270 1 Credit**

The primary content for the course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system. The course is embedded with strong geographic and economic components to support civic education instruction.

## M/J INTERNATIONAL BACCALAUREATE MIDDLE YEARS PROGRAM CIVICS ADVANCED & CAREER PLANNING

Grade 7

**21060280 1 Credit**

The curriculum description for this IB course is provided at: <http://www.ibo.org/en/programmes/>.

## M/J WORLD HISTORY

Grade 6

**21090100 1 Credit**

**(Credit Retrieval or Elective Only)**

The purpose of this course is to enable students to understand the world's earliest civilizations to the ancient and classical civilizations of Africa, Asia, and Europe. Students will be exposed to the multiple dynamics of world history including economics, geography, politics, and religion/philosophy. Students will study methods of historical inquiry and primary and secondary historical documents.

## M/J WORLD HISTORY, ADVANCED

Grade 6

**21090200 1 Credit**

**2109020G (Gifted)**

**(Credit Retrieval or Elective Only)**

The purpose of this course is to enable students to understand the world's earliest civilizations to the ancient and classical civilizations of Africa, Asia, and Europe. Students will use critical skills of analysis, synthesis, and evaluation to study the multiple dynamics of world history including economics, geography, politics, and religion/philosophy. Students will study methods of historical inquiry and primary and secondary historical documents. This course offers scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting.

## M/J INTERNATIONAL BACCALAUREATE MIDDLE YEARS PROGRAM WORLD HISTORY

Grade 6

**21090300**

**2109030G 1 Credit**

**(Credit Retrieval or Elective Only)**

The primary content for this course pertains to the world's earliest civilizations to the ancient and classical civilizations of Africa, Asia, and Europe. Students will be exposed to the multiple dynamics of world history including economics, geography, politics, and religion/philosophy. Students will study methods of historical inquiry and primary and secondary historical documents.

## WORLD LANGUAGES

### M/J FRENCH, BEGINNING

Grades 6-8

**07010000**

**1 Credit**

The purpose of this course is to enable students to begin to acquire proficiency in French through a linguistic, communicative, and cultural approach to language learning. Emphasis is placed on the development of listening, speaking, reading, and writing skills and on acquisition of the fundamentals of applied grammar. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course.

### M/J EXPLORATORY FRENCH BEGINNING

Grades 6-8

**07010055**

**.5 Credit**

M/J Exploratory French, Beginning, is a one semester beginning exploratory course that will introduce students to French language and culture. This course introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this semester course.

### M/J FRENCH, INTERMEDIATE

Grades 6-8

**07010100**

**1 Credit**

The purpose of this course is to enable students to continue to acquire proficiency in French through a linguistic, communicative, and cultural approach to language learning. Emphasis is placed on the development of listening, speaking, reading, and writing skills and on acquisition of the fundamentals of applied grammar. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course.

### M/J AMERICAN SIGN LANGUAGE, BEGINNING

Grades 6-8

**07040000**

**1 Credit**

M/J American Sign Language Beginning introduces students to the target language and its culture. Students will learn beginning receptive and expressive signing skills and be introduced to culture, connections, comparisons, and communities during this one-year course.

### M/J SPANISH, BEGINNING

Grade 6-8

**07080000**

**1 Credit**

M/J Spanish Beginning introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course. This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.

### M/J SPANISH, INTERMEDIATE

Grades 6-8

**07080100**

**1 Credit**

The purpose of this course is to enable students to continue to acquire proficiency in Spanish through a linguistic, communicative, and cultural approach to language learning. Emphasis is placed on the development of listening, speaking, reading, and writing skills and on acquisition of the fundamentals of applied grammar. Cross-cultural understanding is fostered, and real-life applications are emphasized throughout the course.

**M/J SPANISH, ADVANCED**

**Grades 6-8**

**07080200**

**1 Credit**

The purpose of this course is to enable students to enhance proficiency in Spanish through a linguistic, communicative, and cultural approach to language learning. There is continued emphasis on the development of listening, speaking, reading, and writing skills and on acquisition of the fundamentals of applied grammar. Cross-cultural understanding is fostered, and real-life applications are emphasized throughout the course.

**M/J INTERNATIONAL BACCALAUREATE MIDDLE YEAR PROGRAM SPANISH 1**

**Grades 6-8**

**07091000**

**1 Credit**

Students apply their knowledge of the language and its culture. Students will be able to engage in listening and speaking activities and demonstrate understanding of reading and writing selections on familiar topics. Culture, connections, comparisons, and communities are included in this one-year course.

**M/J INTERNATIONAL BACCALAUREATE MIDDLE YEAR PROGRAM SPANISH 2**

**Grades 6-8**

**07091100**

**1 Credit**

Students apply their knowledge of the language and its culture. Students will be able to engage in listening and speaking activities and demonstrate understanding of reading and writing selections on familiar topics. Culture, connections, comparisons, and communities are included in this one-year course.

**M/J EXPLORATORY SPANISH**

**Grade 6-8**

**07081000**

**.5 Credit**

The purpose of this course is to provide opportunities for improvement in student self-development through the study of Spanish language and culture. The content includes, but is not limited to, the following: exploration of basic principles of Spanish language; cultural concepts related to the Spanish-speaking world, and comparisons between the students' own language and culture and that of Spanish-speaking countries.

**M/J SPANISH FOR SPANISH SPEAKERS, BEGINNING**

**Grades 6-8**

**07090000**

**1 Credit**

The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their heritage language by reinforcing and acquiring skills in listening, speaking, reading, and writing, including the fundamentals of Spanish grammar. Language Arts Standards are also included in this course to enable students to become literate in the Spanish language and gain a better understanding of the nature of their own language as well as other languages to be acquired. The course content will reflect the cultural values of Spanish language and societies.

**M/J SPANISH FOR SPANISH SPEAKERS, INTERMEDIATE**

**Grades 6-8**

**07090100**

**1 Credit**

The purpose of this course is to enable students whose heritage language is Spanish to continue to enhance proficiency in their home language by reinforcing and acquiring skills in listening, speaking, reading, and writing, including the fundamentals of Spanish grammar. The values and practices of Spanish culture(s) will be reflected throughout the course.

In order to meet specific determined needs for a student or school, current course codes from Florida Department of Education's Course Code Directory may be used if approved by the Superintendent or designee.

## INACTIVE COURSE CODES FOR MIDDLE SCHOOL

### Art

01013750 Pre-AICE Art & Design 3D Studies IGCSE

### Career and Technical Basic

89002100 Exploration of Public Services Occupations

### Experiential Education

05000200 M/J Personal, Career, and School Development Skills 3

### Health

08000250 M/J Health 3 & Career Planning Grade 8 Year

### Language Arts

10000000 M/J Intensive Language Arts (MC)  
10000100 M/J M/J Intensive Reading 1  
1000010A M/J Intensive Reading  
10000101 M/J Intensive Reading  
1000010F M/J Intensive Reading  
1000010B M/J Intensive Reading  
10000102 M/J Intensive Reading  
1000010C M/J Intensive Reading  
10000103 M/J Intensive Reading  
10000200 M/J Intensive Reading and Career Planning  
10010600 M/J Language Arts 2, IB  
10010900 M/J Language Arts 3, IB  
10021800 M/J English Language Development  
10060200 M/J Journalism 3  
10080100 M/J Reading 1  
10080400 M/J Reading 2  
10080700 M/J Reading 3  
10080200 M/J Reading 1 Advanced  
10080500 M/J Reading 2 Advanced  
10080800 M/J Reading 3 Advanced  
10090200 M/J Creative Writing 3  
10090300 M/J Expository Writing 1  
10090400 M/J Expository Writing 21009050 M/J Writing 3  
Arts through ESOL (MCP)

### Mathematics

12003100 Algebra I  
12050900 M/J Mathematics 1, IB  
12051000 M/J Pre-Algebra, IB

### Music

13000100 M/J Music Theory 2  
13000300 M/J Understanding Music  
13010500 M/J Keyboarding 3  
13010800 M/J Guitar 3  
13020900 M/J Instrumental Techniques 2  
13021000 M/J Instrumental Techniques 3  
13021400 M/J Band 2 and Career Planning  
13021420 M/J Band 3 & Career Planning  
13030700 M/J Vocal Techniques 1

13030800 M/J Vocal Techniques 2

13031100 M/J Vocal Ensemble 2

13031200 M/J Vocal Ensemble 3

### Physical Education

15000000 M/J Adaptive Physical Education IEP or 504 Plan  
1508010 M/J Educational Gymnastics/ Educational **Dance**  
1508020 M/J Team Sports  
1508030 M/J Outdoor Pursuits/Aquatics

15085000 M/J Individual Dual Sports

### Science

20020400 M/J Comprehensive Science 1 \*  
20020500 M/J Comprehensive Science 1 Advanced \*  
20020700 M/J Comprehensive Science 2 \*  
20020800 M/J Comprehensive Science 2 Advanced \*  
20021000 M/J Comprehensive Science 3 \*  
2002110 M/J Comprehensive Science 3 Advanced \*  
20020600 M/J IB Comprehensive Science 1  
20020900 M/J IB Comprehensive Science 2

**\*Open to Lee Virtual Only**

### Research and Critical Thinking

17000100 M/J Research 2  
17000200 M/J Research 3

### Social Studies

21000300 M/J Florida History  
21030100 M/J World Geography  
21030200 M/J World Geography, Advanced  
21030300 M/J Geography: Asia, Oceania, Africa  
21040000 M/J Social Studies  
21060300 M/J Law Studies  
21090150 M/J World History and Career Planning  
21090250 M/J World History, Advanced and Career Planning

### World Languages

07020000 M/J German, Beginning  
07020100 M/J German, Intermediate  
07020200 M/J German, Advanced  
07050000 M/J Italian, Beginning  
07050100 M/J Italian, Intermediate  
07050200 M/J Italian, Advanced  
07060000 M/J Latin, Beginning  
07060100 M/J Latin, Intermediate  
07060200 M/J Latin, Advanced  
07090200 M/J Spanish for Spanish Speakers, Advanced  
07100000 M/J Foreign Language Humanities for International Studies 1  
07100100 M/J Foreign Language Humanities for International Studies 2  
07100200 M/J Foreign Language Humanities



# Inactive Course Code Waiver

School Requesting Waiver: \_\_\_\_\_

Contact Person: \_\_\_\_\_

Course Number: \_\_\_\_\_

Course Title: \_\_\_\_\_

Reason for Request:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

For District Use Only:

Approved\_\_\_\_\_

Denied: \_\_\_\_\_


Date Reviewed: \_\_\_\_\_

Waiver approved for academic year: \_\_\_\_\_

Signature of Curriculum Director: \_\_\_\_\_

Signature of Assistant Superintendent for Teaching and Learning: \_\_\_\_\_

Signature of Administrator of FOCUS: \_\_\_\_\_



# HIGH SCHOOL COURSE CATALOG

# HIGH SCHOOL ENGLISH LANGUAGE ARTS COURSE PROGRESSION 2021-2022

FSA - ELA

350

- 4 English credits are required for graduation.
- With the exception of Intensive Language Arts, all courses listed count as an English credit and can be used to meet credit requirements for Bright Futures Scholarships and SUS admissions.

## Option 1 Standard Diploma

9 <sup>th</sup> Grade	English I (1001310) <b>Or</b> English I Honors (1001320)	10 <sup>th</sup> Grade	English II (1001340) <b>Or</b> English II Honors (1001350)  Pass the Grade 10 FSA-ELA Statewide Assessment	11 <sup>th</sup> Grade	English III/ (1001370) <b>Or</b> English III Honors (1001380) Or AICE English General Paper 1 AS Level (1009400)	12 <sup>th</sup> Grade	English IV (1001400) <b>Or</b> English IV Honors (1001410) Or AICE English General Paper 1 AS Level (1009400)
--------------------------	--	---------------------------	---	---------------------------	---	---------------------------	---

## Option 2 Standard Diploma with Scholar Designation

9 <sup>th</sup> Grade	English I (1001310) <b>Or</b> English I Honors (1001320)	10 <sup>th</sup> Grade	English II (1001340) <b>Or</b> English II Honors (1001350)  Pass the Grade 10 FSA-ELA Statewide Assessment	11 <sup>th</sup> Grade	English III (1001370) <b>Or</b> English III Honors (1001380) <b>Or</b> Advanced Placement Language & Composition (1001420) Or AICE English General Paper 1 AS Level (1009400)  Earn at least one credit in AP, IB, AICE or a dual enrollment course. Takes the respective AP, IB, or AICE assessment; and earns the minimum score for college credit. This credit could be in English Language Arts.	12 <sup>th</sup> Grade	English IV (1001400) <b>Or</b> English IV Honors (1001410) <b>Or</b> Advanced Placement Literature & Composition (1001430) Or AICE English General Paper 1 AS Level (1009400)  Earn at least one credit in AP, IB, AICE or a dual enrollment course. Takes the respective AP, IB, or AICE assessment; and earns the minimum score for college credit. This credit could be in English
--------------------------	---	---------------------------	--	---------------------------	---	---------------------------	--



**Option 3 Standard Diploma with Scholar Designation – AICE/Cambridge Program**

<b>9<sup>th</sup> Grade</b>	Pre-AICE English Language (1001560) <b>Or</b> AICE English General Paper 1 AS Level (1009400)	<b>10<sup>th</sup> Grade</b>	Pre-AICE Literature (1005380) <b>Or</b> AICE English Language 1 (1001550) <b>Or</b> AICE English General Paper 1 AS Level (1009400)  Take the respective AICE assessment; and complete requirements to earn an AICE diploma.  Pass the Grade 10 FSA-ELA Statement Assessment.	<b>11<sup>th</sup> Grade</b>	AICE English Language 1 (1001550) <b>Or</b> AICE English Language 2 (1001551) <b>Or</b> AICE English Literature 1 (1005370) <b>Or</b> AICE English General Paper 1 AS Level (1009400)  Take the respective AICE assessment; and complete requirements to earn an AICE diploma.	<b>12<sup>th</sup> Grade</b>	AICE English Literature 1 (1005370) <b>Or</b> AICE English Literature 2 (1005375) <b>Or</b> AICE English General Paper 1 AS Level (1009400)  Take the respective AICE assessment; and complete requirements to earn an AICE diploma.
---------------------------------	---	----------------------------------	--	----------------------------------	---	----------------------------------	---

**Option 4 Standard Diploma with Scholar Designation – International Baccalaureate Program (IB)**

<b>9<sup>th</sup> Grade</b>	Pre-IB English 1 (1001800)	<b>10<sup>th</sup> Grade</b>	Pre-IB English 2 (1001810)  Pass the Grade 10 FSA-ELA Statement Assessment.	<b>11<sup>th</sup> Grade</b>	IB English 3 (1001820)  Take the respective IB assessment; and complete requirements to earn an IB diploma.	<b>12<sup>th</sup> Grade</b>	IB English 4 (1001830)  Take the respective IB assessment; and complete requirements to earn an IB diploma.
---------------------------------	----------------------------------	----------------------------------	---	----------------------------------	---	----------------------------------	--

\*There are no multiple credit course options for English Language Arts.

## High School Math Course Progression 2021-2022

8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
<b>Pre-Algebra (1205070)</b>	Algebra 1 + Intensive Math* (1200310) (1200400A)	Geometry + Intensive Math* (1206310) (1200400G)	Advanced Topics in Mathematics** (1298310)	Math for College Readiness (1200700)
			Algebra 2 (1200330)	Advanced Topics in Mathematics** (1298310) <b>or</b> Math for College Readiness (1200700)
	Algebra 1 Honors (1200320)	Geometry Honors (1206320)	Algebra 2 Honors (1200340)	Probability & Statistics Honors (1210300) <b>or</b> Pre-Calculus Honors (1202340) <b>or</b> College-level math coursework***
<b>Algebra 1 (1200310) (1200320)</b>	Geometry + Intensive Math* (1206310) (1200400G)	Algebra 2 (1200330)	Advanced Topics in Mathematics** (1298310)	Math for College Readiness (1200700) <b>or</b> College-level math coursework***

	Geometry Honors (1206320)	Algebra 2 Honors (1200340)	Probability & Statistics Honors (1210300) <b>or</b> Pre-Calculus Honors (1202340)	
<b>Geometry (1206310) (1206320)</b>	Algebra 2 (1200330) <b>or</b> Algebra 2 Honors (1200340)	Probability & Statistics Honors (1210300) <b>or</b> Pre-Calculus Honors (1202340)	Math for College Readiness (1200700) <b>or</b> College-level math coursework***	

Please consider at least three years of recent student math performance when determining course placement (if available).

\* Prioritization for Intensive Math support

1. Algebra 1 (Prior FSA Math Levels 2 and 3)
2. Geometry (Prior Algebra 1 EOC Levels 2 and 3)
3. Algebra 1 (Prior FSA Math Level 1)
4. Geometry (Prior Algebra 1 EOC Level 1)
5. Algebra 1 Honors and/or Geometry Honors

\*\* Advanced Topics in Mathematics is reserved for only rising 11th Grade and 12th Grade students that have not passed (Level 3 or higher) the Algebra 1 EOC or the Geometry EOC, or alternatively achieved a math concordant score through the ACT, SAT or PSAT.

\*\*\* College-level math coursework, includes but is not limited to the following shown below. Note that each of these course offerings will vary from school to school.

- Advanced Placement Calculus AB (1202310)
- Advanced Placement Calculus BC (1202320)
- Advanced Placement Statistics (1210320)
- And so on... (Dual enrollment/ IB (2 years)/ AICE)

Suggested Progression for IB/AICE Students			
9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
IB	IB	IB	IB
Follow the suggested progression for students who are Levels 2 – 5 and are successful on the Algebra I EOC	Follow the suggested progression for students who are Levels 2 – 5 and are successful on the Algebra I EOC	AP Calculus AB (1202310)  OR  IB Analysis and Approaches 1 (1201325)  OR  IB Applications and Interpretation 1 (1209300)	IB Analysis and Approaches 2 (1201335)  OR  IB Analysis and Approaches 3 (1201335)  OR  IB Applications and Interpretation 2 (1209305)
AICE	AICE	AICE	AICE
Pre-AICE Math 1 (1209810)  OR  Pre-AICE Math 2 (1209820)	Pre-AICE Math 2 (1209820)  OR  Pre-AICE Math 3 (1209825)	Pre-AICE Math 3 (1209825)  OR  Pre-AICE Additional Math 3 (1202371)  OR  AICE Math Level 1 AS (1202352)	AICE Math Level 1 AS (1202352)
		<b>Dual Enrollment Options</b>	
		College Algebra-MAC 1105	
		Trigonometry-MAC 1114	
		Pre-Calculus Algebra-MAC 1140	

## High School Science Course Progression 2021-2022

Biology 1 EOC Achievement-level Cut Scores	
Level 1	325-368
Level 2	369-394
Level 3	395-420
Level 4	421-430
Level 5	431-475

High School Graduation Requirements - Science
<ul style="list-style-type: none"> <li>3 science credits one of which must be Biology 1, two of which must be equally rigorous science courses. Two of three required credits must have a laboratory component.</li> <li>An industry certification that leads to college credit substitutes for up to one science credit (<b>except for Biology 1</b>).</li> <li>An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (<b>except for Biology 1</b>).</li> </ul> <p>(Source: Florida DOE, Academic Advisement Flyers, March 16, 2015)</p>

Option 1 Standard Diploma (Level 1 & 2 Students)							
<b>9<sup>th</sup> Grade</b>	Environmental Science (2001340)	<b>10<sup>th</sup> Grade</b>	Biology 1 (2000310)	<b>11<sup>th</sup> Grade</b>	<u>Equally Rigorous (EQ) Science</u> Anatomy & Physiology (2000350) OR Chemistry 1 (2003340) OR Marine Science 1 (2002500) OR Physical Science (2003310) OR Earth/Space Science (2001310) OR	<b>12<sup>th</sup> Grade</b>	Equally Rigorous (EQ) Science as Science Elective

### NOTE:

A student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB or AICE Biology I or U.S. History course and the student:

- Takes the respective AP, IB or AICE assessment; and
- Earns the minimum score to earn college credit.

Option 2 Standard Diploma with Scholar Designation (Level 3-5 Students)						
9 <sup>th</sup> Grade	Biology 1/Honors (2000310) (2000320) OR Pre-AICE Biology (2000322) OR Pre-IB Biology (2000800)	10 <sup>th</sup> Grade	Did not pass Biology 1 EOC			
			Re-take Biology 1 EOC <b>AND</b> Choose a track from below			
			Passed Biology 1 EOC	11 <sup>th</sup> Grade	Earned 1 credit in Chemistry or Physics	Earned 1 credit in a course equally rigorous to Chemistry or Physics
			Chemistry 1/Honors (2003340) (2003350) OR Pre-AICE Chemistry (2003372) OR Pre-IB Chemistry (2003800) OR Physics 1/Honors (2003380) (2003390)		<u>Equally Rigorous (EQ)</u> <u>Science</u> Anatomy & Physiology Honors (2000360) OR Marine Science 1 Honors (2002510) OR Genetics Honors (2000440) OR AICE/AP/IB/DE/EQ Science Course	<u>Equally Rigorous (EQ)</u> <u>Science</u> Anatomy & Physiology Honors (2000360) OR Marine Science 1 Honors (2002510) OR Genetics (2000440) OR AICE/AP/IB/DE/EQ Science Course
			Passed Biology 1 EOC, NO Chemistry or Physics		Earned 1 credit in Physical Science	
			Physical Science/Honors (2003310) (2003320)		Chemistry 1/Honors (2003340) (2003350) OR Physics 1/Honors (2003380) (2003390)	

## HIGH SCHOOL SOCIAL STUDIES COURSE PROGRESSION 2021-2022

- 3 Credits Social Studies: 1 credit in World History, 1 credit in U.S. History, .5 credit in U.S. Government, .5 credit in Economics with Financial Literacy
- Beginning in 2013-14 students entering grade 9 are required to take the Economics with Financial Literacy course
- A student is exempt from the U.S. History assessment if the student is enrolled in an AP, IB or AICE U.S. History course and the student takes the respective AP, IB or AICE assessment and earns the minimum score to earn college credit
- \*Students must pass the EOC for U.S. History or take the respective AP, IB, or AICE assessment and earn the minimum score to earn college credit for Scholar Diploma Designation.

9 <sup>th</sup> Grade	<b>Elective</b> World Cultural Geography (2103300)	10 <sup>th</sup> Grade	World History/Honors (2109310) (2109320)	11 <sup>th</sup> Grade	U.S. History/Honors (2100310) (2100320)	12 <sup>th</sup> Grade	Government/Honors (2106310) (2106320) <b>AND</b> .5 Economics with Financial Literacy/Honors (2102335) (2102345)  .5 Economics/Honors (2102310) (2102320)
<b>Option 2 Standard Diploma with Scholar Designation (if U.S. History EOC is passed)</b>							
9 <sup>th</sup> Grade	<b>Advanced Placement</b>	10 <sup>th</sup> Grade	<b>Advanced Placement</b>	11 <sup>th</sup> Grade	<b>Advanced Placement</b>	12 <sup>th</sup> Grade	<b>Advanced Placement</b>
	<b>Elective</b> AP Human Geography (2103400)		AP World History 2109420		AP U.S. History (2100330) (*see note above)		AP U.S. Government & Politics (2106420) <b>AND</b> AP Macro/Micro Economics with Financial Literacy Component (2102370) (2102360)
	<b>IB</b>		<b>IB</b>		<b>IB</b>		<b>IB</b>
	FL Pre-IB Comparative Economics		FL Pre-IB World History (2109810)		AP U.S. History (2100330)		<b>Elective</b> IB Contemporary History 2 (2109805)

	with Financial Literacy Component (2102800) <b>AND</b> FL Pre-IB American Government (2106800)				IB History of Americas (2100800)		
	<b>AICE</b>		<b>AICE</b>		<b>AICE</b>		<b>AICE</b>
			AICE European History (2109371)  OR AICE International History (2100490)		AICE U.S. History I AS (2100500)  Or AICE US History 2A (2100505)		AICE Economics I AS with Financial Literacy Component (2102321) <b>AND</b> .5 credit in U.S. Government/Honors (2106310) (2106320)
					<b>Dual Enrollment Options</b>		<b>Dual Enrollment Options</b>
					History of the United States to 1865 – AMH 2010  History of the United States to Present – AMH 2020		American National Government – POS 2041



# HIGH SCHOOL COURSE OFFERINGS

## ART

### ADVANCED PLACEMENT ART – HISTORY OF ART

**01003000**

**1 Credit**

The purpose of this course is to introduce students to the appreciation of works of art, the intelligent examination of works of art, and to the major forms of artistic expression in Western art from 1400 to the present. The content should include, but not be limited to, the following; survey of Western art from 1400 to the present, other artistic traditions that have influenced Western art during the period of study (e.g. Far Eastern, African, pre-Columbian), problems and topics in the study of art, the relationship of form and meaning in art, and the relationship of art to its historical context.

### INTRODUCTION TO ART HISTORY

**01003105**

**.5 Credit**

The purpose of this course is to enable students to develop an appreciation of art through the sequential study of art history and theory. Students will use skills of visual analysis to critique masterworks using the elements of art and principles of design. The content should include, but not be limited to, the following; art vocabulary and visual language, major artists, architects, and masterworks, elements of art and principles of design, critical thinking and visual analysis, role, impact, and reciprocal relationships of art in history, culture, and society, information resources and strategies, personal and social benefits, community resources, and career opportunities.

### ART IN WORLD CULTURES

**01003205**

**.5 Credit**

Students survey selected works of art, utilitarian artworks, and architecture from around the world. Students explore both the traditional forms and contemporary interpretations, including analysis of purpose, theme, cultural and historical context, formal qualities, symbols, and media. Students explore and compare various cultural responses to universal themes, as evidenced in their art. Students also consider the value of preserving these works in today's museums and other public buildings, private collections, and in digital format. This course may incorporate hands-on activities and consumption of art materials.

### ART HISTORY AND CRITICISM 1 HONORS

**01003300**

**1 Credit**

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.

### TWO-DIMENSIONAL STUDIO ART 1

**01013000**

**1 Credit**

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, painting, printmaking, collage, and/or design. 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.

### **TWO-DIMENSIONAL STUDIO ART 2**

#### **01013100 1 Credit**

Students develop and refine technical skills and create 2-D compositions with a variety of media in drawing, painting, printmaking, collage, and/or design. 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.

### **TWO-DIMENSIONAL STUDIO ART 3 HONORS**

#### **01013200 1 Credit**

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.

### **THREE-DIMENSIONAL STUDIO ART 1**

#### **01013300 1 Credit**

The purpose of this course is to give students a basic understanding of three-dimensional art methods, media, techniques, and craftsmanship.

### **THREE-DIMENSIONAL STUDIO ART 2**

#### **01013400 1 Credit**

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. 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.

### **THREE-DIMENSIONAL STUDIO ART 3 HONORS**

#### **01013500 1 Credit**

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.

### **CREATING TWO-DIMENSIONAL ART**

#### **01013555 .5 Credit**

Students investigate a wide range of media and techniques, from both an historical and contemporary perspective, as they engage in the art-making processes of creating two-dimensional works, which may include drawing, painting, printmaking, and/or collage. Student artists reflect on their own artwork and that of others through critical analysis to achieve artistic goals related to craftsmanship, technique, and application of 21st-century skills. This course incorporates hands-on activities and consumption of art materials.

**CREATING THREE-DIMENSIONAL ART****01013655 .5 Credit**

Students in Creating Three-Dimensional Art, investigate a wide range of media and techniques, from both an historical and contemporary perspective, as they engage in the art-making processes of creating 3-D artworks, which may include sculpture, assemblage, and/or ceramics. Student artists reflect on their own artwork and that of others through critical analysis to achieve artistic goals related to craftsmanship, technique, and application of 21st-century skills. This course incorporates hands-on activities and consumption of art materials.

**CAMBRIDGE AICE ART & DESIGN 1 AS LEVEL****01013700 1 Credit**

Course description unavailable in CPALMS.

**CAMBRIDGE AICE ART & DESIGN 2 A LEVEL****01013710 1 Credit**

Course description unavailable in CPALMS.

**FINE CRAFT STUDIO ART I****01014400 1 Credit**

The purpose of this course is to enable students to produce craft objects using knowledge of the elements of art and principles of design, characteristics of the medium, predetermined combinations of aesthetic and functional requirements, technical skills involved in good craftsmanship, a variety of construction, and decorative techniques and processes. Students investigate the significance of Western and non-Western cultures related to understanding the art role in global culture and informing creative choices in media and design.

**FINE CRAFT STUDIO ART 2****01014500 1 Credit**

Students create well-designed and individually conceptualized work that is utilitarian, purposeful, wearable, and/or sculptural in nature. This course may include, but is not limited to, content in metals, jewelry, glass, fabrics/fibers, clay, fashion design, and/or objects for interior or architectural design/embellishment. Student artisans reflect on aesthetics and visual issues related to media and organizational principles of design, manipulating them to create works of art that are progressively more innovative. Increasingly sophisticated oral and written analytical problem-solving skills are employed to improve personal and/or group work and reinforce the ability to self-diagnose and decide on solutions for art challenges based on growing structural, historical, and cultural knowledge. This course incorporates hands-on activities and consumption of art materials.

**CERAMICS/POTTERY 1****01023000 1 Credit**

Students explore how space, mass, balance, and form combine to create aesthetic forms or utilitarian products and structures. Instructional focus will be on ceramics and/or pottery. 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.

**CERAMICS/POTTERY 1****01023055 .5 Credit**

Students explore how much space, mass, balance, and form combine to create aesthetic forms or utilitarian products and structures. Instructional focus will be on ceramics and/or pottery. Media may include, but are not limited to, clay and/or plaster, with consideration of the workability, durability, cost, and toxicity of the media used. Student artists consider the relationship of scale (i.e., hand-held, human, monumental) through the use of positive and negative space or voids, volume, visual weight, and gravity to create low/high relief or freestanding structures for personal intentions or public places. They explore sharp and diminishing detail, size, position, overlapping, visual pattern,

texture, implied line, space, and plasticity, reflecting craftsmanship and quality 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. This course incorporates hands-on activities and consumption of art materials.

### **CERAMICS/POTTERY 2**

**01023100**

**1 Credit**

Students explore spatial relationships through the use of nonobjective, abstract, or representational forms, products, or structures. Ceramic and/or pottery 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. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works.

### **CERAMICS/POTTERY 3 HONORS**

**01023200**

**1 Credit**

Students address the inter-relatedness of art and context, and may also include installation or collaborative works, virtual realities, light as a medium, or flexible, entered, or activated space. 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. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works.

### **CAMBRIDGE AICE ART & DESIGN - CERAMICS AS LEVEL**

**01023300**

**1 Credit**

Candidates should be familiar with hand-building techniques, throwing and casting and have some knowledge of the use of decorating slips, oxides and pigments. They should have some understanding of glaze-mixing, glazes and different methods of firing and finishing work.

### **ARTS COLLABORATION: DESIGNING SOLUTIONS FOR ART, WORK AND LIFE - HONORS**

**01023400**

**1 Credit**

Students in this inquiry-based course use arts processes to explore and imagine new connections and/or postulate solutions to real-world problems. Using a combined seminar, studio, and business management approach, this teacher-facilitated, yet highly independent setting requires that students use their individual strengths and interests in one or more arts, in combination with other content areas and current and emerging technology as needed, to examine local, cultural, historical, technical, and/or global interests relative to life and work in a creative, global economy. Significant independent research, class discussion, and analysis are required.

### **ADVANCED PLACEMENT DRAWING**

**01043000**

**1 Credit**

This course is offered only to senior fine arts drawing majors who have reached an advanced level of self-motivation and proficiency in drawing and painting. Acceptance into this program is determined through department head approval only. A student enrolled in this course is expected to submit a portfolio to the Advanced Placement Program of the College Board. Successful evaluation by the College Board of the portfolio submitted may earn for the student college credit for art work done in high school.

### **DRAWING 1**

**01043355**

**.5 Credit**

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.

### **DRAWING 1**

**01043400**

**1 Credit**

The purpose of this course is to enable students to develop basic perceptual, observational, and compositional skills necessary to communicate a range of subject matter, symbols, ideas, and concepts using knowledge of drawing media, processes, and techniques. Through the critique process, students evaluate and respond to their own work and that of their peers.

### **DRAWING 2**

**01043500**

**1 Credit**

The purpose of this course is to enable students to develop intermediate-level perceptual, observational, and compositional skills necessary to communicate a range of subject matter, symbols, ideas, and concepts using knowledge of drawing media, processes, and techniques. Through the critique process, students evaluate and respond to their own work and that of their peers.

### **DRAWING 3 HONORS**

**01043600**

**1 Credit**

The purpose of this course is to enable students to develop advanced perceptual, observational, and compositional skills necessary to communicate a range of subject matter, symbols, ideas, and concepts using knowledge of drawing media, processes, and techniques. 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. Through the critique process, students evaluate and respond to their own work and that of their peers.

### **PAINTING 1**

**01043655**

**.5 Credit**

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.

### **PAINTING 1**

**01043700**

**1 Credit**

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. Through the critique process, students evaluate and respond to their own work and that of their peers.

### **PAINTING 2**

**01043800**

**1 Credit**

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.

**PAINTING 3 HONORS****01043900****1 Credit**

Students demonstrate proficiency in the conceptual development of content in painting 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.

**CAMBRIDGE AICE ART & DESIGN PAINTING AND RELATED MEDIA AS LEVEL****01044200****1 Credit**

Students will create a portfolio and display of painted artwork. They may work in multiple methods. The student will need to be able to explain their inspiration and accurately discuss major art movements.

**CAMBRIDGE AICE ART & DESIGN GRAPHIC DESIGN AS LEVEL****01063200****1 Credit**

AICE Graphic Design considers expression and communication. Students 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 course 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. Students 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.

**FILM 1****01074100****1 Credit**

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.

**FILM 2****01074200****1 Credit**

Students explore and develop concepts, terminology, techniques, and applications to design, create, print, and display original two-dimensional animations. The instructional focus will be on film. As they become more adept at using the tools and techniques available to them, students design 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 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.

**FILM 3 HONORS****01074300****1 Credit**

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 animations in video formats. The instructional focus will be on film. As they become more adept at using the tools and techniques available to them, students design and 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 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.

### **VISUAL TECHNOLOGY 1**

#### **01074400 1 Credit**

Students explore the fundamental concepts, terminology, techniques, and applications of digital imaging to create original work. Students produce animated digital 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.

### **INTERNATIONAL BACCALAUREATE FILM STUDIES 1**

#### **01074700 1 Credit**

IB Film is two-year course that fulfills the arts component of the International Baccalaureate diploma program. The IB Film Guide explains the nature of the subject as follows: Film is both a powerful communication medium and an art form. The Diploma Programme film course aims to develop students' skills so that they become adept in both interpreting and making film texts. Through the study and analysis of film texts and exercises in film-making, the Diploma Programme film course explores film history, theory and socio-economic background. The course develops students' critical abilities, enabling them to appreciate the multiplicity of cultural and historical perspectives in film. To achieve an international understanding within the world of film, students are taught to consider film texts, theories and ideas from the points of view of different individuals, nations and cultures.

### **INTERNATIONAL BACCALAUREATE FILM STUDIES 2**

#### **01074720 1 Credit**

IB Film Studies 2 is the second of the two-year sequence. Students will extend their knowledge of film history and theory, and will utilize knowledge of applied film techniques. Content will include film analysis, written and oral, and a reflective and practical portfolio of student work demonstrating the creative process and use of film technique. The students will also engage in dialog about the art of film making and critique, as well as produce their own film projects during the year to extend and advance their practices from the first year.

### **INTERNATIONAL BACCALAUREATE FILM STUDIES 3**

#### **01074740 1 Credit**

The curriculum description for this IB course is provided at: <http://www.ibo.org/en/programmes/>.

### **CREATIVE PHOTOGRAPHY I**

#### **01083100 1 Credit**

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 and may use a variety of media and materials. Photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works.

### **CREATIVE PHOTOGRAPHY 2**

#### **01083200 1 Credit**

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. Photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works.

### **CREATIVE PHOTOGRAPHY 3 HONORS**

#### **01083300 1 Credit**

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. Photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works.

### **CAMBRIDGE PRE-AICE PHOTOGRAPHY, DIGITAL & LENS MEDIA IGCSE LEVEL**

#### **01083550 1 Credit**

The purpose of this course is to encourage personal expression, imagination, sensitivity, conceptual thinking, powers of observation, an analytical ability and practical attitudes. The course should lead to a greater understanding of the role of the visual arts in the history of civilizations and widen cultural horizons and enrich the individual.

### **CAMBRIDGE AICE ART AND DESIGN PHOTOGRAPHY AS LEVEL**

#### **01083600 1 Credit**

The purpose of this course is to enable students to demonstrate an expressive and/or interpretative artistic response to the visual world. They should show an understanding of the convention of photography and genres such as portrait, landscape and movement, and a range of techniques appropriate to photography.

### **DIGITAL ART IMAGING 1**

#### **01083700 1 Credit**

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.

### **DIGITAL ART IMAGING 2**

#### **01083800 1 Credit**

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.

### **DIGITAL ART IMAGING 3 HONORS**

#### **01083900 1 Credit**

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. 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.

### **CAMBRIDGE AICE DIGITAL MEDIA AND DESIGN 1 AS LEVEL**

#### **01084000 1 Credit**

Cambridge International AS Digital Media & Design helps learners develop the knowledge and skills that will prepare them for further study and to work in a collaborative industry. They will develop an awareness of the world of digital media and design and the factors and contexts that influence it.



**CAMBRIDGE AICE DIGITAL MEDIA AND DESIGN 2 A LEVEL****01084100****1 Credit**

Cambridge International A Level Digital Media & Design helps learners develop the knowledge and skills that will prepare them for further study and to work in a collaborative industry. They will develop an awareness of the world of digital media and design and the factors and contexts that influence it. Learners will:

- develop creative processes and the ability to critically evaluate their work to continually review and refine ideas
- learn how to combine innovative approaches and techniques to solve problems creatively
- expand their knowledge of digital media by exploring different designers, processes and concepts.

**PORTFOLIO DEVELOPMENT: DRAWING HONORS****01093100****1 Credit**

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, and/or mixed media. The specific curricula, with goals and assignments, for these courses, are written by the student with input by the instructor. This course is designed to be highly individualized programs of studio experiences. The work done in this course is evaluated in a variety of ways including extensive self-critiques. It is recommended that department head and teacher approval be given before the student is admitted into this course.

**PORTFOLIO DEVELOPMENT: TWO-DIMENSIONAL DESIGN HONORS****01093200****1 Credit**

This is an advanced level course in portfolio preparation. Students will concentrate in producing quality works for selection/ preparation/presentation in a portfolio format. 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. The student will be required to participate in various critiques, evaluations and exhibitions. The ultimate goal of this course is to complete a finished portfolio.

**PORTFOLIO DEVELOPMENT: THREE-DIMENSIONAL DESIGN HONORS****01093300****1 Credit**

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.

**ADVANCED PLACEMENT 2-D ART & DESIGN****01093500****1 Credit**

This Advanced Placement course is intended to address a very broad interpretation of two-dimensional (2-D) design issues. This type of design involves purposeful decision-making about how to use the elements and principles of art in an integrative way. It is for the advanced student who wishes to seek AP credit through submitting a Portfolio of work for consideration by the College Board.

**ADVANCED PLACEMENT STUDIO ART TWO-DIMENSIONAL DESIGN PORTFOLIO INNOVATION****01093550****1 Credit**

This course is a CAPE Innovation course under Sections 1003.4203 and 1008.44, Florida Statutes. In addition to the Advanced Placement content and examinations, this course includes career performance expectations, specifically, the attainment of the Adobe Certified Associate (ACA) Visual Communication using Adobe Photoshop (new Creative Cloud version only) certification.

**ADVANCED PLACEMENT 3-D ART & DESIGN****01093600****1 Credit**

This Advanced Placement course is intended to address a very broad interpretation of sculptural issues in three-dimensional (3-D) design. Such elements and concepts may be articulated through additive, subtractive, and/or fabrication processes. It is for the advanced student who wishes to seek AP credit through submitting a Portfolio of work for consideration by the College Board.

**PRINTMAKING 1****01103000****1 Credit**

Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in printmaking. Media may include, but are not limited to intaglio, lithography, relief printing, and wood block printing. 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.

**SCULPTURE 1****01113100****1 Credit**

Students explore how space, mass, balance, and form combine to create aesthetic forms or utilitarian products and structures. Students in the sculpture 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.

**SCULPTURE 2****01113200****1 Credit**

Students develop and refine technical skills and create 2-D compositions with a variety of media in printmaking. 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.

**SCULPTURE 3 HONORS****01113300****1 Credit**

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, or flexible, entered, or activated space. Sculpture artists experiment with processes, techniques, and media. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works.

**PRE-INTERNATIONAL BACCALAUREATE ART 1****01148000****1 Credit**

Students demonstrate proficiency in the conceptual development of content in drawing, painting, printmaking, collage, and/or design to create self-directed or collaborative 2-D artwork suitable for inclusion in a portfolio. Through the critique process, students evaluate and respond to their own work and that of their peers. The purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards and Florida Standards taught with reference to the unique facets of the IB.

**PRE-INTERNATIONAL BACCALAUREATE ART 2****01148100 1 Credit**

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, or flexible, entered, or activated space. 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. The purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards taught with reference to the unique facets of the IB.

**INTERNATIONAL BACCALAUREATE VISUAL ARTS 1****01148150 1 Credit**

First year IB Art student: The purpose of this course is to produce personal visual statements that search for a synthesis of aesthetic values and functional requirements and to understand the complex language of visual symbols which form part of every culture.

**INTERNATIONAL BACCALAUREATE VISUAL ARTS 2****01148250 1 Credit**

IB Art student being assessed at the standard level: Students will continue to produce personal visual statements that search for a synthesis of aesthetic values and functional requirements and to understand the complex language of visual symbols which form part of every culture.

**INTERNATIONAL BACCALAUREATE VISUAL ARTS 3****01148350 1 Credit**

IB Art student being assessed at the higher level: The purpose of this course is to produce personal visual statements that search for a synthesis of aesthetic values and functional requirements and to understand the complex language of visual symbols which form part of every culture. The content should include, but not be limited to, the following; opportunities for students to develop aesthetic, imaginative, and creative faculties, activities that stimulate and train visual awareness, perception, and criticism of the arts of various cultures, activities that will enable students to discover, develop, and enjoy means of creative visual expression, which are suited to their temperament and capabilities, in the studio and elsewhere, activities that will encourage the pursuit of quality through training, individual experiment, and persistent endeavor, and activities that will exemplify and encourage a lively, inquiring, and informed attitude toward art and design in all their forms, in history and today.

# CAREER AND TECHNICAL EDUCATION

## Agriculture, Food and Natural Resources Cluster

Program Name	Available Courses
<b>8002100</b> <b>Landscape Operations</b>	81068100 Agriscience Foundations 81215100 Introductory Horticulture 2 81215200 Horticulture Science 3 81213100 Landscape and Turf Science 4 81213200 Landscape and Turf Science 5 81214100 Sports & Recreational Turf Operations 6
<b>8003100</b> <b>Agriculture Biotechnology</b>	81068100 Agriscience Foundations 81068500 Agricultural Biotechnology2 81068600 Agricultural Biotechnology 3 81065100 Plant Biotechnology
<b>8004100</b> <b>Aquaculture (NEW)</b>	81068100 Agriscience Foundations 81120100 Aquaculture 2 81120200 Aquaculture 3 81120300 Aquaculture 4
<b>8100100</b> <b>Agriculture, Food and Natural Resources Directed Study</b>	81001000 Agriculture, Food and Natural Resources Directed Study
<b>8106800</b> <b>Agrotechnology</b>	81068100 Agriscience Foundations 81068200 Agrotechnology 1 81068300 Agrotechnology 2
<b>8115110</b> <b>Veterinary Assisting</b>	81115100 Veterinary Assistant 1 81115400 Veterinary Assistant 2 81115500 Veterinary Assistant 3 81115200 Veterinary Assistant 4 81115300 Veterinary Assistant 5

### 8002100 LANDSCAPE OPERATIONS

#### AGRISCIENCE FOUNDATIONS

##### **81068100**      **1 Credit**

This course is designed to develop competencies in the areas of agricultural history and the global impact of agriculture; career opportunities; scientific and research concepts; biological and physical science principles; environmental principles; agriscience safety; principles of leadership; and agribusiness, employability, and human relations skills in agriscience. 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.

#### INTRODUCTORY HORTICULTURE 2

##### **81215100**      **1 Credit**

This course is designed to develop competencies in the areas of career opportunities; global importance of agriculture; plant classification; propagation; growing media; nutritional needs; fertilization; irrigation; pest identification; pest control, pruning; plant installation; transplanting; safe hand-tool use; and employability skills.

**HORTICULTURE SCIENCE 3****81215200 1 Credit**

The Environmental Horticulture Science and Services cluster is designed to prepare students for employment or advanced training in the horticulture and landscape industries. This cluster focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the horticulture industry; planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues, and health, safety and environmental issues.

**LANDSCAPE AND TURF SCIENCE 4****81213100 1 Credit**

The Environmental Horticulture Science and Services cluster is designed to prepare students for employment or advanced training in the horticulture and landscape industries. This cluster focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the horticulture industry; planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues, and health, safety and environmental issues.

**LANDSCAPE AND TURF SCIENCE 5****81213200 1 Credit**

The Environmental Horticulture Science and Services cluster is designed to prepare students for employment or advanced training in the horticulture and landscape industries. This cluster focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the horticulture industry; planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues, and health, safety and environmental issues.

**SPORTS AND RECREATIONAL TURF OPERATIONS 6****81214100 1 Credit**

The Environmental Horticulture Science and Services cluster is designed to prepare students for employment or advanced training in the horticulture and landscape industries. This cluster focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the horticulture industry; planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues, and health, safety and environmental issues.

**8003100 AGRICULTURE BIOTECHNOLOGY****AGRISCIENCE FOUNDATIONS****81068100 1 Credit**

This course is designed to develop competencies in the areas of agricultural history and the global impact of agriculture; career opportunities; scientific and research concepts; biological and physical science principles; environmental principles; agriscience safety; principles of leadership; and agribusiness, employability, and human relations skills in agriscience. 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.

**AGRICULTURAL BIOTECHNOLOGY 2****81068500 1 Credit**

This course was developed as a core and is designed to develop competencies in the areas of agricultural biotechnology in agriculture, scientific investigation, laboratory safety, scientific and technological concepts; and the fundamentals of biotechnology.

**AGRICULTURAL BIOTECHNOLOGY 3****81068600 1 Credit**

This course is designed to enhance competencies in the areas of current agricultural biotechnology applications, genetic principles, tissue/cell culture, and the potential for biotechnology in the area of agriculture.

**PLANT BIOTECHNOLOGY****81065100 1 Credit**

This course is designed to develop competencies in the areas of biotechnology in plant science, growth and reproduction, and the role of plants in biotechnology.

**8004100 AQUACULTURE****AGRISCIENCE FOUNDATIONS****81068100 1 Credit**

This course is designed to develop competencies in the areas of agricultural history and the global impact of agriculture; career opportunities; scientific and research concepts; biological and physical science principles; environmental principles; agriscience safety; principles of leadership; and agribusiness, employability, and human relations skills in agriscience. 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.

**AQUACULTURE 2****81120100 1 Credit**

This course is designed to develop competencies in the areas of nature and origin, career opportunities, biological principles, safety, water quality, seed production, market outlets, rules and regulations, technological advances, problem solving and leadership, employability communication, and human relations skills.

**AQUACULTURE 3****81120200 1 Credit**

This course is designed to develop competencies in the areas of management and use of water, the propagation and rearing of seed producing aquaculture species, control of diseases, pests and water quality problems, harvesting and processing, marketing and transportation, management skills and leadership employability, communication and human relations skills.

**AQUACULTURE 4****81120300 1 Credit**

This course is designed to develop competencies in the area of management and use of water, the propagation and rearing of seed, producing aquaculture species, control of diseases, pests and water quality problems, harvesting and processing, marketing and transportation, management skills and leadership, employability, communication and human relation skills.

**8100100 Agriculture, Food and Natural Resources Directed Study****AGRICULTURE, FOOD AND NATURAL DIRECTED STUDY****81001000 1 Credit**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Agriculture, Food and Natural Resources career cluster; provides technical skill

proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Agriculture, Food and Natural Resources career cluster. The purpose of this course is to provide students with learning opportunities in a prescribed program of study within the Agriculture, Food and Natural Resources cluster that will enhance opportunities for employment in the career field chosen by the student.

## **8106800 AGRITECHNOLOGY**

### **AGRISCIENCE FOUNDATIONS**

#### **81068100 1 Credit**

This course is designed to develop competencies in the areas of agricultural history and the global impact of agriculture; career opportunities; scientific and research concepts; biological and physical science principles; environmental principles; agriscience safety; principles of leadership; and agribusiness, employability, and human relations skills in agriscience. 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.

### **AGRITECHNOLOGY 1**

#### **81068200 1 Credit**

This course prepares students for employment in positions in the agriculture industry. The content includes instruction in livestock and crop production, processing, and marketing; agriculture sales and services; agricultural mechanics; employability skills; and mathematics; basic science; biological sciences; communications; and human relations skills.

### **AGRITECHNOLOGY 2**

#### **81068300 1 Credit**

This course provides students with more advanced skills and competencies in livestock and crop production, processing, and marketing; agriculture sales and services; agriculture mechanics; employability skills; mathematics; basic science; biological sciences; communications; and human relations.

## **8115110 VETERINARY ASSISTING**

### **VETERINARY ASSISTANT 1**

#### **81115100 1 Credit**

The purpose of this program is to prepare students for employment or advanced training in the veterinary assisting industry. The program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the veterinary assisting industry: planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety and environmental issues. The program also provides supplemental training for persons previously or currently employed as veterinary assistants.

### **VETERINARY ASSISTANT 2**

#### **81115400 1 Credit**

The purpose of this program is to prepare students for employment or advanced training in the veterinary assisting industry. The program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the veterinary assisting industry: planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety and environmental issues. The program also provides supplemental training for persons previously or currently employed as veterinary assistants.

**VETERINARY ASSISTANT 3****81115500                      1 Credit**

The purpose of this program is to prepare students for employment or advanced training in the veterinary assisting industry. The program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the veterinary assisting industry: planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety and environmental issues. The program also provides supplemental training for persons previously or currently employed as veterinary assistants.

**VETERINARY ASSISTANT 4****81115200                      1 Credit**

The purpose of this program is to prepare students for employment or advanced training in the veterinary assisting industry. The program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the veterinary assisting industry: planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety and environmental issues. The program also provides supplemental training for persons previously or currently employed as veterinary assistants.

**VETERINARY ASSISTANT 5****81115300                      1 Credit**

This course is designed to develop competencies in the areas of grooming, effects of captivity of exotics; genetics and biotechnology in reproduction; diagnostic and therapeutic testing; surgical preparation; and pharmacology. Students will complete a total of 250 hours at a local veterinary hospital.



**Architecture and Construction Cluster**

<b>Program Name</b>	<b>Available Courses</b>
<b>8105500</b> Plumbing	87216100 Plumbing Technology 1 87216200 Plumbing Technology 2 87216300 Plumbing Technology 3 87216400 Plumbing Technology 4
<b>8101100</b> <b>Architectural Drafting</b>	87250100 Drafting 1 87250200 Drafting 2 87250300 Drafting 3 87250400 Drafting 4 87254500 Architectural Drafting 5 87254600 Architectural Drafting 6
<b>8101200</b> <b>Civil and Surveying Drafting</b>	87250100 Drafting 1 87250200 Drafting 2 87250300 Drafting 3 87250400 Drafting 4 87255500 Civil and Surveying Drafting 5 87255600 Civil and Surveying Drafting 6
<b>8104300</b> <b>Carpentry</b>	81043100 Carpentry Fundamentals 81043200 Carpentry Layout 81043300 Carpentry Framing 81043400 Carpentry Exterior 81043500 Carpentry Finish
<b>8720300</b> <b>Building Construction Technologies</b>	87203100 Building Construction Technology 1 87203200 Building Construction Technology 2 87203300 Building Construction Technology 3 87203400 Building Construction Technology 4
<b>8722000</b> <b>Building Trades and Construction Design Technology</b>	87220100 Building Trades and Construction Design Technology 1 87220200 Building Trades and Construction Design Technology 2 87220300 Building Trades and Construction Design Technology 3 87220400 Building Trades and Construction Design Technology 4
<b>8721500</b> <b>Painting and Decorating</b>	87215100 Painting 1 87215200 Painting 2
<b>8722900</b> <b>Brick and Block Masonry</b>	87226100 Masonry 1 87226200 Masonry 2 87226300 Masonry 3 87226400 Masonry 4 87226500 Masonry 5
<b>8723000</b> <b>Air Conditioning, Refrigeration and Heating Technology</b>	87130100 Air Conditioning, Refrigeration & Heating Technology 1 87130200 Air Conditioning, Refrigeration & Heating Technology 2 87130300 Air Conditioning, Refrigeration & Heating Technology 3 87130400 Air Conditioning, Refrigeration & Heating Technology 4 87130500 Air Conditioning, Refrigeration & Heating Technology 5 87130600 Air Conditioning, Refrigeration & Heating Technology 6 87130700 Air Conditioning, Refrigeration & Heating Technology 7
<b>8725000</b> <b>Drafting</b>	87250100 Drafting 1 87250200 Drafting 2 87250300 Drafting 3 87250400 Drafting 4
<b>8727200</b>	87272100 Electricity 1

<b>Electricity</b>	87272200 Electricity 2
<b>Architecture and Construction Supplemental Courses:</b>	87001000 Architecture and Construction Education Directed Study 87004000 Architecture and Construction Cooperative Education

**8105500 Plumbing****Plumbing Technology 1****87216100 1 Credit**

The purpose of this course is to develop the competencies essential to pipe trades. These competencies relate to career and training opportunities, the use and care of tools and safety precautions.

**Plumbing Technology 2****87216200 1 Credit**

The purpose of this course is to develop the competencies essential to pipe trades. These competencies relate to reading construction documents and understanding standards and codes.

**Plumbing Technology 3****87216300 1 Credit**

This course is designed to provide students with competencies relating to construction document and job specifications, building codes in the pipe trades, plumbing pipe-cutting-and-joining skills.

**Plumbing Technology 4****87216400 1 Credit**

This course is designed to provide students with basics to lay out and coordinate a job install the first, second rough and trim out plumbing.

**8101100 Architectural Drafting****DRAFTING 1****87250100 1 Credit**

This course is designed to provide instruction in drafting skills, mathematical skills, multi-view and sectional drawings.

**DRAFTING 2****87250200 1 Credit**

This course is designed to provide instruction in drafting skills for pictorial drawing, surface development, architectural drawing. Demonstrate an understanding of civil drawing and electrical/electronic literacy.

**DRAFTING 3****87250300 1 Credit**

This course is designed to provide instruction to perform basic computer aided drafting skills.

**DRAFTING 4****87250400 1 Credit**

This course is designed to provide instruction on how to demonstrate communication, math and basic science and how it is applied to drafting. Demonstrate an understanding of employability skills and entrepreneurship.

### **ARCHITECTURAL DRAFTING 5**

**87254500**                      **1 Credit**

This course focuses on three-dimensional architectural drawings and residential architectural drafting and design.

### **ARCHITECTURAL DRAFTING 6**

**87254600**                      **1 Credit**

This course focuses on residential architectural drawings, commercial construction documents and presentation drawings.

### **8101200 Civil and Surveying Drafting**

#### **DRAFTING 1**

**87250100**                      **1 Credit**

This course is designed to provide instruction in drafting skills, mathematical skills, multi-view and sectional drawings.

#### **DRAFTING 2**

**87250200**                      **1 Credit**

This course is designed to provide instruction in drafting skills for pictorial drawing, surface development, architectural drawing. Demonstrate an understanding of civil drawing and electrical/electronic literacy.

#### **DRAFTING 3**

**87250300**                      **1 Credit**

This course is designed to provide instruction to perform basic computer aided drafting skills.

#### **DRAFTING 4**

**87250400**                      **1 Credit**

This course is designed to provide instruction on how to demonstrate communication, math and basic science and how it is applied to drafting. Demonstrate an understanding of employability skills and entrepreneurship.

### **CIVIL AND SURVEYING DRAFTING 5**

**87255500**                      **1 Credit**

This course focuses on investigating the surveying and mapping profession, conducting surveys, and designing and drafting maps and map details.

### **CIVIL AND SURVEYING DRAFTING 6**

**87255600**                      **1 Credit**

This course focuses on the use of aerial photography, surveying and mapping procedures, civil drafting and design, and presentation drawings.

### **8104300 Carpentry**

#### **CARPENTRY FUNDAMENTALS**

**81043100**                      **1 Credit**

The purpose of this course is for the student to develop competencies essential to the carpentry industry including safety, use of manual and power tools, applied math, construction plan drawing, building materials, fasteners and hardware, rigging and scaffolding, sustainability and employability skills.

### **CARPENTRY LAYOUT**

#### **81043200      1 Credit**

The purpose of this course is for the student to continue developing competencies essential to the carpentry profession. These competencies include site preparation and layout, building foundations, engineered structural lumber and floor system framing.

### **CARPENTRY FRAMING**

#### **81043300      1 Credit**

This Course focuses on framing walls and roofs, and provides an understanding of hurricane codes.

### **CARPENTRY EXTERIOR**

#### **81043400      1 Credit**

This course provides students with knowledge and skills pertaining to cold-formed steel framing, exterior stair construction, roofing applications, thermal and moisture protection and window and door installation.

### **CARPENTRY FINISH**

#### **81043500      1 Credit**

This course provides students with knowledge and skills pertaining to finish carpentry. Competencies covered include drywall installation, cabinetry and an overview of construction documents.  
construction, roofing applications, thermal and moisture protection and window and door installation.

## **8720300 Building Construction Technologies**

### **BUILDING CONSTRUCTION TECHNOLOGY 1**

#### **87203100      1 Credit**

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, understanding all aspects of the industry and the use of hand and power tools and related construction theory.

### **BUILDING CONSTRUCTION TECHNOLOGY 2**

#### **87203200      1 Credit**

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, Masonry skills and theory.

### **BUILDING CONSTRUCTION TECHNOLOGY 3**

#### **87203300      1 Credit**

This course is designed to provide students with a more in-depth theory and knowledge of building construction and repair. The competencies in this course include communication, computer, basic-science, employability, and human- relations and leadership skills.

### **BUILDING CONSTRUCTION TECHNOLOGY 4**

#### **87203400      1 Credit**

The purpose of this course is to develop competencies in identifying codes and regulations, applying math skills, and reading contract documents and specifications.

### **8721500 Painting and Decorating**

#### **PAINTING 1**

##### **87215100 1 Credit**

This course focuses on safety, surface preparation, estimating and selection of appropriate tools and materials.

#### **PAINTING 2**

##### **87215200 1 Credit**

This course has a strong emphasis on color and light theory. Students learn the science of mixing paint colors and how to paint using brushes, sprayers and rollers.

### **8722000 Building Trades and Construction Design Technology**

#### **BUILDING TRADES AND CONSTRUCTION DESIGN TECHNOLOGY 1**

##### **87220100 1 Credit**

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, understanding all aspects of the industry and the use of hand and power tools and related construction theory.

#### **BUILDING TRADES AND CONSTRUCTION DESIGN TECHNOLOGY 2**

##### **87220200 1 Credit**

The purpose of this course is to develop the competencies necessary for the building, construction and repair industry. These competencies relate to communication and computer skills; construction components, materials and hardware, and blueprints, specifications, and construction documents.

#### **BUILDING TRADES AND CONSTRUCTION DESIGN TECHNOLOGY 3**

##### **87220300 1 Credit**

The purpose of this course is to develop the competencies necessary for the building, construction and repair industry. These competencies relate to entrepreneurship, building codes and regulations, and CAD drawings and construction documents.

#### **BUILDING TRADES AND CONSTRUCTION DESIGN TECHNOLOGY 4**

##### **87220400 1 Credit**

The purpose of this course is to provide students with hands on skills in carpentry and masonry trades.

### **8722900 Brick and Block Masonry**

#### **MASONRY 1**

##### **87226100 1 Credit**

This course provides students with the competencies essential to the masonry industry. These competencies include knowledge and skills related to safety practices, the use of hand tools, the selection and mixing of mortars and concrete, and brick and block laying.

**MASONRY 2****87226200 1 Credit**

This course is to develop the competencies necessary to the masonry industry. These competencies include knowledge and skills related to the properties, characteristics, and uses of brick and concrete block, bonding, methods of masonry practices, masonry cleaning and scaffolding.

**MASONRY 3****87226300 1 Credit**

This course provides students with competencies plan reading, residential masonry, masonry reinforcement and metals used in masonry.

**MASONRY 4****87226400 1 Credit**

This course is designed to provide students with competencies in building layout, advanced laying techniques, moisture control and quality control.

**MASONRY 5****87226500 1 Credit**

This course provides students with an in-depth study of foundation building, materials and cost estimations and power-equipment operation.

**8723000 Air Conditioning, Refrigeration and Heating Technology****AIR CONDITIONING, REFRIGERATION AND HEATING TECHNOLOGY 1****87130100 1 Credit**

This course provides students with competencies essential to the air conditioning, refrigeration and heating industry. These competencies include knowledge and skills related to safety practices, history and concepts, materials and tools, and troubleshooting electrical control systems.

**AIR CONDITIONING, REFRIGERATION AND HEATING TECHNOLOGY 2****87130200 1 Credit**

This course covers competencies in electric motors, solid state electronics, single and three-phase power and basic electronics.

**AIR CONDITIONING, REFRIGERATION AND HEATING TECHNOLOGY 3****87130300 1 Credit**

This course covers competencies in construction documents; history of the profession; science; matter and heat and behavior; fluids, pressures, refrigerants and codes; and components and accessories.

**AIR CONDITIONING, REFRIGERATION AND HEATING TECHNOLOGY 4****87130400 1 Credit**

This course covers competencies in commercial compressors, condensers and evaporators; piping, tubing and fittings; and employability skills.

**AIR CONDITIONING, REFRIGERATION AND HEATING TECHNOLOGY 5****87130500 1 Credit**

This course covers competencies in ventilation pipe sizing; refrigeration servicing and testing; installation; startup and check out; and refrigerants and oils.

**AIR CONDITIONING, REFRIGERATION AND HEATING TECHNOLOGY 6****871301600 1 Credit**

This course covers competencies in construction drawings and specifications; startup and shutdown; system design; combustion-type heating servicing and testing; troubleshooting; and installation.

**AIR CONDITIONING, REFRIGERATION AND HEATING TECHNOLOGY 7****871301700 1 Credit**

This course covers competencies in retail, commercial and industrial refrigeration systems; hydronic systems; and steam systems.

**8725000 Drafting****DRAFTING 1****87250100 1 Credit**

This course is designed to provide instruction in drafting skills, mathematical skills, multi-view and sectional drawings.

**DRAFTING 2****87250200 1 Credit**

This course is designed to provide instruction in drafting skills for pictorial drawing, surface development, architectural drawing. Demonstrate an understanding of civil drawing and electrical/electronic literacy.

**DRAFTING 3****87250300 1 Credit**

This course is designed to provide instruction to perform basic computer aided drafting skills.

**DRAFTING 4****87250400 1 Credit**

This course is designed to provide instruction on how to demonstrate communication, math and basic science and how it is applied to drafting. Demonstrate an understanding of employability skills and entrepreneurship.

**8727200 Electricity****ELECTRICITY 1****87272100 1 Credit**

This course enables students to develop the essential competencies for working in the electrical industry. These competencies include safety practices, direct-current electrical-circuit skills, appropriate communication and math skills, basic electricity and electric codes.

**ELECTRICITY 2****87272200 1 Credit**

This course enables students to develop competencies related to math applications and analytical/trouble shooting skills in electricity.

## Architecture and Construction Supplemental Courses

### ARCHITECTURE AND CONSTRUCTION EDUCATION DIRECTED STUDY

#### **87001000 Multiple Credits**

The purpose of this course is to provide students with learning opportunities in a prescribed program of study within the Architecture and Construction cluster that will enhance opportunities for employment in the career field chosen by the student.

### ARCHITECTURE & CONSTRUCTION COOPERATIVE EDUCATION OJT

#### **87004000 Multiple Credits**

The purpose of this course is to provide the on-the-job training component in conjunction with a job preparatory program to prepare students for employment in industrial occupations. On-the-Job experiences are provided as an addition to a job preparatory program which will develop occupational competencies required for employment in the occupation chosen by the student as a career choice or to provide experiences that further develop the competencies acquired by the student in an in-school job preparatory program.



**Arts, A/V Technology and Communication Cluster**

<b>Program Name</b>	<b>Available Courses</b>
<b>8201600 Digital Media/Multimedia Design</b>	82012100 Digital Media/Multimedia Foundations 1 82012200 Digital Media/Multimedia Foundations 2 82012300 Digital Media/Multimedia Foundations 3 82016100 Digital Media/Multimedia Web Production 82016200 Digital Media/Multimedia Motion Graphics Production
<b>8201300 Digital Photography Technology</b>	82013100 Digital Photography 1 82013200 Digital Photography 2 82013300 Digital Photography 3 82013400 Digital Photography 4
<b>8209600 Digital Design</b>	82073100 Digital Information Technology 82095100 Digital Design 1 82095200 Digital Design 2 82095300 Digital Design 3 82095400 Digital Design 4 82095500 Digital Design 5
<b>8506400 Fashion Technology and Design Services</b>	85064050 Design Services Core 85064100 Principles of Fashion Technology & Design Services 85064200 Pattern Design Techniques 85064300 Fashion Design Specialist
<b>8718100 3-D Animation</b>	87181100 3-D Animation Technology 1 87181200 3-D Animation Technology 2 87181300 3-D Animation Technology 3 87184000 3-D Animation Technology 4
<b>8201500 Television Production Technology</b>	82015100 Television Production Technology 1 82015200 Television Production Technology 2 82015300 Television Production Technology 3 82015400 Television Production Technology 4 82015500 Television Production Technology 5 82015600 Television Production Technology 6
<b>Arts, A/V Technology &amp; Communications Supplemental Courses</b>	82004000 Arts, A/V Technology and Communication Directed Study

**8201600 Digital Media/Multimedia Design****DIGITAL MEDIA/MULTIMEDIA FOUNDATIONS 1****82012100      1 Credit**

This course is to provide instruction in production issues, basic computer knowledge, illustration software, digital still photography and photo editing software.

**DIGITAL MEDIA/MULTIMEDIA FOUNDATIONS 2****82012200      1 Credit**

This course is to provide instruction in advanced design, color modes, fonts for advanced design, problems using critical thinking skills, creativity and innovation, and use of a variety of information technology tools.

**DIGITAL MEDIA/MULTIMEDIA FOUNDATIONS 3****82012300      1 Credit**

This course is to provide instruction as it relates to a digital environment in design layout software, roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment, effective management systems, leadership and teamwork skills, and professional ethics and legal responsibilities.

**Digital Media/Multimedia Web Production****8201610      1 Credit**

This course covers competencies in webpage design, HTML and CSS, authoring software, animated webpage design, and use the interactive design software.

**Digital Media/Multimedia Motion Graphics Production****8201620      1 Credit**

This course covers competencies in preparing graphics for animation, video editing, and video post-production.

**8201300 Digital Photography Technology****DIGITAL PHOTOGRAPHY 1****82013100      1 Credit**

This course provides competencies in photographic history, the production process, intellectual property rights, camera systems, support equipment, basic photography and workflow applications.

**DIGITAL PHOTOGRAPHY 2****82013200      1 Credit**

This course covers competencies in developing a production plan, creative direction and computer skills.

**DIGITAL PHOTOGRAPHY 3****82013300      1 Credit**

This course covers competencies in photo editing software, photographic lights, sets and photo processing.

**DIGITAL PHOTOGRAPHY 4****82013400      1 Credit**

This course covers competencies in photo/video journalism and digital single-lens reflex (DSLR) video production.

**8209600 Digital Design****DIGITAL INFORMATION TECHNOLOGY****82073100      1 Credit**

This core course is designed to provide a basic overview of current business and information systems and trends, and to introduce students to fundamental skills required for today's business and academic environments. Emphasis is placed on developing fundamental computer skills. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Digital Information Technology includes the exploration and use of: databases, the internet, social media, spreadsheets, presentation applications, management of personal information and email, word processing and document manipulation, HTML, web page design, and the integration of these programs using software that meets industry standards.

**DIGITAL DESIGN 1 – LEVEL 3****82095100      1 Credit**

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, as well as communication, collaboration and decision-making activities; critical thinking; and problem solving.

**DIGITAL DESIGN 2****82095200      1 Credit**

This course continues the development of basic entry-level skills required for careers in the digital publishing industry. The content includes computer skills; digital publishing operations; layout, design, and measurement activities; and digital imaging as well as communication, collaboration and decision-making activities; critical thinking; and problem solving.

**DIGITAL DESIGN 3****82095300      1 Credit**

This course continues the development of industry-standard skills required for careers in the digital publishing industry. The content includes the use of a variety of software and equipment to perform digital publishing and digital imaging activities, as well as communication, collaboration and decision-making activities; critical thinking; and problem solving.

**DIGITAL DESIGN 4****82095400      1 Credit**

This course continues the development of industry-standard skills required for careers in the digital publishing industry. The content will include the use of a variety of software and equipment including digital video cameras and video/audio editing software.

**DIGITAL DESIGN 5****82095500      1 Credit**

This course is designed to develop advanced industry-standard skills required for careers in the digital publishing industry. The content includes the use of a variety of software and equipment used to create multimedia presentations.

## **8506400 Fashion Technology and Design Services**

### **DESIGN SERVICES CORE**

#### **85064050 1 Credit**

This course is designed to develop competencies in areas of the interior design industry or fashion technology and design industry. This course includes essential basic skills for working in Interior Design Services, leadership and organizational skills, basic principles of design, textile characteristics and care, employability skills, relationship between human factors and interior design, the safe use of tools and equipment, and the selection of appropriate materials.

### **PRINCIPLES OF FASHION TECHNOLOGY AND DESIGN SERVICES**

#### **85064100 1 Credit**

This course is designed to further develop competencies in the area of Fashion Technology and Design Services. This course includes employment opportunities in fashion technology and design services, the basic skills essential to working in this industry, employability skills, the elements and principles of design, the terminology of the fashion industry, garment construction skills, sales techniques, and entrepreneurship.

### **PATTERN DESIGN TECHNIQUES**

#### **85064200 1 Credit**

This course is designed to further develop competencies in the area of Fashion Technology and Design Services; this course includes researching the effects of history and culture on design, sketching and freehand drawing, the use of technology in the fashion industry, recognition of clothing needs for special populations, and the creation of an original pattern.

### **FASHION DESIGN SPECIALIST**

#### **85064300 1 Credit**

This course is designed to further develop competencies in the area of Fashion Technology and Design Services. This course focuses on five specialty areas of Fashion Technology and Design Services: Window Display, Fashion Design Assistant, Tailor's Assistant, Personal Shopper, and Stylist. Students will select one of these specialty areas and will be expected to follow the performance standards for that area. Also included is an opportunity for job shadowing. Students will be expected to finalize and submit a portfolio.

## **8718100 3-D Animation**

### **3D ANIMATION TECHNOLOGY 1**

#### **87181100 1 Credit**

This course introduces students to 3D animation history, the production process, intellectual property right, copyright laws and plagiarism as well as computer skills, photo editing, art direction, character development, and storyboarding.

### **3D ANIMATION TECHNOLOGY 2**

#### **87181200 1 Credit**

This course covers different types of animation modeling, the production process, and 3D animation software.

**3D ANIMATION TECHNOLOGY 3****87181300      1 Credit**

This course teaches basic lighting, materials and textures, basic animation, character set up, 3D rendering.

**3D ANIMATION TECHNOLOGY 4****87181400      1 Credit**

This course helps understand the role texture plays in the production process and color theory.

**8201500 Television Production Technology****TELEVISION PRODUCTION TECHNOLOGY 1****82015100      1 Credit**

This course covers competencies in safety, lighting tasks, the use of basic television production equipment, scriptwriting, collaboration, research, and audio and video recording and editing.

**TELEVISION PRODUCTION TECHNOLOGY 2****820151200      1 Credit**

Students explore script writing, audio and video recording and editing, set staging, and character generation.

**TELEVISION PRODUCTION TECHNOLOGY 3****820151300      1 Credit**

Students will perform lighting tasks, record and edit audio and video, and participate in all aspects of the television production process – from the initial stages of program creation to final editing.

**TELEVISION PRODUCTION TECHNOLOGY 4****820151400      1 Credit**

Students will perform advanced lighting tasks for television productions, demonstrate the mastery of competencies related to audio and video recording and editing operations, interpret scripts for television productions, and collaborate with others as part of the television production team.

**TELEVISION PRODUCTION TECHNOLOGY 5****82015500      1 Credit**

This course requires students to perform advanced audio and video recording and editing operations; students will collaborate with other members of the production team to create a television program.

**TELEVISION PRODUCTION TECHNOLOGY 6****82015600      1 Credit**

Students demonstrate competency in advanced scriptwriting, program production, and advanced digital audio and video recording and editing operations.

**Arts, A/V Technology & Communications Supplemental Courses****ARTS, A/V TECHNOLOGY AND COMMUNICATION DIRECTED STUDY****82004000      Multiple Credits**

The purpose of this course is to provide students with learning opportunities in a prescribed program of study within the Arts A/V Technology and Communication that will enhance opportunities for employment in the career field chosen by the student.

**Business, Management and Administration Cluster**

<b>Program Name</b>	<b>Available Courses</b>
<b>8207010</b> <b>Emerging Technology in Business</b>	82070100 Emerging Technology in Business
<b>8212500</b> Administrative Office Specialist	82073100 Digital Information Technology 82121100 Administrative Office Technology 1 82121200 Business Software Applications 1 82095100 Digital Design 1 82124100 Administrative Office Technology 2 82124200 Administrative Office Technology 3 82121600 Business Software Applications 2
<b>8216100</b> International Business	82073100 Digital Information Technology 82033100 Accounting Applications 1 82161100 International Business Systems 82161200 International Finance and Law <b>82161300 Business Internship</b>
<b>8217110</b> <b>Promotional Enterprise</b>	82073100 Digital Information Technology 82171100 Custom Promotional Layout Design 82171200 Promotional Design Management 82171300 Custom Promotional Sales and Distribution Management
<b>8301100</b> <b>Business Management &amp; Analysis</b>	82073100 Digital Information Technology 82151200 Business and Entrepreneurial Principles 82033100 Accounting Applications 1 83011100 Management and Human Resources 83011200 Business Analysis 82151300 Legal Aspects of Business
<b>8302100</b> <b>Accounting Applications</b>	82073100 Digital Information Technology 82033100 Accounting Applications 1 82033200 Accounting Applications 2 82033300 Accounting Applications 3
<b>8500375</b> <b>Blueprint for Professional Success</b>	85003750 Blueprint for Professional Success
<b>Business, Management and Administration Supplemental Courses</b>	82001000 Business Education Directed Study 82004100 Business Cooperative Education-OJT 82004200 Business Cooperative Education Organization and Mgmt.

## 8207010 Emerging Technology in Business

### EMERGING TECHNOLOGY IN BUSINESS

#### 82070100 1 Credit

This course is designed to teach emerging technology and the effects of its application on society. The content includes, but is not limited to, electronic research methods; business communications including speaking, listening, writing, and telecommunicating; multimedia presentation skills; ethical considerations related to technology; and emerging technologies affecting business environments. Instruction is designed to provide an understanding of the advances being made in technology today and in the future.

## 8212500 Administrative Office Specialist

### DIGITAL INFORMATION TECHNOLOGY

#### 82073100 1 Credit

This core course is designed to provide a basic overview of current business and information systems and trends, and to introduce students to fundamental skills required for today's business and academic environments. Emphasis is placed on developing fundamental computer skills. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Digital Information Technology includes the exploration and use of: databases, the internet, spreadsheets, presentation applications, management of personal information and email, word processing and document manipulation, HTML, web page design, and the integration of these programs using software that meets industry standards.

### ADMINISTRATIVE OFFICE TECHNOLOGY I - LEVEL 2

#### 82121100 1 Credit

This course is designed to assist with administrative and general office duties in a support capacity. This course explores and expands the core competencies in the area of personal and professional development and promotes application of higher level office procedures, tasks and communication skills through the use of technology.

### BUSINESS SOFTWARE APPLICATIONS 1

#### 82121200 1 Credit

This course is designed to develop proficiency in using the advanced features of software programs to perform office-related tasks.

### DIGITAL DESIGN 1 – LEVEL 3

#### 82095100 1 Credit

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, as well as communication, collaboration and decision-making activities; critical thinking; and problem solving.



**ADMINISTRATIVE OFFICE TECHNOLOGY 2****82124100 1 Credit**

This course explores and expands the competencies learned in Administrative Office Technology I and promotes application of higher level office procedures tasks and communication skills.

**ADMINISTRATIVE OFFICE TECHNOLOGY 3****82124200 1 Credit**

This course expands the competencies learned in Administrative Office Technology 2. 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.

**BUSINESS SOFTWARE APPLICATIONS 2****82121600 1 Credit**

This course is designed to use technology to produce high quality employment portfolios, research job opportunities, compile and disseminate job-seeking documents.

**8216100 International Business****DIGITAL INFORMATION TECHNOLOGY****82073100 1 Credit**

This core course is designed to provide a basic overview of current business and information systems and trends, and to introduce students to fundamental skills required for today's business and academic environments. Emphasis is placed on developing fundamental computer skills. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Digital Information Technology includes the exploration and use of: databases, the internet, spreadsheets, presentation applications, management of personal information and email, word processing and document manipulation, HTML, web page design, and the integration of these programs using software that meets industry standards.

**ACCOUNTING APPLICATIONS 1****82033100 1 Credit**

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, changes in equity; and the preparation of financial statements. The use of computers is required.

**INTERNATIONAL BUSINESS SYSTEMS****82161100 1 Credit**

This course is designed to prepare students to live and work in a global economy. Students develop an understanding of business principles, management styles, economics, and customs which affect business systems in the international environment.

**INTERNATIONAL FINANCE AND LAW****82161200 1 Credit**

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.

**BUSINESS INTERNSHIP****82161300 1 Credit**

This course is designed to provide students with the opportunity to stimulate their career interest in business. Students will also enhance and apply the instructional competencies learned in the classroom with the internship experience. Students will be able to develop human relations skills, communications and employability skills needed to secure a position in the business environment.

**8217110 Promotional Enterprise****DIGITAL INFORMATION TECHNOLOGY****82073100 1 Credit**

This core course is designed to provide a basic overview of current business and information systems and trends, and to introduce students to fundamental skills required for today's business and academic environments. Emphasis is placed on developing fundamental computer skills. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Digital Information Technology includes the exploration and use of: databases, the internet, spreadsheets, presentation applications, management of personal information and email, word processing and document manipulation, HTML, web page design, and the integration of these programs using software that meets industry standards.

**CUSTOM PROMOTIONAL LAYOUT DESIGN****82171100 1 Credit**

This course is designed to develop basic entry-level skills required for careers in the custom imprinted merchandise industry. The content includes computer skills, layout, design, measurement activities, decision making activities, digital imaging, sublimation activities, digital embroidery activities, digital precision cutting activities, direct to garment printing activities, and sign making activities. After successful completion of Custom Promotional Layout Design students will be able to perform basic design and layout in predictable situations.

**PROMOTIONAL DESIGN MANAGEMENT****82171200 1 Credit**

This course is designed to develop organizational skills needed for the imprinted merchandise industry. The content includes entrepreneur concepts, basic supervision and management activities, portfolio development activities, and workforce development skills evaluation activities. After successful completion of Promotional Design Management the student will be able to manage small production runs of imprinted merchandise in unpredictable situations.

**CUSTOM PROMOTIONAL SALES AND DISTRIBUTION MANAGEMENT****82171300 1 Credit**

This course is designed to develop mid-level management skills required in the imprinted merchandise industry. The content includes real world production schedules for single lines of merchandise, management of production equipment, customer relations, and sales of imprinted merchandise and delivery of the product. This course is designed to be done in a real production environment through placement in a school-based imprinted merchandise enterprise or industry internship placement. After successful completion of Custom Promotional Sales and Distribution the student will be able to manage a production line from customer product design through delivery of final product.

**8301100 Business Management & Analysis****DIGITAL INFORMATION TECHNOLOGY****82073100 1 Credit**

This core course is designed to provide a basic overview of current business and information systems and trends, and to introduce students to fundamental skills required for today's business and academic environments. Emphasis is placed on developing fundamental computer skills. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Digital Information Technology includes the exploration and use of: databases, the internet, spreadsheets, presentation applications, management of personal information and email, word processing and document manipulation, HTML, web page design, and the integration of these programs using software that meets industry standards.

### **BUSINESS AND ENTREPRENEURIAL PRINCIPLES**

#### **82151200      1 Credit**

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 resource management activities, business ethics, and cultural diversity. Emphasis is placed on job readiness and career development.

### **ACCOUNTING APPLICATIONS 1**

#### **82033100      1 Credit**

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, changes in equity; and the preparation of financial statements. The use of computers is required.

### **MANAGEMENT AND HUMAN RESOURCES**

#### **83011100      1 Credit**

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.

### **BUSINESS ANALYSIS**

#### **83011200      1 Credit**

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.

### **LEGAL ASPECTS OF BUSINESS**

#### **82151300      1 Credit**

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 resource management issues, and career development.

### **8302100 Accounting Applications**

### **ACCOUNTING APPLICATIONS 1**

#### **82033100      1 Credit**

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, changes in equity; and the preparation of financial statements. The use of computers is required.

**ACCOUNTING APPLICATIONS 2****82033200                      1 Credit**

This course is designed to continue the study of accounting principles. The content includes voucher systems, cash receipts, petty cash, payroll records, and internal control systems. The use of computers and appropriate software is required.

**ACCOUNTING APPLICATIONS 3****82033300                      1 Credit**

This course continues the study of accounting principles and applies those principles to various entities. The content includes methods for determining the cost of merchandise inventory, general ledger account analysis, and the aging process. The use of computers is required.

**8500375 Blueprint for Professional Success****BLUEPRINT FOR PROFESSIONAL SUCCESS****85003750                      1 Credit**

The purpose of this course is designed to prepare students for the workplace in the twenty-first century. The course includes developing human resources, work ethics, decision making, balancing work and family, as well as other skills. These skills are often referred to as "soft skills". Exploration of a variety of careers is highly recommended through a job shadowing experience. Development of a portfolio will provide a personal file and organizational tool for the student to transfer knowledge to a real-life experience.

**Business, Management and Administration Supplemental Courses****BUSINESS EDUCATION DIRECTED STUDY****82001000                      Multiple Credits**

This course is designed to provide students with additional competencies in a Business Technology Education program that will enhance students' opportunities for employment in the occupation chosen by the student.

**BUSINESS COOPERATIVE EDUCATION-OJT****82004100                      Multiple Credits**

This **method of instruction** provides job training for clerical, secretarial, accounting and business administration occupational areas. The program **must** be taken in conjunction with an advanced business education course and is supervised by the Business Cooperative teacher. Students must provide their own transportation to and from work.

**BUSINESS COOPERATIVE EDUCATION ORGANIZATION AND MANAGEMENT****82004200                      Multiple Credits**

This course provides Business Cooperative Education students with a common class that can be used to reinforce and provide additional competencies in their selected Business Technology Education Program. Curriculum may include maintaining job related forms and instruction in subjects related to the specific job that the student is performing.

## Education and Training Cluster

Program Name	Available Courses
<b>8405100</b> <b>Early Childhood Education</b>	84051100 Early Childhood Education 1 84051200 Early Childhood Education 2 84051300 Early Childhood Education 3 84051400 Early Childhood Education 4
<b>8500100</b> <b>Education &amp; Training Directed Study</b>	85001000 Education & Training Directed Study
<b>8500310</b> <b>Child Development</b>	85003105 Child Development
<b>8909000</b> <b>Principles of Teaching</b>	89090100 Introduction to Teaching Profession 89090200 Human Growth and Development 89090300 Foundations for Curriculum and Instruction 89090400 Principles of Teaching Internship

### 8405100 Early Childhood Education

#### EARLY CHILDHOOD EDUCATION 1

##### **84051100                      1 Credit**

This course covers the competencies that support the DCF mandated training coursework. Also included are components on communication skills, methods of guidance, and literacy activities.

#### EARLY CHILDHOOD EDUCATION 2

##### **84051200                      1 Credit**

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.

#### EARLY CHILDHOOD EDUCATION 3

##### **84051300                      1 Credit**

This course includes competencies in developing lesson plans, child development theories, factors that affect the development of a child, and developmentally appropriate practices and activities for infants/toddlers, preschoolers, and school-age children. Also covered are components on working with students with special needs, classroom management techniques and creating optimum environments for all children.

#### EARLY CHILDHOOD EDUCATION 4

##### **84051400                      1 Credit**

In this course students will acquire competence in the areas of creating a successful developmentally appropriate curriculum, mentoring, developing the ability to motivate children, recognizing cultural differences when planning activities, including children with special needs, recent trends and issues in early childhood education, and professionalism.

## 8500100 Education & Training Directed Study

### EDUCATION & TRAINING DIRECTED STUDY

#### 85001000 1 Credit

The purpose of this course is to provide students with learning opportunities in a prescribed program of study within the Education & Training cluster that will enhance opportunities for employment in the career field chosen by the student.

### 8500310 Child Development

#### CHILD DEVELOPMENT

#### 85003105 .5 Credit

This course prepares students to understand the nature of child development from conception to school age. This course emphasizes positive development and nurturing of the family at each stage of a child's growth.

### 8909000 Principles of Teaching

#### INTRODUCTION TO THE TEACHING PROFESSION

#### 89090100 1 Credit

This course is designed to develop competencies related to the role, regulations, and career path of teacher assistants; the role of education; leadership and CTSO activities; instructional technology; academic skills; interpersonal and communication skills; maintaining appropriate student behavior; and educational support tasks. During this course students must participate in and document a minimum of 10 hours of field experience and/or observation and will begin creating their portfolio.

#### HUMAN GROWTH AND DEVELOPMENT

#### 89090200 1 Credit

This course is designed to develop competencies in the legal factors related to education; creating assessments; the supervision of student health and safety; the reporting of child abuse and drug abuse; working with exceptional students; diversity awareness; and strategies to support students' learning activities. During this course students must participate in and document a minimum of 15 hours of field experience and/or observation (this is in addition to the 10 hours completed during Teacher Assisting 1) and should continue developing their portfolio.

#### FOUNDATIONS FOR CURRICULUM AND INSTRUCTION

#### 89090300 1 Credit

This course is designed to develop competencies related to supporting the learning activities of students that involve literacy and multiple intelligences; it includes job related math skills and the ability to prepare classroom materials. During this course students must participate in and document 25 hours of a practicum and continue developing their portfolio.

#### PRINCIPLES OF TEACHING INTERNSHIP

#### 89090400 1 Credit

This course is designed to develop competencies related to employability skills; developing relationships between school and the home; intrapersonal skills and professionalism. During this course students must participate in and document a 50 hour practicum (this is in addition to the 25 hour practicum in Teacher Assisting 3). A formal observation of the student must be conducted by the instructor during the latter part of the practicum experience. The student must submit a completed portfolio to the instructor by the end of this course.

## Engineering & Technology Education Cluster

Program Name	Available Courses
<b>8401000</b> <b>Technical Design</b>	84010100 Technical Design 1 84010200 Technical Design 2 84010300 Technical Design 3
<b>8401100</b> <b>Applied Engineering Technology</b>	84011100 Applied Engineering Technology 1 84011200 Applied Engineering Technology 2 84011300 Applied Engineering Technology 3
<b>8600080</b> <b>Aerospace Technologies</b>	86005800 Aerospace Technologies 1 86006800 Aerospace Technologies 2 86017800 Aerospace Technologies 3
<b>8601800</b> Work-Based Experience	86018000 Work-Based Experience
<b>8601900</b> <b>Advanced Technology Applications</b>	86019000 Advanced Technology Applications
<b>9400300</b> <b>Engineering Pathways</b>	86005500 Introduction to Engineering Design 86005200 Principles of Engineering 86005300 Digital Electronics 86005600 Computer Integrated Manufacturing 86005900 Civil Engineering and Architecture 86006200 Aerospace Engineering 86006300 Biotechnical Engineering 86006500 Engineering Design and Development
<b>9400900</b> <b>Technological Systems</b>	86004405 Technical Design Systems 86004505 Electronic Systems 94009105 Aerospace Technology Systems
<b>9410100</b> <b>Applied Robotics</b>	94101100 Foundations of Robotics 94101200 Robotic Design Essentials 94101300 Robotic Systems 94101400 Robotic Applications Capstone
<b>9400900</b> Engineering & Technology Education	94009105 Aerospace Technology Systems <b>86004505 Electronic Systems</b>

### 8401000 Technical Design

#### TECHNICAL DESIGN 1

##### **84010100      1 Credit**

This course 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. Included in the content is the use of essential application software.

#### TECHNICAL DESIGN 2

##### **84010200      1 Credit**

This course 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. Included in the content is the use of essential application software.

**TECHNICAL DESIGN 3****84010300 1 Credit**

In addition to exploring the implications of applying technologies, 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.

**8401100 Applied Engineering Technology****APPLIED ENGINEERING TECHNOLOGY 1****84011100 1 Credit**

This course helps students understand the field of engineering/engineering technology and prepares them for postsecondary engineering programs by developing a more in-depth mastery of the associated mathematics, science, and technology knowledge and skills. The course also includes essential concepts of technology and design, as well as concerns about the social and political implications of technological change.

**APPLIED ENGINEERING TECHNOLOGY 2****84011200 1 Credit**

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.

**APPLIED ENGINEERING TECHNOLOGY 3****84011300 1 Credit**

This course provides opportunities for students to apply their acquired knowledge and skills in engineering scenarios. 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.

**8600080 Aerospace Technologies****AEROSPACE TECHNOLOGIES 1****86005800 1 Credit**

This course provides students with an introduction to the knowledge, human relations, and technological skills found today in Aerospace Technologies. It includes laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental quality, and safety procedures will be an integral part of this course.

**AEROSPACE TECHNOLOGIES 2****86006800 1 Credit**

This program provides students with an intermediate understanding of the knowledge, human relations, and technological skills found today in Aerospace Technologies.

**AEROSPACE TECHNOLOGIES 3****86017800 1 Credit**

This program provides students with an advanced understanding of the knowledge, human relations, and technological skills found today in Aerospace Technologies.



## 8601800 Work-Based Experience

### WORK-BASED EXPERIENCE

#### 86018000 Up to 3 Credits

The purpose of this course is to provide Technology Education students with the opportunity, as Student Learners, to gain real world practical, first-hand exposure in broad occupational clusters or industry sectors through a structured, compensated or uncompensated, Work-Based experience. The Technology Education/Work-Based Experience is designed to give the Student Learners an opportunity to apply and integrate the knowledge, skills, and abilities acquired during their School-Based Experience to actual work situations. This course is not intended to be used as a job preparatory, specific skill development activity such as found in youth apprenticeship programs.

## 8601900 Advanced Technology Applications

### ADVANCED TECHNOLOGY APPLICATION

#### 86019000 Maximum 3 Credits

The purpose of this course is to provide students with the opportunity, to develop a project from "vision" to "reality". Working in teams to design, engineer, manufacture, construct, test, redesign, test again, and then produce a finished "project". This would involve using ALL of the knowledge previously learned, not only in technology education, but across the curriculum.

## 9400300 Engineering Pathways

### INTRODUCTION TO ENGINEERING DESIGN

#### 86005500 1 Credit

This course exposes students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. Students will employ engineering and scientific concepts in the solution of engineering design problems. In addition, they will learn to use 3D solid modeling design software to design solutions to problems. Students will develop problem solving skills and apply their knowledge of research and design to create solutions, document the process and communicate the result.

### PRINCIPLES OF ENGINEERING

#### 86005200 1 Credit

This course helps students understand the field of engineering/engineering technology and prepares them for postsecondary engineering programs by developing a more in-depth mastery of the required knowledge and skills in mathematics, science, and technology. Through problem-based learning strategies, students study key engineering topics, including mechanisms, energy sources, energy applications, machine control, fluid power, statics material properties, material testing, statistics, and kinematics. Exploring various technology systems and manufacturing processes help students learn how engineers and technicians use math, science and technology in an engineering problem solving process to benefit people. The course also includes concerns about social and political consequences of technological change.

### DIGITAL ELECTRONICS

#### 86005300 1 Credit

This is a course in applied logic that encompasses the application of electronic circuits and devices. Students are exposed to the design process of combinational and sequential logic design, teamwork, communication methods, engineering standards, and technical documentation. Computer simulation software is used to design and test digital circuitry prior to the actual construction of circuits and devices.

### **COMPUTER INTEGRATED MANUFACTURING**

#### **86005600      1 Credit**

This course applies principles of robotics and automation. The course builds on computer solid modeling skills developed in Introduction to Engineering Design. Students use CNC equipment to produce actual models of their three-dimensional designs. Fundamental concepts of robotics used in automated manufacturing, and design analysis are included.

### **CIVIL ENGINEERING AND ARCHITECTURE**

#### **86005900      1 Credit**

This course provides an overview of the fields of Civil Engineering and Architecture, while emphasizing the interrelationship and dependence of both fields on each other. Students use state of the art software to solve real world problems and communicate solutions to hands-on projects and activities. This course covers topics such as the Roles of Civil Engineers and Architects, Project Planning, Site Planning, Building Design, and Project Documentation and Presentation.

### **AEROSPACE ENGINEERING**

#### **86006200      1 Credit**

This course is intended to engage students in analyzing and designing solutions to engineering design problems related to aerospace information systems, astronautics, rocketry, propulsion, the physics of space science, space life sciences, the biology of space science, principles of aeronautics, structures and materials, and systems engineering. Students work in teams, exploring hands-on projects and activities to learn the characteristics of aerospace engineering and work on major problems to be exposed to the various situations that aerospace engineers face in their careers.

### **BIOTECHNICAL ENGINEERING**

#### **86006300      1 Credit**

This course is intended to expose students to the diverse fields of biotechnology including biomedical engineering, bio-molecular genetics, bioprocess engineering, and agricultural and environmental engineering. Students will be engaged in engineering design problems related to biomechanics, cardiovascular engineering, genetic engineering, agricultural biotechnology, tissue engineering, biomedical devices, human interface, bioprocesses, forensics, and bio-ethics. This course applies and concurrently develops secondary level knowledge and skills in biology, physics, technology, and mathematics. It includes experiences from the fields of Biotechnology, Bioengineering, Biomedical engineering, and Biomolecular engineering.

### **ENGINEERING DESIGN AND DEVELOPMENT**

#### **86006500      1 Credit**

The purpose of this course is to serve as a capstone course to provide students with the opportunity to develop a solution to a design problem from start to finish. Students work in teams to design, engineer, create a prototype, perform product testing, and then produce a finished product. This would involve using ALL of the knowledge previously learned, not only in technology education, but across the curriculum. Students will be expected to create and deliver a formal report on the project.

## 9400900 Technological Systems

### TECHNICAL DESIGN SYSTEMS

#### **86004405 .5 Credit**

The purpose of this course is to provide students with a foundation of knowledge and technically oriented experiences in the study of drafting/illustrative and design systems.

### ELECTRONICS SYSTEMS

#### **86004505 .5 Credit**

The purpose of this course is to provide students with a foundation of knowledge and technically oriented experiences in the study of electronics systems.

### AEROSPACE TECHNOLOGY SYSTEMS

#### **94009105 .5 Credit**

The purpose of this course is to provide students with a foundation of knowledge and technically oriented experiences in the study of aerospace technology systems and its effect upon our lives and the choosing of an occupation.

## 9410100 Applied Robotics

### FOUNDATIONS OF ROBOTICS

#### **94101100 1 Credit**

This course provides students with a foundation in content and skills associated with robotics and automation, including artificial intelligence, electronics, physics, and principles of engineering.

### ROBOTIC DESIGN ESSENTIALS

#### **94101200 1 Credit**

This course provides students with content and skills essential to the design and operation of robotics, including artificial intelligence, sensors, electronic devices, engineering technologies, motion physics, electrical motors, programming, simulation and modeling, and critical thinking skills.

### ROBOTIC SYSTEMS

#### **94101300 1 Credit**

This course provides students with extended content and skills essential to the design and operation of robotic systems, including artificial intelligence, specialized sensors, electronic applications, engineering technologies, environmental physics, manufacturing, topographical considerations, programming, communications, simulation and modeling, and critical thinking skills.

### ROBOTIC APPLICATIONS CAPSTONE

#### **94101400 1 Credit**

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.

## 9400900 Engineering & Technology Education

### AEROSPACE TECHNOLOGY SYSTEMS

#### 94009105 .5 Credit

The purpose of this course is to provide students with a foundation of knowledge and technically oriented experiences in the study of aerospace technology systems and its effect upon our lives and the choosing of an occupation.

### ELECTRONICS SYSTEMS

#### 86004505 .5 Credit

The purpose of this course is to provide students with a foundation of knowledge and technically oriented experiences in the study of electronics systems.

### Finance Cluster

Program Name	Available Courses
<b>8500120</b> <b>Personal Financial Literacy</b>	85001205 Personal Financial Literacy
<b>8501000</b> <b>Finance Directed Study</b>	85010000 Finance Directed Study
<b>8815100</b> <b>Finance</b>	82073100 Digital Information Technology 82033100 Accounting Applications 1 88151100 Economics and Financial Services 88151200 Personal Finance 88151300 Financial Internship 88151500 Business and Communication Technology

### 8500120 Personal Financial Literacy

#### PERSONAL FINANCIAL LITERACY

#### 85001205 .5 Credit

Learn proper money management skills and how to achieve financial success. Find out how to avoid common financial mistakes, how to invest in your future, and how to manage your personal and family finances effectively.

### 8501000 Finance Directed Study

#### FINANCE DIRECTED STUDY

#### 85010000 1 Credit

The purpose of this course is to provide students with learning opportunities in a prescribed program of study within the Finance cluster(s) that will enhance opportunities for employment in the career field chosen by the student.

### 8815100 Finance

#### DIGITAL INFORMATION TECHNOLOGY

#### 82073100 1 Credit

This course is designed to provide a basic overview of current business and information systems and trends, and to introduce students to fundamental skills required for today's business and academic environments. Emphasis is

placed on developing fundamental computer skills. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Digital Information Technology includes the exploration and use of: databases, the internet, spreadsheets, presentation applications, management of personal information and email, word processing and document manipulation, HTML, web page design, and the integration of these programs using software that meets industry standards. After successful completion of this core course, students will have met Occupational Completion Point A, Information Technology Assistant - SOC Code 15-1151.

### **ACCOUNTING APPLICATIONS 1**

#### **82033100 1 Credit**

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, changes in equity; and the preparation of financial statements. The use of computers is required.

### **ECONOMICS AND FINANCIAL SERVICES**

#### **88151100 1 Credit**

This course presents basic topics in macro and microeconomics, and the principles and practices of banking, credit, and consumer lending in the United States. Additional emphasis is placed on money, credit and banking, economic growth and stability, use of limited resources, characteristics of different economic systems and institutions, taxation and budgeting, labor management relations, and sales. Students become familiar with the major functions of banks and other financial intermediaries, central banking by the Federal Reserve System, and modern trends in the finance industry. The students are also introduced to credit functions, principles of credit risk evaluation, loan creation, debt collection, and stocks and bonds.

### **PERSONAL FINANCE**

#### **88151200 1 Credit**

This course develops an awareness of the need for care and organization in planning for the wise use of economic resources and financial products available through a study of savings, credit, insurance, banking, investing and financial goals. The students are also made aware of the career opportunities offered by lending institutions.

### **FINANCIAL INTERNSHIP**

#### **88151300 1 Credit**

The financial internship course provides students with authentic learning experiences in which they demonstrate human relations, technical, communication, and career development skills through entry level employment in the financial services industry. Through hands-on project management, major tasks outlined in a training plan, mentors supervise student learning in specific skill attainment and professional development.

### **BUSINESS AND COMMUNICATION TECHNOLOGY**

#### **88151500 1 Credit**

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

## **Government & Public Administration Cluster**

<b>Program Name</b>	<b>Available Courses</b>
---------------------	--------------------------

<b>8602000</b> <b>Emergency Planning and Response</b>	86020100 Emergency Planning and Response 1
<b>8603000</b> <b>Government and Public Administration Directed Study</b>	86030000 Government and Public Administration Directed Study

### EMERGENCY PLANNING AND RESPONSE 1

#### **86020100 1 Credit**

This course is designed to develop competencies in first responder situations such as basic emergency planning, concepts of public safety, communication skills, computer literacy, and career-related math.

### GOVERNMENT AND PUBLIC ADMINISTRATION DIRECTED STUDY

#### **86030000 1 Credit**

This course is designed to develop competencies in first responder situations such as basic emergency planning, concepts of public safety, communication skills, computer literacy, and career-related math.

## Health Science Cluster

Program Name	Available Courses
<b>8400320</b> <b>Medical Skills and Services</b>	84003200 Medical Skills and Services
<b>8417000</b> <b>Exercise Science</b>	84171000 Health and Science Anatomy and Physiology 84171100 Health Science Foundations 84171200 Exercise Science
<b>8417130</b> <b>Allied Health Assisting</b>	84171000 Health and Science Anatomy and Physiology 84171100 Health Science Foundations 84171310 Allied Health Assisting 3
<b>8417160</b> <b>Electrocardiograph Aide</b>	84171000 Health and Science Anatomy and Physiology 84171100 Health Science Foundations 84171615 Electrocardiograph Aide 3
<b>8417170</b> <b>Emergency Medical Responder</b>	84171000 Health and Science Anatomy and Physiology 84171100 Health Science Foundations 84171710 Emergency Medical Responder 3
<b>8417210</b> <b>Nursing Assistant</b> <b>(Acute and Long-Term Care)</b>	84171000 Health and Science Anatomy and Physiology 84171100 Health Science Foundations 84172110 Nursing Assistant 3
<b>8418200</b> <b>Pharmacy Technician (Secondary)</b>	84182100 Pharmacy Technician 1 84182200 Pharmacy Technician 2 84182300 Pharmacy Technician 3 84182400 Pharmacy Technician 4 84182500 Pharmacy Technician 5 84182600 Pharmacy Technician 6
<b>8708100</b> <b>Biomedical Sciences</b>	87081100 Principles of the Biomedical Sciences 87081200 Human Body Systems 87081300 Medical Interventions 87081400 Biomedical Innovation
<b>Health Sciences Supplemental Courses</b>	84001000 Health Science Education Directed Study

### 8400320 Medical Skills and Services

#### MEDICAL SKILLS AND SERVICES

##### **84003200                      1 Credit**

Laboratory investigations, including the use of scientific research, measurement, and laboratory technologies are an integral part of this course. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.

### 8417000 Exercise Science Cluster

#### HEALTH SCIENCE ANATOMY & PHYSIOLOGY

##### **84171000                      1 Credit**

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.

### HEALTH SCIENCE FOUNDATIONS

#### **84171100                      1 Credit**

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.

### EXERCISE SCIENCE

#### **84171200                      1 Credit**

This course is to provide instruction in current and legal issues in fitness and wellness, basic human anatomy and physiology in relation to personal fitness or personal training, effective management of a fitness program, basic fitness, wellness, and exercise prescription and programming concepts, and classify and demonstrate competence and skill in the care and prevention of athletic injuries.

### ALLIED HEALTH ASSISTING 3

#### **84171310                      1 Credit**

In this course students will perform skills representative of one to three areas of allied health care in the laboratory and clinical settings. Major areas of allied health are defined as physical therapy, emergency, radiation, laboratory and respiratory medicine, and occupational therapy. Other areas of health, medicine, dentistry, or veterinary may be included with instructor provided competencies

### **8417160 Electrocardiograph Aide**

#### HEALTH SCIENCE ANATOMY & PHYSIOLOGY

#### **84171000                      1 Credit**

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.

### HEALTH SCIENCE FOUNDATIONS

#### **84171100                      1 Credit**

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.

### ELECTROCARDIOGRAPH AIDE 3

#### **84171615                      .5 Credit**

This course prepares students to be employed as Electrocardiograph aides. Content includes, but is not limited to, a foundation in the cardiovascular system, safety measures for the individual, coworkers and patients as well as training in the appropriate theories and instruments used by an Electrocardiograph Aide.



## 8417170 Emergency Medical Responder

### HEALTH SCIENCE ANATOMY & PHYSIOLOGY

#### 84171000 1 Credit

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.

### HEALTH SCIENCE FOUNDATIONS

#### 84171100 1 Credit

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.

### EMERGENCY MEDICAL RESPONDER 3

#### 84171710 1 Credit

This course prepares students to be employed as Emergency Medical Responders. Content includes, but not limited to, identifying and practicing within the appropriate scope of practice for an Emergency Medical Responder, demonstrating correct medical procedures for various emergency situations, proficiency in the appropriate instruments used, as well as a foundation in the musculo-skeletal system of the body.

## 8417210 Nursing Assistant (Acute and Long-Term Care)

### HEALTH SCIENCE ANATOMY & PHYSIOLOGY

#### 84171000 1 Credit

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.

### HEALTH SCIENCE FOUNDATIONS

#### 84171100 1 Credit

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.

### NURSING ASSISTANT 3

#### 84172110 1 Credit

This is a course designed to prepare the student to provide/assist with all aspects of activities of daily living for the adult patient in both hospital and nursing home settings. The course, which is taught by a registered nurse, includes didactic instruction, skills practice in the laboratory and clinical experience. Emphasis is also placed on the development of communication, interpersonal, problem solving and critical thinking skills.

## 8418200 Pharmacy Technician (Secondary)

### PHARMACY TECHNICIAN 1

#### 84182100 1 Credit

The Health Science Core is a core of basic knowledge necessary for any health occupations career. This health core is encompassed inside of this course. Students who complete this course do not have to repeat the Health Science Core at any level. 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. Students must have completed or be concurrently enrolled in the course to move onto OCP B.

### PHARMACY TECHNICIAN 2

#### 84182200 1 Credit

##### **Concurrent or Prerequisite: Pharmacy Technician 1 (84182100)**

This course builds on the knowledge and skill obtained in Pharmacy Technician 1, while also exploring the medical and legal considerations in pharmaceutical careers. Students will learn integral administrative procedures required of pharmacy technicians while applying knowledge of basic pharmaceutical chemistry and drug classification.

### PHARMACY TECHNICIAN 3

#### 84182300 1 Credit

This course builds on the knowledge and skills obtained in Pharmacy Technician 1 and 2. This course focuses on the importance of quality control when handling controlled substances and essential compounding techniques.

### PHARMACY TECHNICIAN 4

#### 84182400 1 Credit

This course builds on the knowledge and skills obtained in Pharmacy Technician 1, 2 and 3. This course focuses on pharmaceutical chemistry and its relationship with human physiology. Students will explore vital theories to better ensure patient safety and satisfaction

### PHARMACY TECHNICIAN 5

#### 84182500 1 Credit

This course builds on the knowledge and skills obtained in Pharmacy Technician 1, 2, 3 and 4.

### PHARMACY TECHNICIAN 6

#### 84182600 1 Credit

This course builds on the knowledge and skills obtained in Pharmacy Technician 1, 2, 3, 4 and 5. Students will learn how to properly prepare sterile products for patients by considering common medical errors and applying detailed knowledge of quality control techniques, drug incompatibilities and the storage and disposal of controlled substances

## 8708100 Biomedical Sciences

### PRINCIPLES OF THE BIOMEDICAL SCIENCES

#### 87081100 1 Credit

Students investigate the human body systems and various health conditions. This course is designed to provide an overview of all the courses in the Biomedical Sciences program and lay the scientific foundation for subsequent courses. Students are introduced to human physiology, medicine, research processes and bioinformatics. Key biological concepts including homeostasis, metabolism, inheritance of traits, and defense against disease are embedded in the curriculum. Engineering principles including the design process, feedback loops, and the relationship of structure to function are also incorporated.

## HUMAN BODY SYSTEMS

**87081200**

**1 Credit**

Students examine the interactions of body systems as they explore identity, communication, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real-world cases and often play the role of biomedical professionals to solve medical mysteries.

## MEDICAL INTERVENTIONS

**87081300**

**1 Credit**

Students investigate a variety of interventions involved in the prevention, diagnosis and treatment of disease as they follow the lives of a fictitious family. The course is a "How-To" manual for maintaining overall health and homeostasis in the body as students explore how to prevent and fight infection; how to screen and evaluate the code in human DNA; how to prevent, diagnose and treat cancer; and how to prevail when the organs of the body begin to fail. Through these scenarios, students are exposed to the wide range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics

## BIOMEDICAL INNOVATION

**87081400**

**1 Credit**

In this capstone course, students apply their knowledge and skills to answer questions or solve problems related to the biomedical sciences. Students design innovative solutions for the health challenges of the 21st century as they work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health.

## Health Science Supplemental Courses

### HEALTH SCIENCE EDUCATION DIRECTED STUDY

**84001000**

**Multiple Credits**

The purpose of this course is to provide students with additional competencies or more extensive occupational experiences related to competencies in a job preparatory program that will enhance their opportunities for employment in the occupation chosen by the student.

## Hospitality and Tourism Cluster

Program Name	Available Courses
<b>8500355</b> <b>Nutrition and Wellness</b>	85003555 Nutrition and Wellness
<b>8500390</b> <b>Principles of Food</b>	85003905 Principles of Food
<b>8703100</b> <b>Hospitality and Tourism Management</b>	88501100 Introduction to Hospitality and Tourism 87031100 Technology for Hospitality and Tourism 87031200 Hospitality and Tourism Marketing Management 88451300 Hospitality and Tourism Internship
<b>8800500</b> <b>Culinary Arts</b>	88005100 Culinary Arts 1 88005200 Culinary Arts 2 88005300 Culinary Arts 3 88005400 Culinary Arts 4
<b>8801000</b> <b>Hospitality and Tourism Directed Study</b>	88010000 Hospitality and Tourism Directed Study

### 8500355 Nutrition and Wellness

#### NUTRITION AND WELLNESS

##### **85003555 .5 Credit**

Laboratory investigations, including the use of scientific research, measurement, and laboratory technologies are an integral part of this course. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

### 8500390 Principles of Food

#### PRINCIPLES OF FOOD

##### **85003905 .5 Credit**

The purpose of this course is to prepare students to understand the principles of food preparation, selection and storage, basic food preparation, and selection of food services.

### 8703100 Hospitality and Tourism Management

#### INTRODUCTION TO HOSPITALITY AND TOURISM

##### **88501100 1 Credit**

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.

#### TECHNOLOGY FOR HOSPITALITY & TOURISM

##### **87031100 1 Credit**

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.

**HOSPITALITY & TOURISM MARKETING MANAGEMENT****87031200****1 Credit**

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.

**HOSPITALITY AND TOURISM INTERNSHIP****88451300****1 Credit**

The Hospitality and Tourism Internship course provides students the opportunity to demonstrate human relations, communications, and employability skills necessary for entry-level employment in the travel and tourism industry. Additionally, it will enhance the instruction and competencies developed through classroom instruction.

**8800500 Culinary Arts****CULINARY ARTS 1****88005100****1 Credit**

This course covers the history of the food service industry and careers in that industry. Also covered are state mandated guidelines for food service and how to attain food handler training certification; safety in the workplace; employability skills; leadership/teamwork skills; care and use of commercial culinary equipment; basic food science; basic nutrition; and following recipes in food preparation labs.

**CULINARY ARTS 2****88005200****1 Credit**

In this course students will learn and perform front-of-the-house and back-of-the-house duties. Students will prepare quality food products and present them creatively; demonstrate safe, sanitary work procedures; understand food science principles related to cooking and baking; and utilize nutrition concepts when planning meals/menus.

**CULINARY ARTS 3****88005300****1 Credit**

In this course the student will research career opportunities in professional cooking/baking; follow guidelines on food selection, purchasing, and storage; and use communication skills. Students will prepare and present a variety of advanced food products; create centerpieces; and research laws specific to the hospitality industry (including handling of alcohol). Also covered are management skills; how to develop a business plan; and utilization of technology in the workplace. Students will be knowledgeable about food safety manager training/certification training programs that are acceptable in Florida.

**CULINARY ARTS 4****88005400****1 Credit**

In this course students will prepare various meals and food products including those for individuals with various nutritional needs and/or dietary restrictions. The relationship between nutrition and wellness will be examined. Cost control techniques and profitability will be covered as well as analysis of food establishment menus. Students will also demonstrate basic financial literacy skills.

## **8801000 Hospitality and Tourism Directed Study**

### **HOSPITALITY AND TOURISM DIRECTED STUDY**

**88010000**

**1 Credit**

The purpose of this course is to provide students with learning opportunities in a prescribed program of study within the Hospitality & Tourism cluster that will enhance opportunities for employment in the career field chosen by the student.

## Human Services Cluster

Program Name	Available Courses
<b>8500300</b> <b>Parenting Skills</b>	85003005 Parenting Skills
<b>8500345</b> <b>Family Dynamics</b>	85003455 Family Dynamics
<b>8500365</b> <b>Family and Consumer Science (FACS) Essentials</b>	85003650 Family and Consumer Science (FACS) Essentials
<b>8901000</b> <b>Human Services Directed Study</b>	89010000 Human Services Directed Study

### PARENTING SKILLS

#### **85003005 .5 Credit**

The purpose of this program is to give students an opportunity to apply knowledge and skills related to the area of Human Services. The content includes but is not limited to parenting roles and responsibilities; nurturing and protective environments for children; positive parenting strategies; effective communication in parent/child relationships; multicultural diversity and trends in technology.

### FAMILY DYNAMICS

#### **85003455 .5 Credit**

The content includes but is not limited to: recognizing the role and importance of the family; formulating skills in preparation for successful adult and family life; studying the family life cycle; developing skills to build and maintain healthy family relationships; addressing current issues that create stress and conflict within the family unit; recognizing the importance of balancing work and family; and evaluating the impact of technological and social forces on the family - past, present and future.

### FAMILY AND CONSUMER SCIENCE (FACS) ESSENTIALS

#### **85003650 1 Credit**

The purpose of this course is to show future trends in food and consumer technology, global food issues, impact of food technology, trends in consumer and personal finance, consumer decisions, cost of technology equipment, and the impact consumer technology on the family unit. Additionally, it includes future trends in equipment technology, current innovative resources, apparel and housing alternatives, environmental and ecological issues as well as the impact on the family.

### HUMAN SERVICES DIRECTED STUDY

#### **89010000 1 Credit**

The purpose of this course is to provide students with learning opportunities in a prescribed program of study within the Human Services cluster(s) that will enhance opportunities for employment in the career field chosen by the student.

## Information Technology Cluster

Program Name	Available Courses
<b>8206500</b> <b>Business Computer Programming</b>	82073100 Digital Information Technology 82060100 Business Computer Programming 1 82060200 Business Computer Programming 2 82060300 Business Computer Programming 3 82060400 Business Computer Programming 4 82060500 Business Computer Programming 5
<b>8207440</b> <b>Network Systems Administration</b>	82073100 Digital Information Technology 82070200 Networking 1 82074410 Networking 2, Administration 82074420 Networking 3, Administration 82074430 Networking 4, Administration 82070600 Networking 5 82070700 Networking 6
<b>8208000</b> <b>Network Support Services</b>	82073100 Digital Information Technology 82070200 Networking 1 82070300 Networking 2, Infrastructure 82070400 Networking 3, Infrastructure 82070500 Networking 4, Infrastructure 82070600 Networking 5 82070700 Networking 6
<b>8208100</b> <b>Game/Simulation/Animation Visual Design</b>	82073100 Digital Information Technology 82081100 Game & Simulation Foundations 82081300 Game & Simulation Graphic Artist 82081400 Game & Simulation 3D Animation
<b>8208300</b> <b>Game/Simulation/Animation Programming</b>	82073100 Digital Information Technology 82081100 Game & Simulation Foundations 82081200 Game & Simulation Design 82083300 Game & Simulation Programming
<b>9001100</b> <b>Web Development</b>	82073100 Digital Information Technology 90011100 Foundations of Web Design 90011200 User Interface Design 90011300 Web Scripting Fundamentals 90011400 Media Integration Essentials 90011500 E-commerce & Marketing Essentials 90011600 Interactivity Essentials
<b>9001300</b> <b>Applied Cybersecurity</b>	82073100 Digital Information Technology 90013100 IT Fundamentals 90013200 Computer and Network Security Fundamentals 90013300 Cybersecurity Essentials 90013400 Operational Cybersecurity 90013500 Cybersecurity Planning & Analysis 90013600 Database Security 90013700 Software & Application Security 90013800 Web Security90013900 Applied Cybersecurity Applications
<b>9001400</b> <b>Technology Support Services</b>	90014100 IT Essentials 82073100 Digital Information Technology



	90014200 Technology Support Services – Client Systems 90014300 Technology Support Services – Network Systems 90014400 Technology Support Services – Specialized Technologies
<b>9003400 Applied Information Technology</b>	82073100 Digital Information Technology 90034200 Web Technologies 90034300 IT Systems & Applications 90034400 Database Essentials 90034500 Programming Essentials 90034600 Web Development Technologies 90034700 Multimedia Technologies 90034800 Computer Network Fundamentals 90034900 Cybersecurity Fundamentals
<b>9005100 Digital Media Technology</b>	82073100 Digital Information Technology 90051100 Digital Media Fundamentals 90051200 Digital Media Production Systems 90051300 Digital Media Delivery Systems 90051400 Advanced Digital Media Systems
<b>9005200 Modeling and Simulation</b>	90052100 Modeling and Simulation Foundations 90052200 Modeling and Simulation Design 90052300 Modeling and Simulation Applications 90052400 Modeling and Simulation Prototyping and Innovation
<b>9007500 Web Application Development &amp; Programming</b>	82073100 Digital Information Technology 90072100 Foundations of Programming 90072300 Object-Oriented Programming Fundamentals
<b>Information Technology Supplemental courses:</b>	90001000 Information Technology Directed Study

## 8206500 Business Computer Programming

### DIGITAL INFORMATION TECHNOLOGY

#### 82073100 1 Credit

This core course is designed to provide a basic overview of current business and information systems and trends, and to introduce students to fundamental skills required for today's business and academic environments. Emphasis is placed on developing fundamental computer skills. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Digital Information Technology includes the exploration and use of: databases, the internet, spreadsheets, presentation applications, management of personal information and email, word processing and document manipulation, HTML, web page design, and the integration of these programs using software that meets industry standards.

### BUSINESS COMPUTER PROGRAMMING 1

#### 82060100 1 Credit

This course introduces computer programming concepts for business applications. The content includes basic information processing and computer functions; operating systems, environments, and hardware platforms; programming techniques and concepts; and basic financial business concepts. After successful completion of Business Computer Programming 1 and 2, students will have met Occupational Completion Point B, Computer Programmer Assistant, SOC Code 15.1131.

**BUSINESS COMPUTER PROGRAMMING 2****82060200 1 Credit**

This course continues the study of computer programming concepts for business applications. The content includes information processing and computer functions; operating systems; programming techniques and concepts for sequential, indexed sequential, random, and direct files; and the integrated nature of corporate systems. After successful completion of Business Computer Programming 1 and 2, students will have met Occupational Completion Point B, Computer Programmer Assistant, SOC Code 15.1131.

**BUSINESS COMPUTER PROGRAMMING 3****82060300 1 Credit**

This course continues the study of computer programming concepts for business applications. The content includes interfaces for systems integration, software quality assurance, and advanced programming techniques and concepts. After successful completion of Business Computer Programming 3 and 4, students will have met Occupational Completion Point C, Junior Programmer, SOC Code 15.1131.

**BUSINESS COMPUTER PROGRAMMING 4****82060400 1 Credit**

This course continues the study of computer programming concepts for business applications. The content includes client/server environments, interactive programming, and vendor application programming. After successful completion of Business Computer Programming 3 and 4, students will have met Occupational Completion Point C, Junior Programmer, SOC Code 15-1131.

**BUSINESS COMPUTER PROGRAMMING 5****82060500 1 Credit**

This course continues the study of computer programming concepts for business applications. The content includes client/server environments, interactive programming, and vendor application programming. The competencies included in Business Programming 5 and 6 are designed to allow students to learn a second language. They build on the same tools as mastered in a previous language with increasing refinement of skill. Activities utilized must reflect increasingly greater complexity.

**8207440 Network Systems Administration****DIGITAL INFORMATION TECHNOLOGY****82073100 1 Credit**

This core course is designed to provide a basic overview of current business and information systems and trends, and to introduce students to fundamental skills required for today's business and academic environments. Emphasis is placed on developing fundamental computer skills. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Digital Information Technology includes the exploration and use of: databases, the internet, spreadsheets, presentation applications, management of personal information and email, word processing and document manipulation, HTML, web page design, and the integration of these programs using software that meets industry standards.

**NETWORKING 1****82070200 1 Credit**

This course is designed to develop competencies needed for employment in network support positions. The content includes instruction in computer literacy, basic hardware configuration, hardware and software troubleshooting, operating systems, and computer networking.

**NETWORKING 2 – ADMINISTRATION****82074410 1 Credit**

This course is designed to prepare students for employment as an Information Technology Assistant, Computer Support Assistant, Network Support Technician, Systems Administrator, Systems Engineer, Wireless Network Administrator, and Data Communications Analyst.

**NETWORKING 3 – ADMINISTRATION****82074420 1 Credit**

This course continues the study of network support services. The content includes the planning, implementation, and management of server and client operating systems in a networking environment.

**NETWORKING 4 – ADMINISTRATION****82074430 1 Credit**

This course continues the study of network support services. The contents include the planning, implementation, and management of server and client operating systems in a networking environment.

**NETWORKING 5****82070600 1 Credit**

This course continues the study of network support services. The content includes wireless networking technologies, implementation, management and security.

**NETWORKING 6****82070700 1 Credit**

This course continues the study of network support services. The content includes network security.

**8208000 Network Support Services****DIGITAL INFORMATION TECHNOLOGY****82073100 1 Credit**

This course is designed to provide an introduction to information technology concepts and careers as well as the impact information technology has on the world, people, and industry and basic web design concepts. The content includes information technology career research; operating systems and software applications; electronic communications including 3-mail and Internet services; basic HTML, DHTML, and XML web commands and design; and emerging technologies, and Web page design.

**NETWORKING 1****82070200 1 Credit**

This course is designed to develop competencies needed for employment in network support positions. The content includes instruction in computer literacy, basic hardware configuration, hardware and software troubleshooting, operating systems, and computer networking.

**NETWORKING 2-INFRASTRUCTURE****82070300 1 Credit**

This course continues the study of network support services. The content includes troubleshooting and diagnostic techniques; network hardware devices, topographies, and standards; and e-mail and Internet activities. After successful completion of Networking II and III, students will have met Occupational Completion Point – Data Code D. Network Support Specialist – DOT Code 031.262-010.

**NETWORKING 3-INFRASTRUCTURE****82070400 1 Credit**

This course continues the study of network support services. The content includes on-site and remote end user support and assistance; network transmission media; e-mail options and functions; and network administration tasks.

**NETWORKING 4-INFRASTRUCTURE****82070500 1 Credit**

This course continues the study of network support services. The content includes installation of network server operating system and client software, network administration tasks, e-mail server software, network security and troubleshooting, installation and configuration of software applications on file servers, training of end users, and Internet/Intranet publishing.

**NETWORKING 5****82070600 1 Credit**

This course continues the study of network support services. The content includes wireless networking technologies, implementation, management and security.

**NETWORKING 6****82070700 1 Credit**

This course continues the study of network support services. The content includes network security.

**8208100 Game/Simulation/Animation Visual Design****DIGITAL INFORMATION TECHNOLOGY****82073100 1 Credit**

This core course is designed to provide a basic overview of current business and information systems and trends, and to introduce students to fundamental skills required for today's business and academic environments. Emphasis is placed on developing fundamental computer skills. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Digital Information Technology includes the exploration and use of: databases, the internet, spreadsheets, presentation applications, management of personal information and email, word processing and document manipulation, HTML, web page design, and the integration of these programs using software that meets industry standards.

**GAME & SIMULATION FOUNDATIONS****82081100 1 Credit**

This course is designed to provide an introduction to game and simulation concepts and careers, the impact game and simulation has on society and industry, and basic game/simulation design concepts such as rule design, play mechanics, and media integration. This course compares and contrasts games and simulations, key development methodologies and tools, careers, and industry-related information. This course also covers strategies, processes, and methods for conceptualizing a game or simulation application; storyboarding techniques; and development tools.

**GAME & SIMULATION GRAPHIC ARTIST****82081300 1 Credit**

This course is focused on students acquiring skills to create, refine, and integrate realistic 2D graphics into a game or simulation product. Students will essentially learn how to use a graphic software package, file maintenance strategies, and migration techniques and issues.

### **GAME & SIMULATION 3-D ANIMATION**

#### **82081400 1 Credit**

This course is focused on students acquiring skills to create, refine, and integrate realistic 3D graphics into a game or simulation product. Students will essentially learn how to use a 3D animation software package, file maintenance conventions, and migration techniques and issues.

### **8208300 Game/Simulation/Animation Programming**

### **DIGITAL INFORMATION TECHNOLOGY**

#### **82073100 1 Credit**

This core course is designed to provide a basic overview of current business and information systems and trends, and to introduce students to fundamental skills required for today's business and academic environments. Emphasis is placed on developing fundamental computer skills. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Digital Information Technology includes the exploration and use of: databases, the internet, spreadsheets, presentation applications, management of personal information and email, word processing and document manipulation, HTML, web page design, and the integration of these programs using software that meets industry standards.

### **GAME & SIMULATION FOUNDATIONS**

#### **82081100 1 Credit**

This course is designed to provide an introduction to game and simulation concepts and careers, the impact game and simulation has on society and industry, and basic game/simulation design concepts such as rule design, play mechanics, and media integration. This course compares and contrasts games and simulations, key development methodologies and tools, careers, and industry-related information. This course also covers strategies, processes, and methods for conceptualizing a game or simulation application; storyboarding techniques; and development tools.

### **GAME & SIMULATION DESIGN**

#### **82081200 1 Credit**

This course covers fundamental principles of designing a game or a simulation application, in particular Human Computer Interface (HCI) principles, rules and strategies of play, conditional branching, design and development constraints, use of sound and animation, design tools, and implementation issues. The content includes market research, product design documentation, storyboarding, proposal development, and presentation of a project report. Emphasis is placed on the techniques needed to develop well-documented, structured game or simulation programs. Extensive use is made of evaluating and analyzing existing games or simulations.

### **GAME & SIMULATION PROGRAMMING**

#### **82083300 1 Credit**

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.

## 9001100 Web Development

### DIGITAL INFORMATION TECHNOLOGY

#### 82073100 1 Credit

This core course is designed to provide a basic overview of current business and information systems and trends, and to introduce students to fundamental skills required for today's business and academic environments. Emphasis is placed on developing fundamental computer skills. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Digital Information Technology includes the exploration and use of: databases, the internet, spreadsheets, presentation applications, management of personal information and email, word processing and document manipulation, HTML, web page design, and the integration of these programs using software that meets industry standards.

### FOUNDATIONS OF WEB DESIGN

#### 90011100 1 Credit

This course is designed to provide students with opportunities to acquire and apply foundational skills related to web design. It will include website planning and the design process including learning to create basic web pages.

### USER INTERFACE DESIGN

#### 90011200 1 Credit

This course provides advanced concepts used in interface design. The 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.

### WEB SCRIPTING FUNDAMENTALS

#### 90011300 1 Credit

This course provides an introduction to scripting related to web development. The content primarily focuses on client-side scripting using JavaScript.

### MEDIA INTEGRATION ESSENTIALS

#### 90011400 1 Credit

This course provides in-depth instruction into techniques for integrating various forms of media onto webpages, with particular focus on XML and AJAX technologies and frameworks. Students should have a good understanding of JavaScript prior to taking this course.

### E-COMMERCE & MARKETING ESSENTIALS

#### 90011500 1 Credit

This course provides instruction in the design, creation, marketing, and monitoring of e-commerce websites. Content also includes the associated security issues and methods.

### INTERACTIVITY ESSENTIALS

#### 90011600 1 Credit

This course provides instruction on technologies and techniques for enhancing the interactivity of websites from both site visitor and administration perspectives. Also covered are methods for PDF forms handling and content management.

## 9001300 Applied Cybersecurity

### DIGITAL INFORMATION TECHNOLOGY

#### 82073100 1 Credit

This core course is designed to provide a basic overview of current business and information systems and trends, and to introduce students to fundamental skills required for today's business and academic environments. Emphasis is placed on developing fundamental computer skills. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Digital Information Technology includes the exploration and use of: databases, the internet, spreadsheets, presentation applications, management of personal information and email, word processing and document manipulation, HTML, web page design, and the integration of these programs using software that meets industry standards.

### IT FUNDAMENTALS/LEVEL 2

#### 90013100 1 Credit

This course introduces students to the essential concepts, components, terminology, and knowledge about computers, computer systems, peripherals, and networks.

### COMPUTER & NETWORK SECURITY FUNDAMENTALS

#### 90013200 1 Credit

This course introduces students to cybersecurity and provides them with essential computer and networking knowledge and skills, particularly those related to cybersecurity.

### CYBERSECURITY ESSENTIALS

#### 90013300 1 Credit

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.

### OPERATIONAL CYBERSECURITY

#### 90013400 1 Credit

This course provides students with insight into the many ways in which computer systems can be secured, countermeasures implemented, and risk assessment performed.

### CYBERSECURITY PLANNING & ANALYSIS

#### 90013500 1 Credit

This course focuses on the mitigation planning, disaster recovery, business continuity planning, and forensic analysis associated with securing computer environments. Many of the standards covered in this framework are based on or aligned with guidelines published by the Computer Security Division of the National Institute of Standards and Technology (NIST).

### DATABASE SECURITY

#### 90013600 1 Credit

This course focuses on strategies employed to mitigate data compromise, including design, access, and deployment of databases.

### SOFTWARE & APPLICATION SECURITY

#### 90013700 1 Credit

This course addresses the creation of secure software applications, including identifying the vulnerabilities and mitigation strategies.

#### **WEB SECURITY**

##### **90013800 1 Credit**

This course addresses the creation of secure websites and authentication applications, including identifying the vulnerabilities and mitigation strategies.

#### **APPLIED CYBERSECURITY APPLICATIONS**

##### **90013900 1 Credit**

This is a project-based capstone course to provide Applied Cybersecurity students with the opportunity to apply their skills from both offensive and defensive perspectives. Students work in teams to research, plan, design, create, and configure a virtual network to prevent intrusion. Students will be expected to plan, document, perform, and report on penetration testing of a mock virtual network. This activity may take the form of a Capture the Flag (CTF) event.

#### **9001400 Technology Support Services**

##### **IT ESSENTIALS**

##### **90014100 1 Credit**

This course introduces students to the essential concepts, components, terminology, and knowledge about computers, computer systems, peripherals, and networks.

##### **DIGITAL INFORMATION TECHNOLOGY**

##### **82073100 1 Credit**

This core course is designed to provide a basic overview of current business and information systems and trends, and to introduce students to fundamental skills required for today's business and academic environments. Emphasis is placed on developing fundamental computer skills. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Digital Information Technology includes the exploration and use of: databases, the internet, spreadsheets, presentation applications, management of personal information and email, word processing and document manipulation, HTML, web page design, and the integration of these programs using software that meets industry standards.

##### **TECHNOLOGY SUPPORT SERVICES - CLIENT SYSTEMS**

##### **90014200 1 Credit**

This course is designed to provide individuals with the knowledge necessary to understand and identify the tasks involved in supporting client systems within a networking environment.

##### **TECHNOLOGY SUPPORT SERVICES - NETWORK SYSTEMS**

##### **90014300 1 Credit**

This course introduces students to the essential concepts, components, terminology, and knowledge about computers, computer systems, peripherals, and networks.

##### **TECHNOLOGY SUPPORT SERVICES – SPECIALIZED TECHNOLOGIES**

##### **90014400 1 Credit**

This course continues the study of network support services. The content includes specialized network and communications devices, optimization of system performance, and demonstrated proficiency with network mobility (NEMO).



## 9003400 Applied Information Technology

### WEB TECHNOLOGIES

**90034200**      **1 Credit**

### IT SYSTEMS & APPLICATIONS

**90034300**      **1 Credit**

### DATABASE ESSENTIALS/LEVEL3

**90034400**      **1 Credit**

### PROGRAMMING ESSENTIALS/LEVEL 3

**90034500**      **1 Credit**

### WEB DEVELOPMENT TECHNOLOGIES

**90034600**      **1 Credit**

### MULTIMEDIA TECHNOLOGIES/LEVEL 3

**90034700**      **1 Credit**

### COMPUTER NETWORK FUNDAMENTALS

**90034800**      **1 Credit**

### CYBERSECURITY FUNDAMENTALS/LEVEL 3

**90034900**      **1 Credit**

These courses are one in a series for Applied Information Technology. This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Information Technology career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Information Technology career cluster. The content includes but is not limited to computer application skills including computer hardware, software applications, web applications, computer programming, web page design and advanced web tools, systems support and maintenance, network concepts, relational database concepts, multimedia tools, cybersecurity ; extensive exploration of information technology careers; strategies for success including goal setting, study skills, organizing skills, learning styles, employability skills, and service learning; and core academic skills with a strong emphasis on effective communication skills.

## 9005100 Digital Media Technology

### DIGITAL INFORMATION TECHNOLOGY

**82073100**      **1 Credit**

This core course is designed to provide a basic overview of current business and information systems and trends, and to introduce students to fundamental skills required for today's business and academic environments. Emphasis is placed on developing fundamental computer skills. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Digital Information Technology includes the exploration and use of: databases, the internet, spreadsheets, presentation applications, management of personal information and email, word processing and document manipulation, HTML, web page design, and the integration of these programs using software that meets industry standards.

### DIGITAL MEDIA FUNDAMENTALS

**90051100**      **1 Credit**

This course introduces students to the essential concepts, components, terminology, and knowledge about digital media, software applications, and delivery systems.

### **DIGITAL MEDIA PRODUCTION SYSTEMS**

#### **90051200 1 Credit**

This course introduces students to the digital video and audio authoring environments, equipment, and software applications. Content includes management aspects of creating, saving, and distributing digital assets.

### **DIGITAL MEDIA DELIVERY SYSTEMS**

#### **90051300 1 Credit**

The content includes but is not limited to practical experiences in the implementation, management, and maintenance of advanced telecommunication environments associated with the creation, packaging, and delivery of digital media.

### **ADVANCED DIGITAL MEDIA SYSTEMS**

#### **90051400 1 Credit**

This course covers advanced technologies and environments typical in robust digital media applications, including live and pre-recorded scenarios.

### **9005200 Modeling Simulation**

### **MODELING AND SIMULATION FOUNDATIONS**

#### **90052100 1 Credit**

This course provides an overview of the development and expansion of the field of Modeling and Simulation and its impact on society and industry. Strategies, processes and methods for conceptualizing modeling and simulation are introduced to serve as a foundation to cultivate interest and introduce technology skills and knowledge necessary for careers in modeling and simulation.

### **MODELING AND SIMULATION DESIGN**

#### **90052200 1 Credit**

This course explores the fundamental principles of modeling and simulation design and application including modeling principles, 3D software, problem analysis, problem solving and its implications for meeting the needs of industry and society.

### **MODELING AND SIMULATION APPLICATIONS**

#### **90052300 1 Credit**

This course focuses on the acquisition of technology skills for rendering a Modeling and Simulation product, including visual simulation and engineering logistics and implementation issues as they relate to Modeling and Simulation products.

### **MODELING AND SIMULATION INNOVATION AND PROTOTYPING AND INNOVATION**

#### **90052400 1 Credit**

This course provides students with the extended modeling and simulation content and skills essential for innovating, designing and producing prototypes.

## 9007500 Web Application Development and Programming

### DIGITAL INFORMATION TECHNOLOGY

#### 82073100 1 Credit

This core course is designed to provide a basic overview of current business and information systems and trends, and to introduce students to fundamental skills required for today's business and academic environments. Emphasis is placed on developing fundamental computer skills. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Digital Information Technology includes the exploration and use of: databases, the internet, spreadsheets, presentation applications, management of personal information and email, word processing and document manipulation, HTML, web page design, and the integration of these programs using software that meets industry standards.

### FOUNDATIONS OF PROGRAMMING

#### 90072100 1 Credit

This course introduces concepts, techniques, and processes associated with computer programming and software development.

### PROCEDURAL PROGRAMMING

#### 90072200 1 Credit

This course continues the study of computer programming concepts with a focus on the creation of software applications employing procedural programming techniques.

### OBJECT-ORIENTED PROGRAMMING FUNDAMENTALS

#### 90072300 1 Credit

This course continues the study of computer programming concepts with a focus on the creation of software applications employing object-oriented programming techniques.

## Information Technology Supplemental Courses

### INFORMATION TECHNOLOGY DIRECTED STUDY

#### 90001000 Multiple Credits

The purpose of this course is to provide students with learning opportunities in a prescribed program of study within the Information Technology cluster that will enhance opportunities for employment in the career field chosen by the student.

## Law, Public Safety and Security Cluster

Program Name	Available Courses
<b>8918000</b> <b>Criminal Justice Operations</b>	89180100 Criminal Justice Operations 1 89180200 Criminal Justice Operations 2 89180300 Criminal Justice Operations 3 89180500 Public Service Officer <b>OR</b> 89180600 Certified Legal Assistant <b>OR</b> 89180700 Code Enforcement
<b>8918200</b> <b>Introduction to Fire Fighting</b>	89182100 Fire Fighting 1 89182200 Fire Fighting 2 89182300 Fire Fighting 3
<b>Law, Public Safety &amp; Security</b> <b>Supplemental Courses</b>	89001000 Law, Public Safety and Security Education Directed Study

--	--

## **8918000 Criminal Justice Operations**

**CRIMINAL JUSTICE OPERATIONS 1****89180100 1 Credit**

This course is designed to introduce students to the fields of law enforcement, the court system, and the correctional system. The content includes career opportunities in these fields, court system, correctional system, interpersonal and communication skills, and employability skills.

**CRIMINAL JUSTICE OPERATIONS 2****89180200 1 Credit**

This course is designed to develop competencies in patrol, traffic control, defensive tactics and physical proficiency skills, and first aid and cardiopulmonary resuscitation skills.

**CRIMINAL JUSTICE OPERATIONS 3****89180300 1 Credit**

This course is designed to develop competencies in crime and accident investigation procedures, forensic science tasks, crime prevention, and property control procedures.

**POLICE SERVICE OFFICER****89180500 1 Credit**

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.

**CERTIFIED LEGAL ASSISTANT****89180600 1 Credit**

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.

**CODE ENFORCEMENT****89180700 1 Credit**

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.

## **8918200 Introduction to Fire Fighting**

### **FIREFIGHTER 1**

#### **89182100 1 Credit**

This course is to provide an introduction to 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.

### **FIREFIGHTER 2**

#### **89182200 1 Credit**

This course is to provide an introduction to 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.

### **FIREFIGHTER 3**

#### **89182300 1 Credit**

This course is to provide an introduction to 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.

## **Law, Public Safety & Security Supplemental Courses**

### **LAW, PUBLIC SAFETY & SECURITY EDUCATION DIRECTED STUDY**

#### **89001000 Multiple Credits**

The purpose of this course is to provide the on-the-job training component when the cooperative method of instruction is used to prepare students for employment in public service occupations.

## Manufacturing Cluster

Program Name	Available Courses
<b>9201000</b> <b>Manufacturing Directed Study</b>	92010000 Manufacturing Directed Study
<b>9204400</b> <b>Welding Technology Fundamentals</b>	92044100 Welding Technology Fundamentals 1 92044200 Welding Technology Fundamentals 2 92044300 Welding Technology Fundamentals 3 92044400 Welding Technology Fundamentals 4

### 9201000 Manufacturing Directed Study

#### MANUFACTURING DIRECTED STUDY

##### **9201000                      1 Credit**

The purpose of this course is to provide students with learning opportunities in a prescribed program of study within the manufacturing cluster that will enhance opportunities for employment in the career field chosen by the student.

### 9204400 Welding Technology Fundamentals

#### WELDING TECHNOLOGY FUNDAMENTALS 1

##### **92044100                      1 Credit**

The Welding Technology Fundamentals 1 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.

#### WELDING TECHNOLOGY FUNDAMENTALS 2

##### **92044200                      1 Credit**

The Welding Technology Fundamentals 2 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.

#### WELDING TECHNOLOGY FUNDAMENTALS 3

##### **92044300                      1 Credit**

The Welding Technology Fundamentals 3 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.

**WELDING TECHNOLOGY FUNDAMENTALS 4****92044400****1 Credit**

The Welding Technology Fundamentals 4 course is designed to build on the skills and knowledge students learned in Welding Technology Fundamentals 1, 2, and 3 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 employability and welding careers, and intermediate shielded metal arc welding (SMAW). Students demonstrate learned skills by creating and producing a finished product.

**Marketing, Sales and Services Cluster**

<b>Program Name</b>	<b>Available Courses</b>
<b>8812100 Entrepreneurship</b>	88121100 Principles of Entrepreneurship 88121200 Business Management and Law 88120000 Business Ownership
<b>8827400 Sport, Recreation, and Entertainment Marketing</b>	88271100 Marketing Essentials 88274100 Sport, Recreation and Entertainment Essentials 88271200 Marketing Applications 88274200 Sport, Recreation and Entertainment Applications 88274300 Sport, Recreation and Entertainment Marketing Mgmt. 88004100 Marketing Cooperative Education - OJT
<b>9200500 Marketing, Management and Entrepreneurial Principles Secondary</b>	88271100 Marketing Essentials 88271200 Marketing Applications 88271300 Marketing Management 88120000 Business Ownership
<b>Marketing, Sales and Services Supplemental Courses:</b>	88001000 Marketing Education Directed Study

**8812100 Entrepreneurship****PRINCIPLES OF ENTREPRENEURSHIP****88121100****1 Credit**

This course provides instruction in the basic principles of entrepreneurship including the role of the entrepreneur, entrepreneurship as a career, ethics in business, and the principles of marketing, financing, and managing a business.

**BUSINESS MANAGEMENT & LAW****88121200****1 Credit**

This course is designed to provide an introduction to business management techniques. Topics include human relations, decision making, communication techniques, business law concepts, and characteristics of the American enterprise system.

**BUSINESS OWNERSHIP****88120000****1 Credit**

The purpose of this course is to prepare students as entrepreneurs, present entrepreneurship as a career path that is worth consideration, provide students with the skills needed to realistically evaluate their potential as a business owner, and develop the fundamental knowledge and skills necessary to start and operate a business.

## 8827400 Sport, Recreation and Entertainment Marketing

### MARKETING ESSENTIALS

#### 88271100 1 Credit

The purpose of this course is to develop the competencies essential to marketing. These competencies include human relations, employability, communication, math, and economic skills. The fundamentals of marketing and selling are also included.

### SPORT, RECREATION, & ENTERTAINMENT ESSENTIALS

#### 88274100 1 Credit

The purpose of this course is to develop the competencies essential to sport, recreation, and entertainment marketing. These competencies include employability, human relations, communication, math, and economic skills. The fundamentals of sport, recreation, and entertainment marketing and selling are also included.

### MARKETING APPLICATIONS

#### 88271200 1 Credit

The purpose of this course is to provide students with an in-depth study of marketing in a free enterprise society and provide the knowledge, skills and attitudes required for employment in a wide variety of marketing occupations.

### SPORT, RECREATION, & ENTERTAINMENT APPLICATIONS

#### 88274200 1 Credit

This course is designed to provide students with an in-depth study of sport, recreation, and entertainment marketing in a free enterprise society and provide the knowledge, skills, and attitudes required for employment in a wide variety of sport, recreation, and entertainment marketing occupations.

### SPORT, RECREATION, & ENTERTAINMENT MARKETING MANAGEMENT

#### 88274300 1 Credit

This course provides instruction for career sustaining level employment in the sport, recreation, and entertainment industry. The content includes applied skills related to the sport, recreation, and entertainment marketing functions and industries including employment skills required for success in sport, recreation, and entertainment and career planning as related to the sport, recreation, and entertainment industry.

### MARKETING COOPERATIVE EDUCATION – OJT

#### 88004100 Multiple Credits

The purpose of this course is to enhance or further develop competency through a paid, supervised, on-the-job training experience. The on-the-job experiences provided must be related to the job preparatory program.

## 9200500 Marketing, Management and Entrepreneurial Principles Secondary

### MARKETING ESSENTIALS

#### 88271100 1 Credit

The purpose of this course is to develop the competencies essential to marketing. These competencies include human relations, employability, communication, math, and economic skills. The fundamentals of marketing and selling are also included.

### MARKETING APPLICATIONS

#### 88271200 1 Credit



The purpose of this course is to provide students with an in-depth study of marketing in a free enterprise society and provide the knowledge, skills and attitudes required for employment in a wide variety of marketing occupations.

### **MARKETING MANAGEMENT**

**88271300**      **1 Credit**

This course provides instruction for career sustaining level employment in the industry. The content includes applied skills related to the marketing functions including employment skills required for success in marketing and career planning as related to a marketing industry.

### **BUSINESS OWNERSHIP**

**88120000**      **1 Credit**

The purpose of this course is to prepare students as entrepreneurs, present entrepreneurship as a career path that is worth consideration, provide students with the skills needed to realistically evaluate their potential as a business owner, and develop the fundamental knowledge and skills necessary to start and operate a business.

## **Marketing, Sales and Services Supplemental Courses**

### **MARKETING EDUCATION DIRECTED STUDY**

**88001000**      **Multiple Credits**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Marketing, Sales and Service career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Marketing, Sales and Service career cluster. The purpose of this course is to provide students with learning opportunities in a prescribed program of study within the Marketing, Sales and Service cluster that will enhance opportunities for employment in the career field chosen by the student.

## Transportation, Distribution, and Logistics Cluster

Program Name	Available Courses
<b>9504100</b> <b>Automotive Maintenance and Light Repair</b>	95041100 Automotive Maintenance and Light Repair 1 95041200 Automotive Maintenance and Light Repair 2 95041300 Automotive Maintenance and Light Repair 3 95041400 Automotive Maintenance and Light Repair 4 95041500 Automotive Maintenance and Light Repair 5 90541600 Automotive Maintenance and Light Repair 6
<b>9504200</b> <b>Outboard Marine Service Technology</b>	95042100 Outboard Marine Service 1 95042200 Outboard Marine Service 2 95042300 Outboard Marine Service 3 95042400 Outboard Marine Service 4
<b>9540600</b> <b>Aviation Maintenance General</b>	9540610 Private Pilot Ground School
<b>Transportation, Distribution &amp; Logistics Supplemental courses:</b>	95010000 Transportation, Distribution, and Logistics Directed Study

### 9504100 Automotive Maintenance and Light Repair

#### AUTOMOTIVE MAINTENANCE AND LIGHT REPAIR 1

##### **95041100      1 Credit**

The Automotive Maintenance and Light Repair 1 course prepare students for entry into Automotive Maintenance and Light Repair 2. Students explore career opportunities and requirements of a professional service technician. Content emphasizes beginning transportation service skills and workplace success skills. Students study safety, tools, equipment, shop operations, basic engine fundamentals, and basic technician skills.

#### AUTOMOTIVE MAINTENANCE AND LIGHT REPAIR 2

##### **95041200      1 Credit**

The Automotive Maintenance and Light Repair 2 course prepare students for entry into Automotive Maintenance and Light Repair 3. Students study automotive general electrical systems, starting and charging systems, batteries, lighting, and electrical accessories. Content emphasizes beginning transportation service skills and workplace success skills.

#### AUTOMOTIVE MAINTENANCE AND LIGHT REPAIR 3

##### **95041300      1 Credit**

The Automotive Maintenance and Light Repair 3 course prepare students for entry into Automotive Maintenance and Light Repair 4. Students study and service suspension and steering systems, and brake systems. Content emphasizes beginning transportation service skills and workplace success skills.

#### AUTOMOTIVE MAINTENANCE AND LIGHT REPAIR 4

##### **95041400      1 Credit**

The Automotive Maintenance and Light Repair IV prepare students for entry into the automotive workforce or into post- secondary training. Student's study and service automotive HVAC systems, engine performance systems, automatic and manual transmission/transaxle systems, as well as practice workplace soft skills.

#### AUTOMOTIVE MAINTENANCE AND LIGHT REPAIR 5

##### **95041500      1 Credit**

The Automotive Maintenance and Light Repair 5 prepare students for entry into the automotive workforce or into post- secondary training. Student's study and service automotive engine repair, electrical/electronic systems, suspension and steering systems, brakes as well as practice workplace soft skills.

### **AUTOMOTIVE MAINTENANCE AND LIGHT REPAIR 6**

**95041600 1 Credit**

The Automotive Maintenance and Light Repair 6 prepare students for entry into the automotive workforce or into post- secondary training. Student's study and service automotive heating and air conditioning, engine performance, automatic transmission/transaxles, manual drive train and axles, as well as practice workplace soft skills.

### **9504200 Outboard Marine Service Technology**

#### **OUTBOARD MARINE SERVICE 1/LEVEL 3**

**95042100 1 Credit**

Students would learn the basics in repairing small engines.

#### **OUTBOARD MARINE SERVICE 2/LEVEL 3**

**95042200 1 Credit**

Students will learn entry-level skills for the outboard marine service industry. Hands-on training combined with laboratory and classroom experiences gives the student a full understanding of marine electrical systems, procedures for preparing boats to customers, capacitor discharge ignition systems, outboard engine fuel systems, and proper use of computer systems related to parts specialization.

#### **OUTBOARD MARINE SERVICE 3/LEVEL 3**

**95042300 1 Credit**

Students will learn entry-level skills for the outboard marine service industry. Hands-on training combined with laboratory and classroom experiences gives the student a full understanding of outboard 4-stroke cycle engines, charging systems, battery ignition systems, and cranking systems.

#### **OUTBOARD MARINE SERVICE 4/LEVEL 3**

**9504240 1 Credit**

Students will learn entry-level skills for the outboard marine service industry. Hands-on training combined with laboratory and classroom experiences gives the student a full understanding of outboard engine lubrication systems, cooling systems, lower gear cases, lower units and housing assemblies, employability, and entrepreneurship.

### **9540600 Aviation Maintenance General**

#### **PRIVATE PILOT GROUND SCHOOL**

**95406100 1 Credit**

The Private Pilot Ground School course prepares students for entry into the aviation industry. Students explore career opportunities and requirements of a professional aviation pilot/mechanic. Students study general shop safety, fundamentals of flight, FAA regulations, meteorology, aircraft communications, propulsion, and navigation systems, flight planning, communication and analytical skills, applied sciences, safe aircraft operation and principles, flight training processes, and airport environments.

## Transportation, Distribution and Logistics Supplemental Courses

### TRANSPORTATION, DISTRIBUTION AND LOGISTICS DIRECTED STUDY

**95010000**

#### Multiple Credits

The purpose of this course is to provide students with learning opportunities in a prescribed program of study within the Transportation, Distribution and Logistics cluster(s) that will enhance opportunities for employment in the career field chosen by the student.

### Additional CTE Programs/Courses

Program Name	Available Courses
<b>8300310</b> <b>Workplace Essentials</b>	83003105 Workplace Essentials
<b>8300330</b> <b>Workplace Technology Applications</b>	83003305 Workplace Technology Applications
<b>8300430</b> <b>Career and Technical Education Internship</b>	83004300 Career and Technical Education Internship
<b>8301600</b> <b>Work Experience</b>	83016100 Work Experience 1 83016200 Work Experience 2 83016500 Work Experience OJT
<b>8303000</b> <b>Diversified Career Technology</b>	83030100 Diversified Career Technology Principles 83004100 Diversified Career Technology - OJT 83030200 Diversified Career Technology Applications
<b>Diversified Education Supplemental Courses</b>	83004200 Cooperative Diversified Education – OJT

### 8300310 Workplace Essentials

#### WORKPLACE ESSENTIALS

**83003105**

**.5 Credit**

The purpose of this course is to provide students with those workplace skills essential for gainful employment. The content of this course includes the following: developing an employment plan, seeking and applying for employment opportunities, accepting employment, communicating on the job, maintaining professionalism, adapting and coping with change, problem-solving and decision-making, maintaining a safe and healthy work environment, demonstrating work ethics and behavior, demonstrating technological literacy, maintaining interpersonal relationships, and demonstrating leadership and team work.

### 8300330 Workplace Technology Applications

#### WORKPLACE TECHNOLOGY APPLICATIONS

**83003305**

**.5 Credit**

The purpose of this course is to provide students with general knowledge of technology, how it works, and its uses in the workplace. The content includes, but is not limited to, instruction in the use of computers and other pieces of technology, workplace related software applications, legal issues affecting the use of computers and technology, and possible future impact of computers and technology in the workplace. Student developed projects using digital and video cameras are also an important part of this curriculum.

## 8300430 CAREER AND TECHNICAL EDUCATION INTERNSHIP

### CAREER AND TECHNICAL EDUCATION INTERNSHIP

#### 83004300 1 Credit

The purpose of this course is to provide students with the opportunity to gain practical, first-hand knowledge in broad occupational clusters or industry sectors through a structured internship experience. This internship 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 not generally available through paid employment.

To enroll in the internship, a student must be currently enrolled in or has completed a career course/program (including Technology Education). Students will be allowed a maximum of 450 total hours at the workplace-learning site, regardless of the number of credits earned.

## 8301600 Work Experience

### WORK EXPERIENCE 1

#### 83016100 1 Credit

**Concurrent Enrollment:** Work Experience-OJT (83016500)

The purpose of this program is to provide support for at-risk students. This support shall be provided through classroom instruction in the methods of acquiring the necessary human relations skills, work ethic, and common knowledge required for successful employment and for selection of a career plan that will guide the transition from school-to-work. Concurrently, the student is to be engaged in paid, supervised part-time employment as a means of gaining experience in a bona-fide work environment in compliance with the Child Labor Law established by the U.S. Department of Labor for the Work Experience and Career Exploration Program (WECEP).\*

### WORK EXPERIENCE 2

#### 83016200 1 Credit

**Concurrent Enrollment:** Work Experience-OJT (83016500)

This course is designed for the second year returning Work Experience student and will provide remediation when needed.

### WORK EXPERIENCE-OJT

#### 83016500 Multiple Credits

**Concurrent Enrollment:** Work Experience 1 (83016100) or Work Experience 2 (83016200)

This course is designed to provide students with realistic on-the-job training experience to acquire and apply knowledge, skills, and attitudes in an occupational field. The respective cooperative teacher and employer provide on-the-job supervision. This on-the-job portion of the program may be repeated for credit. Specific job skills must be identified on a job skills form. Selected job skills will be evaluated a minimum of once during each grading period.

## 8303000 Diversified Career Technology

### DIVERSIFIED CAREER TECHNOLOGY PRINCIPLES

#### 83030100 1 Credit

This course is designed to enable each student to demonstrate employability skills; environmental, health, and safety skills; professional, legal, and ethical responsibilities; financial skills; leadership skills; communication skills; human resources and labor skills; America's economic principles; entrepreneurship principles; relate planning

methods to life and career goals; and use of industry/technology principles in the workplace. A first occupational completion point will be met upon completion of DCT Principles and one credit of DCT OJT - Data Codes: A through P (see Major Concepts/Content section for list).

### **DIVERSIFIED CAREER TECHNOLOGY – OJT**

#### **83004100 Multiple Credits**

Concurrent or Prerequisite: DCT– Principles #83030100 OR DCT Applications #83030200

DCT Job Training provides placement based on the student's occupational objective, the development and evaluation of the student's occupational skills, and employment correlated with related classroom instruction. Students demonstrate competencies in a specific career and demonstrate legal and ethical behavior within the role and scope of job responsibilities through a realistic, on-the-job training experience. An individualized training plan is developed and utilized to ensure that training is provided which will develop the necessary competencies/skills in order for the student to become competent in the occupation for which he/she is being trained. The training plan is the "curriculum" for the on-the-job training and the time card is the attendance record. A first occupational completion point will be met upon completion of DCT Principles and one credit of DCT OJT - Data Codes: A through P (see Major Concepts/Content section for list). Teacher must meet with site supervisor a minimum of once each grading period.

### **DIVERSIFIED CAREER TECHNOLOGY APPLICATIONS**

#### **83030200 1 Credit**

This course is designed to enable each student to apply environmental, health, and safety skills; professional, legal, and ethical responsibilities; financial management skills; leadership skills; social, legal, and economic aspects of employment; international economic principles; components of a business plan; decision-making skills to life and career goals; technical skills; and the functions of management. After successful completion of DCT Principles, DCT OJT, and DCT Applications, students will have met a second Occupational Completion Point - Data Codes: A through P (see Major Concepts/Content section for list).

### **Diversified Education Supplemental Courses**

#### **COOPERATIVE DIVERSIFIED EDUCATION OJT**

#### **83004200 Multiple Credits**

The purpose of Cooperative Diversified Education (CDE) is to provide the student with competencies developed through paid, supervised on-the-job training related to instruction in a job preparatory program.

Supervised on-the-job training provides opportunities for selective placement based on the student's job preparatory program and the development and evaluation of occupational competencies. Job placement related classroom instruction must have been provided for a minimum of one semester prior to enrollment in the Cooperative Diversified Education Program (or **the student must be presently enrolled in a job preparatory program.**) **Teacher must meet with site supervisor a minimum of once each grading period**

# COMPUTER EDUCATION

## ADVANCED PLACEMENT COMPUTER SCIENCE A

**02003200**

**1 Credit**

The AP Computer Science A science class is designed to build skills in the following areas: design, implement, and analyze solutions to problems; use and implement commonly used algorithms; use standard data structures; develop and select appropriated algorithms and data structures to solve new problems; write solutions fluently in an object oriented paradigm; write, run, and debug solutions in the Java monogramming language.

## ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES

**02003350**

**1 Credit**

The AP Computer Science Principles course is designed to be equivalent to a first semester introductory college computing course. In this 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. The course is unique in its focus on fostering student creativity. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using computer software and other technology to explore questions that interest them. They will also develop effective communication and collaboration skills, working individually and collaboratively to solve problems, and discussing and writing about the importance of these problems and the impacts to their community, society, and the world.

## CAMBRIDGE AICE DESIGN AND TECHNOLOGY 1 AS LEVEL

**02004600**

**1 Credit**

This course encourages students to be innovative and creative and to develop their ability to design high-quality products. In this course, students will: develop an awareness of the significance of design and technology to society, learn more about production processes and industrial practices, and develop critical evaluation skills which they can employ in a variety of technical, aesthetic, economic, environmental, social and cultural contexts

## CAMBRIDGE PRE-AICE Computer Science IGCSE Level

**02004750**

**1 Credit**

The purpose of this course is to offer instruction on learning to program by writing computer code and develop understanding of the main principles of problem-solving using computers. Learners apply their understanding to develop computer-based solutions to problems using algorithms and a high-level programming language. They also develop a range of technical skills, as well as the ability to test effectively and to evaluate computing solutions.

## INTERNATIONAL BACCALAUREATE COMPUTER STUDIES I

**02008000**

**1 Credit**

The purpose of this course is to offer instruction on practical programming techniques with emphasis on a logical approach to problem-solving, good programming practices, and familiarity with the nature of computers and their role in society.

## INTERNATIONAL BACCALAUREATE COMPUTER STUDIES II

**02008100**

**1 Credit**

The purpose of this course is to offer instruction on practical programming techniques with emphasis on a logical approach to problem-solving, good programming practices, and familiarity with the nature of computers and their role in society.

## INTERNATIONAL BACCALAUREATE INFORMATION TECHNOLOGY - GLOBAL SOCIETY

**02008900**

**1 Credit**

The purpose of this course is to enable students to develop the ability to explore and adapt new technological advances as tools for analysis. The interaction between information, technology, and society forms the nucleus of this course. The content should include, but not be limited to, the following: exploration and adaptation of new technological advances as tools for analysis, use of modern information systems to process and analyze information, development of a systematic problem-solving approach to the processing and analysis of information, and integration of various disciplines and perspectives in evaluating and solving problems.

#### **INTERNATIONAL BACCALAUREATE INFORMATION TECHNOLOGY - GLOBAL SOCIETY 2**

**02009000**

**1 Credit**

The curriculum description for this IB course is provided at: <http://www.ibo.org/en/programmes/>.

#### **INTERNATIONAL BACCALAUREATE INFO TECH-GLOBAL SOCIETY 3**

**02009100**

**1 Credit**

The curriculum description for this IB course is provided at: <http://www.ibo.org/en/programmes/>.



# DANCE

## WORLD DANCE

**03003000**

**1 Credit**

Students actively explore formal and folk dance from a variety of cultures and sub-cultures around the world over time. Students may use timelines to guide their study of art history, dance history, and technology, or they may investigate dance customs globally and in real time using technology and the community's cultural resources.

## INTRODUCTION TO DANCE

**03003055**

**.5 Credit**

Students in this semester-long, entry-level courses, designed for those having no prior dance instruction, learn introductory information regarding: (1) the role of dance(s) in history and culture; (2) a variety of dance styles, which may include modern, ballet, jazz, folk, tap, hip-hop and various world dance styles; and, (3) the body, major bone and muscle groups, how they function in dance movements, and the importance of proper health and nutrition. Students will apply requisite knowledge via exploration and performance of various styles. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside of the school day to support, extend and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

## DANCE TECHNIQUES 1

**03003100**

**1 Credit**

Students learn foundational skills in two or more dance styles. Their development of fundamental dance technique is enriched and enlivened through study of works by a variety of diverse artists, developing genre-specific movement vocabulary and dance terminology, and building knowledge and skills related to somatic practices, dance composition, analysis of effort and outcomes, dance history and culture, collaborative work, and rehearsal and performance protocols.

## DANCE TECHNIQUES 2

**03003200**

**1 Credit**

Students in Dance Techniques II build on previously acquired knowledge and fundamental technical skills in two or more dance forms, focusing on developing the aesthetic quality of movement in the ensemble and as an individual.

## DANCE TECHNIQUES 3 HONORS

**03003300**

**1 Credit**

This course is designed for dancers who have mastered the basics in two or more dance forms, build technical and creative skills with a focus on developing the aesthetic quality of movement in the ensemble and as an individual.

## DANCE TECHNIQUES 4 HONORS

**03003340**

**1 Credit**

The purpose of this course is to enable students to further develop advanced knowledge and skills in varied dance styles through acquisition and improvement of technique, choreographic process, aesthetic elements, performance quality, and expressive range. Emphasis shall be placed on staging techniques through independent work in solo and group choreography, culminating in a final performance project.

## BALLET 1

**03003400**

**1 Credit**

The purpose of this course is to acquire knowledge and skills in basic ballet techniques. Acquisition of technique should be stressed. 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.

**BALLET 2****03003500****1 Credit**

Students develop intermediate-level classical dance techniques and terminology associated with the traditional class structure of ballet. 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.

**BALLET 3****03003600****1 Credit**

Students broaden their classical dance techniques and terminology associated with the traditional class structure of ballet. 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.

**BALLET 4 HONORS****03003700****1 Credit**

Students are challenged in their application of classical dance techniques and terminology associated with the traditional class structure of ballet. 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.

**DANCE CHOREOGRAPHY/PERFORMANCE 1****03003800****1 Credit**

Students explore key concepts of dance making with a focus on improvisation, composition, and choreographic processes and principles. Students study the works and creative techniques of highly respected choreographers in varied performance genres. They also examine the social, political, and cultural forces that influenced significant or exemplary works, and consider the innovations that came out of them.

**DANCE CHOREOGRAPHY/PERFORMANCE 2 HONORS****03003900****1 Credit**

Students explore key concepts of designing dance works with a focus on improvisation, composition, and choreographic processes and principles. Students study the works and creative techniques of highly respected choreographers in varied performance genres as guidance and a source of inspiration. They also examine the social, political, and cultural forces that influenced their works, and consider the innovations that came out of them.

**DANCE REPERTORY 1****03004000****1 Credit**

Students study the historical works of professional choreographers in one or more genres, such as ballet, modern, jazz, or other traditional dance forms. Students learn to understand and apply each choreographer's movement design and artistic intent, respecting the work as each choreographer's intellectual property, and gain skills for group and self-assessment, analysis, and problem solving.

**DANCE REPERTORY 2****03004100****1 Credit**

Students study the historical works of exemplary professional choreographers in one or more genres, learning to understand and apply each choreographer's movement design and artistic intent, and respecting the work as each choreographer's intellectual property. Students learn about Narrative, Literal, Non-Literal and Abstract dances, gaining skills for group and self-assessment, analysis, and problem solving.

**DANCE REPERTORY 3 HONORS****03004200****1 Credit**

Students study the historical works of professional choreographers in one or more genres, learning to understand,

apply, and respect each choreographer's movement design, artistic intent, and intellectual property. Students expand on Narrative, Literal, Non-Literal and Abstract dance, refining skills for group and self-assessment, analysis, and problem solving.

#### **DANCE REPERTORY 4 HONORS**

**03004300**

**1 Credit**

Students study the historical background and works of professional choreographers in one or more genres, and have the ability to apply, and respect each choreographer's movement design, artistic intent, and intellectual property. Students may demonstrate Narrative, Literal, Non-Literal and Abstract dance, advancing skills for group and self-assessment, analysis, and problem solving. Dancers assess their skills and techniques in the context of careers in theatrical, commercial and concert dance.

#### **DANCE HISTORY/AESTHETICS 1**

**03004500**

**1 Credit**

Students study the global origins and influences of dance forms and styles of the 20th and 21st centuries. Students analyze, assess, discuss, and write about dance performances.

### **DRAMA-THEATRE ARTS**

#### **INTRODUCTION TO DRAMA**

**04003005**

**.5 Credit**

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.

#### **THEATRE 1**

**04003100**

**1 Credit**

This course 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.

#### **THEATRE 2**

**04003200**

**1 Credit**

This course promotes enjoyment and appreciation for all aspects of theatre through opportunities to build significantly on existing skills. Classwork focuses on characterization, playwriting, and playwrights' contributions to theatre; while improvisation, creative dramatics, and scene work are used to help students challenge and strengthen their acting skills and explore the technical aspect of scene work.

#### **THEATRE 3 HONORS**

**04003300**

**1 Credit**

This course promotes depth of engagement and lifelong appreciation for theatre through a broad spectrum of teacher-assigned and self-directed study and performance. Students assemble a portfolio that showcases 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.

**THEATRE 4 HONORS****04003400****1 Credit**

This course promotes significant depth of engagement and lifelong appreciation for theatre through a broad spectrum of primarily self-directed study and performance. In keeping with the rigor expected in an accelerated setting, students assemble a portfolio that showcases 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 sophisticated oral and written analytical and problem-solving skills based on their structural, historical, and cultural knowledge.

**CAMBRIDGE PRE-AICE DRAMA IGCSE LEVEL****04003450****1 Credit**

The intent of this course is to develop students understanding of drama through practical and theoretical study. The student will develop skills in drama, both individually and in groups and will study ways of communicating ideas and feelings to an audience, stimulating the enjoyment of drama. Students would be able to understand performance possibilities of text and other stimuli while demonstrating an ability to devise dramatic material. Students will also be assessed on performing skills in drama.

**CAMBRIDGE AICE DRAMA 1 AS LEVEL****04003460****1 Credit**

The intent of this course encourages students to explore a range of practical and theoretical approaches to drama from script to performance. The course encourages students to develop the ability to apply practical skills effectively and to analyze and evaluate both their own work and the work of others. The AS Level curriculum has students focus on three key areas: the exploration, interpretation and analysis of the potential of dramatic texts in a performance context, the development of dramatic skills and their application to the process of devising based on a selected stimulus • the development of acting skills and their application to scripted performance.

**CAMBRIDGE AICE DRAMA 2 A LEVEL****04003470****1 Credit**

The intent of this course encourages students to explore a range of practical and theoretical approaches to drama from script to performance. The course encourages students to develop the ability to apply practical skills effectively and to analyze and evaluate both their own work and the work of others. At A Level, students focus on three key areas: theatre-making and performance through the process of devising and presenting a piece inspired by a selected practitioner or tradition or style, structuring individual performance work from materials on a chosen theme selected and linked by the student, exploration of and research into performance texts, practitioners, styles, and genres.

**THEATRE HISTORY AND LITERATURE 1****04003500****1 Credit**

Students' coursework focuses on the origins of western theatre from ancient civilizations through the Renaissance period. Students research and investigate the dramatic forms and practices of the times through the reading and analysis of plays and related literature.

**THEATRE HISTORY AND LITERATURE 2 HONORS****04003600****1 Credit**

Students' coursework focuses on the origins of western theatre from the Renaissance period to modern theatre. Students research and investigate the dramatic forms and practices of the times through the reading of plays and related literature.

**ACTING 1****04003700****1 Credit**

Through improvisation, simple scripted scenes, performance projects, and/or practical application, students learn to identify what makes performances believable and explore the tools used to create, articulate, and execute them. Upon

completion of this course, students have a strong foundation for future scene work, script analysis, and play production.

### **ACTING 2**

#### **04003800 1 Credit**

Students examine the various dimensions of characters through analysis, discussion, and classroom performance, working with scripts from a variety of time periods and cultures. They learn to break down a scene from a character's point of view, and also learn to sustain a character and build the relationship between actor and audience.

### **ACTING 3**

#### **04003900 1 Credit**

Students focus on development of significant acting skills and knowledge of the actor's literature, compiling a working actor's portfolio for exhibition and/or the interview process. They research potential job opportunities in the film, television, game animation, and theatre industries, as well as scholarships and opportunities available at the university level.

### **ACTING 4 HONORS**

#### **04004000 1 Credit**

Students create characters for theatrical and film/video productions through scene, character, and technical analysis. Through improvisation, script writing, and aesthetic creation and collaboration, actors refine their working knowledge and independent thought, articulating and justifying their creative choices. Students' "critical eye" becomes more developed and significant mastery of artistic choices becomes evident.

### **TECHNICAL THEATRE: DESIGN AND PRODUCTION FOR LIGHTING & SOUND**

#### **04004080 1 Credit**

This course focuses on learning the basic tools and procedures for designing and creating the lighting and sound needs for productions with particular attention to technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials. Lighting and sound designers and technicians analyze dramatic scripts to find production solutions through historical, cultural, and geographic research. Students also learn the standard conventions of design presentation and documentation; the organizational structure of theatre production and creative work in a collaborative environment; and the resulting artistic improvement. 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.

### **TECHNICAL THEATRE: DESIGN AND PRODUCTION FOR COSTUME, MAKEUP & HAIR**

#### **04004090 1 Credit**

Students focus on learning the basic tools and procedures for designing and creating costumes, hair, and makeup with particular attention to technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials. Students also learn the standard conventions of design presentation and documentation; the organizational structure of theatre production and creative work in a collaborative environment; and the resulting artistic improvement. 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.

### **TECHNICAL THEATRE: DESIGN & PRODUCTION I**

#### **04004100 1 Credit**

Students focus on developing the basic tools 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.

### **TECHNICAL THEATRE: DESIGN & PRODUCTION 2**

**04004200**

**1 Credit**

Students focus on the design and safe application of basic tools and procedures to create elements of technical theatre, including costumes, lighting, makeup, properties (props), publicity, scenery, and sound. Students develop assessment and problem-solving skills; the ability to connect selected literature to a variety of cultures, history, and other content areas.

### **TECHNICAL THEATRE: DESIGN AND PRODUCTION 3**

**04004300**

**1 Credit**

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.

### **TECHNICAL THEATRE: DESIGN AND PRODUCTION 4 HONORS**

**04004400**

**1 Credit**

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.

### **THEATRICAL DIRECTION AND STAGE MANAGEMENT 1**

**04005000**

**1 Credit**

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.

### **THEATRE IMPROVISATION**

**04006200**

**1 Credit**

In this course students learn to communicate effectively, both verbally and non-verbally; develop and build critical listening and collaborative skills, and think and solve problems quickly and appropriately on the spot, which transfers well to academic, career, and social arenas. Through collaboration, communication, and performance activities, students engage in improvisation as a stand-alone art form and as an acting methodology. 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.

**THEATRE, CINEMA & FILM PRODUCTION****04006600****1 Credit**

Explore the elements of theater and cinematic techniques used by those who create performance productions. As you progress through the course you will view the historical development of different genres and the reasons why they were used. You will also be exposed to a detailed view of film and theater backstage operations and asked to speculate on why a director chooses certain perspectives.

**MUSICAL THEATRE 1****04007000****1 Credit**

Students' course work focuses on 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 in theatre from ancient Greece to modern Broadway through a humanities approach and representative literature.

**MUSICAL THEATRE 2****04007100****1 Credit**

Students learn from the styles and techniques used by well-known singer-actor-dancers and choreographers to build a performance portfolio for auditions and/or interviews. Students examine the contributions of major writers, composers, lyricists, and choreographers of musical theatre and learn to analyze the structures, stories, and settings of musical theatre exemplars to understand how those components serve the story and concept. Students extend their dance and movement techniques required to sing and dance at the same time.

**MUSICAL THEATRE 3****04007200****1 Credit**

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.

**FLORIDA'S PRE-INTERNATIONAL BACCALAUREATE THEATRE 1****04008000****1 Credit**

This course is designed to give an overview of theatre arts. Students are introduced to the fundamentals of stage tech, including make-up, costuming, set construction and lighting. Students perform improvisation, monologues, readings and acting scenes. The content includes an introduction to the process of directing, basic vocal techniques, movement, theory, production management and script writing. Students are primarily exposed to pieces in their native language. Students are encouraged to view at least one out-of-class production per nine weeks for critical review.

**FLORIDA'S PRE-INTERNATIONAL BACCALAUREATE THEATRE 2****04008050****1 Credit**

The purpose of this course is to provide students an opportunity to gain experience and further their knowledge in theatre fundamentals. The content includes instruction in reading and interpretation of dramatic literature; techniques and mechanics of stagecraft, character analysis and portrayal; interpretive and analytical study of plays; theory and scriptwriting; and production of plays and other dramatic presentations. Students encounter international pieces including Japanese theater, theater of the Absurd, satire, as well as current works. All students are required to view at least one out-of-class production per nine weeks for critical review.

**INTERNATIONAL BACCALAUREATE THEATRE 3****04008300****1 Credit**

DOE course description is incorporated into this document but is unavailable at the time of printing.

## DRIVER EDUCATION

### DRIVER EDUCATION/TRAFFIC SAFETY CLASSROOM

**19003005**

**.5 Credit**

The purpose of this classroom course is to introduce students to the highway transportation system and to teach strategies that will develop driving knowledge related to today's and tomorrow's motorized society. It will also provide an in-depth study of the scope and nature of accident problems and their solutions. Successful completion of this course fulfills all requirements needed to obtain a Driver's Permit.

### DRIVER EDUCATION/TRAFFIC SAFETY CLASSROOM & LABORATORY

**19003105**

**.5 Credit**

The purpose of this course is to introduce students to the highway transportation system and to strategies that will develop driving knowledge and skills related to today's and tomorrow's motorized society. It will also provide an in-depth study of the scope and nature of accident problems and their solutions.

## ENGLISH/LANGUAGE ARTS

### HUMANITIES SURVEY

**09003005**

**.5 Credit**

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.

### HUMANITIES 1 (TO 1500) HONORS

**09003100**

**1 Credit**

The purpose of this course is to enable students to examine, understand, and respond to creative efforts of individuals and societies through interdisciplinary study of the arts and their connections to areas such as history, literature, philosophy, and religion from early civilizations to 1500.

### HUMANITIES 2 (SINCE 1500) HONORS

**09003200**

**1 Credit**

The purpose of this course is to enable students to examine, understand, and respond to creative efforts of individuals and societies through interdisciplinary study of the arts and their connections to areas such as history, literature, philosophy, and religion since 1500.

### CAMBRIDGE AICE CLASSICAL STUDIES 1 AS LEVEL

**09005000**

**1 Credit**

Classical Studies provides opportunity: To provide students with an understanding of Greek and Roman civilization, and to encourage an appreciation for the Classical world; To understand core foundations for the Western traditions of art, history, literature, philosophy, political thought and science – traditions which have had major influences on the shape of the modern world; To develop awareness of diversity in civilizations by understanding cultures, their values and assumptions, which differ from ours; To develop students' abilities to interpret, analyze and evaluate a range of evidence, and to organize and present information in a coherent and effective manner.

### INTERNATIONAL BACCALAUREATE THEORY OF KNOWLEDGE 1

**09008000**

**1 Credit**

The purpose of this course is to make explicit through analysis, comparison, and interdisciplinary integration, the concepts of knowledge and their verification in the disciplines of mathematics, natural sciences, human sciences,



history, and in moral, political, and aesthetic judgments.

## **INTERNATIONAL BACCALAUREATE THEORY OF KNOWLEDGE 2**

**09008100**

**1 Credit**

The purpose of this course is to further make explicit through analysis, comparison, and interdisciplinary integration, the concepts of knowledge and their verification in the disciplines of mathematics, natural sciences, human sciences, history, and in moral, political, and aesthetic judgments.

## **INTENSIVE LANGUAGE ARTS**

**10004000**

**Multiple Credits**

The purpose of this course is to provide instruction that enables students to accelerate the development of reading and writing skills and to strengthen those skills so they are able to successfully read and write grade level text independently. Instruction emphasizes reading comprehension, writing fluency, and vocabulary study through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity.

## **INTENSIVE READING**

**1000410C**

**Multiple Credits**

**1000410G**

**1000410R**

**1000410S**

The purpose of this course is to provide instruction that enables students to accelerate the development of reading and writing skills and to strengthen those skills so they are able to successfully read and write grade level text independently. Instruction emphasizes reading comprehension, writing fluency, and vocabulary study through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity. Texts used for instruction focus on a wide range of topics, including content-area information, in order to support students in meeting the knowledge demands of increasingly complex text. Students enrolled in the course will engage in interactive text-based discussion, question generation, and research opportunities. They will write in response to reading and cite evidence when answering text dependent questions orally and in writing. The course provides extensive opportunities for students to collaborate with their peers. Scaffolding is provided as necessary as students engage in reading and writing increasingly complex text and is removed as the reading and writing abilities of students improve over time.

## **ENGLISH 1**

**10013100**

**1 Credit**

The purpose of this course is to provide English 1 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

## **ENGLISH HONORS 1**

**10013200**

**1 Credit**

The purpose of this course is to provide grade 9 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

## **ENGLISH 2**

**10013400**

**1 Credit**

The purpose of this course is to provide grade 10 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

**ENGLISH HONORS 2****10013500 1 Credit**

The purpose of this course is to provide grade 10 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language in preparation for college and career readiness.

**ENGLISH 3****10013700 1 Credit**

The purpose of this course is to provide grade 11 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

**ENGLISH HONORS 3****10013800 1 Credit**

The purpose of this course is to provide grade 11 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language in preparation for college and career readiness.

**ENGLISH 4****10014000 1 Credit**

The purpose of this course is to provide grade 12 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

**ENGLISH HONORS 4****10014100 1 Credit**

The purpose of this course is to provide grade 12 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

**ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION****10014200 1 Credit**

The course 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. The course also provides a variety of writing opportunities calling for the use of different styles and tones. The content includes that specified by the Advanced Placement Program.

**ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION****10014300 1 Credit**

This course includes instruction in the careful reading of literary works. Through such study, students develop their feeling for language and their understanding of the craft of writing. Students will examine individual works of literature in terms of language, characters, action, themes, structures, meanings and values. Writing assignments, while focusing upon the critical analysis of literature, will also include exercises in exposition, argument, personal narrative, and/or stories, poems or plays. The content includes that specified by the advanced placement program.

**APPLIED COMMUNICATIONS 1****10014600 1 Credit**

The purpose of this course is to develop initial college and career readiness communication skills within the context of a career and technical work environment, including community collaboration and leadership.

**APPLIED COMMUNICATIONS 2****10014700 1 Credit**

The purpose of this course is to develop complex college and career readiness communication skills within the context

of a career and technical work environment, including community collaboration and leadership.

### **CAMBRIDGE AICE ENGLISH LANGUAGE AS LEVEL**

**10015500**

**1 Credit**

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

### **CAMBRIDGE AICE ENGLISH LANGUAGE 2 A LEVEL**

**10015510**

**1 Credit**

The purpose of this course is to provide students with the ability to construct 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, students 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.

### **CAMBRIDGE AICE ENGLISH LANGUAGE AND LITERATURE AS LEVEL**

**10015550**

**1 Credit**

This course develops learners' knowledge, understanding and skills in: in-depth subject content, Independent thinking, applying knowledge and understanding to new as well as familiar situations, handling and evaluating different types of information source, thinking logically and presenting ordered and coherent arguments, making judgements, recommendations and decisions, presenting reasoned explanations, understanding implications and communicating them logically and clearly, and working and communicating in English.

### **CAMBRIDGE PRE-AICE ENGLISH LANGUAGE IGCSE LEVEL**

**10015600**

**1 Credit**

The purpose of this course is to enable students to communicate accurately, appropriately and effectively in speech and writing. Students will also be able to understand and respond appropriately to what they hear, read and experience. The course also provides a variety of writing opportunities calling for the use of different styles and tones.

### **FLORIDA'S PRE-INTERNATIONAL BACCALAUREATE ENGLISH 1**

**10018000**

**1 Credit**

The purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Florida Standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, a holistic view of knowledge, intercultural awareness, embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

### **FLORIDA'S PRE-INTERNATIONAL BACCALAUREATE ENGLISH 2**

**10018100**

**1 Credit**

The purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the appropriate Florida Standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences.

Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

### **INTERNATIONAL BACCALAUREATE ENGLISH LITERATURE 3**

**10018200**

**1 Credit**

The purpose of this course is to develop independent critical competency in the study of literature and to foster a high level of achievement in writing, reading, and speaking. The content should include, but not be limited to, the following: in-depth study of literary works and authors selected from the International Baccalaureate list of prescribed texts and authors for Language Arts, written and oral analyses of literature –writings of a more general expository nature leading in some cases to the preparation of an extended essay and individually guided course work.

### **INTERNATIONAL BACCALAUREATE ENGLISH LITERATURE 4**

**10018300**

**1 Credit**

The purpose of this course is to develop independent critical competency in the study of literature and to foster a high level of achievement in writing, reading, and speaking. The content should include, but not be limited to, the following: in-depth study of literary works and authors selected from the International Baccalaureate list of prescribed texts and authors for Language A, written and oral analyses of literature, writings of a more general expository nature leading in some case to the preparation of an extended essay and individually guided course work.

### **ENGLISH 1 THROUGH ESOL**

**10023000**

**1 Credit**

The purpose of this course is to enable students who are native speakers of languages other than English to develop proficient listening, speaking, reading, and writing skills in the English language. Emphasis will be on acquisition of integrated English communication skills in a wide range of content and activities using texts of high complexity to ensure college and career preparation and readiness.

### **ENGLISH 2 THROUGH ESOL**

**10023100**

**1 Credit**

The purpose of this course is to enable students who are native speakers of languages other than English to develop proficient listening, speaking, reading, and writing skills in the English language. Emphasis will be on acquisition of integrated English communication skills in a wide range of content and activities using texts of high complexity to ensure college and career preparation and readiness.

### **ENGLISH 3 THROUGH ESOL**

**10023200**

**1 Credit**

The purpose of this course is to enable students who are native speakers of languages other than English to develop proficient listening, speaking, reading, and writing skills in the English language. Emphasis will be on acquisition of integrated English communication skills in a wide range of content and activities using texts of high complexity to ensure college and career preparation and readiness.

### **ENGLISH LANGUAGE DEVELOPMENT**

**10023800**

**Multiple Credits**

The purpose of this course is to provide students who are native speakers of languages other than English instruction enabling students to accelerate the development of reading, writing, listening, speaking and language skills and to strengthen these skills so they are able to successfully read and comprehend grade level text independently. Instruction emphasizes reading comprehension and vocabulary through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity. Texts used for instruction focus on a wide range of topics, including content-area information, in order to support students in

meeting the knowledge demands of increasingly complex text. This course can be used in place of intensive reading. This is an elective course and cannot be used for English Language Arts credit.

### **DEVELOPMENTAL LANGUAGE ARTS THROUGH ESOL (READING)**

**10023810**

**Multiple Credits**

The purpose of this course is to provide students who are native speakers of languages other than English instruction enabling students to accelerate the development of reading and writing skills and to strengthen these skills so they are able to successfully read, write, and comprehend grade level text independently. Instruction emphasizes reading comprehension and vocabulary through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity. Texts used for instruction focus on a wide range of topics, including content-area information, in order to support students in meeting the knowledge demands of increasingly complex text. This course can be used in place of intensive reading. This is an elective course and cannot be used for English Language Arts credit.

### **ENGLISH 4 THROUGH ESOL**

**10025200**

**1 Credit**

The purpose of this course is to enable students who are native speakers of languages other than English to develop proficient listening, speaking, reading, and writing skills in the English language. Emphasis will be on acquisition of integrated English communication skills in a wide range of content and activities using texts of high complexity to ensure college and career preparation and readiness.

### **SEMANTICS AND LOGIC HONORS**

**10043005**

**.5 Credit**

The purpose of this course is to enable students to acquire knowledge of the principles of semantics and logic and apply them through integrated educational experiences in the language arts strands.

### **WORLD LITERATURE**

**10053000**

**1 Credit**

The purpose of this course is to enable students, using texts of appropriate complexity, to develop knowledge of world literature through integrated educational experiences of reading, writing, speaking and listening, and language. Emphasis will be on representative world literature, with its varied cultural influences, highlighting the major genres, themes, issues, and influences associated with the selections.

### **AMERICAN LITERATURE**

**10053100**

**1 Credit**

The purpose of this course is to provide students, using texts of high complexity, integrated language arts American literature study in reading, writing, speaking, listening, and language, in preparation for college and career readiness.

### **MODERN LITERATURE**

**1005312**

**1 Credit**

The purpose of this course is to enable students, using texts of high complexity, to develop knowledge of modern literature through integrated educational experiences of reading, writing, speaking and listening, and language. Emphasis will be on representative modern literature, with its varied cultural influences, highlighting the major genres, themes, issues, and influences associated with the literary period.

### **CONTEMPORARY LITERATURE**

**10053305**

**.5 Credit**

The purpose of this course is to enable students, using texts of high complexity, to develop knowledge of contemporary literature through integrated educational experiences of reading, writing, speaking and listening, and

language. Emphasis will be on representative contemporary literature, with its varied cultural influences, highlighting the major genres, themes, issues, and influences associated throughout the literary period.

### **CLASSICAL LITERATURE**

#### **10053405 .5 Credit**

The purpose of this course is to enable students, using texts of high complexity, to develop knowledge of classical literature through integrated educational experiences of reading, writing, speaking and listening, and language. Emphasis will be on representative classical literature, with its varied cultural influences, highlighting the major genres, themes, issues, and influences associated with the literary period.

### **LITERATURE AND THE ARTS 1 HONORS**

#### **10053500 .5 Credit**

The purpose of this course is to enable grades 9-10 students, using texts and artistic works of high complexity, to develop knowledge of the relationship between literature and the fine arts through advanced integrated educational experiences of viewing, reading, writing, speaking and listening, and language. Emphasis will be on the varied cultural influences highlighting the major themes, issues, and topics associated throughout selected literary and artistic periods.

### **LITERATURE IN THE MEDIA HONORS**

#### **10053655 1 Credit**

The purpose of this course is to enable students to develop knowledge of the narrative parallels between traditional (print) literary texts and 21st century (multimedia in all its digital platforms) texts. Through integrated educational experiences of extensive viewing and reading, writing, speaking, listening, and language, students will study a variety of digital platforms, film, and television, including the use of graphics in these formats.

### **CAMBRIDGE AICE ENGLISH LITERATURE 1 AS LEVEL**

#### **10053700 1 Credit**

The purpose of this course is to engage students in the careful reading and critical analysis of imaginative literature of various styles, genres, and periods, thus developing independent critical competency in the study of literature and fostering a high level of achievement in reading, writing, and speaking. Students will also acquire an understanding of the resources of the language and of the writer's craft.

### **CAMBRIDGE AICE ENGLISH LITERATURE 2 A LEVEL**

#### **10053750 1 Credit**

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.

### **CAMBRIDGE PRE-AICE ENGLISH LITERATURE IGCSE LEVEL**

#### **10053800 1 Credit**

The purpose of this course is to enable students to communicate accurately, appropriately and effectively in speech and writing. Students will also be able to understand and respond imaginatively to what they hear, read and experience in a variety of media. Students will study in detail texts from a variety of genre to include poetry, prose and drama. The selections will explore areas of universal human concern, thus leading to a greater understanding of themselves and others.

**INTERNATIONAL BACCALAUREATE ENGLISH LANGUAGE AND LITERATURE 1****1005850**                      **1 Credit**

The course is organized into four parts, each focused on the study of either literary or non-literary texts. Together, the four parts of the course allow the student to explore the language A in question through its cultural development and use, its media forms and functions, and its literature. Students develop skills of literary and textual analysis, and also the ability to present their ideas effectively. A key aim is the development of critical literacy.

**INTERNATIONAL BACCALAUREATE ENGLISH LANGUAGE AND LITERATURE 2****1005855**                      **1 Credit**

The course is organized into four parts, each focused on the study of either literary or non-literary texts. Together, the four parts of the course allow the student to explore the language A in question through its cultural development and use, its media forms and functions, and its literature. Students develop skills of literary and textual analysis, and also the ability to present their ideas effectively. A key aim is the development of critical literacy.

**JOURNALISM 1****10063000**                      **1 Credit**

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

**JOURNALISM 2****10063100**                      **1 Credit**

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

**JOURNALISM 3****10063200**                      **1 Credit**

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

**JOURNALISM 4****10063300**                      **1 Credit**

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

**JOURNALISM 5 HONORS****10063310**                      **1 Credit**

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.

**SOCIAL MEDIA 1****10063755**                      **.5 Credit**

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

**SPEECH 1****10073000****1 Credit**

The purpose of this course is to continue developing students' awareness, understanding, and application of language arts as it applies to oral communication concepts and formats.

**SPEECH 1****10073055****.5 Credit**

The purpose of this course is to develop students' beginning awareness, understanding, and application of language arts as it applies to oral communication concepts and strategies in a variety of given settings.

**SPEECH 2****10073100****1 Credit**

These courses provide students with an introduction to the skills and forms of both formal and informal oral communication. Major instructional areas will include forms of oral communication, techniques of group discussion

**SPEECH 2****10073155****.5 Credit**

The purpose of this course is to continue developing students' awareness, understanding, and application of language arts as it applies to oral communication concepts and formats.

**DEBATE 1****10073300****1 Credit**

The purpose of this course is to develop students' beginning awareness, understanding, and application of language arts as it applies to oral communication concepts and strategies for public debate in a variety of given settings.

**DEBATE 2****10073400****1 Credit**

The purpose of this course is to continue to develop students' awareness, understanding, and application of language arts as it applies to oral communication concepts and strategies for public debate in a variety of given settings. Some work outside of the regular school day may be required.

**DEBATE 3 HONORS****10073500****1 Credit**

The purpose of this course is to develop students' enhanced awareness, understanding, and application of language arts as it applies to advanced oral communication concepts and strategies for public debate in a variety of given settings. Some work outside of the regular school day may be required.

**WRITING 1****10093005****.5 Credit**

The purpose of this course is to enable students to develop and use grade level 9-10 writing and language skills in a variety of writing formats for argumentative, informative, and narrative purposes to ensure preparation for college and career readiness.

**WRITING 2****10093105****.5 Credit**

The purpose of this course is to enable students to develop and use grade level 11-12 writing and language skills in a variety of writing formats for argumentative, informative, and narrative purposes to ensure preparation for college and career readiness.



**CREATIVE WRITING 1****10093205 .5 Credit**

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.

**CREATIVE WRITING 2****10093305 .5 Credit**

The purpose of this course is to enable students to develop and use grade 11-12 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.

**CREATIVE WRITING 3 HONORS****10093310 1 Credit**

The purpose of this course is to enable students to develop and use fundamental writing and language skills for creative expression in a variety of literary forms. Emphasis will be on development of a personal writing style.

**CREATIVE WRITING 4 HONORS****10093320 1 Credit**

The purpose of the course is to have students develop a compilation of works of professional literary merit in the form of a chapbook, essay or short story collection.

**PLAY WRITING****10093500 1 Credit**

The purpose of this course is to enable students to develop and use writing and language skills for play writing in a variety of public performance formats.

**CAMBRIDGE AICE GENERAL PAPER AS LEVEL****10093600 1 Credit**

The purpose of this course is to encourage students to make cross-curricular links; to develop a maturity of thought appropriate to students at this level; and to achieve an understanding and usage of the English language which enables them to express arguments, ideas and opinions in a reflective and academic manner. An awareness of the wider implications of particular issues will enhance the quality of the student's response to the questions; the General Paper is not a test of general knowledge. The key objective is for the student to convey information or opinion in a way that is thoughtful, perceptive and immediately intelligible to the reader.

**WRITING FOR COLLEGE SUCCESS****10093705 .5 Credit**

This course is targeted for grade 12 students whose test scores on the Postsecondary Educational Readiness Test are below the established cut scores for writing, indicating that they are not "college-ready" in writing. This course incorporates language study, the practice of writing craft strategies, and the analysis of writing selections to develop critical writing skills necessary for success in college courses, preparing students for successful completion of Florida college English courses requiring extensive grade-level writing. The benchmarks reflect the Florida College Competencies necessary for entry-level college courses and are also related to the College and Career Readiness (CCR) anchor standards, the exit standards of Florida's K-12 Florida Standards.

**AMERICAN LITERATURE HONORS****10208100 1 Credit**

The purpose of this course is to enable students, using texts of high complexity, to develop knowledge of American literature through advanced integrated educational experiences of reading, writing, speaking and listening, and language. Emphasis will be on representative American literature, with its varied cultural influences, from the Colonial

Period to the present, highlighting the major genres, themes, subjects, and historical influences associated with each literary period, including pertinent foundational documents in United States history.

### **WORLD LITERATURE HONORS**

**10208500**

**1 Credit**

The purpose of this course is to enable students, using texts of high complexity, to develop knowledge of world literature through integrated educational experiences of reading, writing, speaking and listening, and language. Emphasis will be on representative world literature, with its varied cultural influences, highlighting the major genres, themes, issues, and influences associated with the selections.

### **GREAT BOOKS HONORS**

**10208600**

**1 Credit**

The purpose of this course is to enable students, using texts of high complexity, to develop knowledge of great literature through advanced integrated educational experiences of reading, writing, speaking and listening, and language. Emphasis will be on representative "great books," including ones with varied cultural influences, highlighting the major genres, themes, issues, and influences associated throughout the literary period.

### **ANCIENT LITERATURE HONORS**

**10208700**

**1 Credit**

The purpose of this course is to enable students, using texts of high complexity, to develop knowledge of ancient literature through integrated educational experiences of reading, writing, speaking and listening, and language. Emphasis will be on representative ancient literature, with its varied cultural influences, highlighting the major genres, themes, issues, and influences associated with the literary period.

### **EXPLORING HIP HOP AS LITERATURE**

**21043155**

**.5 Credit**

This course explores one of the most revolutionary art forms in American culture known as Hip Hop. This course will focus on the diverse social, political, cultural and spiritual elements represented within the various genres of Hip Hop music through an analysis of song lyrics. Through this course, students will learn about the history of Hip Hop and examine the social, economic and political conditions that influenced its development and evolution. Students will have the opportunity to create their own artistic expressions by integrating their personal experiences and the content learned through the course.

## EXCEPTIONAL STUDENT EDUCATION

### PHYSICAL THERAPY

#### **79660100                      Non-Credit**

The purpose of this course is to provide instruction to students with disabilities who have physically disabling conditions, including sensor motor or neuromuscular deficits that 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.

### OCCUPATIONAL THERAPY

#### **79660200                      Non-Credit**

The purpose of this course is to provide 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.

### SPEECH THERAPY

#### **79660300                      Non-Credit**

The purpose of this course is to provide students exhibiting communication disorders that negatively impact their ability to benefit from the educational process appropriate instruction in the communication skills necessary for academic learning, social interaction, and vocational success.

### LANGUAGE THERAPY

#### **79660400                      Non-Credit**

The purpose of this course is to provide students exhibiting language disorders and delays 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.

### HOSPITAL/HOMEBOUND INSTRUCTION

#### **79000300                      Non-Credit**

The purpose of this course is to enable students with disabilities to acquire skills when served in a hospital or homebound setting in order to achieve the Annual Goals and Short-Term Objectives or Benchmarks specified in the student's Individual Educational Plan (IEP).

### ACCESS ENGLISH 1

#### **7910120                      1 Credit**

The purpose of this course is to provide Access English 1 instruction to students with significant cognitive disabilities. Access courses are intended only for students with a significant cognitive disability. 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 access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

### ACCESS ENGLISH 2

#### **79101250                      1 Credit**

The purpose of this course is to provide Access English 2 instruction to students with significant cognitive disabilities. Access courses are intended only for students with a significant cognitive disability. 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 access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

**ACCESS ENGLISH 3****79101300****1 Credit**

The purpose of this course is to provide Access English 3 instruction to students with significant cognitive disabilities. Access courses are intended only for students with a significant cognitive disability. 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 access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

**ACCESS ENGLISH 4****79101350****1 Credit**

The purpose of this course is to provide Access English 4 instruction to students with significant cognitive disabilities. Access courses are intended only for students with a significant cognitive disability. 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 access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

**ACCESS GEOMETRY****79120650****1 Credit**

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of Geometry. 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. The content should include, but not be limited to the following:

- Content-related vocabulary
- Attributes of lines, planes and solids
- Properties of size, shape, position and space
- Variables and their impact on outcomes
- Varied solution strategies to solve real-world problems

**ACCESS LIBERAL ARTS MATH****79120700****1 Credit**

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of Liberal Arts Math. 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. The content should include, but not be limited to, the following:

- Content-related vocabulary
- Operations using real numbers in real-world problems
- Patterns, relations, and functions, including tables, sequences, and graphs
- Graphs to summarize data and predict outcomes
- Variables and their impact on outcomes
- Properties of size, shape, position, and space
- Varied solution strategies to solve real world problems

**ACCESS ALGEBRA****79120750****1 Credit**

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of Algebra. The purpose of this course 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. The content should include, but not be limited to, the following:

- Content-related vocabulary
- Operations using real numbers in real-world problems
- Patterns, relations, and functions, including tables, sequences, and graphs

- Graphs to summarize data and predict outcomes
- Variables and their impact on outcomes
- Varied solutions strategies to solve real-world problems

### **ACCESS ALGEBRA 1A**

**79120800**

**1 Credit**

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of Algebra. The purpose of this course 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. The content should include, but not be limited to, the following:

- Content-related vocabulary
- Operations using real numbers in real-world problems
- Patterns, relations, and functions, including tables, sequences, and graphs
- Graphs to summarize data and predict outcomes
- Variables and their impact on outcomes
- Varied solutions strategies to solve real-world problems

### **ACCESS ALGEBRA 1B**

**79120900**

**1 Credit**

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of Algebra. The purpose of this course 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. The content should include, but not be limited to, the following:

- Content-related vocabulary
- Operations using real numbers in real-world problems
- Patterns, relations, and functions, including tables, sequences, and graphs
- Graphs to summarize data and predict outcomes
- Ratios
- Variables and their impact on outcomes
- Varied solution strategies to solve real-world problems

### **ACCESS ALGEBRA 2**

**79120950**

**1 Credit**

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of Algebra 2. The purpose of this course 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. The content should include, but not be limited to, the following:

- Content-related vocabulary
- Operations using real numbers in real-world problems
- Patterns, relations, and functions, including tables, sequences, and graphs
- Graphs to summarize data and predict outcomes
- Ratios
- Variables and their impact on outcomes
- Varied solution strategies to solve real-world problems

### **SPECIALLY DESIGNED PHYSICAL EDUCATION**

**79150100**

**.5 Credit**

The purpose of this course is to provide opportunities for students with disabilities to develop motor skills and to participate in various physical activities that may be modified to meet individual needs.

**ACCESS HOPE****79150150****1 Credit**

The content of this course is to develop or expand the student's understanding of: Physical Activity, Components of Physical Fitness, Nutrition and Wellness Planning, Diseases and Disorders, Health Advocacy, First Aid/CPR, Alcohol, Tobacco, and Drug Prevention, Human Sexuality, including Abstinence and HIV, Cognitive Abilities, Lifetime Fitness, Movement, and Responsible Behaviors and Values.

**ACCESS PERSONAL FITNESS****79150200****1 Credit**

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of personal fitness. This course provides 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.

**DRIVER EDUCATION FOR SPECIAL LEARNERS****79190100****.5 Credit**

The purpose of this course is to provide students with disabilities with the basic knowledge necessary to obtain a Florida driver's license.

**ACCESS CHEMISTRY****79200110****1 Credit**

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of Chemistry. Understanding the characteristics of and dynamic relationship between the building blocks of matter, life, and the environment improves the ability to predict how we impact our surroundings and prepares us to respond to and interact with the forces and objects of nature. The content should include, but not be limited to:

- Scientific investigation
- Physical and chemical properties of matter
- Physical and chemical changes of matter
- Atomic theory
- Chemical patterns and periodicity
- Conservation of energy
- Interaction of matter and energy
- Properties of fundamental forces

**ACCESS BIOLOGY I****79200150****1 Credit**

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of Biology. Understanding the diverse characteristics of and dynamic relationship between life forms, processes, and the environment improves the ability to predict how we develop, maintain health, and impact our surroundings. The content of this course should include, but not be limited to:

- Biological processes
- Cell structure and function
- Health-related issues and concerns
- Physiological processes
- Characteristics and classifications of plants and animals.
- Plant and animal development, adaptation, and inter-relationships
- Plant, animal, and environment inter-relationships
- Renewable and non-renewable resources
- Scientific investigation

**ACCESS EARTH/SPACE SCIENCE****79200200****1 Credit**

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of Earth/Space Science. Understanding the dynamic relationship between the environment, the earth and the universe improves the ability to predict how we impact our surroundings and prepares us to respond to and interact with the forces and objects of nature. The content should include but not be limited to:

- Earth systems, structures, and processes
- Natural forces and their effect on Earth and the universe
- The transfer of energy and matter
- The dynamic nature of the geosphere
- The water cycle, weather, and climate
- Investigative methodology
- Renewable and non-renewable energy resources

**ACCESS INTEGRATED SCIENCE 1****79200250****1 Credit**

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of Integrated Science. Understanding the characteristics of and dynamic relationship between energy, matter, life and the environment improves the ability to predict how we impact our surroundings and prepares us to respond to and interact with the forces and objects of nature. The content should include, but not be limited to:

- Biological, physical, and chemical characteristics of matter
- Characteristics of energy transmission
- Practical application of electric and magnetic phenomena
- Interaction of matter and energy
- Characteristics of life
- Equilibrium of Earth's biotic community

**ACCESS PHYSICAL SCIENCE****79200220****1 Credit**

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of physical science. Understanding the characteristics of and dynamic relationship between the building blocks of energy, motion, and matter, and how we react to and impact our surrounding with the forces and objects of nature. The content should include, but not be limited to:

- Scientific investigation
- Energy conservation and transformation
- Atomic energy and nuclear energy
- How motion is measured
- Gravity
- Gases
- What matter is comprised of

**ACCESS HEALTH AND SAFETY: 9-12****79200500****1 Credit**

The purpose of this course is to provide knowledge of the concepts of health and safety to enable students with disabilities to function at their highest levels and prepare to participate effectively in post-school adult living and the world of work.

**ACCESS US GOVERNMENT****79210150****1 Credit**

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of US Government. The purpose of this course content is intended to develop or expand the student's understanding of: origins and purposes of government, law, and the American political system; roles, rights, and responsibilities of US citizens; principals, functions and organization of government; foreign policy, and migration of human populations.

**ACCESS U.S. HISTORY****79210250****1 Credit**

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of US history. The purpose of this course is content is intended to develop or expand an understanding of US History, US War History, economics, politics, geography, cultural history, trade, transportation, and technology.

**ACCESS WORLD HISTORY****79210270****1 Credit**

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of World History. It is intended to give students access to the standards associated with World History, and to expand student's knowledge and understanding of major events that have impacted the world.

**ACCESS ECONOMICS WITH FINANCIAL LITERACY****79210220****.5 Credit**

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of economics and financial literacy. It is intended to develop or expand the student's understanding of the fundamental concepts of local, national and international economics; maps and geographic representations; physical and cultural characteristics of places; relationships between the earth's ecosystems and the population on earth.

**TRANSITION PLANNING 9-12****79600100****1 Credit**

The purpose of this course is to enable students with disabilities to apply the knowledge and skills needed to design and implement personal plans for achieving their desired post-school outcomes. These plans will address all critical transition service areas, including instruction, related services, community experiences, employment, post-school adult living, and, if needed, daily living skills and functional vocational evaluation.

**PREPARATION FOR ADULT LIVING****79630100****1 Credit**

The purpose of this course is to enable students with disabilities to acquire the knowledge and skills needed to prepare for post-school adult living.

**EXPANDED SKILLS: 9-12****79630400****1 Credit**

The purpose of this course is to enable students who are deaf and hard-of-hearing to apply concepts, knowledge, and skills in the expanded core curriculum in the educational, home, community, and employment settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

**EXPANDED CORE COMPETENCIES: 9-12****79630500****1 Credit**

The purpose of this course is to enable students with visual impairments to apply concepts, knowledge, and skills in educational settings, home, community, and employment environments, and independent living to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).



**ORIENTATION AND MOBILITY SKILLS****79630600****1 Credit**

The purpose of this course is to provide instruction in skills involving orientation and mobility. Orientation is the collection and organization of information concerning the environment and one's relationship to it. Mobility is the ability to move efficiently within that environment.

**UNIQUE SKILLS: SOCIAL AND EMOTIONAL: 9-12****79630700****1 Credit**

The purpose of this course is to enable students with disabilities to acquire and generalize skills related to self-management and interpersonal relationships in educational, home, community, and employment settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

**LEARNING STRATEGIES****79630800****1 Credit**

The purpose of this course is to provide instruction that enables students with disabilities to acquire and use strategies and skills to enhance their independence as learners in educational and community settings.

**UNIQUE SKILLS****79631300****1 Credit**

The purpose of this course is to enable students with disabilities to acquire skills that are needed to achieve the maximum level of independent functioning.

**SELF DETERMINATION****79631400****1 Credit**

The purpose of this course is to enable students with disabilities to develop and apply self-determination skills in school, home, community, and work settings. These skills will assist students with achieving their desired school and post-school outcomes, participating actively and effectively in planning meetings, and self-advocating in multiple settings.

**UNIQUE SKILLS: COMMUNICATION 9-12****79631500****1 Credit**

The purpose of this course is to enable students with disabilities to develop and use expressive and receptive communication skills and strategies effectively in educational, home, community, and employment settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

**UNIQUE SKILLS: CURRICULUM & LEARNING****79631700****1 Credit**

The purpose of this course is to enable students with disabilities to acquire and apply skills and strategies to access the general curriculum and achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

**ACCESS VISUAL AND PERFORMING ARTS****79670100****1 Credit**

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content related to the visual and performing arts.

**ACCESS DRAWING 1****79670150****1 Credit**

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of arts in the area of drawing.

**ACCESS THEATRE 1****79670200****1 Credit**

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of arts in the area of theatre.

**ACCESS TWO-DIMENSIONAL STUDIO ART 1****79670250****1 Credit**

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of art. 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, painting, printmaking, collage, and/or design. 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.

## **TECHNICAL AND CAREER EDUCATION FOR STUDENTS WITH DISABILITIES**

**PREPARATION FOR ENTREPRENEURSHIP/SELF-EMPLOYMENT****79800400****1 Credit**

The purpose of this course is to prepare 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.

**CAREER PREPARATION: 9-12****79801100****Multiple Credits**

The purpose of this course is to enable students with disabilities to acquire the career knowledge and skills necessary to identify career options, access community resources, and develop work-related behaviors. The course will provide a foundation for further progress toward achieving the student's desired post-school outcomes related to a career.

**CAREER EXPERIENCES: 9-12****79801200****Multiple Credits**

The purpose of this course is to enable students with disabilities to further develop the career knowledge and skills necessary to identify career options, access community resources, and practice work-related behaviors. The course will provide 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.

**CAREER PLACEMENT: 9-12****79801300****Multiple Credits**

The purpose of this course is to enable 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.

**SUPPORTED COMPETITIVE EMPLOYMENT****79801500****Multiple Credits**

The purpose of this course is to provide customized training through paid employment for students with disabilities to facilitate progress toward attaining measurable postsecondary goals in a customized, paid employment situation.

**TECHNOLOGY EDUCATION****79801900****1 Credit**

The purpose of this course is to enable students with disabilities to apply knowledge and skills regarding the safe and appropriate use of technology in the school, workplace, and community. Students will investigate careers in technology.

**EXPERIENTIAL EDUCATION****CAMBRIDGE PRE-AICE ACCOUNTING IGCSE LEVEL****05023900****1 Credit**

The Cambridge IGCSE Accounting syllabus introduces learners to the theory and concepts of accounting and the ways in which accounting is used in a variety of modern economic and business contexts. Learners focus on the skills of recording, reporting, presenting and interpreting financial information and build an ideal foundation both for further study and for a future career within the profession.

**EXECUTIVE INTERNSHIP 1****05003000****1 Credit**

The purpose of this course is to provide a practical introduction to the work environment through direct contact with professionals in the community.

**EXECUTIVE INTERNSHIP 2****05003100****1 Credit**

The purpose of this course is to supplement the existing curriculum by providing community internships. Students apply textbook learning, leadership skills, and understanding in challenging and creative professional areas.

**EXECUTIVE INTERNSHIP 3****05003200****1 Credit**

The purpose of this course is to further refine and apply technical skills and competencies for leadership within specific professional areas.

**EXECUTIVE INTERNSHIP 4****05003300****1 Credit**

The purpose of this course is to continue to provide students with an opportunity to apply technical skills and competencies to real-life career processes and settings.

**VOLUNTARY PUBLIC SERVICE****05003705****.5 Credit**

The purpose of this course is to develop an appreciation of the concept of service to the community and to develop skills necessary to evaluate the impact of service to others. The content should include, but not be limited to, the following: identification of school community based needs, organized response to identified needs, development and implementation of a personal plan for involvement in school or community service.

**PERSONAL CAREER SCHOOL DEVELOPMENT SKILLS 1****05005000****1 Credit**

The purpose of this course is to provide students who have been designated as at-risk of dropping out of high school with an opportunity to experience success in school and improve attitudes and behaviors towards learning, self, school and community. Through enrollment in this class, students (and their families) are connected with public and private health, employment, counseling and social services. The private sector is involved in the collaboration in a variety of

ways. These include tutoring of students, mentoring, serving as guest speakers or workshop leaders, donating materials/equipment/facilities, providing financial/in-kind support for motivation and recognition awards, offering work experience or job-shadowing opportunities, funding scholarships. Institutions of higher education also join the partnership by providing interns, tutors, mentors and scholarships.

### **PERSONAL CAREER SCHOOL DEVELOPMENT SKILLS 2**

**05005100**

**1 Credit**

The purpose of this course is to provide students who have been designated as at-risk of dropping out of high school with varied experiences in continuing to achieve success in school, personal growth through individual and group processes, and improved attitudes and behaviors towards learning, self, school, and community. Through enrollment in this class, students (and their families) are connected with public and private health employment, counseling and social services. The private sector is involved in the collaboration in a variety of ways. These include tutoring of students, mentoring, serving as guest speakers or workshop leaders, donating materials/equipment/facilities, providing financial/in-kind support for motivation and recognition awards, offering work experience or job-shadowing opportunities, funding scholarships. Institutions of higher education also join the partnership by providing interns tutors, mentors and scholarships.

### **PERSONAL CAREER SCHOOL DEVELOPMENT SKILLS 3**

**05005200**

**1 Credit**

The purpose of this course is to provide students who have been designated as at-risk of dropping out of high school with varied experiences in continuing to achieve success in school, personal growth through individual and group processes, and improved attitudes and behaviors towards learning, self, school, and community. Through enrollment in this class, students (and their families) are connected with public and private health employment, counseling and social services. The private sector is involved in the collaboration in a variety of ways. These include tutoring of students, mentoring, serving as guest speakers or workshop leaders, donating materials/equipment/facilities, providing financial/in-kind support for motivation and recognition awards, offering work experience or job-shadowing opportunities, funding scholarships. Institutions of higher education also join the partnership by providing interns tutors, mentors and scholarships.

### **PERSONAL CAREER SCHOOL DEVELOPMENT SKILLS 4**

**05005300**

**1 Credit**

The purpose of this course is to provide students who have been designated as at-risk of dropping out of high school with varied experiences in continuing to achieve success in school, personal growth through individual and group processes, and improved attitudes and behaviors towards learning, self, school, and community. Through enrollment in this class, students (and their families) are connected with public and private health employment, counseling and social services. The private sector is involved in the collaboration in a variety of ways. These include tutoring of students, mentoring, serving as guest speakers or workshop leaders, donating materials/equipment/facilities, providing financial/in-kind support for motivation and recognition awards, offering work experience or job-shadowing opportunities, funding scholarships. Institutions of higher education also join the partnership by providing interns tutors, mentors and scholarships.

### **CAMBRIDGE AICE ACCOUNTING 1 AS LEVEL**

**05024000**

**1 Credit**

The Cambridge International AS and A Level Accounting syllabus enables learners to apply their accounting knowledge and understanding in order to analyze and present information, give reasoned explanations, and make judgements and recommendations. The syllabus covers topics such as the recording of financial information, accounting principles and control systems, and the preparation of final accounts for a variety of different organizations and businesses.

# HEALTH

## HEALTH I – LIFE MANAGEMENT SKILLS

### 08003005 .5 Credit

This required course provides the student with opportunities to develop and enhance critical life management skills: communication skills, interpersonal and coping skills, nutrition and weight management, CPR, substance use and misuse, consumerism. The student with the above knowledge will be able to make sound decisions and take positive actions for a healthy and effective life.

## HEALTH II/PERSONAL HEALTH

### 08003105 .5 Credit

The goal of this course is to provide students with knowledge and skills related to healthy living not taught in Health I. Specific content includes such units as prevention and control of major diseases, individual family disorders and a development of a health life plan for each student.

## FIRST AID AND SAFETY

### 08003205 .5 Credit

The goal of this course is to provide students with knowledge and skills related to safety, prevent situations where first aid may be needed, CPR, first aid procedures, accessing community agencies that provide and promote emergency care, safety, and disaster preparedness.

## PERSONAL SOCIAL AND FAMILY RELATIONSHIPS

### 08003305 .5 Credit

The purpose of this course is to enable students to develop knowledge and skills that promote and enhance positive human relationships and healthy living. The content should include, but not be limited to, the following: human development from adolescence through adulthood emotional maturity, mental health, and mental disorders interpersonal skills and healthy relationships roles and responsibilities of family members, family problems, marriage and human sexuality.

## ADOLESCENT HEALTH PROBLEMS

### 08003505 .5 Credit

The purpose of this course is to provide students with opportunities for in-depth investigations, extensive large and small group discussions, and self-assessment related to selected personal health problems of adolescence.

## HEALTH EXPLORATIONS HONORS

### 08003605 .5 Credit

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.

## PARENTING 1

### 08003705 .5 Credit

The courses enable students to develop the knowledge and skills that will prepare them to care and nurture children. The content includes the following: growth and development, prenatal care, healthy lifestyle for expectant parents, heredity and environment, caregiver skills, and family relationships.

## PARENTING 2

### 08003805 .5 Credit

The purpose of this course is to provide students with the skills and information that will enable them to care for and

nurture the toddler and preschool-age child. The content should include, but not be limited to, the following: growth and development of the toddler and preschool-age child, child abuse and neglect, parent-child communication, child safety, behavior management, child learning and play activities, modeling and child development, and coping with significant developmental events, such as walking, toilet training, bed-wetting, and defiance.

### **HEALTH FOR EXPECTANT PARENTS**

**08003905**

**.5 Credit**

The purpose of this course is to develop knowledge and skills that promote a healthy baby, mother, and family. Topics covered in this course include the following: human reproduction, physical change during pregnancy, the birth process, nutrition, health-care practices, fetal growth and development, and family planning.

## **JROTC – MILITARY SCIENCE**

### **ARMY: LEADERSHIP EDUCATION & TRAINING 1**

**18013000**

**1 Credit**

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 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.

### **ARMY: LEADERSHIP EDUCATION & TRAINING 2**

**18013100**

**1 Credit**

The purpose of this course is to enable students to expand on skills taught in Leadership Education and Training I. 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 management. 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 teaches the role of political parties in the election process.

### **ARMY: LEADERSHIP EDUCATION & TRAINING 3**

**18013200**

**1 Credit**

The purpose of this course is to enable students to expand on the skills taught in Leadership Education and Training II. 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 negotiation skills and management principles. It emphasizes staff procedures and opportunities to handle various leadership situations as well as prevent violence and manage anger. The research, identification, planning, and execution of service learning activities are included. This course gives cadets the opportunity to apply basic concepts of strategies for career exploration and planning. It teaches how to create a career portfolio and plan for college or work. Financial management principles are studied. Skills for orienteering and/or land navigation are developed. The course also includes studies in the federal judicial system and how historical events have shaped social systems.

**ARMY: LEADERSHIP EDUCATION & TRAINING 4****18013300****1 Credit**

The purpose of this course is to enable students to expand on the skills taught in Leadership Education and Training III. 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.

**United States Coast Guard Leadership & Operations 1****180430000****1 Credit**

The mission of this course is to continue to develop the principles of leadership and citizenship in students through an understanding of United States Coast Guard history and operations.

**United States Coast Guard Leadership & Operations 2****180430100****1 Credit**

The mission of this course is to continue to develop the principles of leadership and citizenship in students through an understanding of United States Coast Guard history and operations.

**United States Coast Guard Leadership & Operations 3****180430200****1 Credit**

The purpose of this course is to deepen the students understanding and demonstration of leadership and citizenship characteristics through an understanding of United States Coast guard history and operations.

**United States Coast Guard Leadership & Operations 4****180430300****1 Credit**

The purpose of this course is to deepen the students demonstration and understanding of leadership and citizenship through an understanding of United States Coast Guard operations.

**LEADERSHIP SKILLS DEVELOPMENT****LEADERSHIP SKILLS DEVELOPMENT****24003000****1 Credit**

The purpose of this course is to teach leadership skills, parliamentary procedure, problem solving, decision making, communication skills, group dynamics, time and stress management, public speaking, human relations, public relations, team building, and other group processes.

**LEADERSHIP TECHNIQUES****24003100****1 Credit**

This course will provide an in-depth study of the leadership techniques of decision making, problem solving, meeting skills, communication, group conflict reduction, time and stress management, evaluation, team building, group dynamics, motivational strategy, and the role of leadership in a democratic society.

**LEADERSHIP STRATEGIES****24003200****1 Credit**

The purpose of this course is to provide formative opportunities to build on skills acquired in the Leadership Techniques course, including meetings skills, communication skills, motivational strategies, character development, group dynamics, community relations, community service and personal and civic responsibility. The content should include, but not be limited to, the following: effective project planning, execution and management techniques for the successful advocacy of proposed public policy changes mastery of organizational theories and management techniques and strategies

#### **APPROACHES TO LEADERSHIP**

**24003300**

**1 Credit**

This course facilitates summative application of leadership skills formed in Leadership Strategies, emphasizing organizational management, goal-setting, communication with varied audiences, peer mediation, citizenship, conflict resolution, healthy decision-making, assertiveness, and meeting skills, stress management and strategies for self-reflection. The content should include, but not be limited to, the following: study in self-reflection continued development in such areas as goal setting, self-actualization, and assertiveness practice of organizational theories and management.



## LIBRARY MEDIA

### CAMBRIDGE AICE MEDIA STUDIES AS LEVEL

**11004600**

**1 Credit**

The syllabus aims to develop critical understanding of the media through engagement with media products and concepts and through the creative application of practical skills explore production processes, technologies and contexts encourage independence in research skills and their application enhance learners' enjoyment and appreciation of the media and its role in their daily lives.

## MATHEMATICS

### ALGEBRA 1

**12003100**

**1 Credit**

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Standards for Mathematical Practice apply throughout and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

### ALGEBRA 1 HONORS

**12003200**

**1 Credit**

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic and other exponential functions. The Standards for Mathematical Practice apply throughout and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

### ALGEBRA 2

**12003300**

**1 Credit**

Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms.

### ALGEBRA 2 HONORS

**12003400**

**1 Credit**

Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. In addition, students extend their understanding of functions to work with trigonometric functions and conics.

**INTENSIVE MATHEMATICS****12004000 Multiple Credits**

The purpose of this course is to enable students to develop mathematics skills and concepts through remedial instruction and practice outside their regular mathematics instruction. The course is tailored to meet the needs of individual students, and is aligned to appropriate benchmarks for students to work toward mastery of grade level or course standards.

**MATH FOR COLLEGE SUCCESS****12004105 .5 Credit**

The purpose of this course is to prepare students to be college ready in mathematics. The content of this course includes, but is not limited to, Expressions and Equations, The Number System, Ratios and Proportional Relationships, Functions, Algebra, Geometry, Number and Quantity, Statistics and Probability, and the Florida Standards for High School Modeling.

**MATH FOR COLLEGE READINESS****12007000 1 Credit**

This course is targeted for grade 11 and 12 students, who need some additional instruction in content to prepare them for success in college level mathematics. This course incorporates the Florida Standards for Mathematical Practices as well as the following Florida Standards for Mathematical Content: Expressions and Equations, The Number System, Functions, Algebra, Geometry, Number and Quantity, Statistics and Probability, and the Florida Standards for High School Modeling. The standards align with the Mathematics Postsecondary Readiness Competencies deemed necessary for entry-level college courses.

**MATHEMATICAL ANALYSIS HONORS****12013000 .5 Credit**

Course description unavailable in CPALMS.

**ANALYSIS OF FUNCTION HONORS****12013150 .5 Credit**

Course description unavailable in CPALMS.

**INTERNATIONAL BACCALAUREATE MATHEMATICS ANALYSIS AND APPROACHES 1****12013250 1 Credit**

Intended for students who wish to pursue studies in mathematics at university or subjects that have a large mathematical content; it is for students who enjoy developing mathematical arguments, problem solving and exploring  
**real and abstract applications, with and without technology.**

**INTERNATIONAL BACCALAUREATE MATHEMATICS ANALYSIS AND APPROACHES 2****12013330 1 Credit**

Intended for students who wish to pursue studies in mathematics at university or subjects that have a large mathematical content; it is for students who enjoy developing mathematical arguments, problem solving and exploring  
**real and abstract applications, with and without technology.**

**INTERNATIONAL BACCALAUREATE MATHEMATICS ANALYSIS AND APPROACHES 3****12013350 1 Credit**

Intended for students who wish to pursue studies in mathematics at university or subjects that have a large mathematical content; it is for students who enjoy developing mathematical arguments, problem solving and exploring  
**real and abstract applications, with and without technology.**

**CALCULUS HONORS****12023000****1 Credit**

The purpose of this course is to enable students to develop knowledge and skills in calculus concepts while strengthening and extending concepts learned in previous mathematics courses.

**ADVANCED PLACEMENT CALCULUS AB****12023100****1 Credit**

AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The 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.

**ADVANCED PLACEMENT CALCULUS BC****12023200****1 Credit**

AP Calculus BC is roughly equivalent to both first and second semester college calculus courses and extends the content learned in AB to different types of equations and introduces the topic of sequences and series. The course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. 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. This course may be taken as a paired IB course in preparation for the Higher Level Math exam.

**PRE-CALCULUS HONORS****12023400****1 Credit**

Pre-calculus combines the trigonometric, geometric, and algebraic techniques needed to prepare students for the study of calculus and strengthens students' conceptual understanding of problem solving mathematical reasoning. Course topics include an expanded understanding of logarithms, exponential functions, and polynomial functions, applications of trigonometric identities and trigonometric functions, polar coordinates, complex numbers, conic sections, vectors, and limits.

**CAMBRIDGE AICE MATHEMATICS 1 AS LEVEL****12023520****1 Credit**

The purpose of this course is to enable students to: develop an understanding of mathematical principles and an appreciation of mathematics as a logical and coherent subject; acquire a range of mathematical skills, particularly those which will enable them to use applications of mathematics in the context of everyday situations and of other subjects they may be studying; develop the ability to analyze problems logically, recognize when and how a situation may be represented mathematically, identify and interpret relevant factors and, where necessary, select an appropriate mathematical method to solve the problem; use mathematics as a means of communication with emphasis on the use of clear expression; acquire the mathematical background necessary for further study in this or related subjects.

**CAMBRIDGE AICE MATHEMATICS AND PROBABILITY AND STATISTICS 1 AS LEVEL****12023620****1 Credit**

In this course, students will study topics including the representation of data, permutations and combinations, probability, discrete random variables, and the normal distribution. As well as demonstrating skill in the appropriate techniques, candidates will be expected to apply their knowledge in the solution of problems throughout the course

and on Paper 6. For all units, knowledge of the content of Cambridge O Level/Cambridge IGCSE Mathematics is assumed.

### **CAMBRIDGE AICE MATHEMATICS AND PROBABILITY AND STATISTICS 2 A LEVEL**

**12023640**

**1 Credit**

In this course, students will study topics including sampling and estimation, hypothesis tests, linear combinations of random variables, continuous random variables, and the Poisson distribution. As well as demonstrating skill in the appropriate techniques, candidates will be expected to apply their knowledge in the solution of problems throughout the course and on Paper 7. For all units, knowledge of the content of Cambridge O Level/Cambridge IGCSE Mathematics is assumed.

### **CAMBRIDGE AICE FURTHER MATHEMATICS 1 AS LEVEL**

**12023650**

**1 Credit**

Cambridge International A Level Further Mathematics prepares candidates to gain lifelong skills, including: a deeper understanding of mathematical principles, the further development of mathematical skills including the use of applications of mathematics in the context of everyday situations and in other subjects that they may be studying, the ability to analyze problems logically, recognizing when and how a situation may be represented mathematically, the use of mathematics as a means of communication, and a solid foundation for further study. Topics include polynomials and rational functions, polar coordinates, series, mathematical induction, differentiation and integration, differential equations, complex numbers, vectors, and matrices.

### **CAMBRIDGE AICE FURTHER MATHEMATICS AND MECHANICS AND PROBABILITY AND STATISTICS 2A LEVEL**

**12023660**

**1 Credit**

Cambridge AICE Mathematics, Mechanics, and Probability and Statistics 2 A-Level develops learners' mathematical knowledge and skills in a logical and coherent appreciation for the subject. The topics covered are: Pure Mathematics 1 and 3, Mechanics, and Probability and Statistics. Pure Mathematics 1 and 3 focuses on an in-depth study of concepts such as quadratics, functions, coordinate geometry, trigonometry, Vectors, and Complex Numbers. Mechanics had learners focusing on topics such as Forces and equilibrium, kinematics of motion in a straight line, Newton's Law, energy, work, and power. The final element of the courses is Probability and Statistics with a focus on areas such as representation of data, permutations and combinations, Discrete Random Variables, and normal distribution.

### **CAMBRIDGE AICE FURTHER MATHEMATICS 2A LEVEL**

**12023700**

**1 Credit**

Cambridge International A Level Further Mathematics prepares candidates to gain lifelong skills, including: a deeper understanding of mathematical principles, the further development of mathematical skills including the use of applications of mathematics in the context of everyday situations and in other subjects that they may be studying, the ability to analyze problems logically, recognizing when and how a situation may be represented mathematically, the use of mathematics as a means of communication, and a solid foundation for further study. Topics include polynomials and rational functions, polar coordinates, series, mathematical induction, differentiation and integration, differential equations, complex numbers, vectors, and matrices.

### **INTERNATIONAL BACCALAUREATE PRE-CALCULUS (SL1)**

**12023750**

**1 Credit**

IB Pre-calculus is the first year of a two year sequence for International Baccalaureate's SL Math progression. The course includes, but is not limited to, the following topics: algebra, functions and equations, circular functions and trigonometry, vectors, and statistics and probability. After taking its paired course in year two, IB Calculus/Descriptive Statistics, students will sit for the IB Math SL exam.

**GEOMETRY****12063100****1 Credit**

The fundamental purpose of Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The Standards for Mathematical Practice apply throughout and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The course includes topics on congruence, constructions, proof, similarity, trigonometry, measurement, circles, and coordinate geometry.

**GEOMETRY HONORS****12063200****1 Credit**

The fundamental purpose of Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The Standards for Mathematical Practice apply throughout and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The course includes topics on congruence, constructions, proof, similarity, trigonometry, measurement, circles, conics, and coordinate geometry.

**LIBERAL ARTS MATHEMATICS 1****12073000****1 Credit**

The purpose of this course is to enable students to strengthen algebraic and geometric concepts and skills necessary for further study of mathematics. Students will move toward mastery of algebraic benchmarks including linear and quadratic functions, graphing, and statistical modeling. In addition, students will work on geometric concepts that include congruence, similarity, measurement, trigonometry, and circles.

**LIBERAL ARTS MATHEMATICS 2****12073100****1 Credit**

The purpose of this course is to enable students to extend their algebraic skills necessary for further study of mathematics. Students will move toward mastery of algebraic benchmarks including rational exponents, complex numbers, extended work with equations and expressions, polynomials, logarithms and exponential functions, and conics.

**INTERNATIONAL BACCALAUREATE MATHEMATICS APPLICATIONS AND INTERPRETATION 1****12093000****1 Credit**

Designed for students who enjoy describing the real world and solving practical problems using mathematics; those who are interested in harnessing the power of technology alongside exploring mathematical models and enjoy the more practical side of mathematics.

**INTERNATIONAL BACCALAUREATE MATHEMATICS APPLICATIONS AND INTERPRETATION 2****12093050****1 Credit**

Designed for students who enjoy describing the real world and solving practical problems using mathematics; those who are interested in harnessing the power of technology alongside exploring mathematical models and enjoy the more practical side of mathematics.

**INTERNATIONAL BACCALAUREATE MATHEMATICS APPLICATIONS AND INTERPRETATION 3****12093100****1 Credit**

Analytic methods with an emphasis on calculus – appropriate for pure mathematicians, engineers, scientists, economists, those with an interest in analytic methods – current HL mathematics calculus option content will form

part of the HL course. This subject is aimed at students who will go on to study subjects with substantial mathematics content such as mathematics itself, engineering, physical sciences, or some economics courses.

### **CAMBRIDGE PRE-AICE MATHEMATICS 1 IGCSE LEVEL**

**12098100**

**1 Credit**

The purpose of this course is to enable students to: develop their mathematical knowledge and oral, written and practical skills in a way which encourages confidence and provides satisfaction and enjoyment; read mathematics, and write and talk about the subject in a variety of ways; develop a feel for number, carry out calculations and understand the significance of the results obtained; apply mathematics in everyday situations and develop an understanding of the part which mathematics plays in the world around them.

### **CAMBRIDGE PRE-AICE MATHEMATICS 2 IGCSE LEVEL**

**12098200**

**1 Credit**

The purpose of this course is to enable students to: develop their mathematical knowledge and oral, written and practical skills in a way which encourages confidence and provides satisfaction and enjoyment; read mathematics, and write and talk about the subject in a variety of ways; develop a feel for number, carry out calculations and understand the significance of the results obtained; apply mathematics in everyday situations and develop an understanding of the part which mathematics plays in the world around them.

### **CAMBRIDGE PRE-AICE MATHEMATICS 3 IGCSE LEVEL**

**12098250**

**1 Credit**

The curriculum content is an integration of Algebra I, Geometry, Algebra II, Trigonometry and Probability & Statistics. Students will develop mathematical abilities and skills relevant to the study of mathematics and will form a basis for more advance study, including AS and A Levels in AICE. Polynomial, rational, exponential, inverse, logarithmic, quadratic, and trigonometric functions, systems of equations, graphing, sequences and series, imaginary and complex numbers, and vectors are a few of the topics to be covered in this course. The use of the graphing calculator and real-world applications will be integrated into this course.

### **PROBABILITY AND STATISTICS WITH APPLICATIONS HONORS**

**12103000**

**1 Credit**

This course designed to introduce the methods used in the field of applied statistics. Students will study techniques for collecting, displaying, and interpreting data, understand statistics as it relates to a population, and use probability to make predictions.

### **ADVANCED PLACEMENT STATISTICS**

**12103200**

**1 Credit**

The content of this course should include, but not be limited to the: exploratory data: observing patterns, and departures from patterns; planning of a study: deciding what and how to measure; anticipating patterns in advance: producing models using probability and simulation; statistical inference: confirming models. Students in this course will sit for the AP Statistics exam.

### **TRIGONOMETRY HONORS**

**12113000**

**.5 Credit**

In this course, students develop skills necessary for advanced mathematics. Course topics include work with trigonometric functions, trigonometric identities, trigonometric equations, operations with complex numbers, and vectors.

**ADVANCED TOPICS IN MATHEMATICS****12983100****1 Credit**

The purpose of this course is to enable students to extend their knowledge of functions, strengthen their mathematical proficiency, and develop skills necessary for subsequent college preparatory mathematics courses. Areas of focus in Advanced Topics in Mathematics include, but are not limited to, an in depth look at functions, the complex number system, matrices, vectors, arithmetic and geometric sequences, probability and statistics, data analysis, trigonometric functions and the unit circle, and surface area and volume of solid geometric figures.

**MUSIC****MUSIC THEORY 1****13003000****1 Credit**

Students learn how music is constructed and developed, and acquire a basic understanding of the structural, technical, and historical elements of music. Student theorists develop basic ear-training, keyboard, and functional singing skills, and engage in the creative process through individual and collaborative projects.

**MUSIC THEORY 2 HONORS****13003100****1 Credit**

Students with prior music theory training study composition, form, and analysis, and develop individual aural skills. The aural, analytical, and cognitive skills expanded in this class inform the serious musician's performance abilities over a variety of styles and genres.

**ADVANCED PLACEMENT MUSIC THEORY****13003300****1 Credit**

The purpose of this course is to develop the student's ability to recognize and understand the basic materials and processes in any music that is heard or read in score.

**MUSIC OF THE WORLD****13003400****1 Credit**

Students explore the musical traditions of 20th- and 21st-century American and global communities around the world through study of current trends, focusing on the function of music within various cultures (e.g., jazz, world drumming, mariachi, soul, gamelan, Bollywood, digital). Students examine and report on human activities involving music, technology- and culture-related influences on music, and the sounds and structures of music composition. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

**CAMBRIDGE AICE MUSIC 1 AS LEVEL****13003950****1 Credit**

Music candidates develop an appreciation of, and an informed critical response to, music of the Western tradition, from at least two genres and periods. Candidates learn how to listen attentively and responsively in order to better understand the musical processes at work; they also learn how to communicate this understanding, supporting their judgments by evidence-based argument.

**FLORIDA'S PRE-INTERNATIONAL BACCALAUREATE - MUSIC 1****13008000****1 Credit**

Students in this Pre-IB class refine their musicianship and performance skills on a specified instrument or voice. Students prepare for post-secondary and community music experiences and develop artistry independently through a variety of advanced solos, etudes, and excerpts. 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. This course, if used for an instrumental class, may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

### **FLORIDA'S PRE- INTERNATIONAL BACCALAUREATE - MUSIC 2**

**13008100**

**1 Credit**

Students with extensive vocal or instrumental ensemble experience refine their critical listening, music literacy, and ensemble skills through the study, rehearsal, and performance of high-quality, advanced literature. Students in this Pre-IB class use reflection and problem-solving skills with increasing independence to improve their performance and musical expressivity.

### **INTERNATIONAL BACCALAUREATE - MUSIC 1**

**13008160**

**1 Credit**

This course is repeated in a two-year sequence to fulfill IB requirements and immerses students in the time period/culture of music being studied through performing, composing, imitation, writing, and listening to the music of that unit. Students will research and prepare a written creative piece comparing two genres of music from two different cultures as the internal assessment project for the IB. This course of study is designed to promote a greater awareness and understanding of music through variety of musical experiences. Students will be exposed to a broad spectrum of music ranging from that of Western traditions to world regions and cultures. Components of this course include theoretical study, development of listening and aural skills, score analysis, individual student composition and performance.

### **INTERNATIONAL BACCALAUREATE - MUSIC 2**

**13008180**

**1 Credit**

This course is a continued study of IB Music 1 and designed to promote a greater awareness and understanding of music through variety of musical experiences. Students will be exposed to a broad spectrum of music ranging from that of Western traditions to world regions and cultures. Components of this course include theoretical study, development of listening and aural skills, score analysis, individual student composition and performance.

### **PRE-INTERNATIONAL BACCALAUREATE - MUSIC 3**

**13008200**

**1 Credit**

The purpose of this course is to develop the International Baccalaureate students' understanding of the techniques of listening, analysis, performing, and composing through the use of keyboard, computer-assisted writing, and applied instrument or voice medium.

### **GUITAR 1**

**13013200**

**1 Credit**

The purpose of this course is to enable students to develop basic skills in guitar performance, including interpretation of notation and performance in varied styles. Beginning guitarists explore the careers and music of significant performers in a variety of styles.

### **GUITAR 2**

**13013300**

**1 Credit**

Students build on their skills and knowledge, adding chords, new strumming and finger-picking patterns, movable major and minor scales, basic music theory, more complex bass lines and lead sheets, and ensemble skills for a variety of music.

### **GUITAR 3**

**13013400**

**1 Credit**

Students with previous experience strengthen their guitar skills and knowledge, adding a variety of chords; refining finger-picking and strumming patterns; reading notation in 1st, 2nd, and 5th position; and learning stylistic nuances,



left-hand technique, and alternative fingering. Guitarists readily use tablature and standard notation, study the work of significant musicians, and develop significant self-assessment skills. 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. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

### **GUITAR 4 HONORS**

#### **13013500                      1 Credit**

Students broaden their guitar skills and knowledge, adding left- and right-hand techniques and stylistic nuances; work with classical etudes and ensemble performance literature; and become familiar with modes and jazz chords. Guitarists extend their reading and theory skills and add to their knowledge of significant musicians through history.

### **KEYBOARD 1**

#### **13013600                      1 Credit**

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.

### **KEYBOARD 2**

#### **13013700                      1 Credit**

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.

### **KEYBOARD 3**

#### **13013800                      1 Credit**

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. 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.

### **KEYBOARD 4 HONORS**

#### **13013900                      1 Credit**

Students develop highly advanced piano techniques, music literacy, solo performance skills, and related musical knowledge through a variety of advanced piano literature. Students work toward greater musical independence through accompanying other musicians, performing solos, and/or creating original music compositions. In keeping with the rigor expected in an Honors course, students undertake independent study that includes synthesis of learning and experience. 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.

### **BAND 1**

#### **13023000                      1 Credit**

The purpose of this course is to enable students to develop basic technical skills on wind or percussion instruments through the refinement and performance of high school band literature. Emphasis will be placed on the development of skills in interpretation of notation and expressive markings, individual and ensemble performance, and critical listening.

**BAND 2****13023100****1 Credit**

This course 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.

**BAND 3****13023200****1 Credit**

This course is 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.

**BAND 4****13023300****1 Credit**

This course is 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.

**BAND 5 HONORS****13023400****1 Credit**

This advanced course is 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. Musical independence and leadership are particularly encouraged in this setting.

**BAND 6 HONORS****13023500****1 Credit**

This advanced course is 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.

**MARCHING BAND****13023550****Semester - Multiple Credits**

Students will participate in activities of their school's marching band. Activities may include, but are not limited to, the study of the chosen program of music for the season, rehearsals of the marching routine to accompany music. There are a variety of ways that students may participate and earn credit in this course. Some students may play instruments, some may work with flags, batons, or other apparatus, some may be dancers, etc.

**ORCHESTRA 1****13023600****1 Credit**

The purpose of this course is to enable students to develop basic technical skills on string or other orchestral instruments through the refinement and performance of high school orchestra literature. Emphasis will be placed on the development of skills in interpretation of notation and expressive markings, individual and ensemble performance,

and critical listening.

### ORCHESTRA 2

#### **13023700                      1 Credit**

Students who have at least one year of orchestral experience study, rehearse, and perform high-quality orchestra literature. Rehearsals focus on the development of critical listening skills, basic string techniques, music literacy, ensemble skills, and aesthetic awareness in the context of relevant history and cultures.

### ORCHESTRA 3

#### **13023800                      1 Credit**

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.

### ORCHESTRA 4

#### **13023900                      1 Credit**

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.

### ORCHESTRA 5 HONORS

#### **13024000                      1 Credit**

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.

### ORCHESTRA 6 HONORS

#### **13024100                      1 Credit**

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.

### INSTRUMENTAL TECHNIQUES 1

#### **13024200                      1 Credit**

The purpose of this course is to enable students to develop basic performance skills on a selected instrument in a solo or small ensemble setting using varied high school literature. Performance techniques, music knowledge, critical analysis, and aesthetic response are emphasized.

### INSTRUMENTAL TECHNIQUES 2

#### **13024300                      1 Credit**

The purpose of this course is to enable students to develop intermediate-level performance skills on a selected instrument in a solo or small ensemble setting using varied high school literature. Performance techniques, music knowledge, critical analysis, and aesthetic response are emphasized.

### INSTRUMENTAL TECHNIQUES 3

#### **13024400                      1 Credit**

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.

### **INSTRUMENTAL TECHNIQUES 4 HONORS**

**13024500**

**1 Credit**

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.

### **INSTRUMENTAL ENSEMBLE 1**

**13024600**

**1 Credit**

The purpose of this course is to enable students to develop basic performance skills on a selected instrument in an ensemble setting using varied high school literature. Performance techniques, music knowledge, critical analysis, and aesthetic response are emphasized.

### **INSTRUMENTAL ENSEMBLE 2**

**13024700**

**1 Credit**

Students with previous instrumental ensemble experience continue building musicianship and performance skills through the study of high-quality music in diverse styles. Student musicians learn to self-assess and collaborate as they rehearse, perform, and study relevant musical styles and time periods.

### **INSTRUMENTAL ENSEMBLE 3**

**13024800**

**1 Credit**

Students strengthen instrumental ensemble performance skills, music literacy, and analytical skills through the study of high-quality music in diverse styles. Student musicians learn to self-assess and collaborate as they rehearse, perform, and study relevant history and cultures.

### **INSTRUMENTAL ENSEMBLE 4 HONORS**

**13024900**

**1 Credit**

Students with extensive instrumental ensemble experience refine their critical listening, music literacy, and ensemble skills through the study, rehearsal, and performance of high-quality, advanced literature. Students use reflection and problem-solving skills with increasing independence to improve their performance and musical expressivity.

### **JAZZ ENSEMBLE 1**

**13025000**

**1 Credit**

Students with experience on an instrument suited for jazz ensemble explore the fundamentals of performance practices, improvisation, and music theory through a diverse repertoire of high-quality jazz literature. Students learn the basics of foundational jazz styles, use chord symbols, develop knowledge of musical structure, and study the history of jazz and its iconic musicians.

### **JAZZ ENSEMBLE 2**

**13025100**

**1 Credit**

Students with jazz experience become conversant with basic chord progressions and the scale/chord relationship, strengthen aural skills, and learn to improvise and compose melodies over progressions as they rehearse, perform, and study high-quality jazz ensemble literature. Musicians study jazz history and become familiar with the cultural context of various compositions and artists.

### **JAZZ ENSEMBLE 3**

**13025200**

**1 Credit**

Students with considerable jazz experience become conversant with more complex forms and harmonic progressions, and strengthen their aural and improvisational skills as they rehearse, perform, and study high-quality jazz ensemble

literature. Musicians apply their theory skills to arranging, transposition, and composing; and study various periods, cultural contexts, compositions, and artists in jazz history.

### **JAZZ ENSEMBLE 4 HONORS**

**13025300**

**1 Credit**

Students with significant jazz experience become highly conversant with complex harmonic structures; compose or arrange for small groups; improvise over various forms, keys, and styles; and are knowledgeable about the professional jazz scene and its icons. Musicians study the impact of technology on jazz and the music industry, and learn the basics of sound reinforcement for solo and ensemble performance. In keeping with the rigor expected in an Honors course, students undertake independent study that includes synthesis of learning and experience.

### **CHORUS 1**

**13033000**

**1 Credit**

The purpose of this course is to enable students to develop basic individual and ensemble skills in choral performance through preparation of varied high school literature. Emphasis will be placed on healthy and expressive singing, accurate interpretation of notation, and development of critical and aesthetic response to music.

### **CHORUS 2**

**13033100**

**1 Credit**

This course 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.

### **CHORUS 3**

**13033200**

**1 Credit**

This formative class 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.

### **CHORUS 4**

**13033300**

**1 Credit**

This course 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.

### **CHORUS 5 HONORS**

**13033400**

**1 Credit**

This advanced course 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 V 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.

### **CHORUS 6 HONORS**

**13033500**

**1 Credit**

This very advanced course 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. The focus is 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.

#### **CHORUS REGISTER SPECIFIC 1**

##### **13033600 1 Credit**

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.

#### **CHORUS REGISTER SPECIFIC 2**

##### **13033700 1 Credit**

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.

#### **CHORUS REGISTER SPECIFIC 3**

##### **13033800 1 Credit**

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.

#### **CHORUS REGISTER SPECIFIC 4 HONORS**

##### **13033900 1 Credit**

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.

#### **VOCAL TECHNIQUES 1**

##### **13034000 1 Credit**

Students in this course 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.

#### **VOCAL TECHNIQUES 2**

##### **13034100 1 Credit**

Students in this course 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.

#### **VOCAL TECHNIQUES 3**

##### **13034200 1 Credit**

Students in this course 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.

#### **VOCAL TECHNIQUES 4 HONORS**

##### **13034300 1 Credit**

Students in this advanced course 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.

### VOCAL ENSEMBLE 1

#### **13034400 1 Credit**

Students develop basic musicianship and ensemble performance skills through the study of basic, high-quality music in diverse styles. Student musicians focus on building foundational music techniques, music literacy, listening skills, and aesthetic awareness.

### VOCAL ENSEMBLE 2

#### **13034500 1 Credit**

Students with previous vocal ensemble experience continue building musicianship and performance skills through the study of high-quality music in diverse styles. Student musicians learn to self-assess and collaborate as they rehearse, perform, and study relevant musical styles and time periods.

### VOCAL ENSEMBLE 3

#### **13034600 1 Credit**

Students strengthen vocal ensemble performance skills, music literacy, and analytical skills through the study of high-quality music in diverse styles. Student musicians learn to self-assess and collaborate as they rehearse, perform, and study relevant history and cultures.

### VOCAL ENSEMBLE 4 HONORS

#### **13034700 1 Credit**

Students with extensive vocal ensemble experience refine their critical listening, music literacy, and ensemble skills through the study, rehearsal, and performance of high-quality, advanced literature. Students use reflection and problem-solving skills with increasing independence to improve their performance and musical expressivity.

### MUSIC TECHNOLOGY AND SOUND ENGINEERING 1

#### **13043000 1 Credit**

The purpose of this course is to teach the care and use of electronic equipment and synthesizers commonly used in the production of today's popular music, along with the necessary theoretical, technical, and physical properties of sound and music.

### MUSIC TECHNOLOGY AND SOUND ENGINEERING 1

#### **13043100 1 Credit**

Students build on previous experience with the fundamentals of music technology and sound engineering to integrate their knowledge of traditional musical elements with past and current technologies used to capture, create, mix, and present music. They explore the creative and aesthetic implications of music technology and sound engineering through class work. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

### EURHYTHMICS 1

#### **13053000 1 Credit**

The purpose of this course is to enable students to develop basic skills in creating, performing, and evaluating choreographed performances as an independent ensemble and in cooperation with the marching band. Emphasis is placed on dance, equipment manipulation, precision, and the relationship between music and dance.

### EURHYTHMICS 2

#### **13053100 1 Credit**

The purpose of this course is to enable students to develop intermediate skills in creating, performing, and evaluating choreographed performances as an independent ensemble and in cooperation with the marching band. Emphasis is

placed on dance, equipment manipulation, precision, and the relationship between music and dance.

### **EURHYTHMICS 3**

#### **13053200 1 Credit**

Student dancers strengthen their performance and evaluative skills, and explore the basic processes of designing choreography for an independent ensemble or in cooperation with a music ensemble. Students develop more sophisticated dance skills and equipment manipulation.

### **EURHYTHMICS 4**

#### **13053300 1 Credit**

The purpose of this course is to enable students to develop advanced skills in creating, performing, and evaluating choreographed performances as an independent ensemble and in cooperation with the marching band. Emphasis is placed on dance, equipment manipulation, precision, and the analysis of the relationship between music and dance.

### **MUSIC ENSEMBLE 1**

#### **13054000 1 Credit**

Students with little or no experience in a vocal or instrumental ensemble develop basic musicianship and ensemble performance skills through the study of basic, high-quality music in diverse styles. Student musicians focus on building foundational music techniques, music literacy, listening skills, and aesthetic awareness. 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. This course, if used for an instrumental ensemble, may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

### **MUSIC ENSEMBLE 2**

#### **13054100 1 Credit**

Students with previous vocal or instrumental ensemble experience continue building musicianship and performance skills through the study of high-quality music in diverse styles. Student musicians learn to self-assess and collaborate as they rehearse, perform, and study relevant musical styles and time periods. 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. This course, if used for an instrumental ensemble, may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

### **MUSIC TECHNIQUES 1**

#### **13055000 1 Credit**

Students with little or no instrumental or vocal experience develop musicianship, technical proficiency, and performance skills. Beginning musicians focus on development of skills and techniques through scales, etudes, and solo literature. 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. This course, if used for an instrumental class, may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.



## PEER COUNSELING

### PEER COUNSELING 1

#### **14003000 .5 Credit**

The purpose of this course is to enable students to develop basic knowledge and skills in communication, meeting human needs, and conflict resolution.

### PEER COUNSELING 2

#### **14003105 .5 Credit**

The purpose of this course is to enable students to develop intermediate-level knowledge and skills in communication, personal and group dynamics, and conflict resolution.

### PEER COUNSELING 3

#### **14003205 .5 Credit**

The purpose of this course is to enable students to develop proficient knowledge and skills in communication, personal and group dynamics, and conflict resolution. Emphasis will be on the issues and concerns of students within the school.

### PEER COUNSELING 4

#### **14003305 .5 Credit**

The purpose of this course is to enable students to develop advanced knowledge and skills in communication, personal and group dynamics, and conflict resolution. Emphasis will be on program development and intervention for students in the school and community.

### PEERS AS PARTNERS IN LEARNING

#### **14003400 Multiple Credits**

This course is designed to provide reciprocal academic and social benefits to students with disabilities and their peers without disabilities. Students enrolled in this course will learn and apply knowledge and skilled practices in the areas of academic engagement, communication, social barriers, leadership, problem solving, and other disability-related topics such as historical perspectives, inclusion, Universal Design for Learning, person-first language, presumed competence, social justice for minority populations, and media representation of diverse people.

# PHYSICAL EDUCATION

## H.O.P.E. PHYSICAL EDUCATION VARIATION

(HEALTH OPPORTUNITIES THROUGH PHYSICAL EDUCATION)

**15063200**

**1 Credit**

The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness.

### PERSONAL FITNESS

**15013005**

**.5 Credit**

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.

### FITNESS LIFESTYLE DESIGN

**15013105**

**.5 Credit**

The purpose of this course is to enable 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.

### FITNESS ISSUES FOR ADOLESCENCE

**15013205**

**.5 Credit**

The purpose of this course is to enable students to acquire knowledge of fitness concepts and related adolescent issues and to develop an individualized level of health-related fitness.

### WEIGHT TRAINING 1

**15013405**

**.5 Credit**

The purpose of this course is to enable students to acquire basic knowledge and skills in weight training, improve muscular strength and endurance, and begin to enhance self-image.

### WEIGHT TRAINING 2

**15013505**

**.5 Credit**

The purpose of this course is to enable students to develop intermediate-level knowledge and skills in weight training, further improve muscular strength and endurance, and further enhance self-image.

### WEIGHT TRAINING 3

**15013605**

**.5 Credit**

The purpose of this course is to enable students to develop advanced knowledge and skills in weight training, further improve muscular strength and endurance, and further enhance self-image.

### PERSONAL FITNESS TRAINER

**15013800**

**1 Credit**

The purpose of this course is to enable students to acquire knowledge of the principles of training and conditioning to design, implement and modifying a personal fitness program. Students will learn how each of the health-related fitness components (cardio respiratory endurance, muscular strength, muscular endurance, flexibility, body composition) are improved through the application of training principles.

### COMPREHENSIVE FITNESS

**15013905**

**.5 Credit**

The purpose of this course is to enable students to develop understanding of fitness concepts, design a personal fitness program, and develop an individualized level of health-related fitness.

**POWER WEIGHT TRAINING 1****15014105 .5 Credit**

The purpose of this course is to enable students to acquire basic knowledge and skills in power weight training and to maintain or improve health-related fitness.

**SPORTS OFFICIATING****15025005 .5 Credit**

The purpose of this course is to enable students to develop knowledge of sports rules and regulations, to develop skills in officiating selected sports, and to maintain or improve health-related fitness.

**AEROBICS 1****15034005 .5 Credit**

The purpose of this course is to enable students to develop basic-level knowledge of aerobic activities and fitness and to maintain or improve an individualized level of fitness.

**AEROBICS 2****15034105 .5 Credit**

The purpose of this course is to enable students to develop intermediate-level knowledge of aerobic activities and fitness and to maintain or improve an individualized level of fitness.

**AEROBICS 3****15034205 .5 Credit**

The purpose of this course is to enable students to develop advanced-level knowledge of aerobic activities and fitness and to maintain or improve an individualized level of fitness.

**GYMNASTICS 1****15023005 .5 Credit**

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

**INDIVIDUAL AND DUAL SPORTS 1****15024105 .5 Credit**

The purpose of this course is to enable students to develop knowledge and skills in specified individual and dual sports and to maintain or improve health-related fitness.

**INDIVIDUAL AND DUAL SPORTS 2****15024205 .5 Credit**

The purpose of this course is to enable students to develop knowledge and skills in specified individual and dual sports and to maintain or improve health-related fitness.

**INDIVIDUAL AND DUAL SPORTS 3****15024305 .5 Credit**

The purpose of this course is to enable students to develop knowledge and skills in specified individual and dual sports and to maintain or improve health-related fitness.

**SELF DEFENSE ACTIVITIES****15024605 .5 Credit**

The purpose of this course is to enable students to develop knowledge and skills in a variety of non-combative self-defense activities and to maintain or improve health-related fitness.

**RECREATIONAL ACTIVITIES****15024705 .5 Credit**

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

**OUTDOOR EDUCATION****15024805 .5 Credit**

The purpose of this course is to enable students to acquire knowledge of outdoor education; develop skills in outdoor education activities, such as hiking, biking, orienteering, and water sports; and maintain or improve health-related fitness.

**CARE AND PREVENTION OF ATHLETIC INJURIES****15024905 .5 Credit**

The purpose of this course is to enable students to develop knowledge of the anatomy and physiology related to athletic injuries and skills related to the nature, prevention, care, and rehabilitation of athletic injuries.

**SWIMMING 1****15044605 .5 Credit**

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

**SWIMMING 2****15044705 .5 Credit**

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

**TENNIS 1****15045005 .5 Credit**

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.

**TENNIS 2****15045105 .5 Credit**

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

**TENNIS 3****15045205 .5 Credit**

The purpose of this course is to provide more in-depth instruction of the fundamental skills, tactics, rules and etiquette in tennis. Introduction to systems of play will be included to enhance the student's understanding. Advanced skills and drills which directly affect student's physical and cognitive abilities will be covered. Students will participate in advanced individual and team techniques in relationship to tennis strategy. Participation in course activities will continue to enhance healthy behaviors that influence students to participate in physical activities throughout their life.

**WRESTLING 1****15055505 .5 Credit**

Course description unavailable in CPALMS.

**WRESTLING 2****15055605****.5 Credit**

Course description unavailable in CPALMS.

**TRACK AND FIELD****15033005****.5 Credit**

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

**BASKETBALL****15033105****.5 Credit**

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

**BASKETBALL 2****15033155****.5 Credit**

The purpose of this course is to provide more in-depth instruction of the fundamental skills, tactics, rules and etiquette in basketball. Introduction to systems of play will be included to enhance the student's understanding. Advanced skills and drills which directly affect student's physical and cognitive abilities will be covered. Students will participate in advanced individual and team techniques in relationship to basketball strategy. Participation in course activities will continue to enhance healthy behaviors that influence students to participate in physical activities throughout their life.

**SOCCER****15033205****.5 Credit**

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

**SOFTBALL****15033305****.5 Credit**

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

**TEAM SPORTS 1****15033505****.5 Credit**

The purpose of this course is to enable students to acquire basic knowledge of team sports play, develop skills in specified team sports, and maintain or improve health-related fitness.

**TEAM SPORTS 2****15033605****.5 Credit**

The purpose of this course is to enable students to develop knowledge of team sports play, develop skills in specified team sports, and maintain or improve health-related fitness.

**VOLLEYBALL 1****15055005****.5 Credit**

The purpose of this course is to enable students to acquire basic knowledge and skills in volleyball and to maintain or improve health-related fitness.

**VOLLEYBALL 2****15055105****.5 Credit**

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

### **VOLLEYBALL 3**

**15055205 .5 Credit**

The purpose of this course is to enable students to continue their knowledge and skills in volleyball and to improve to an advanced level health-related fitness.

### **H.O.P.E. – PHYSICAL EDUCATION (CORE)**

(HEALTH OPPORTUNITIES THROUGH PHYSICAL EDUCATION)

**30260100 1 Credit**

This course provides the student with opportunities to develop and enhance critical life management skills: communication skills, interpersonal and coping skills, nutrition and weight management, CPR, substance use and misuse, consumerism. After acquiring the above knowledge, the student will be able to make sound decisions and take positive actions for a healthy and effective life.

### **CAMBRIDGE PRE-AICE PHYSICAL EDUCATION IGCSE LEVEL**

**30260150 1 Credit**

The syllabus provides learners with an opportunity to study both the practical and theoretical aspects of physical education. It is designed to encourage enjoyment in physical activity by providing learners with an opportunity to take part in a range of physical activities and develop an understanding of effective and safe physical performance. This helps learners to develop an appreciation of the necessity for sound understanding of the principles, practices and training that underpin improved performance, better health and well-being.

### **CAMBRIDGE AICE PHYSICAL EDUCATION**

**30260200 1 Credit**

The syllabus provides learners with an opportunity to study both the practical and theoretical aspects of physical education. It is designed to encourage enjoyment in physical activity by providing learners with an opportunity to take part in a range of physical activities and develop an understanding of effective and safe physical performance. This helps learners to develop an appreciation of the necessity for sound understanding of the principles, practices and training that underpin improved performance, better health and well-being.

## RESEARCH AND CRITICAL THINKING

### RESEARCH 1

**17003000**

**1 Credit**

The purpose of this course is to enable students to develop fundamental knowledge of the steps in the research process.

### RESEARCH 2

**17003100**

**1 Credit**

The purpose of this course is to enable students to develop basic knowledge and skills in the research process with emphasis on determining and refining research questions.

### RESEARCH 3

**17003200**

**1 Credit**

The purpose of this course is to enable students to develop intermediate-level knowledge and skills in the research process with emphasis on locating and using sources of information related to research questions.

### FLORIDA'S PRE-INTERNATIONAL BACCALAUREATE INQUIRY SKILLS

**17003600**

**1 Credit**

The purpose of this course is to study the development of short and long-term educational goals, the nature of learning, the nature of study skills, strategies for specific study skills improvement and improvement in content areas, the problems associated with critical thinking and their solutions, problem solving, group-discussion guidelines, the interdisciplinary nature of knowledge, and research skills. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Florida Standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

### CAMBRIDGE PRE-AICE GLOBAL PERSPECTIVES IGCSE LEVEL

**17003620**

**1 Credit**

Meeting government ministers, organizing a local river clean-up project and writing to the United Nations about climate change, are just some of the activities learners are pursuing through the Cambridge IGCSE Global Perspectives course. Cambridge IGCSE Global Perspectives is a groundbreaking new course that is cross-curricular, stretching across traditional subject boundaries. It taps into the way learners of today enjoy learning, including group work, seminars, projects, and working with other learners around the world. The emphasis is on developing the ability to think critically about a range of global issues where there is always more than one point of view.

### CAMBRIDGE AICE GLOBAL PERSPECTIVES & INDEPENDENT RESEARCH 1 AS LEVEL

**17003640**

**1 credit**

Cambridge IGCSE Global Perspectives is a groundbreaking new course that is cross-curricular, stretching across traditional subject boundaries. It taps into the way today's students enjoy learning – including group work, seminars, projects, and working with other students around the world. The emphasis is on developing the ability to think critically about a range of global issues where there is always more than one point of view.

### CRITICAL THINKING AND STUDY SKILLS

**17003705**

**.5 Credit**

The purpose of this course is to enable students to develop learning strategies, critical-thinking skills, and problem-solving skills to enhance their performance in academic and nonacademic endeavors.

### **CAMBRIDGE AICE THINKING SKILLS 1 AS LEVEL**

**17003720**

**1 Credit**

The purpose of this course involves the development of a range of transferable thinking skills and processes. These skills are valuable and relevant within other subjects as well as being essential for further and higher education. It should engage students in the study of the language of reasoning by identifying reasons, evaluating reasoning of different kinds, recognizing and evaluating assumptions, clarifying expressions and ideas, and the production of reasoning appropriate to a given task.

### **CAMBRIDGE AICE THINKING SKILLS 2 A LEVEL**

**17003740**

**1 Credit**

The purpose of this course involves the development of a range of transferable thinking skills and processes for solving problems, critical thinking and reasoning. These skills are valuable and relevant within other subjects as well as being essential for further and higher education. This course aims to encourage students to apply these skills to realistic scenarios and to develop students' abilities to understand and engage confidently in argument and reasoning. This course should engage students in the study of the language of reasoning by identifying reasons, evaluating reasoning of different kinds, recognizing and evaluating assumptions, clarifying expressions and ideas, and the production of reasoning appropriate to a given task.

### **CAREER RESEARCH AND DECISION MAKING**

**17003805**

**.5 Credit**

The purpose of this course is to enable students to make informed career choices and develop the skills needed to successfully plan and apply for college or a job.

### **ADVANCEMENT VIA INDIVIDUAL DETERMINATION 1**

**17003900**

**1 Credit**

AVID is a rigorous academic elective course that prepares students for success in four-year colleges. 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.

### **ADVANCEMENT VIA INDIVIDUAL DETERMINATION 2**

**17004000**

**1 Credit**

Students in the tenth grade AVID Elective course will refine the AVID strategies to meet their independent needs and learning styles. Students will continue to refine and adjust their academic learning plans and goals, increasing awareness of their actions and behaviors. As students increase the rigorous course load and school/community involvement, they will refine their time management and study skills accordingly. Students will expand their writing portfolio and analyze various documents, in order to participate in collaborative discussions and develop leadership skills in those settings. Students will expand their vocabulary use, continuing to prepare for college entrance exams and preparation. Text analysis will focus on specific strategies to understand complex texts. Lastly, students will narrow down their college and careers of interest, based on personal interests and goals.

### **ADVANCEMENT VIA INDIVIDUAL DETERMINATION 3**

**17004100**

**1 Credit**

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. This course is organized around the theme of



"Leadership as a Catalyst for Change in Society." Students study, in depth, exceptional leaders in contemporary society and examine the effect these individuals have had on culture, politics, education, history, science and the arts. The course requires that students read essays, speeches, articles and letters by these leaders, as well as at least one full-length work by the leader or about the leader. Also, each student is required to conduct a research project that is presented in the senior year. 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.

#### **ADVANCEMENT VIA INDIVIDUAL DETERMINATION 4**

**17004200**

**1 Credit**

AVID Elective twelfth grade course is the second part in a junior/senior seminar course that focuses on writing and critical thinking expected of first- and second-year college students. This course continues around the theme of "Leadership as a Catalyst for Change in Society." Students will complete a final research essay project from research conducted in their junior year in AVID. In addition to the academic focus of the AVID senior seminar, there are college-bound activities, methodologies and tasks that should be achieved during the senior year that support students as they apply to four-year universities and confirm their postsecondary plans. All AVID seniors are required to develop and present a portfolio representing their years of work in the AVID program, as well as complete the requirements for the seminar course.

#### **ADVANCED PLACEMENT CAPSTONE SEMINAR**

**17005000**

**1 Credit**

AP Seminar engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and themes by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, foundational, literacy, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

#### **ADVANCED PLACEMENT CAPSTONE RESEARCH**

**17005100**

**1 Credit**

AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue or idea of individual interest. Through this exploration, students design, plan, and conduct a year-long research based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of approximately 4000–5000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense.

#### **INTERNATIONAL BACCALAUREATE APPROACHES TO LEARNING**

**17008000**

**1 Credit**

The approaches to learning course aims to develop responsibility, practical problem-solving, good intellectual habits, perseverance, resilience, an appreciation of identity and perspective, and an understanding of the complexity of the modern world. Emphasis is on the development of skills needed to successfully navigate higher education, the workplace and society.

#### **INTERNATIONAL BACCALAUREATE PERSONAL & PROFESSIONAL SKILLS 1**

**17008200**

**1 Credit**

The curriculum description for this IB course is provided at: <http://www.ibo.org/en/programmes/>

# SCIENCE

## BIOLOGY I

**20003100**

**1 Credit**

A survey course designed to develop an understanding and appreciation of living organisms. Inquiry, observation, field study and experimentation provide a scientific view of our world. Contents include: cell structure and function, biochemistry, genetics, taxonomy, human systems, plants and animals. Course Level: 2 (BI-Biology)

## BIOLOGY I HONORS

**20003200**

**1 Credit**

For the talented student, advanced biology is an accelerated college preparatory course designed to develop an appreciative scientific attitude toward the interrelationship of living organisms. Inquiry, observation, field study, and experimentation provide students a scientific view of their world. Contents include the study of the scientific process, cellular and molecular biology, genetics and development, comparative anatomy, and human systems. Course Level: 3 (BI-Biology)

## CAMBRIDGE AICE BIOLOGY 1 AS LEVEL

**20003210**

**1 Credit**

The purpose of this course is to provide exploratory experiences, laboratory experience, and real-life applications in the biological sciences in an accelerated fashion. Course Level: 3 (EQ-Equally Rigorous)

## CAMBRIDGE PRE- AICE BIOLOGY IGCSE LEVEL

**20003220**

**1 Credit**

The purpose of this course is to provide exploratory experiences, laboratory, and real-life applications in the biological sciences. Course Level: 3 (BI-Biology)

## BIOLOGY 2 HONORS

**20003300**

**1 Credit**

The purpose of this course is to enable students to develop knowledge of biology by expanding and applying biological concepts introduced in 2000310 – Biology I or 2000320 – Biology I Honors. The content should include, but not be limited to, the following: implementation of scientific habits of mind, application of scientific knowledge, methodology, and historical context to solve problems, use of laboratory technologies, terminology, properties of life, metabolic pathways, chemical basis of heredity and biotechnology, unity and diversity, change mechanisms, morphological differences, relationships among individuals, populations, communities, and ecosystems, and connections between biology, technology, society, and the environment. Course Level: 3 (EQ-Equally Rigorous)

## CAMBRIDGE AICE BIOLOGY 2 A LEVEL

**20003230**

**1 Credit**

The purpose of this course is to provide exploratory experiences, laboratory experience, and real-life applications in the biological sciences in an accelerated fashion. Course Level: 3 (EQ-Equally Rigorous)

## ADVANCED PLACEMENT BIOLOGY

**20003400**

**1 Credit**

Designed for the student who will major in science, become a premedical student, or who needs a background in biology, this course is equivalent to a one-year college survey course treating three main content categories: cellular and molecular organism, ecological and evolutionary. A knowledge of algebra and chemistry is required. Course Level: 3 (EQ-Equally Rigorous)

**CAMBRIDGE AICE PHYSICS 2 A LEVEL****20034330 1 Credit**

Physics is the science that seeks to understand the behavior of the Universe. The development of models of physical systems is central to physics. Models simplify, explain and predict how physical systems behave.

**ANATOMY AND PHYSIOLOGY****20003500 1 Credit**

A comprehensive study of the human body, designed primarily for college-bound students and/or those who are interested in medical or allied fields. Course Level: 2 (EQ-Equally Rigorous)

**ANATOMY AND PHYSIOLOGY HONORS****20003600 1 Credit**

This course provides in-depth activities relating to the structures and functions of the components of the human body. The content will cover anatomical terms of all systems of the body. Extensive laboratory investigations are an important part of the course. Course Level: 3 (EQ-Equally Rigorous)

**GENETICS HONORS****20004400 1 Credit**

Laboratory investigations which 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. Course Level: 3 (EQ-Equally Rigorous)

**FLORIDA'S PRE-INTERNATIONAL BACCALAUREATE BIOLOGY 1****20008000 1 Credit**

The purpose of this course is to present biology with related earth/space science topics in an accelerated mode. Course Level: 3 (BI-Biology)

**INTERNATIONAL BACCALAUREATE BIOLOGY 1****20008050 1 Credit**

DOE course description is incorporated into this document but is unavailable at the time of printing.

**INTERNATIONAL BACCALAUREATE BIOLOGY 2****20008100 1 Credit**

The purpose of this course is to provide a study of the facts, principles and processes of biology. The course also includes collection and interpretation of data and formulation of hypotheses from available data. Course Level: 3 (EQ-Equally Rigorous)

**INTERNATIONAL BACCALAUREATE BIOLOGY 3****20008200 1 Credit**

The purpose of this course is to study facts, principles and processes of biology. The course also includes collection and interpretation of data and formulation of hypotheses from available data. Course Level: 3 (EQ-Equally Rigorous)

**EARTH/SPACE SCIENCE****20013100 1 Credit**

The purpose of this course is to provide opportunities to study the concepts of Earth in space and time, Earth structures, and Earth systems and patterns, and their applications through exploratory investigations and activities. Course Level: 2 (EQ-Equally Rigorous)

**ENVIRONMENTAL SCIENCE****20013400 1 Credit**

This activity-oriented course explores topics in pollution, land use, and the role of the individual in both causing and solving problems related to the environment. Course Level: 2 (EQ-Equally Rigorous)

### **ENVIRONMENTAL SCIENCE HONORS**

#### **20013410 1 Credit**

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. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p.3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have skills to aggregate, interpret, and present the resulting data (NRC, 2006, p.77; NSTA, 2007).

### **CAMBRIDGE PRE-AICE ENVIRONMENTAL MANAGEMENT IGCSE LEVEL**

#### **20013420 1 Credit**

Cambridge IGCSE Environmental Management is concerned with education for sustainable development in a world where the security of resources and life-sustaining systems is endangered by human impact. The syllabus draws upon disciplines such as biology, earth science, geography, economics and anthropology. It starts with the interdependence of the Earth's natural systems and how people use natural resources, and moves on to examine the impact of development on the environment. Issues such as environmental pollution and resource depletion are examined, but the view of them is forward looking, to see how we may change the nature of development towards future sustainability.

### **ASTRONOMY SOLAR/GALACTIC**

#### **20013500 1 Credit**

This course provides the student with a study of the universe and the conditions, properties, and motions of bodies in space. Course Level: 2

### **INTERNATIONAL BACCALAUREATE ENVIRONMENTAL SYSTEMS AND SOCIETIES 1**

#### **20013700 1 Credit**

DOE course description is incorporated into this document but is unavailable at the time of printing. Course Level: 3 (EQ-Equally Rigorous)

### **INTERNATIONAL BACCALAUREATE ENVIRONMENTAL SYSTEMS SOCIETIES 2**

#### **20013750 1 Credit**

The course description for the International Baccalaureate course is provided through <http://www.ibo.org/diploma/curriculum/group4/>. Course Level: 3 (EQ-Equally Rigorous)

### **ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE**

#### **20013800 1 Credit**

Designed for the student who will major in science or who needs an in-depth background in environmental science, this course is equivalent to a one-year college survey course. Course Level: 3 (EQ-Equally Rigorous)

**CAMBRIDGE AICE ENVIRONMENTAL MANAGEMENT AS LEVEL****20013810****1 Credit**

The purpose of this course to provide students with a knowledge of environmental processes and the impacts of societies on the environment, the scientific principles that underpin issues of sustainability and environmental management, the causes of key issues affecting the environment as well as possible ways of managing these, the pressures which impact on the environment and potential solutions to these. The syllabus is designed to encourage learning through suitable case studies, both local and global. Course Level: 3 (EQ-Equally Rigorous)

**INTEGRATED SCIENCE 1****20024000****1 Credit**

The purpose of this course is to develop comprehensive concepts and to do investigative studies of concepts basic to the earth, its materials, processes, and history and environment in space. This course will also provide students with investigative studies of the theories and laws associated with the natural physical and chemical properties of matter and familiarize students with human growth and development within the context of our society. Course Level: 2 (EQ- Equally Rigorous)

**FORENSIC SCIENCE 1****20024800****1 Credit**

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. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

**MARINE SCIENCE 1****20025000****1 Credit**

This course provides the student with a survey of marine science. Laboratory activities that include the use of the scientific method, measurement, laboratory apparatus and safety are integral parts of this course. Course Level: 2 (EQ- Equally Rigorous)

**MARINE SCIENCE 1 HONORS****20025100****1 Credit**

The purpose of this course is to provide an overview of the marine environment. The content should include, but not be limited to, the following: the nature of science, the origins of the oceans, the chemical, physical, and geological aspects of the marine environment, ecology of various sea zones, marine communities, the diversity of marine organisms, characteristics of major marine ecosystems, characteristics of major marine phyla/divisions, and the interrelationship between man and the ocean. Course Level: 3 (EQ- Equally Rigorous)

**AICE MARINE SCIENCE 1 AS LEVEL****20025150****1 Credit**

This course provides a coherent and stimulating introduction to the science of the marine environment, with a concentration on the scientific study of the sea and its ecosystems. The emphasis throughout the course is on the understanding of concepts and the application of ideas to new contexts as well as on the acquisition of knowledge.

The course will foster creative thinking and problem-solving skills which are transferable to any future career path.  
Course Level: 3 (EQ-Equally Rigorous)

### **CAMBRIDGE AICE MARINE SCIENCE 2 A LEVEL**

#### **20025350 1 Credit**

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. No prior study at Cambridge IGCSE or Cambridge O Level is assumed. The emphasis throughout is on the understanding of concepts and the application of ideas to new contexts as well as on the acquisition of knowledge, and the course encourages creative thinking and problem-solving skills which are transferable to any future career path.

### **SOLAR ENERGY HONORS**

#### **20025400 1 Credit**

This is an integrated Honors elective course that provides students opportunities to study, comprehend, and apply concepts related to energy, its various resources, its consumption, and its effect on the Earth's systems. The focus of the course is on solar energy, other renewable resources, and interrelated technologies and applications. Solar heat, solar electricity (photovoltaic and solar thermal), and related technologies are explored and studied throughout the course. Concepts and their applications are addressed through exploratory investigations, short and long-term research projects, design, and construction of products. Course Level: 3

### **PHYSICAL SCIENCE**

#### **20033100 1 Credit**

The purpose of this course is to provide opportunities to study the concepts of matter, energy, and forces, and their applications through exploratory investigations and activities. Course Level: 2 (EQ-Equally Rigorous)

### **PHYSICAL SCIENCE HONORS**

#### **20033200 1 Credit**

While the content focus of this course is consistent with the Physical Science course, students will explore these concepts in greater depth. In general, the academic pace and rigor will be greatly increased for honors level course work. 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. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

### **CHEMISTRY 1**

#### **20033400 1 Credit**

This is a lecture and laboratory course. The student will learn the importance of chemicals in our everyday life and how to make them work usefully in our world. This course would be helpful to a student planning to enter health services, cosmetology or laboratory services. Course Level: 2 (EQ-Equally Rigorous)

**CHEMISTRY 1 HONORS****20033500****1 Credit**

Emphasis is on developing the ability to think and to use available facts in the analysis of laboratory investigations. This course prepares students for college work in both biological and physical sciences. Course Level: 3 (EQ-Equally Rigorous)

**CHEMISTRY 2 HONORS****20033600****1 Credit**

The purpose of this course is to enable students to develop knowledge of chemistry by expanding and applying chemical concepts introduced in 2003340 – Chemistry I or 2003350 – Chemistry I Honors. The content should include, but not be limited to, the following: implementation of scientific habits of mind, application of scientific knowledge, methodology, and historical context to solve problems, use of laboratory technologies, terminology, oxidation and reduction, pH and ionic equilibria, reaction mechanisms and rates, nuclear chemistry, organic chemistry applications and nomenclature, biochemistry, molecular geometry, thermodynamics and equilibrium, chemical analysis, and connections between chemistry, technology, society, and the environment. Course Level: 3 (EQ-Equally Rigorous)

**ADVANCED PLACEMENT CHEMISTRY****20033700****1 Credit**

This course is designed to be the equivalent of the general chemistry course taken during the first year of college. Experiments that involve individual observations of chemical substances and reactions, recording of data, and calculation and interpretation of results based on individually obtained quantitative data, will deal with the structure of matter, kinetic theory of gases, chemical equilibria, chemical kinetics, and the basic concepts of thermodynamics. Course Level: 3 (EQ-Equally Rigorous)

**CAMBRIDGE AICE CHEMISTRY 1 AS LEVEL****20033710****1 Credit**

The purpose of this course is to provide an understanding of the composition and properties of matter, the changes associated with matter, and to encourage the application of this knowledge to social, environmental, economic, and technological concerns. Course Level: 3 (EQ-Equally Rigorous)

**CAMBRIDGE PRE-AICE CHEMISTRY IGCSE LEVEL****20033720****1 Credit**

The intent of this course is that students will obtain a thorough understanding of the finite life of the world's resources and hence the need for recycling and conservation, economic considerations in the chemical Industry, such as the availability and costs of raw materials and the importance of chemistry in industry and everyday life. Course Level: 3 (EQ-Equally Rigorous)

**CAMBRIDGE AICE CHEMISTRY 2 A LEVEL****20033730****1 Credit**

The purpose of this course is to provide an understanding of the composition and properties of matter, the changes associated with matter, and to encourage the application of this knowledge to social, environmental, economic, and technological concerns. Course Level: 3 (EQ-Equally Rigorous)

**PHYSICS 1****20033800****1 Credit**

The purpose of this course is to provide students with an introductory study of the theories and law governing the interaction of matter, energy, and the forces of nature. Course Level: 2 (EQ-Equally Rigorous)



**PHYSICS 1 HONORS****20033900****1 Credit**

This is a lab-centered course that emphasizes conceptual understanding and critical thinking as encountered in investigations into the physical properties and characteristics of matter, energy, and resultant forces. Course Level: 3 (EQ-Equally Rigorous)

**PHYSICS 2 HONORS****20034100****1 Credit**

The purpose of this course is to continue to expand the study of physical concepts introduced in first-year physics and to introduce new topics. The content should include, but not be limited to, the following: astrophysics, relativity, fluid dynamics, heat and laws of thermodynamics, Kirchhoff's laws, magnetic fields, electromagnetic induction, and quantum mechanics. Course Level: 3 (EQ-Equally Rigorous)

**ADVANCED PLACEMENT PHYSICS 1****20034210****1 Credit**

AP Physics 1 is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. Course Level: 3 (Equally Rigorous)

**ADVANCED PLACEMENT PHYSICS 2****20034220****1 Credit**

AP Physics 2 is an algebra-based, introductory college-level physics course that explores topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. Course Level: 3 (Equally Rigorous)

**ADVANCED PLACEMENT PHYSICS C: ELECTRICITY AND MAGNETISM****20034250****1 Credit**

AP Physics C: Electricity and Magnetism is a one-semester, calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. Introductory differential and integral calculus is used throughout the course.

**ADVANCED PLACEMENT PHYSICS C: MECHANICS****20034300****1 Credit**

AP Physics C: Mechanics is equivalent to a one-semester, calculus based, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Introductory differential and integral calculus is used throughout the course. Course Level: 3 (EQ-Equally Rigorous)

**CAMBRIDGE AICE PHYSICS AS LEVEL****20034310****1 Credit**

The purpose of this course is to provide opportunities to study the concepts, theories, and laws governing the interaction of matter, energy, and forces, and their applications through exploratory investigations and activities. Course Level: 3 (EQ-Equally Rigorous)



**CAMBRIDGE PRE-AICE PHYSICS IGCSE LEVEL****20034320****1 Credit**

The purpose of this course is to provide opportunities to study the concepts, theories, and laws governing the interaction of matter, energy, and forces, and their applications through exploratory investigations and activities. Course Level: 3 (EQ-Equally Rigorous)

**FLORIDA'S PRE-INTERNATIONAL BACCALAUREATE CHEMISTRY 1 B****20038000****1 Credit**

Pre-IB Chemistry is a lab-based, inquiry-oriented course involving principles and concepts concerning the physical world. Content areas explored include nature and behavior of matter, atomic theory, and chemical and physical changes including bonding and reactions. The course emphasizes the study and proper use of fundamental science tools including the metric system, periodic table, graphing techniques and applied technologies. Laboratory activities reinforce concepts and principles presented. As an advanced course, this course goes beyond the curriculum expectations of a standard course offering by increasing the depth and complexity. Students are engaged in dynamic, high-level learning. The pace of an advanced course will be faster than that of a "standard" course. Course Level: 3 (EQ-Equally Rigorous)

**INTERNATIONAL BACCALAUREATE CHEMISTRY 1****20038050****1 Credit**

The purpose of this course is to provide an in-depth quantitative study of the development and application of chemistry principles, concepts, and experimental methods. Course Level: 3 (EQ-Equally Rigorous)

**INTERNATIONAL BACCALAUREATE CHEMISTRY 2****20038100****1 Credit**

The purpose of this course is to provide an in-depth quantitative study of the development and application of chemistry principles, concepts, and experimental methods. Course Level: 3 (EQ-Equally Rigorous)

**INTERNATIONAL BACCALAUREATE CHEMISTRY 3****20038200****1 Credit**

The purpose of this course is to provide an in-depth, quantitative study of the development and application of chemistry principles, concepts, and experimental methods. Course Level: 3 (EQ-Equally Rigorous)

**FLORIDA PRE-INTERNATIONAL BACCALAUREATE PHYSICS 1****20038360****1 Credit**

While the content focus of this course is consistent with the Physics 1 course, students will explore these concepts in greater depth as preparatory work for the IB Physics course(s). In general, the academic pace and rigor will be greatly increased for pre-IB level coursework. Coursework should include opportunities for students to develop their understanding of both theory and experiments, developing traditional practical skills and techniques while also developing interpersonal and digital communication skills in preparation for the IB Physics course. Integral to the experience of students in Pre-IB Physics courses is their experience in the classroom laboratory or in the field. Practical activities allow students to interact directly with natural phenomena and secondary data sources. These experiences provide the students with the opportunity to design investigations, collect data, develop manipulative skills, analyze results, collaborate with peers and evaluate and communicate their findings. Experiments can be used to introduce a topic, investigate a phenomenon or allow students to consider and examine questions and curiosities. These laboratory experiences are essential as preparatory work for the IB Physics course(s).

**INTERNATIONAL BACCALAUREATE PHYSICS 1****20038400****1 Credit**

The purpose of this course is to provide opportunities to study the concepts, theories and laws governing the interaction of matter, energy and forces and their applications through exploratory investigations and activities and

to provide students the knowledge and skills required to pass external assessments by the International Baccalaureate Organization. Course Level: 3 (EQ-Equally Rigorous)

### **INTERNATIONAL BACCALAUREATE PHYSICS 2**

**20038450**                      **1 Credit**

The purpose of this course is to provide opportunities to study the concepts, theories and laws governing the interaction of matter, energy and forces and their applications through exploratory investigations and activities and to provide students the knowledge and skills required to pass external assessments by the International Baccalaureate Organization. Course Level: 3 (EQ-Equally Rigorous)

### **INTERNATIONAL BACCALAUREATE PHYSICS 3**

**20038500**                      **1 Credit**

The purpose of this course is to provide a college-level course in physics and to prepare students to seek credit and/or appropriate placement in college physics courses. Course Level: 3 (**EQ-Equally Rigorous**)

## **SOCIAL STUDIES**

### **UNITED STATES HISTORY**

**21003100**                      **1 Credit**

The purpose of this course is to develop an understanding of United States history from Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history.

### **UNITED STATES HISTORY HONORS**

**21003200**                      **1 Credit**

The purpose of American History Honors is to provide students with the opportunity to acquire an in-depth and comprehensive understanding of United States history from Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. Students develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting.

### **ADVANCED PLACEMENT UNITED STATES HISTORY**

**21003300**                      **1 Credit**

This course reflects the content of an introductory college course in U.S. history. It provides students with the opportunity to develop analytical skills and factual knowledge necessary to deal critically with problems and materials in U.S. history by assessing historical resources and weighing the evidence and interpretations presented in historical scholarship.

### **AFRICAN AMERICAN HISTORY**

**21003355**                      **.5 Credit**

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.

**AFRICAN AMERICAN HISTORY****21003400****1 Credit**

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.

**FLORIDA HISTORY****21003500****.5 Credit**

The purpose of this course is for students gain an understanding of the past history and present development of our state. The evolution of Florida's diverse cultural heritage, its economic growth and unique environment will be studied. The future demography of the state will be analyzed in order to better understand the complex problems facing not only our state, but the nation as well.

**HISTORY AND CONTRIBUTIONS OF HAITI IN A GLOBAL CONTEXT****21003555****.5 Credit**

This course consists of the following content area strands: History of the Republic of Haiti, Human Geography, and Humanities. The primary content emphasis for this course pertains to the study of Haiti history from the arrival of Christopher Columbus in 1492 to the present day. Students will be exposed to the historical, geographic, political, economics, and sociological events which influenced the development of the Republic of Haiti and the resulting impact on world history. At the conclusion of this course, students will be able to understand and discuss how Haiti changed the course of history on a global scale.

**LATIN AMERICAN HISTORY****21003600****1 Credit**

Students acquire an understanding of the 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 assess the effect of the regions' historical development to better understand the region's role in the global community and to develop a world view that appreciates diverse cultures.

**LATIN AMERICAN STUDIES HONORS****21003620****1 Credit**

This course consists of the following content area strands: American History, Geography, Economics, World History, Humanities, Civics and Government, Psychology, Sociology, and Financial Literacy. The primary content emphasis for this course pertains to the student of the development of the Latin American identity, along with examinations of the Latin American cultures through in-depth study of literature, sociology, anthropology, economics, and geography. The course will study the commonalities and differences among the peoples and cultures of Latin American and the complex nature of individual, group, national, and international interactions.

**VISIONS AND THEIR PURSUITS: AN AMERICAN TRADITION-U.S. HISTORY TO 1920****21003800****1 Credit**

The grade 9-12 Visions and Their Pursuits course consists of the following content area strands: World History, American History, Civics and Government, Geography, and Humanities. The primary content emphasis for this course pertains to the chronological study of the United States during the period of European exploration through World War I and the collective vision of historical time periods. Content will include, but is not limited to, the foundation and early development of the United States as organized by the visions of those who participated in the revolutions leading to the establishment and early success of the United States, the political, social, cultural, intellectual, and technological revolutions of the United States, the structure and function of political divisions, the organization of the

federal government as outlined in the U.S. Constitution, the impact of economic, social, and political changes on traditional American values, reactions to changes, and growth of sectionalism, the failure of previous visions, and the emergence of an industrial, urban and pluralistic society that demands new visions to carry the nation forward.

### **THE HISTORY OF THE VIETNAM WAR**

#### **21004000 .5 Credit**

The grade 9-12 The History of Vietnam course consists of the following content area strands: United States History, World History, Civics and Government, Geography, and Humanities. The primary content emphasis for this course pertains to the study of the chronological development of the Vietnam War by examining the political, economic, social, religious, military and cultural events that affected the war. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the progression of the war including, but not limited to, an analysis of the United States military effort and makeup in the war, an evaluation of the role of the United States home front, interpretations of the effects of the media, film and literature during and after the war, a judgment of crucial decisions made during the Vietnam War and an analysis of the resulting impact of the conflict.

### **VISIONS AND THEIR PURSUITS HONORS: AN AMERICAN TRADITION – U.S. HISTORY TO 1920**

#### **21004700 1 Credit**

The purpose of this course is to enable students to understand major concepts and trends evidenced in the United States in the period from European exploration through World War I. A thematic and chronological approach will structure the content around "visions," including human values, attitudes, and responses to the challenges and opportunities offered during these times.

### **Cambridge Pre-AICE American History IGCSE Level**

#### **21004850 1 Credit**

The purpose of Cambridge IGCSE American History (US) course is stimulate interest in and enthusiasm for the past while promoting the acquisition of knowledge and understanding of human activity in terms of historical knowledge. The course is rooted in an understanding of the nature and use of historical evidence to promote an understanding of the nature of cause and consequence, continuity and change, and similarity and difference providing a sound basis for further study and the pursuit of personal interest.

### **CAMBRIDGE AICE INTERNATIONAL HISTORY 1 AS LEVEL**

#### **21004900 1 Credit**

The purpose of this course is to enable students to understand the major international issues and their connection to the past which have shaped the world since the Second World War. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to develop a historical perspective on many of the most important issues of the contemporary world. The course encourages teacher and students to view the study of history from 1945 to 1991 as a series of questions to be explored and analyzed, while explicitly encouraging the development of two fundamental historical skills, the construction of explanations and the use of source materials.

### **CAMBRIDGE AICE UNITED STATES HISTORY 1 AS LEVEL**

#### **21005000 1 Credit**

The purpose of this course is to enable students to understand the development of the United States within the context of history with a major focus on the transformation of the USA from an isolated agrarian society of the 1840's to the world's leading superpower. Students will demonstrate an understanding of the complexity of issues and themes within a United States historical period, and distinguish and assess different approaches to, interpretations of, and opinions about the United States past. The course explicitly encourages the development of two fundamental historical skills, the construct

**CAMBRIDGE AICE UNITED STATES HISTORY 2AL LEVEL****21005050****1 Credit**

Course description unavailable in CPALMS.

**INTERNATIONAL BACCALAUREATE HISTORY OF THE AMERICAS****21008000****1 Credit**

Students understand the development of the nations of the Western Hemisphere within the context of history by examining connections to the past to prepare for the future as participating members of a democratic society. 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.

**ANTHROPOLOGY****21013005****.5 Credit**

The grade 9-12 Anthropology course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the differences and similarities, both biological and cultural, in human populations. Students recognize the characteristics that define their culture and gain an appreciation for the culture of others. Content should include, but is not limited to, human biological and cultural origins, adaptation to the physical environment, the diversity of human behavior, the evolution of social and cultural institutions, patterns of language development, family and kinship relationships, and the effect of change on cultural institutions.

**ECONOMICS****21023105****.5 Credit**

The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

**ECONOMICS HONORS****21023205****.5 Credit**

The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

**CAMBRIDGE AICE ECONOMICS 1 AS LEVEL****21023210****1 Credit**

The purpose of this course is to provide students with the knowledge and decision-making tools necessary for understanding how society organizes its limited resources to satisfy its wants. Students will gain understanding of choices they must make as producers, consumers, investors, and taxpayers. They will learn how to interpret economic information presented in verbal, numerical or graphical form. They will become proficient at explaining and analyzing economic issues and arguments, using relevant economic concepts, theories and information. Students will evaluate economic information, arguments, proposals and policies, taking into consideration relevant information and theory, and distinguishing facts from hypothetical statements and value judgments. Students will organize, present and communicate economic ideas and informed judgments in a clear, logical and appropriate form.

**CAMBRIDGE AICE ECONOMICS 2 A LEVEL****21023220****1 Credit**

The purpose of this course is to provide students with the knowledge and decision-making tools necessary for understanding how society organizes its limited resources to satisfy its wants. Students will gain understanding of choices they must make as producers, consumers, investors, and taxpayers. They will learn how to interpret economic information presented in verbal, numerical or graphical form. They will become proficient at explaining and analyzing economic issues and arguments, using relevant economic concepts, theories and information. Students will evaluate economic information, arguments, proposals and policies, taking into consideration relevant information and theory, and distinguishing facts from hypothetical statements and value judgments. Students will organize, present and communicate economic ideas and informed judgments in a clear, logical and appropriate form.

**CAMBRIDGE PRE-AICE ECONOMICS IGCSE LEVEL****21023235****.5 Credit**

The purpose of this course is to provide students with the knowledge and decision-making tools necessary for understanding how society organizes its limited resources to satisfy its wants. Students will gain understanding of choices they must make as producers, consumers, investors, and taxpayers. They will develop a sound knowledge and understanding of economic terminology and principles and elementary economic theory; develop basic economic numeracy and literacy and the ability to handle simple data including graphs and diagrams; use the tools of economic analysis in particular situations; identify and discriminate between differing sources of information and be able to distinguish between facts and value judgments in economic issues; employ economic skills, with reference to individuals, groups and organizations in order to understand better the world in which they live; participate more fully in decision-making processes, as consumers and producers and as citizens of the local, national and international community; develop an understanding of the economies of developed and developing nations and of the relationships between them; and to appreciate these relationships from the perspective of both developed and developing nations.

**CAMBRIDGE AICE BUSINESS 1 AS LEVEL****21023240****1 Credit**

The purpose of this course is to encourage students: to understand and appreciate the nature and scope of business and its role in society; to develop critical understanding of organizations, the markets they serve and the process of adding value – this should involve consideration of the internal workings and management of organizations and, in particular, the process of decision-making in a dynamic external environment; to be aware that business behavior can be studied from a range of stakeholders including customer, manager, creditor, owner/shareholder and employee; to be aware of the economic, environmental, ethical, governmental, legal, social and technological issues associated with business activity; to develop the following skills: decision-making and problem solving in the light of evaluation; the quantification and management of information, where appropriate; effective communication. The emphasis should be on the application of concepts and issues to the local (USA) context where appropriate.

**CAMBRIDGE AICE BUSINESS 2 A LEVEL****21023250****1 Credit**

The purpose of this course is to encourage students: to understand and appreciate the nature and scope of business and its role in society; to develop critical understanding of organizations, the markets they serve and the process of adding value – this should involve consideration of the internal workings and management of organizations and, in particular, the process of decision-making in a dynamic external environment; to be aware that business behavior can be studied from a range of stakeholders including customer, manager, creditor, owner/shareholder and employee; to be aware of the economic, environmental, ethical, governmental, legal, social and technological issues associated with business activity; to develop the following skills: decision-making and problem solving in the light of evaluation; the quantification and management of information, where appropriate; effective communication. The emphasis should be on the application of concepts and issues to the local (USA) context where appropriate.

**ECONOMICS WITH FINANCIAL LITERACY****21023355 .5 Credit**

The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

**ECONOMICS WITH FINANCIAL LITERACY HONORS****21023455 .5 Credit**

The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle. Scaffolded learning opportunities for students include developing the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting.

**ADVANCED PLACEMENT MICROECONOMICS****21023605 .5 Credit**

The purpose of Advanced Placement Microeconomics is to provide students with an opportunity to earn college credit while fulfilling state curriculum requirements for graduation. Students will analyze the behavior of individual households, firms, and markets, and how prices and outputs are determined in those markets.

**ADVANCED PLACEMENT MACROECONOMICS****21023705 .5 Credit**

The purpose of Advanced Placement Macroeconomics is to provide students with an opportunity to earn college credit while fulfilling state curriculum requirements for graduation. Students will analyze the functioning of the economy as a whole including total output and income, level of employment, the level of prices, and the determinants of aggregate supply and demand. Specific content to be covered will include an understanding of fundamental economic concepts including scarcity, opportunity costs and trade-offs, productivity, economic systems and institutions, and exchange money and interdependence.

**PERSONAL FINANCIAL LITERACY****21023720 .5 Credit**

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.

**PERSONAL FINANCIAL LITERACY HONORS****21023740 .5 Credit**

Economic concepts of scarcity, choice, opportunity cost, and cost/benefit analysis are interwoven throughout the standards and objectives. Emphasis will be placed on economic decision-making and real-life applications using real data.

**THE AMERICAN ECONOMIC EXPERIENCE: SCARCITY AND CHOICE HONORS****21023900 1 Credit**

The American Economic Experience: Scarcity and Choice - The grade 9-12 The American Economic Experience: Scarcity and Choice consists of the following content area strands: American History, World History, Economics and



Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of economics in the American system. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the development of a market economy, the American mixed-market system, the global market and economy, major economic theories, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, personal finance, financial and investment markets, and the business cycle. Honors/Advanced courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

### **CAMBRIDGE AICE TRAVEL & TOURISM 1 AS LEVEL**

**21024100**

**1 Credit**

Through their studies, learners will gain an understanding of the concepts, models and theories used within the industry, and also enhance their skills of investigation, analysis, interpretation and evaluation.

### **CAMBRIDGE AICE TRAVEL & TOURISM 2 A LEVEL**

**21024200**

**1 Credit**

Cambridge International AS and A Level Travel and Tourism (9395) is suitable for both Cambridge International A Level candidates and for those seeking a more specialized study of this subject. This syllabus encourages learners to appreciate the scale and importance of the travel and tourism industry in the world and recognize the positive and negative impacts the industry may have on people, environments and economies.

### **INTERNATIONAL BACCALAUREATE BUSINESS AND MANAGEMENT 1**

**21024300**

**1 Credit**

The business management course is designed to develop students' knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques. Students learn to analyze, discuss and evaluate business activities at local, national and international levels. The course covers a range of organizations from all sectors, as well as the sociocultural and economic contexts in which those organizations operate.

### **INTERNATIONAL BACCALAUREATE BUSINESS AND MANAGEMENT 2**

**21024400**

**1 Credit**

The business management course is designed to develop students' knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques. Students learn to analyze, discuss and evaluate business activities at local, national and international levels. The course covers a range of organizations from all sectors, as well as the sociocultural and economic contexts in which those organizations operate.

### **INTERNATIONAL BACCALAUREATE BUSINESS AND MANAGEMENT 3**

**21024500**

**1 Credit**

The business management course is designed to develop students' knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques. Students learn to analyze, discuss and evaluate business activities at local, national and international levels. The course covers a range of organizations from all sectors, as well as the sociocultural and economic contexts in which those organizations operate.



**PRE-INTERNATIONAL BACCALAUREATE COMPARATIVE ECONOMICS WITH FINANCIAL LITERACY****21028005****.5 Credit**

The purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the State Standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, a holistic view of knowledge, intercultural awareness, embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

**INTERNATIONAL BACCALAUREATE ECONOMICS 1****21028100****1 Credit**

The study of economics is intended to develop in the student: disciplined skills of economic reasoning: an ability to apply the tools of economic analysis to past and contemporary situations and data: an understanding of how individuals, organizations, societies, and regions organize themselves in the pursuit of economic goals: an ability to evaluate economic theories, concepts, and situations in a way which is regional and unbiased: and to appreciate an international perspective which features a respect for understanding of the interdependence and the diversity of economic realities in which individuals, organizations, and societies function.

**INTERNATIONAL BACCALAUREATE ECONOMICS 2****210282000****1 Credit**

The study of economics focuses on scarcity, resource allocation and the methods and processes by which choices are made in the satisfaction of human wants. As a dynamic social science, economics uses scientific methodologies that include quantitative and qualitative elements. The course emphasizes the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies. The ethical dimensions involved in the application of economic theories and policies permeate throughout the economics course as students are required to consider and reflect on human end-goals and values. Candidates are required to study four topics: microeconomics, macroeconomics, international economics and development economics. In addition to the examinations, candidates must submit an internal assessment. Students must produce a portfolio of three commentaries based on articles from published news media.

**WORLD CULTURAL GEOGRAPHY****21033000****1 Credit**

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. Content should include the use of geographic tools and skills to gather and interpret data and to draw conclusions about physical and human patterns, the relationships between physical geography and the economic, political, social, cultural and historical aspects of human activity, patterns of population growth and settlement in different cultures and environments, the interaction between culture and technology in the use, alteration and conservation of the physical environment, and the interrelationships and interdependence of world cultures.

**ADVANCED PLACEMENT HUMAN GEOGRAPHY****21034000****1 Credit**

The purpose of this course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Students employ spatial concepts and landscape analysis to analyze human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice.

**CAMBRIDGE AICE GEOGRAPHY 1 AS LEVEL****21034100****1 Credit**

The purpose of this course is to enable students to acquire and organize information about places, people, and culture throughout the world to develop a sense of where they are in time, space and culture, and to reinforce their own personal and social identity.

**INTERNATIONAL BACCALAUREATE GEOGRAPHY 1****21034300****1 Credit**

The geography course embodies global and international awareness in several distinct ways. It examines key global issues, such as poverty, sustainability and climate change. It considers examples and detailed case studies at a variety of scales, from local to regional, national and international. Throughout the course, teachers have considerable flexibility in their choice of examples and case studies to ensure that Diplomas Program geography is a highly appropriate way to meet the needs of all students, regardless of their precise geographical location. Inherent in the syllabus is a consideration of different perspectives, economic circumstances and social and cultural diversity.

**INTERNATIONAL BACCALAUREATE WORLD GEOGRAPHY 3****21038000****1 Credit**

Students are introduced to a variety of geographic concepts and knowledge using problem-oriented study. Topics are presented through regional case studies with emphasis on human geography, although physical geography is presented as well.

**INTERNATIONAL BACCALAUREATE GEOGRAPHY 2****21038050****1 Credit**

The purpose of this course is for students to study population dynamics with regard to the distribution and density of world population and population changes. The relationship of population to resources is explored, as well as the projected factors that affect global and specific rates of fertility, mortality, life expectancy, and rates of natural increase. Economic growth and development and human responses to natural hazards are given in-depth study. External and internal assessments are compiled in fulfillment of IB Diploma Programme requirements.

**INTRODUCTION TO SOCIAL SCIENCE****21043000****1 Credit**

The primary content emphasis for this course pertains to the study of the scope, focus and methodology of the social sciences through an overview of its various disciplines. Content should include essential concepts in the fields of anthropology, economics, geography, history, political science, psychology and sociology, inquiry methodologies, measurement techniques, interdisciplinary strategies, leading contributors in the major fields of social science, and development of effective logic and reasoning skills.

**GLOBAL STUDIES****21043200****1 Credit**

Global Studies provides students with interdisciplinary knowledge, skills and attitudes necessary to meet responsibilities as citizens of their community, state and nation and prepares them to live in an increasingly interdependent and complex global society.

**VOLUNTARY SCHOOL/COMMUNITY SERVICES****21043305****.5 Credit**

Students engage in activities that help them develop an appreciation for the concept of service to the community. In this issues approach, students are expected to examine topics, make informed judgments and apply problem-solving skills within a context of how they might best serve their local community.

**MULTICULTURAL STUDIES****21046005 .5 Credit**

This course provides students with the opportunity to acquire an understanding of multicultural studies. Topics include, but are 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.

**WORLD RELIGIONS****21053105 .5 Credit**

The primary content emphasis for this course pertains to the study of major world religious traditions of Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism and Taoism. Students will identify criteria upon which religious beliefs are based, analyze relationships between religious and social and political institutions, trace the major developments of the world's living religions, distinguish the similarities and differences among the world's major religious traditions, synthesize information and ideas from conflicting religious beliefs, and interpret the development of a society as reflected by its religious beliefs.

**PHILOSOPHY****21053405 .5 Credit**

The grade 9-12 Philosophy course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the fundamental questions pertinent to all areas of human activity and inquiries. Content should include, but is not limited to, an introduction to classical and modern philosophies, the fundamental principles of philosophical thought, such as semantics, logic, inductive and deductive reasoning, and social, political and religious philosophies

**ETHICS****21053505 .5 Credit**

The purpose of this course is to help students develop the ability to make reasoned and ethical choices when confronted with the many complex, controversial moral dilemmas faced in today's society. Students will become acquainted with the foundations of ethical thought and theories as well as gain an insight into the process of moral development. Students will also identify typical fallacies in flawed moral arguments. Students will also be given the opportunity, both orally and in writing, to apply the skills they acquire to real life moral dilemmas.

**PHILOSOPHY HONORS: ETHICS****21053550 1 Credit**

The learner will explore, understand, and apply the important ethical theories in philosophy to present day issues, and will focus on the ethical theories of the great thinkers, from the ancient era through the modern era, with the purpose of providing the students with the tools necessary to analyze, critique and evaluate current issues and to formulate a personal value system with which to evaluate any present day issue. Special emphasis will be on character education.

**INTERNATIONAL BACCALAUREATE PHILOSOPHY 1****21058600 1 Credit**

The learner will explore the foundations of philosophy through a historical exploration of the great thinkers. The course will focus on the definition and application of philosophy, appropriate vocabulary, and the notion that everyone should be engaged in the 'doing' of philosophy.

**UNITED STATES GOVERNMENT****21063105 .5 Credit**

The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content includes the functions and purpose of government, the function of

the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision-making process.

### **UNITED STATES GOVERNMENT HONORS**

#### **21063205 .5 Credit**

The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content includes the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision-making process. This course offers scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting.

### **POLITICAL SCIENCE**

#### **21063405 .5 Credit**

Content includes the types of government, the functions and purpose of government, the function of the state, exercise of power, policy making and public opinion, political control and the economy, political ideologies, civil liberties, international relations, and the evolution of political change.

### **LAW STUDIES**

#### **21063505 .5 Credit**

Students will examine the workings of the criminal and civil justice systems with emphasis on the application of the concept of criminal and civil law to simulated and real-life problems and case studies.

### **COMPREHENSIVE LAW STUDIES**

#### **21063700 1 Credit**

Students learn that the American legal system is the foundation of American society. They examine the components and processes associated with the American legal system and are provided with a comprehensive examination of the civil and criminal justice systems.

### **COMPREHENSIVE LAW HONORS**

#### **21063750 1 Credit**

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 includes, 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. Scaffolded learning opportunities for students include developing the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting.

### **LEGAL SYSTEMS & CONCEPTS**

#### **21063805 .5 Credit**

The content includes an in-depth examination of the American legal system, the need for law, constitutional rights and responsibilities of American citizens, and roles involving individual rights in the criminal justice system. The student will analyze the stages of the criminal justice system and identify Government and private agencies, which provide services to individuals accused of crime, and explore careers in the justice system. Students will apply research, study, critical-thinking, and decision-making skills and demonstrate the use of new and emerging technology in problem solving.

**COURT PROCEDURES****21063905 .5 Credit**

The purpose of this course is to provide students with firsthand opportunity to study the judiciary system of the United States.

**ADVANCED PLACEMENT UNITED STATES GOVERNMENT AND POLITICS****21064205 .5 Credit**

The purpose of Advanced Placement American Government and Politics is to give students a critical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret American politics and the analysis of specific case studies.

**ADVANCED PLACEMENT COMPARATIVE GOVERNMENT AND POLITICS****21064305 .5 Credit**

Students gain knowledge of the world's diverse political structures and practices through the study of government and politics in Great Britain, France, the Commonwealth of Independent States, China and developing nations. Emphasis is placed on general concepts used to interpret key political relationships found in almost all national politics.

**INTERNATIONAL RELATIONS****21064400 1 Credit**

Students learn to function effectively in a global community, understanding the nature of the modern national state, national goals, and how nations communicate and negotiate to facilitate these goals.

**CAMBRIDGE AICE LAW 1 AS LEVEL****21064700 1 Credit**

The aims of this course are to Provide an introduction to legal concepts and rules and the machinery involved in their introduction, application and enforcement; Encourage candidates to explore and understand the substantive rules of law; Explore and critically assess the value of legal rules, processes and institutions; and develop skills of communication, interpretation, reasoning and analysis.

**CAMBRIDGE AICE LAW 2 A LEVEL****21064750 1 Credit**

The aims of this course are to Provide an introduction to legal concepts and rules and the machinery involved in their introduction, application and enforcement; Encourage candidates to explore and understand the substantive rules of law; Explore and critically assess the value of legal rules, processes and institutions; and develop skills of communication, interpretation, reasoning and analysis. The A Level curriculum focuses on building students understanding of the law of contract as well as law of tort.

**CONSTITUTIONAL LAW HONORS****21064680 1 Credit**

The grade 9-12 Constitutional Law course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content for the course pertains to the study of major legal precedents and evolving judicial interpretations associated with the United States Constitution. Content should include, but is not limited to, the evaluation of historical and contemporary constitutional dilemmas through an analysis of legal documents, processes and cases; an examination of the evolution of constitutional government from ancient times to the present; a historical review of the British legal system and its role as a framework for the U.S. Constitution; the arguments in support of our republican form of government, as they are embodied in the Federalist Papers; an examination of the constitution of the state of Florida, its current amendment process, and recent amendments approved by Florida voters; a comparison between the constitutional

frameworks of other nations with that of the United States; a review and application of major Supreme Court decisions and the impact of both majority and minority opinions; the understanding of constitutional concepts and provisions establishing the power of the courts including separation of powers, checks and balances, the rule of law, an independent judiciary, and judicial review; and appellate processes and procedures to address constitutional questions. This course will incorporate the development of a written appellate brief addressing a contemporary constitutional question and the presentation of oral arguments to defend their position legally. This course is designed to provide an in-depth study of this topic to students who are interested in pursuing post-secondary careers in law, law enforcement, governmental service, or a law related field.

### **FLORIDA'S PRE-INTERNATIONAL BACCALAUREATE UNITED STATES GOVERNMENT**

**21068005**

**.5 Credit**

The purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the State Standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, a holistic view of knowledge, intercultural awareness, embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

### **INTERNATIONAL BACCALAUREATE GLOBAL POLITICS 1**

**21068500**

**1 Credit**

The global politics course explores fundamental political concepts such as power, liberty and equality, in a range of contexts and at a variety of levels. It allows students to develop an understanding of the local, national, international and global dimensions of political activity, as well as allowing them the opportunity to explore political issues affecting their own lives. Global politics draws on a variety of disciplines in the social sciences and humanities. It helps students to understand abstract political concepts by grounding them in real world examples and case studies, and also invites comparison between such examples and case studies to ensure a transnational perspective.

### **INTERNATIONAL BACCALAUREATE GLOBAL POLITICS 2**

**21068550**

**1 Credit**

*Pre-requisite:* - *International Baccalaureate Global Politics 1*. The global politics course explores fundamental political concepts such as power, liberty and equality, in a range of contexts and at a variety of levels. It allows students to develop an understanding of the local, national, international and global dimensions of political activity, as well as allowing them the opportunity to explore political issues affecting their own lives. Global politics draws on a variety of disciplines in the social sciences and humanities. It helps students to understand abstract political concepts by grounding them in real world examples and case studies, and also invites comparison between such examples and case studies to ensure a transnational perspective.

### **INTERNATIONAL BACCALAUREATE GLOBAL POLITICS 3**

**210686000**

**1 Credit**

The global politics course explores fundamental political concepts such as power, equality, sustainability, and peace in a range of contexts and at a variety of levels.

### **PSYCHOLOGY 1**

**21073005**

**.5 Credit**

The purpose of these courses is to provide students with the opportunity to acquire an understanding of human behavior, behavioral interaction, and the progressive development of individuals. Topics will include an overview of the theories and methods of study employed by psychologists, memory and cognition, human growth and development, personality, abnormal behavior, psychological therapies, stress/coping strategies, and mental health.

### **PSYCHOLOGY 2**

**21073105 .5 Credit**

Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction, and the progressive development of individuals. 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.

**ADVANCED PLACEMENT PSYCHOLOGY****21073500 1 Credit**

Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavioral interaction, and the progressive development of individuals. This will better prepare them to understand their own behavior and the behavior of others.

**CAMBRIDGE AICE PSYCHOLOGY 1 AS LEVEL****21073600 1 Credit**

The purpose of this course is to provide an introduction to psychological concepts, theories, research findings, and applications; to create an understanding of the range and limitations of psychological theory and practice; to encourage student to explore and understand the relationship between psychological findings and everyday life; to develop skills of analysis, interpretation, application and evaluation; to promote an appreciation and understanding of individual, social and cultural diversity; to develop an understanding of ethical issues in psychology including the moral and ethical implications of psychological research; to explore and understand the relationship between psychological findings and social, cultural and contemporary issues; to study psychological principles, perspectives and applications; and to encourage the development of the skill of communication.

**CAMBRIDGE AICE PSYCHOLOGY 2 A LEVEL****21073700 1 Credit**

The purpose of this course is to provide an introduction to psychological concepts, theories, research findings, and applications; to create an understanding of the range and limitations of psychological theory and practice; to encourage students to explore and understand the relationship between psychological findings and everyday life; to develop skills of analysis, interpretation, application and evaluation; to promote an appreciation and understanding of individual, social and cultural diversity; to develop an understanding of ethical issues in psychology including the moral and ethical implications of psychological research; to explore and understand the relationship between psychological findings and social, cultural and contemporary issues; to study psychological principles, perspectives and applications; and to encourage the development of the skill of communication.

**INTERNATIONAL BACCALAUREATE PSYCHOLOGY 1****21078000 1 Credit**

The IB Psychology course aims to develop the awareness of how research findings can be applied to better understand human behavior and how ethical practices are upheld in psychology inquiry. Students learn to understand the biological, cognitive and sociocultural influences on human behavior and explore alternative explanations of behavior. They also understand and use diverse methods of psychological inquiry.

**INTERNATIONAL BACCALAUREATE PSYCHOLOGY 2****21078100 1 Credit**

The IB Psychology course aims to develop the awareness of how research findings can be applied to better understand human behavior and how ethical practices are upheld in psychological inquiry. Students learn to understand the biological, cognitive and sociocultural influences on human behavior and explore alternative explanations of behavior. They also understand and use diverse methods of psychological inquiry. The course is meant to provide students the knowledge and skills required to pass external assessments by the International Baccalaureate Organization.

**INTERNATIONAL BACCALAUREATE PSYCHOLOGY 3**



**21078200****1 Credit**

The purpose of this course is to introduce students to a scientific and integrative examination of behavior and mental processes. Learning objectives will center around the modern levels of analysis approach (interactionist approach or biopsychosocial model), which allows students to explore the beneficial application psychological research has for humans and encourages them to appreciate the diverse methodology necessary to synthesize an intercultural understanding of psychology. Specifically, students will practice the ability to evaluate knowledge by exploring issues such as validity, reliability, credibility and certainty. Students will examine to what extent the methods of the natural sciences are applicable to human sciences.

**SOCIOLOGY****21083005****.5 Credit**

The purpose of this course is to provide students with the opportunity to acquire an understanding of group interaction and its impact on individuals for a greater awareness of the beliefs, values and behavior patterns of others.

**CAMBRIDGE AICE SOCIOLOGY 1 AS LEVEL****21083100****1 Credit**

This course offers students the opportunity not only to explore the processes that are shaping current trends, but also to develop an understanding of the complexity and diversity of human societies and their continuities with the past. The study of sociology stimulates awareness of contemporary social, cultural and political issues, and focuses on the importance of examining these issues in a rigorous, reasoned and analytical way.

**CAMBRIDGE AICE SOCIOLOGY 2 A LEVEL****21083200****1 Credit**

Candidates and Centres need to cover at least three units. The syllabus allows candidates to study sociology in the context of different societies, including their own, and from a wider global perspective. The distinction between traditional and modern industrial societies is a central theme in most of the study units.

**WORLD HISTORY****21093100****1 Credit**

This course is a continued in-depth study of the history of civilizations and societies from the middle school course, and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century.

**WORLD HISTORY HONORS****21093200****1 Credit**

This course is a continued in-depth study of the history of civilizations and societies from the middle school course, and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century. This course offers scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting.

**CAMBRIDGE PRE-AICE WORLD HISTORY IGCSE LEVEL****21093210****1 Credit**

The purpose of this course is to promote the acquisition of knowledge and understanding of human activity in the past, promote an understanding of the nature of cause and consequence, continuity and change, similarity and difference, and to encourage international understanding.

**CONTEMPORARY HISTORY****21093505****.5 Credit**

The primary 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. Content includes world events and trends in the 20th



and 21st centuries with emphasis on the past two decades, historical antecedents of contemporary political, social, economic and religious issues, impact of religious thought on contemporary world issues, interaction among science, technology and society, influence of significant historical and contemporary, figures and events on the present, and projection of current trends and movements.

### **CAMBRIDGE AICE EUROPEAN HISTORY 1 AS LEVEL**

**21093710**

**1 Credit**

The purpose of this course is to enable students to understand the developments that shaped Modern European History. This will be achieved with a holistic understanding of Europe as a geographic region from 1789 to 1939. Europe's key developments will be studied in relation to the wider European context and with attention focused on the broader issues (revolution, nationalism, imperialism, war and totalitarianism) that helped shape European history.

### **ADVANCED PLACEMENT EUROPEAN HISTORY**

**21093800**

**1 Credit**

The purpose of Advanced Placement European History is to provide students the opportunity to develop the analytic skills and factual knowledge necessary to deal critically with the problems, content and materials of European historic development.

### **ADVANCED PLACEMENT WORLD HISTORY: MODERN 21094200 1 Credit**

Students understand the development of Europe within the context of history by examining connections to the past in order to prepare for the future as participating members of a global community. Students use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings.

### **HOLOCAUST**

**21094305**

**.5 Credit**

The grade 9-12 Holocaust course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. 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.

### **INTERNATIONAL BACCALAUREATE CONTEMPORARY HISTORY 1**

**21098000**

**1 Credit**

Students understand the development of the contemporary world within the context of history in order to develop relationships and understand events during their lifetime. 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.

### **INTERNATIONAL BACCALAUREATE CONTEMPORARY HISTORY 2**

**21098050**

**1 Credit**

Course content focuses on practices, causes and effects of 20th century wars and the rise of totalitarian leaders during that period. Higher level students supplement this study with extended instructional time devoted to the History of the Americas from the late 19th to the mid-20th centuries. Students develop stronger writing and research skills to prepare them for the social sciences at a university level.

### **FLORIDA'S PRE-INTERNATIONAL BACCALAUREATE WORLD HISTORY**

**21098100**

**1 Credit**

The purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum. The unique IB facets include interrelatedness of subject areas, a holistic view of knowledge, intercultural awareness, embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

### **INTERNATIONAL BACCALAUREATE HISTORY OF EUROPE**

**21098200**

**1 Credit**

Students understand the development of Europe within the context of history by examining connections to the past to prepare for the future as participating members of a global community. Students use knowledge about history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings.

### **PHILOSOPHY HONORS**

**21209105**

**.5 Credit**

The grade 9-12 Philosophy Honors course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the definition and historical application of philosophy. Content should include, but is not limited to, the study of classical and modern philosophies, the fundamental principles of philosophical thought, such as semantics, logic, inductive and deductive reasoning, and major figures of social, political and religious philosophies.

### **PHILOSOPHY HONORS 2**

**21209150**

**1 Credit**

The grade 9-12 Philosophy Honors 2 course consists of the following content area strands: American History, World History, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the definition and historical application of philosophy.

## WORLD LANGUAGES

### FRENCH 1

**07013200**

**1 Credit**

French 1 provides the student with a sound basis for learning contemporary French and increases student's awareness and understanding of the French-speaking world, its people and culture. Basic language skills are developed: listening comprehension, speaking, reading, and writing. Co-curricular field trips are offered as part of class study.

### FRENCH 2

**07013300**

**1 Credit**

Based upon the same goals as French 1, this course aims to provide continuing practice in developing the same skills learned at the first-year level, while reviewing and expanding upon the structures and vocabulary. Co-curricular field trips are offered as part of class study.

### FRENCH 3 HONORS

**07013400**

**1 Credit**

Based upon the same goals as French 1 and 2, this course aims to provide continuing practice in developing skills acquired and learned in levels one and two, while again reviewing and expanding upon the structures and vocabulary presented in French 1 and 2. Grammar points are completed at this level. Co-curricular field trips are offered as part of class study.

### FRENCH 4 HONORS

**07013500**

**1 Credit**

This honors class emphasizes fluency in the skills of listening comprehension, speaking, reading and writing, while expanding the students' vocabulary. Practice in these skills will be based on literature selections: anecdotes, short stories, poems and novels. Grammar review is interspersed. Co-curricular field trips are offered as part of class study.

### FRENCH 5 HONORS

**07013600**

**1 Credit**

This course expands the speaking, listening, reading, and writing skills of students through presentation of oral reports on cultural and personal topics.

### ADVANCED PLACEMENT FRENCH LANGUAGE

**07013800**

**1 Credit**

The purpose of this course is to develop oral and written fluency in French. The content is specified by the Advanced Placement Program.

### CAMBRIDGE AICE FRENCH LANGUAGE AS LEVEL

**07013930**

**1 Credit**

The purpose of this course is to develop students' ability to understand and communicate confidently and clearly in speech and written language. Students will be encouraged to read widely, to use relevant vocabulary, employ correct grammar, spelling and punctuation. The students will develop the ability to analyze, synthesize, make inferences, and organize arguments and ideas logically.

### CAMBRIDGE PRE-AICE FRENCH LANGUAGE 1 IGCSE LEVEL

**07013940**

**1 Credit**

Pre-AICE French I covers the first half of the international General Certificate of Secondary Education (GCSE) Language (French) syllabus written and administered by the University of Cambridge's International Examinations Program. The purpose of this course is to enable students to begin to acquire proficiency in French through a linguistic,

communicative and cultural approach to language learning. Emphasis is placed on the development of listening, speaking, reading and writing skills and on the acquisition of the fundamentals of applied grammar.

### **CAMBRIDGE PRE-AICE FRENCH LANGUAGE 2 IGCSE LEVEL**

**07013960**

**1 Credit**

Pre-AICE French Language II covers the second half of the International General Certificate of Secondary Education (IGCSE) syllabus written and administered by the University of Cambridge's International Examinations Program. The purpose of this course is to enable students to begin to acquire proficiency in French through a linguistic, communicative and cultural approach to language learning. Emphasis is placed on the development of listening, speaking, reading and writing skills and on the acquisition of the fundamentals of applied grammar.

### **CAMBRIDGE PRE-AICE FRENCH LANGUAGE 3 IGCSE LEVEL**

**07013980**

**1 Credit**

Develop the ability to communicate effectively using the target language, offer insights into the culture and society of countries where the language is spoken, develop awareness of the nature of language and language learning, encourage positive attitudes towards speakers of other languages and a sympathetic approach to other cultures and civilizations, provide enjoyment and intellectual stimulation, develop transferable skills (e.g. analysis, memorizing, drawing of inferences) to complement other areas of the curriculum, form a sound base of the skills, language and attitudes required for progression to work or further study, either in the target language or another subject area.

### **FLORIDA'S PRE-INTERNATIONAL BACCALAUREATE FRENCH 1**

**07018000**

**1 Credit**

Pre-IB introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Florida Standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

### **FLORIDA'S PRE-INTERNATIONAL BACCALAUREATE FRENCH 2**

**07018100**

**1 Credit**

French 2–Pre-IB reinforces the fundamental skills acquired by the students in French 1–Pre-IB. 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 French 1–Pre-IB. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Florida Standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

**FLORIDA'S PRE-INTERNATIONAL BACCALAUREATE FRENCH 3****07018200****1 Credit**

French 3-Pre-IB provides mastery and expansion of skills acquired by the students in French 2-Pre-IB. 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. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Florida Standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

**INTERNATIONAL BACCALAUREATE FRENCH 4 LANGUAGE B****07018300****1 Credit**

The purpose of this course is to expand previously acquired skills and to prepare students to take the International Baccalaureate Language B exam in French at the subsidiary level.

**INTERNATIONAL BACCALAUREATE FRENCH 5 LANGUAGE B****07018400****1 Credit**

The purpose of this course is to expand previously acquired skills and to prepare students to take the International Baccalaureate Language B exam in French at the subsidiary level.

**INTERNATIONAL BACCALAUREATE FRENCH 6****07018650****1 Credit**

The main emphasis of the modern language courses is on the acquisition and use of language in a range of contexts and for different purposes while, at the same time, promoting an understanding of another culture through the study of its language. The course is organized into themes. Three core themes are required: communication and media, global issues, and social relationships. In addition, at both HL and SL, teachers select two more themes from five options provided. Finally, two works of literature are studied at HL only.

**International Baccalaureate French Literature 3****07018660****1 Credit**

The purpose of the course is to enable students to engage with a range of texts, in a variety of media and forms, from different periods, styles and cultures. Students will advance skills in listening, speaking, reading, writing, viewing, presenting and performing while developing skills in interpretation, analysis and evaluation. The course works to increase sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings. The course will develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues, and an appreciation of how they contribute to diverse responses. The course looks to foster a lifelong interest in and enjoyment of language and literature.

**International Baccalaureate French Literature 4****07018670****1 Credit**

The purpose of the course is to enable students to engage with a range of texts, in a variety of media and forms, from different periods, styles and cultures. Students will advance skills in listening, speaking, reading, writing, viewing, presenting and performing while developing skills in interpretation, analysis and evaluation. The course works to increase sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings. The course will develop an understanding of relationships between texts

and a variety of perspectives, cultural contexts, and local and global issues, and an appreciation of how they contribute to diverse responses. The course looks to foster a lifelong interest in and enjoyment of language and literature.

### **INTERNATIONAL BACCALAUREATE FRENCH AB INITIO 1**

**07018910**

**1 Credit**

DOE course description is incorporated into this document but is unavailable at the time of printing.

### **INTERNATIONAL BACCALAUREATE FRENCH AB INITIO 2**

**07018920**

**1 Credit**

DOE course description is incorporated into this document but is unavailable at the time of printing.

### **GERMAN 1**

**07023200**

**1 Credit**

German 1 provides the student with a sound basis for learning contemporary German and increases student's awareness and understanding of the German-speaking world, its people and culture

### **GERMAN 2**

**07023300**

**1 Credit**

Based upon the same goals as German 1, this course aims to provide continuing practice in developing the same skills at the first-year level, while reviewing and expanding upon the structures and vocabulary presented in the first-year level.

### **GERMAN 3 HONORS**

**07023400**

**1 Credit**

Based upon the same goals as German 1 and 2, this course aims to provide continuing practice in developing skills acquired and learned in levels one and two, while again reviewing and expanding upon the structures and vocabulary presented in German I and II.

### **GERMAN 4 HONORS**

**07023500**

**1 Credit**

This honors course emphasizes fluency in the skills of listening comprehension, speaking, reading and writing, while expanding the students' vocabulary. Practice in these skills will be based on literature selections: anecdotes, short stories, poems and novels.

### **CAMBRIDGE AICE GERMAN LANGUAGE A LEVEL**

**07023980**

**1 Credit**

The aims of this course are to develop the ability to understand German from a variety of registers and enable students to communicate confidently and clearly in the German language while forming a sound base of skills, language and attitudes required for further study, work and leisure. The course also helps learners develop insights into the culture and civilization of the countries where the language is spoken, including the study of literary texts where appropriate, encourage positive attitudes to language learning and a sympathetic approach to other cultures and civilizations

### **ITALIAN 1**

**07053200**

**1 Credit**

Major Concepts/Content: Italian 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities. English Language Development ELD Standards Special Notes Section: Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of

English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills.

### ITALIAN 2

**07053300**

**1 Credit**

Italian 2 reinforces the fundamental skills acquired by the students in Italian 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 Italian 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

### ITALIAN 3

**07053400**

**1 Credit**

Italian 3 provides mastery and expansion of skills acquired by the students in Italian 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.

### LATIN 1

**07063000**

**1 Credit**

The purpose of this course is to introduce students to fundamental Latin vocabulary and grammar and to classical culture. The content should include, but not be limited to, the following: communication in Latin using reading, writing, and comprehension strategies, with emphasis on reading and writing strategies, perspectives, practices, and products of classical culture, application of knowledge of the Latin language and classical culture to further knowledge of other disciplines, comparison and contrast of the Latin language and classical culture with the student's own language and culture, and influence of the Latin language and classical culture in modern society.

### LATIN 2

**07063100**

**1 Credit**

The purpose of this course is to introduce students to fundamental Latin vocabulary and grammar and to classical culture. The content should include, but not be limited to, the following: communication in Latin using reading, writing, and comprehension strategies, with emphasis on reading and writing strategies, perspectives, practices, and products of classical culture, application of knowledge of the Latin language and classical culture to further knowledge of other disciplines, comparison and contrast of the Latin language and classical culture with the student's own language and culture, and influence of the Latin language and classical culture in modern society.

### LATIN 3 HONORS

**07063200**

**1 Credit**

The purpose of this course is to enable students to enhance their proficiency in the foundations of Latin vocabulary and grammar and to expand their knowledge of classical culture. The content should include, but not be limited to, the following: communication in Latin using reading, writing, and comprehension strategies, with emphasis on reading and writing strategies, perspectives, practices, and products of classical culture, application of knowledge of the Latin language and classical culture to further knowledge of other disciplines, comparison and contrast of the Latin language and classical culture with the student's own language and culture, influence of the Latin language and classical culture in modern society content and processes of the subject matter.

### LATIN 4 HONORS

**07063300**

**1 Credit**

The purpose of this course is to enable students to enhance their proficiency in the foundations of Latin vocabulary

and grammar and to expand their knowledge of classical culture. The content should include, but not be limited to, the following: communication in Latin using reading, writing, and comprehension strategies, with emphasis on reading and writing strategies, perspectives, practices, and products of classical culture, application of knowledge of the Latin language and classical culture to further knowledge of other disciplines, comparison and contrast of the Latin language and classical culture with the student's own language and culture, and influence of the Latin language and classical culture in modern society.

### **CAMBRIDGE PRE-AICE LATIN LANGUAGE 1 IGCSE LEVEL**

**07063820**

**1 Credit**

The purpose of this course is to enable students to acquire proficiency in Latin through a linguistic, communicative and cultural approach to language learning. This course shall also provide an understanding of some of the elements of Roman civilization, literature and language which have had an influence on Western civilization. Through imagination and experience, the student will consider a range of aesthetic, ethical, linguistic, political, religious and social issues. In this course, the study of Latin prose and verse literature, in its social and historical context, receives the same emphasis as the study of the Latin language.

### **CAMBRIDGE PRE-AICE LATIN LANGUAGE 2 IGCSE LEVEL**

**07063840**

**1 Credit**

The purpose of this course is to enable students to acquire proficiency in Latin through a linguistic, communicative and cultural approach to language learning. This course shall provide an understanding of some of the elements of Roman civilization, literature and language which have had an influence on Western civilization. Through imagination and experience, the student will consider a range of aesthetic, ethical, linguistic, political, religious and social issues. In this course, the study of Latin prose and verse literature, in its social and historical context, receives the same emphasis as the study of the Latin language.

### **SPANISH 1**

**07083400**

**1 Credit**

The purpose of this course is to enable students to begin to acquire proficiency in Spanish through a linguistic, communicative, and cultural approach to language learning. Emphasis is placed on the development of listening, speaking, reading, and writing skills and on acquisition of the fundamentals of applied grammar. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course.

### **SPANISH 2**

**07083500**

**1 Credit**

The purpose of this course is to enable students to enhance proficiency in Spanish through a linguistic, communicative, and cultural approach to language learning. There is continued emphasis on the development of listening, speaking, reading, and writing skills and on acquisition of the fundamentals of applied grammar. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course.

### **SPANISH 3 HONORS**

**07083600**

**1 Credit**

The purpose of this course is to enable students to enhance proficiency in Spanish through a linguistic, communicative, and cultural approach to language learning. There is continued emphasis on the development of listening, speaking, reading, and writing skills. Experiences with Spanish literature are broadened. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course.

### **SPANISH 4 HONORS**

**07083700**

**1 Credit**

The purpose of this course is to enable students to enhance proficiency in Spanish through a linguistic, communicative, and cultural approach to language learning. There is continued emphasis on the development of



listening, speaking, reading, and writing skills. Experiences with Spanish literature are broadened. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course.

### **SPANISH 5 HONORS**

#### **07083800 1 Credit**

The purpose of this course is to expand previously acquired skills. The content should include, but not be limited to, the following: developing communication skills through the presentation of oral reports on literary and cultural topics, current events, and personal experiences, readings, which should include newspaper and magazine articles, adaptations of short stories and plays, and a survey of Spanish literature, and composition writing using correct language structures.

### **ADVANCED PLACEMENT SPANISH LANGUAGE & CULTURE**

#### **07084000 1 Credit**

The purpose of this course is to develop oral and written fluency in Spanish. The curriculum content is specified by the Advanced Placement Program.

### **ADVANCED PLACEMENT SPANISH LITERATURE & CULTURE**

#### **07084100 1 Credit**

The purpose of this course is to develop oral and written fluency in the language. The curriculum content is specified by the Advanced Placement Program.

### **CLEP Spanish Language with Writing, Levels 1-2**

#### **0708455**

### **CAMBRIDGE AICE SPANISH LANGUAGE A LEVEL**

#### **07085300 1 Credit**

Cambridge International A Level Spanish builds on the language skills gained at Cambridge IGCSE, Cambridge O Level or Cambridge International AS Level, and is the ideal foundation for university-level study, or to improve career prospects. Learners will gain an understanding of how to use the language in a variety of situations. They will be expected to handle texts and other source materials, extracting information in order to respond to specific tasks. Through their studies, learners can expect to achieve greater fluency, accuracy and confidence in the language.

### **CAMBRIDGE PRE-AICE SPANISH LANGUAGE 1 IGCSE LEVEL**

#### **07085320 1 Credit**

Pre-AICE Spanish I covers the first half of the international General Certificate of Secondary Education (GCSE) Language (Spanish) syllabus written and administered by the University of Cambridge's International Examinations Program. The purpose of this course is to enable students to begin to acquire proficiency in Spanish through a linguistic, communicative and cultural approach to language learning. Emphasis is placed on the development of listening, speaking, reading and writing skills and on the acquisition of the fundamentals of applied grammar.

### **CAMBRIDGE PRE-AICE SPANISH LANGUAGE 2 IGCSE LEVEL**

#### **07085340 1 Credit**

Pre-AICE Spanish Language II covers the second half of the International General Certificate of Secondary Education (IGCSE) syllabus written and administered by the University of Cambridge's International Examinations Program. The purpose of this course is to enable students to begin to acquire proficiency in Spanish through a linguistic, communicative and cultural approach to language learning. Emphasis is placed on the development of listening, speaking, reading and writing skills and on the acquisition of the fundamentals of applied grammar.

### **CAMBRIDGE PRE-AICE SPANISH LANGUAGE 3 IGCSE LEVEL**

#### **07085360 1 Credit**

Develop the ability to communicate effectively using the target language, offer insights into the culture and society of countries where the language is spoken, develop awareness of the nature of language and language learning, encourage positive attitudes towards speakers of other languages and a sympathetic approach to other cultures and civilizations, provide enjoyment and intellectual stimulation, develop transferable skills (e.g. analysis, memorizing, drawing of inferences) to complement other areas of the curriculum, form a sound base of the skills, language and attitudes required for progression to work or further study, either in the target language or another subject area.

### **CAMBRIDGE AICE SPANISH LANGUAGE AS LEVEL**

**07085380**

**1 Credit**

**07085300**

The purpose of this course is to develop students' ability to understand and communicate confidently and clearly in speech and written language. Students will be encouraged to read widely, to use relevant vocabulary, employ correct grammar, spelling and punctuation. The students will develop the ability to analyze, synthesize, make inferences, and organize arguments and ideas logically.

### **CAMBRIDGE AICE SPANISH LITERATURE AS LEVEL**

**07085400**

**1 Credit**

The purpose of this course is to develop students' ability to present an informed personal response to works of Literature read or heard confidently and clearly in written language. Students will be encouraged to read widely, to use relevant vocabulary, employ correct grammar, spelling and punctuation. The students will develop the ability to analyze, synthesize, make inferences, and organize arguments and ideas logically.

### **FLORIDA'S PRE-INTERNATIONAL BACCALAUREATE SPANISH 1**

**07088000**

**1 Credit**

Florida's Pre-IB Spanish 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards and Florida Standards for English language arts and mathematics taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

### **FLORIDA'S PRE-INTERNATIONAL BACCALAUREATE SPANISH 2**

**07088100**

**1 Credit**

Florida's Pre-IB Spanish 2 reinforces the fundamental skills acquired by the students in Pre-IB Spanish 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 Pre-IB Spanish 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards and Florida Standards for English language arts and mathematics taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and

opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

### **FLORIDA'S PRE-INTERNATIONAL BACCALAUREATE SPANISH 3**

**07088200**

**1 Credit**

Florida's Pre-IB Spanish 3 provides mastery and expansion of skills acquired by the students in Pre-IB Spanish 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. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards and Florida Standards for English language arts and mathematics taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

### **INTERNATIONAL BACCALAUREATE SPANISH 4 – LANGUAGE B**

**07088300**

**1 Credit**

The purpose of this course is to expand previously acquired skills and to prepare students to take the International Baccalaureate Language B exam in Spanish at the subsidiary level. The content should include, but not be limited to, the following: developing oral fluency in the language, comprehending difficult authentic text, commenting on text meaning and content orally and in writing, and developing aural comprehension of a high standard.

Special Note: Credit earned in Language A precludes credit in Language B or vice versa.

### **INTERNATIONAL BACCALAUREATE SPANISH 5 – LANGUAGE B**

**07088400**

**1 Credit**

The purpose of this course is to expand previously acquired skills and to prepare students to take the International Baccalaureate Language B exam in Spanish at the higher level. The content should include, but not be limited to, the following: development of oral fluency and comprehension in Spanish at full native speed, comprehension of authentic works of literature drawn from several periods, and discussion and writing about literature with fluency and accuracy.

Special note: Credit earned in Language A precludes credit in Language B or vice versa.

### **INTERNATIONAL BACCALAUREATE SPANISH 6**

**07088650**

**1 Credit**

The curriculum for this IB course is provided at: <http://www.ibo.org/diploma/curriculum/group2/LanguageB.cfm>.

### **INTERNATIONAL BACCALAUREATE SPANISH AB INITIO 1**

**07088910**

**1 Credit**

DOE course description is incorporated into this document but is unavailable at the time of printing.

### **INTERNATIONAL BACCALAUREATE SPANISH AB INITIO 2**

**07088920**

**1 Credit**

DOE course description is incorporated into this document but is unavailable at the time of printing.

### **SPANISH FOR SPANISH SPEAKERS I**

**07093000**

**1 Credit**

The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their home language by reinforcing and acquiring skills in listening, speaking, reading, and writing, including the fundamentals of Spanish grammar. The course content will reflect the cultural values of Spanish language and societies. The course will enable students to gain a better understanding of the nature of their own language as well as other languages to be acquired.

### **SPANISH FOR SPANISH SPEAKERS 2**

**07093100**

**1 Credit**

The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their home language by reinforcing and acquiring skills in listening, speaking, reading, and writing, including the fundamentals of Spanish grammar. The course content will reflect the cultural values of Spanish language and societies. The course will enable students to gain a better understanding of the nature of their own language as well as other languages to be acquired.

### **SPANISH FOR SPANISH SPEAKERS 3 HONORS**

**07093200**

**1 Credit**

The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their home language by reinforcing and acquiring skills in listening, speaking, reading, and writing, including the fundamentals of Spanish grammar. The course content will reflect the cultural values of Spanish language and societies. The course will enable students to gain a better understanding of the nature of their own language as well as other languages to be acquired.

### **PORTUGUESE 1**

**07133000**

**1 Credit**

Portuguese 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.

### **CAMBRIDGE PRE-AICE PORTUGUESE 1 IGCSE LEVEL**

**07133600**

**1 Credit**

This syllabus is designed for learners who are learning Portuguese as a foreign language. The aim is to develop their ability to use the language effectively for practical communication. The course is based on the linked language skills of listening, reading, speaking and writing, and these are built on as learners progress through their studies. The syllabus also aims to offer insights into the culture and civilization of countries where the language is spoken, encouraging positive attitudes towards language learning and towards speakers of foreign languages.

### **AMERICAN SIGN LANGUAGE 1**

**0717300Y**

**1 Credit**

The purpose of this course is to enable students to begin to acquire proficiency in American Sign Language through a linguistic, communicative, and cultural approach to language learning. Emphasis is placed on the development of receptive and expressive signing skills and on the acquisition of the fundamentals of applied grammar. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course.

### **AMERICAN SIGN LANGUAGE 2**

**07173100**

**1 Credit**

The purpose of this course is to enable students to enhance proficiency in American Sign Language through a linguistic, communicative, and cultural approach to language learning. There is a continued emphasis on the development of receptive and expressive signing skills and on the acquisition of the fundamentals of applied grammar. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course.

**AMERICAN SIGN LANGUAGE 3 HONORS****07173120****1 Credit**

The purpose of this course is to enable students to enhance proficiency in American Sign Language through a linguistic, communicative, and cultural approach to language learning. There is a continued emphasis on the development of receptive and expressive signing skills. Experiences with American Sign Language and Deaf literature are broadened. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course.

**AMERICAN SIGN LANGUAGE 4 HONORS****07173140****1 Credit**

The purpose of this course is to enable students to enhance proficiency in American Sign Language through a linguistic, communicative, and cultural approach to language learning. There is continued emphasis on the development of listening, speaking, reading, and writing skills. Experiences with American Sign Language literature are broadened. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course.

**American Sign Language 5****07173160****1 Credit**

American Sign Language 5 expands the skills acquired by the students in American Sign Language 4. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational and interpretive skills. There is additional growth in vocabulary for real-life, authentic purposes. Media selections are varied and taken from authentic target language works.

**American Sign Language 6****07173180****1 Credit**

American Sign Language 6 expands the skills acquired by the students in American Sign Language 5. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational and interpretive skills. There is additional growth in vocabulary for real-life, authentic purposes. Media selections are varied and taken from authentic target language works.

**LANGUAGE AND LITERATURE FOR INTERNATIONAL STUDIES 1****07153050****1 Credit**

Language and Literature for International Studies 1 builds upon the language skills and cultural knowledge of native speakers. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.

**LANGUAGE AND LITERATURE FOR INTERNATIONAL STUDIES 2****07153150****1 Credit**

Language and Literature for International Studies 2 reinforces the fundamental skills acquired by the students in Language and Literature for International Studies 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 Language and Literature for International Studies 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

**LANGUAGE AND LITERATURE FOR INTERNATIONAL STUDIES 3 HONORS****07153250****1 Credit**

Language and Literature for International Studies 3 provides mastery and expansion of skills acquired by the students in Language and Literature for International Studies 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.

#### **LANGUAGE AND LITERATURE FOR INTERNATIONAL STUDIES 4 HONORS**

**07153350                      1 Credit**

Language and Literature for International Studies 4 expands the skills acquired by the students in Language and Literature for International Studies 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 the target language newspapers, magazines, and literary works.

#### **LANGUAGE AND LITERATURE FOR INTERNATIONAL STUDIES 5 HONORS**

**07153450                      1 Credit**

Language and Literature for International Studies 5 expands the skills acquired by the students in Language and Literature for International Studies 4. 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 the target language newspapers, magazines, and literary works.

#### **LANGUAGE AND LITERATURE FOR INTERNATIONAL STUDIES 6 HONORS**

**07153550                      1 Credit**

Language and Literature for International Studies 6 expands the skills acquired by the students in Language and Literature for International Studies 5. 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 the target language newspapers, magazines, and literary works.

In order to meet specific determined needs for a student or school, current course codes from Florida Department of Education's Course Code Directory may be used if approved by the Superintendent or designee.

## **PROGRAM OPTIONS**

### **On-Level, Online and Advanced Courses**

On-Level and Honors courses are available at all secondary schools. Advanced Placement (AP) courses are available at all high schools. Students may also earn credit through Dual Enrollment and Early Admission programs at postsecondary schools. Students have the opportunity to earn an Associates of Arts degree before they graduate from high school if the appropriate dual enrollment courses are taken. Lee Virtual School is available to students for online credit as well as full time enrollment. For more information, go to <http://lvip.leeschools.net> or see a school counselor for more information about options to enroll in courses. Contact a school counselor or see the District Student Progression Plan at [www.leeschools.net](http://www.leeschools.net) for more information about more choices for course enrollment.

### **Advancement Via Individual Determination (AVID) (Secondary)**

AVID is a college-readiness system designed to increase the number of students who enroll in four-year colleges. The formula is simple – raise expectations of students and, with the AVID support system in place, they will rise to the challenge. In the accelerated elective class, AVID students receive support through a rigorous curriculum and ongoing, structured tutorials. AVID elective teachers support AVID students by providing academic training, managing their tutorials, working with faculty and parents, and by helping students develop long-range academic and personal plans. This program is available in each of the three zones.

### **Cambridge Advanced International Certification (AICE) Program (Secondary)**

Cambridge AICE is an international pre-university curriculum and examination system, which emphasizes the value of broad and balanced study for academically able students. Program strengths lie in the flexibility and structure of the curriculum encouraging in-depth, working knowledge of each subject, and in essay-based examinations as assessment of that knowledge and skill mastery. This program is available in each of the three zones.

### **AICE - Advanced International Certificate of Education**

**International General Certificate of Secondary Education (IGCSE)** - These courses are intended for 14-16 year old students, are usually implemented as Freshmen and Sophomore level courses, and in Lee County, these courses are labeled Pre-AICE.

**AS level** - The course syllabus includes half of the content included in the Cambridge International A level course. Passing this assessment earns one point towards the Cambridge diploma.

**A level** - Passing this assessment earns two points towards the Cambridge diploma.

\*Some courses are offered at both the AS and A level. In Lee County, most of the AICE courses are AS level courses.

### **Requirements and Course Options for the AICE Diploma Program**

The AICE Diploma Program is offered in each zone (Lehigh Senior High School, North Fort Myers High School, and Estero High School).

<b>Subject</b>	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
<b>English</b>	Pre-AICE English Language	Pre-AICE English Literature	AICE English Language	AICE English Literature or AICE English Language 2
		AICE General Paper	AICE General Paper	
<b>Mathematics</b>	Pre-AICE Math I	Pre-AICE Math II	Pre-AICE Math III or Algebra II Honors	Pre-Calculus
	Pre-AICE Math II	Pre-AICE Math III or Algebra II Honors	Pre-Calculus or AICE Math I	AICE Math I or AP Calculus AB
	Pre-AICE Math III or Algebra II Honors	Pre-Calculus or AICE Math I	AICE Math II or Calculus AB	AICE Math II or AP Calculus BC
<b>Science</b>	Pre-AICE Biology	Pre-AICE Chemistry	AICE Physics	AICE Marine Science
		Pre-AICE Physics	AICE Environmental Management	AP Chemistry or AICE Chemistry
		Pre-AICE Coordinated I	AICE Biology	DE Biology or AICE Biology
			AICE Chemistry	AICE Physics
<b>Subject</b>	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
<b>Social Studies</b>	AICE Geography	AICE International History	AICE U.S. History	AP Am. Government/DE American Government with AP Microeconomics
	AP World History	AICE European History	AICE European History	AICE Travel and Tourism
	Pre-AICE World History	AICE U.S. History		AICE International History
				AICE Economics
	Pre-AICE French I	Pre-AICE French II	AICE French Language	AICE French Literature



<b>World Languages</b>	Pre-AICE Spanish I	Pre-AICE Spanish II	AP Spanish Language or AICE Spanish Language	AP Spanish Literature or AICE Spanish Literature
<b>Electives</b>	Taken 10 <sup>th</sup> -12 <sup>th</sup> grade	<b>HUMANITIES</b>	<b>ARTS</b>	
		AICE Psychology	AICE Digital Photography	AICE Fashion Design
		AICE Sociology	AICE Ceramics	AICE Music Theory
		AICE Thinking Skills	AICE Graphic Design	
		AICE Business Studies	AICE Drawing/Painting	
		AICE Global Perspectives	AICE Sculpture	
		AICE Physical Education	AICE Food Studies	

Students select one course per subject area at each grade level and have the option of taking three AICE electives or other courses offered at the attending school each year. Students must pass a total of six exams across three areas to receive the AICE diploma.

### **Career and Professional Education Academies (CAPE) (Secondary)**

Students are given the opportunity to enroll in Career and Technical Education programs that lead to articulated post-secondary credit, industry certification and college and career readiness skills. CAPE Academies are available in STEM, Business, Finance, Construction, Automotive, Information Technology, Medical and a number of other focus areas. This program is available in each of the three zones.

### **Centers for the Arts**

In addition to the basic academic program available in each school, centers for the arts offer theater, visual arts, media, television, film graphics, journalism, dance, band, choral and orchestra. This program is available in each of the three zones.

### **Comprehensive High Schools**

Comprehensive High Schools provide students with an educational alternative that enhances the traditional high school curriculum. Students will not only be able to select from the traditional academic and extracurricular programs, but will also have the opportunity to pursue a specialized program within a Technical and Career Education Academy. A career academy is a specialized learning community within the school that provides students with team-designed projects and relevant learning experiences. In addition to being prepared for post-secondary education, students who graduate from a comprehensive high school will leave with marketable skills and competencies now required in specialized businesses and industries. This program is available in each of the three zones.

### **International Baccalaureate (IB) Program**

The International Baccalaureate (IB) Diploma Program is a demanding pre-university course of study and covers the last two years of high school. Acceptance is based on academic performance and test scores. This program is available in each of the three zones.

International Baccalaureate (IB) students are required to meet Lee County graduation requirements with exemptions allowed for HOPE and the Arts.

Each IB student must be assessed in the following six areas:

Group 1 Language A

Group 2 Language B



Group 3 Individuals and Societies

Group 4 Science

Group 5 Mathematics

Group 6 Sixth Subject

Within these six Groups, students must select three subjects to be assessed in at the High Level and three to be assessed in at the Standard Level. All High Level subjects are a two-year curriculum. Standard Level curriculum may be one or two years depending on the subject.

Each subject is assessed a 1-7 score and to earn the IB Diploma, a total of 24 points is required. In addition to the six Groups of study, there are three additional requirements in order to earn the IB Diploma: 1) Theory of Knowledge course, 2) a 4000 word Extended Essay, and 30 150 CAS hours (creative/action/service).

### **Lee Adolescent Mothers Program (LAMP)**

LAMP is a three-fold program concerned with the student's academic, health and social adjustment during her pregnancy and postpartum period. A special program in health and childcare has been developed for every LAMP student. Additional information is available from the school counselor or by calling LAMP at 332-2526.

### **Lee Virtual School**

Lee Virtual School offers online educational options for students in all grades to attend school without physically going to a traditional school campus. Students in Kindergarten through Grade 12 can choose to take all of their classes with Lee Virtual School. This on grade level academically challenging program is not a credit retrieval program. Rather, it allows students to advance at a standard or accelerated pace while taking standard, honors, AP, and Dual Enrollment courses. Lee Virtual School grants the same diploma upon completion of required coursework that is equivalent to any other high school in the District or State. Lee Virtual School also offers supplemental face to face instruction for our students enrolled in most courses. Both the elementary program (K-5) and our secondary program (Grades 6-12) are "A" schools. Great kids deserve a great education – no bullies, busses, bells, or books! For more information on this challenging and unique education alternative, visit the Lee Virtual School website at <http://lvip.leeschools.net> or call 239-337-8178.

### **Technical Colleges**

Two postsecondary technical colleges are available for students who qualify for career dual enrollment. Students enroll full time at the centers to receive advanced training in a variety of career fields.

# LEE COUNTY TECHNICAL COLLEGES

**Fort Myers Technical College (FMTC)**  
**Cape Coral Technical College (CCTC)**

Two postsecondary technical colleges are available for students who qualify for career dual enrollment. Students enroll full time at the colleges to receive advanced training in a variety of career fields. Full-time dual enrollment seniors needing required courses for graduation such as English or math must register for these classes with the Lee Virtual or Florida Virtual School. Students must work with their parents and home high school counselor to ensure they have a plan that allows them to be career dual enrolled and to graduate on time.

## (ENROLLING STUDENTS FROM ALL NON-CHARTER LEE COUNTY SCHOOL DISTRICT ZONES)

High school students who meet entrance requirements can:

1. Enjoy career training with small student/faculty ratios.
2. Train on equipment that is used in industry.
3. Choose from over 20 different career areas.
4. Save money on career training.
5. Earn college credits while completing high school graduation credits (based on State articulation agreements).
6. Attend tuition-free.
7. Still attend high school activities and functions.

**Entrance requirements:** Be a Junior or Senior. Students must have a 2.0 unweighted GPA and demonstrate readiness for career-level coursework evidenced by a good attendance record, a satisfactory disciplinary record, and passing scores on a recognized Basic Skills Assessment to dually enroll in Technical College programs. They must be on track for graduation and should meet the graduation requirements for Florida for statewide assessments. Students should be able to graduate with his/her cohort with the elective credits earned online or at the Technical College.

### Admission Steps:

- Students Who Enroll from a Lee County Non-Charter High School**  
Talk with their school counselor who will discuss admission requirements, submit a recommendation for enrollment to the selected technical college, and set up a program visitation. At the end of the visitation day, the student will talk with the technical college admissions officer and receive information about completing the registration process.
- Students who enroll from the Success Academy**  
Students must complete the required time at the Success Academy and be released back to their home high school or another high school before following the same procedures as students who enroll from a local high school as described in A above.
- Students Who Enroll from Dropout Status**  
The student must go to the school assignment office to determine if they are eligible to be assigned to a public high school and then follow the procedures described in A above.
- Students Who are New to Lee County**  
The student must go to the school assignment office and be assigned to a public high school then follow the procedures described in A above.

## Fort Myers Technical College

3800 Michigan Avenue

Fort Myers, FL 33916

Phone 239-334-4544

FAX: 239-332-4839

[www.fortmyerstech.edu](http://www.fortmyerstech.edu)

<p><b>PROGRAM OFFERINGS</b></p> <p><b>Architecture &amp; Construction</b>  Carpentry  Electricity  Heating, Ventilation, Air-Conditioning/ Refrigeration (HVAC/R)  Plumbing</p> <p><b>Health Science</b>  Medical Assisting</p> <p><b>Hospitality &amp; Tourism</b>  Professional Culinary Arts &amp; Hospitality</p>	<p><b>Manufacturing</b>  Electronic Technology  Major Appliance and Refrigeration Technician  Mechatronics Technology  Welding Technology</p> <p><b>Transportation, Distribution &amp; Logistics</b>  Automotive Collision Technology Technician  Automotive Service Technology  Marine Service Technologies</p>
---	--

## Cape Coral Technical College

360 Santa Barbara Boulevard North

Cape Coral, FL 33993

Phone: 239-574-4440

Fax: 239-458-3721

[www.capecoraltech.edu](http://www.capecoraltech.edu)

<p><b>PROGRAM OFFERINGS</b></p> <p><b>Arts A/V Technology &amp; Communication</b>  Digital Design</p> <p><b>Business Management &amp; Administration</b>  Medical Administrative Specialist</p> <p><b>Health Science</b>  Medical Assisting  Nursing Assistant – Long Term Care</p>	<p><b>Hospitality &amp; Tourism</b>  Professional Culinary Arts &amp; Hospitality</p> <p><b>Information Technology</b>  Network Support Services  Network Systems Administration  Technology Support Services</p> <p><b>Manufacturing</b>  Electronic Technology</p>
---	--

See individual technical college websites for additional information! <http://www.leetechcolleges.com/>

## INACTIVE COURSE CODES FOR HIGH SCHOOL

**Art**01044100 – Figure Drawing  
01053150 – Pre-AICE Art and Design: Textile IGCSE Level

### Career and Technical Education

#### Agriculture, Food and Natural Resources

81001000 – Agriculture Education Directed  
81002100 – Exploration of Agriscience  
81003200 – Fundamentals of Agriscience  
81004100 – Agriculture Cooperative Education-OJT  
81130100 – Environmental Resources 3  
81130200 – Environmental Resources 4  
81213300 – Landscape Operations 6  
81215100 – Introductory Horticulture 2  
82151500 – Business Supervision 2  
82151600 – Business Supervision 3  
86008300 – Drafting/Illustrative Design Technology 3  
87094300 – Automotive Service Technology 3  
87094400 – Automotive Service Technology 4  
87094500 – Automotive Service Technology 5  
87094600 – Automotive Service Technology 6  
87094700 – Automotive Service Technology 7  
87094800 – Automotive Service Technology 8  
87094900 – Automotive Service Technology 9  
87545200 – Welding Technologies 2  
87545300 – Welding Technologies 3  
87545400 – Welding Technologies 4  
87721910 – Television Production 10  
87721920 – Television Production 11

### Arts, A/V Technology and Communication

#### Additional CTE Programs/Courses

83016300 – Work Experience 3

### English/Language Arts

1000410A Intensive Reading  
1000410B Intensive Reading  
1000410F Intensive Reading  
10004101 Intensive Reading  
10004102 Intensive Reading  
10004103 Intensive Reading  
10014050 – English 4 Florida College Prep  
10014600 – Applied Communications 1  
10014800 – Advanced Communications Method  
10063320 – Journalism 6 Honors  
10063330 – Journalism 7 Honors  
10073600 – Debate 4 Honors  
10073700 – Debate 5 Honors

10208300 – Classical Literature Honors  
10208400 – Contemporary Literature Honors

### Exceptional Student Education

79213300 – Career Education: 9-12  
79630900 – Skills for Students who are Gifted

### JROTC – Military Science

18003000 – Aerospace Science 1  
18003100 – Aerospace Science 2  
18003200 – Aerospace Science 3  
18003300 – Aerospace Science 4  
18023000 – Naval Science 1  
18023100 – Naval Science 2  
18023200 – Naval Science 3

### Mathematics

12003700 – Algebra 1-A  
12003800 – Algebra 1-B  
12003870 – Financial Algebra  
12023000 – Calculus  
12023540 – AICE Math and Mechanics 1  
12023620 – AICE Math and Statistics 1  
12023710 – Pre-AICE Additional Math 3  
12063000 – Informal Geometry  
12103300 – AICE Mathematics Statistics

### Physical Education

15023100 – Gymnastics 2  
15024000 – Paddleball/Racquetball/Handball  
15044000 – Golf 1  
15044900 – Water Safety  
15054300 – Racquetball 1  
15054400 – Racquetball 2

### Science

20013900 – Pre-AICE Coordinated Science 1  
20014000 – Pre-AICE Coordinated Science 2  
20024400 – Integrated Science 3

### Social Studies

21003700 – Eastern & Western Heritage  
21004600 – Eastern & Western Heritage Honors  
21004800 – Visions and Counter-Visions: Europe, U.S., World Honors  
21023800 – The American Economic Experience: Scarcity and Choice

21063600 – Comparative Political Systems  
 21093300 – African History  
 21094100 – Jewish History

**World Languages**

07003000 – Haitian Creole 1  
 07003100 – Haitian Creole 2

07028000 – Pre-International Baccalaureate German 1  
 07028100 – Pre-International Baccalaureate German 2  
 07028300 – Pre-International Baccalaureate German 4  
 07028400 – Pre-International Baccalaureate German 5  
 07033200 – Greek 1  
 07033300 – Greek 2  
 07053300 – Italian 2  
 07053500 – Italian 4  
 07063400 – Latin 5

07073000 – Russian 1  
 07073100 – Russian 2  
 07093300 – Spanish for Spanish Speakers 4  
 07103000 – Arabic 1  
 07103100 – Arabic 2  
 07113000 – Chinese 1  
 07113100 – Chinese 2  
 07113200 – Chinese 3  
 07123000 – Japanese 1  
 07123100 – Japanese 2  
 07123200 – Japanese 3  
 07133100 – Portuguese 2  
 07133200 – Portuguese 3  
 07143000 – Foreign Language Humanities

## INACTIVE COURSE CODE WAIVER

**School Requesting Waiver:** \_\_\_\_\_

**Contact Person:** \_\_\_\_\_

**Course Number:** \_\_\_\_\_

**Course Title:** \_\_\_\_\_

**Reason for Request:**

---

---

---

---

---

---

---

---

---

---

### For District Use Only:

**Approved** \_\_\_\_\_ **Denied:** \_\_\_\_\_

**Date Reviewed:** \_\_\_\_\_

**Waiver approved for academic year:** \_\_\_\_\_

**Signature of Curriculum Director:** \_\_\_\_\_

**Signature of Chief Academic Officer:** \_\_\_\_\_

**Signature of Administrator of FOCUS:** \_\_\_\_\_