



Collier County Public Schools

2015-2016 HIGH SCHOOL Course Information Book





www.collierschools.com

Dr. Kamela Patton
Superintendent of Schools

THE DISTRICT SCHOOL BOARD OF COLLIER COUNTY

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This report has been prepared by The District School Board of Collier County.
Additional copies, if available, may be obtained by writing:

Collier County Public Schools
Secondary Programs
5775 Osceola Trail
Naples, FL 34109-0919

Report Number:
012320154

Coordinated by:
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VISION STATEMENT

All students will complete school prepared for ongoing learning as well as community and global responsibilities.

The District School Board of Collier County does not discriminate on the basis of race, color, national origin, sex, disability, or age in the provision of educational opportunities or employment opportunities and benefits. The District School Board does not discriminate on the basis of sex or disability in the education programs and activities that it operates, pursuant to the requirements of Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, respectively. The right not to be discriminated against extends to both employees and students of the District and shall include equal access to designated youth organizations in conformity with the Boy Scouts of America Equal Access Act. The following personnel should be contacted for inquires about their rights or to learn how to file a complaint regarding discrimination.

Employees: Educational Equity Act, Title IX, Section 504 (Rehabilitation Act) or the Americans with Disabilities Act, contact Debbie Terry, Assistant Superintendent, Human Resources and Deputy Title IX Coordinator for Employees, (239) 377-0365, The District School Board of Collier County, 5775 Osceola Trail, Naples, Florida 34109.

Students: Educational Equity Act, Title IX, or the Age Discrimination Act of 1975, contact Stephen McFadden, Coordinator, School Counseling K-8, and Deputy Title IX Coordinator for Students, (239) 377-0517, The District School Board of Collier County, 5775 Osceola Trail, Naples, Florida 34109

Section 504 (Rehabilitation Act) and the Americans with Disabilities Act, contact Dr. L. Van Hylemon, Coordinator, Psychological Services, (239) 377-0521, The District School Board of Collier County, 5775 Osceola Trail, Naples, Florida, 34109.

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High School Graduation Plans

Graduation Requirements Cohort 2012-2013 Class of 2016				
	24 Credit Standard Diploma	Scholar Designation	Merit Designation	18 Credit ACCEL
ENG	4 credits English/Language Arts (ELA)	4 credits English/Language Arts (ELA)	4 credits English/Language Arts (ELA)	4 credits English/Language Arts (ELA)
MATHEMATICS	<p>4 credits, one of which must be Algebra 1 or its equivalent and one of which must be geometry or its equivalent</p> <ul style="list-style-type: none"> Must pass Algebra 1 EOC, if taken after 2010-2011, or a comparative score on the PERT to earn a standard diploma Industry certifications that lead to college credit may substitute for up to two math credits (except for Algebra 1 and geometry) 	<p>4 credits, one of which must be Algebra 1 or its equivalent and one of which must be geometry or its equivalent</p> <ul style="list-style-type: none"> Must pass Algebra 1 EOC, if taken after 2010-2011, or a comparative score on the PERT to earn a standard diploma 1 credit in Algebra 2 and 1 credit in Statistics or an equally rigorous mathematics course (level 3) 	<p>4 credits, one of which must be Algebra 1 or its equivalent and one of which must be geometry or its equivalent</p> <ul style="list-style-type: none"> Must pass Algebra 1 EOC, if taken after 2010-2011, or a comparative score on the PERT to earn a standard diploma Industry certifications that lead to college credit may substitute for up to two math credits (except for Algebra 1 and geometry) 	<p>4 credits, one of which must be Algebra 1 or its equivalent and one of which must be geometry or its equivalent</p> <ul style="list-style-type: none"> Must pass Algebra 1 EOC, if taken after 2010-2011, or a comparative score on the PERT to earn a standard diploma Industry certifications that lead to college credit may substitute for up to two math credits (except for Algebra 1 and geometry)
SCIENCE	<p>3 credits in science one of which must be Biology 1 or an equivalent course, two of which must have a laboratory component</p> <ul style="list-style-type: none"> Industry certifications that lead to college credit may substitute for up to one science credit (except for Biology) An identified rigorous Computer Science course with a related industry certification substitutes for up to one science course (except Biology) 	<p>3 credits in science one of which must be Biology 1 or an equivalent course, two of which must have a laboratory component</p> <ul style="list-style-type: none"> <u>Pass the Biology EOC. A student is exempt if enrolled in AP, IB, AICE and earns the minimum score to earn college credit</u> 1 credit in chemistry or physics 1 credit in a course equally rigorous to chemistry or physics 	<p>3 credits in science one of which must be Biology 1 or an equivalent course, two of which must have a laboratory component</p> <ul style="list-style-type: none"> Industry certifications that lead to college credit may substitute for up to one science credit (except for Biology) An identified rigorous Computer Science course with a related industry certification substitutes for up to one science course (except Biology) 	<p>3 credits in science one of which must be Biology 1 or an equivalent course, two of which must have a laboratory component</p> <ul style="list-style-type: none"> Industry certifications that lead to college credit may substitute for up to one science credit (except for Biology) An identified rigorous Computer Science course with a related industry certification substitutes for up to one science course (except Biology)
SOCIAL STUDIES	<p>3 credits</p> <ul style="list-style-type: none"> 1 credit World History 1 credit U.S. History (EOC results count 30% of final course grade) ½ U.S. Gov't ½ Economics 	<p>3 credits</p> <ul style="list-style-type: none"> 1 credit World History 1 credit U.S. History (EOC results count 30% of final course grade) ½ U.S. Gov't ½ Economics <u>Pass the U.S. History EOC assessment. A student is exempt if enrolled in AP,</u> 	<p>3 credits</p> <ul style="list-style-type: none"> 1 credit World History 1 credit U.S. History (EOC results count 30% of final course grade) ½ U.S. Gov't ½ Economics 	<p>3 credits</p> <ul style="list-style-type: none"> 1 credit World History 1 credit U.S. History (EOC results count 30% of final course grade) ½ U.S. Gov't ½ Economics

		<i>IB, AICE and earns the minimum score to earn college credit</i>		
WL	Not required for graduation but required for admission to state universities	<ul style="list-style-type: none"> • 2 credits in the same world language 	Not required for graduation but required for admission to state universities	Not required for graduation but required for admission to state universities
PF	1 credit in fine or performing arts, speech and debate, or eligible practical arts courses as specified in the Florida Course Code Directory	1 credit in fine or performing arts, speech and debate, or eligible practical arts courses as specified in the Florida Course Code Directory	1 credit in fine or performing arts, speech and debate, or eligible practical arts courses as specified in the Florida Course Code Directory	1 credit in fine or performing arts, speech and debate, or eligible practical arts courses as specified in the Florida Course Code Directory
PE	1 credit H.O.P.E.	1 credit H.O.P.E.	1 credit H.O.P.E.	Not required
ELECTIVES	8 credits	6 credits <ul style="list-style-type: none"> • Earn at least one credit in AP, IB, AICE, or dual enrollment course 	8 credits <ul style="list-style-type: none"> • Attain one or more industry certifications from established list 	3 elective credits
TOTAL	24 credits	24 credits	24 credits	18 credits
TESTS	Must pass the Grade 10 Reading or ACT/SAT concordant score	Must pass the Grade 10 Reading or ACT/SAT concordant score	Must pass the Grade 10 Reading or ACT/SAT concordant score	Must pass the Grade 10 Reading or ACT/SAT concordant score
GPA	Cumulative GPA of 2.0 on 4.0 scale	Cumulative GPA of 2.0 on 4.0 scale	Cumulative GPA of 2.0 on 4.0 scale	Cumulative GPA of 2.0 on 4.0 scale
On-line	One complete course within the 24 credits	One complete course within the 24 credits	One complete course within the 24 credits	Not required

**Graduation Requirements
Cohort 2013-2014
Class of 2017**

	24 Credit Standard Diploma	Scholar Designation	Merit Designation	18 Credit ACCEL
ENGLISH	4 credits in ELA I, II, III, IV ELA honors, AP, AICE, IB, and dual enrollment may satisfy this requirement	4 credits in ELA I, II, III, IV ELA honors, AP, AICE, IB, and dual enrollment may satisfy this requirement	4 credits in ELA I, II, III, IV ELA honors, AP, AICE, IB, and dual enrollment may satisfy this requirement	4 credits in ELA I, II, III, IV ELA honors, AP, AICE, IB, and dual enrollment may satisfy this requirement
MATHEMATICS	<p>4 credits, one of which must be Algebra 1 or its equivalent and one of which must be geometry or its equivalent</p> <ul style="list-style-type: none"> Algebra I and Geometry EOC results constitute 30% of final course grade Must pass Algebra 1 EOC or a comparative score on the PERT to earn a standard diploma If enrolled in Algebra II EOC results constitute 30% of final course grade Industry certifications that lead to college credit may substitute for up to two math credits (except for Algebra 1 and Geometry) 	<p>4 credits, one of which must be Algebra 1 or its equivalent and one of which must be geometry or its equivalent</p> <ul style="list-style-type: none"> Algebra I and Geometry EOC results constitute 30% of final course grade Must pass Algebra 1 EOC or a comparative score on the PERT to earn a standard diploma Earn 1 credit in Algebra II and the EOC results constitute 30% of final course grade 1 credit in Statistics or an equally rigorous mathematics course (level 3 courses) 	<p>4 credits, one of which must be Algebra 1 or its equivalent and one of which must be geometry or its equivalent</p> <ul style="list-style-type: none"> Algebra I and Geometry EOC results constitute 30% of final course grade Must pass Algebra 1 EOC or a comparative score on the PERT to earn a standard diploma If enrolled in Algebra II EOC results constitute 30% of final course grade Industry certifications that lead to college credit may substitute for up to two math credits (except for Algebra 1 and Geometry) 	<p>4 credits, one of which must be Algebra 1 or its equivalent and one of which must be geometry or its equivalent</p> <ul style="list-style-type: none"> Algebra I and Geometry EOC results constitute 30% of final course grade Must pass Algebra 1 EOC or a comparative score on the PERT to earn a standard diploma If enrolled in Algebra II EOC results constitute 30% of final course grade Industry certifications that lead to college credit may substitute for up to two math credits (except for Algebra 1 and Geometry)
SCIENCE	<p>3 credits in science one of which must be Biology I, two equally rigorous, and two of which must have a laboratory component</p> <ul style="list-style-type: none"> Biology I EOC results constitute 30% of final course grade Industry certifications that lead to college credit may substitute for up to one science credit (except for Biology I) An identified rigorous Computer Science course with a related industry certification substitutes for up to one science course (except for Biology I) 	<p>3 credits in science one of which must be Biology I, two equally rigorous, and two of which must have a laboratory component</p> <ul style="list-style-type: none"> Biology I EOC results constitute 30% of final course grade <u>Pass the Biology EOC. A student is exempt if enrolled in AP, IB, or AICE and earns the minimum score to earn college credit</u> 1 credit in chemistry or physics 1 credit in a course equally rigorous to chemistry or physics 	<p>3 credits in science one of which must be Biology I, two equally rigorous, and two of which must have a laboratory component</p> <ul style="list-style-type: none"> Biology I EOC results constitute 30% of final course grade Industry certifications that lead to college credit may substitute for up to one science credit (except for Biology I) An identified rigorous Computer Science course with a related industry certification substitutes for up to one science course (except for Biology I) 	<p>3 credits in science one of which must be Biology I, two equally rigorous, and two of which must have a laboratory component</p> <ul style="list-style-type: none"> Biology I EOC results constitute 30% of final course grade Industry certifications that lead to college credit may substitute for up to one science credit (except for Biology I) An identified rigorous Computer Science course with a related industry certification substitutes for up to one science course (except for Biology I)

SOCIAL STUDIES	<p>3 credits</p> <ul style="list-style-type: none"> 1 credit World History 1 credit U.S. History (EOC results count 30% of final course grade) ½ U.S. Gov't ½ Econ with Financial Literacy 	<p>3 credits</p> <ul style="list-style-type: none"> 1 credit World History 1 credit U.S. History (EOC results count 30% of final course grade) ½ U.S. Gov't ½ Econ with Financial Literacy <u>Pass the U.S. History EOC. A student is exempt if enrolled in AP, IB, AICE and earns the minimum score to earn college credit</u> 	<p>3 credits</p> <ul style="list-style-type: none"> 1 credit World History 1 credit U.S. History (EOC results count 30% of final course grade) ½ U.S. Gov't ½ Econ with Financial Literacy 	<p>3 credits</p> <ul style="list-style-type: none"> 1 credit World History 1 credit U.S. History (EOC results count 30% of final course grade) ½ U.S. Gov't ½ Econ with Financial Literacy
WL	Not required for graduation but required for admission to state universities	<ul style="list-style-type: none"> 2 credits in the same world language 	Not required for graduation but required for admission to state universities	Not required for graduation but required for admission to state universities
PF	1 credit in fine or performing arts, speech and debate, or eligible practical arts courses as specified in the Florida Course Code Directory	1 credit in fine or performing arts, speech and debate, or eligible practical arts courses as specified in the Florida Course Code Directory	1 credit in fine or performing arts, speech and debate, or eligible practical arts courses as specified in the Florida Course Code Directory	1 credit in fine or performing arts, speech and debate, or eligible practical arts courses as specified in the Florida Course Code Directory
PE	1 credit H.O.P.E.	1 credit H.O.P.E.	1 credit H.O.P.E.	Not required
ELECTIVES	8 credits	<p>6 credits</p> <ul style="list-style-type: none"> Earn at least one credit in AP, IB, AICE, or dual enrollment course 	<p>8 credits</p> <ul style="list-style-type: none"> Attain one or more industry certifications from established list 	3 elective credits
TOTAL	24 credits	24 credits	24 credits	18 credits
TESTS	Must pass the Grade 10 ELA assessment or ACT/SAT concordant score	Must pass the Grade 10 ELA assessment or ACT/SAT concordant score	Must pass the Grade 10 ELA assessment or ACT/SAT concordant score	Must pass the Grade 10 ELA assessment or ACT/SAT concordant score
GPA	Cumulative GPA of 2.0 on 4.0 scale	Cumulative GPA of 2.0 on 4.0 scale	Cumulative GPA of 2.0 on 4.0 scale	Cumulative GPA of 2.0 on 4.0 scale
On-line	One complete course within the 24 credits	One complete course within the 24 credits	One complete course within the 24 credits	Not required

**Graduation Requirements
Cohort 2014-2015
Class of 2018**

	24 Credit Standard Diploma	Scholar Designation	Merit Designation	18 Credit ACCEL
ENGLISH	4 credits in ELA I, II, III, IV ELA honors, AP, AICE, IB, and dual enrollment may satisfy this requirement	4 credits in ELA I, II, III, IV ELA honors, AP, AICE, IB, and dual enrollment may satisfy this requirement	4 credits in ELA I, II, III, IV ELA honors, AP, AICE, IB, and dual enrollment may satisfy this requirement	4 credits in ELA I, II, III, IV ELA honors, AP, AICE, IB, and dual enrollment may satisfy this requirement
MATHEMATICS	<p>4 credits, one of which must be Algebra 1 or its equivalent and one of which must be geometry or its equivalent</p> <ul style="list-style-type: none"> Algebra I and Geometry EOC results constitute 30% of final course grade Must pass Algebra 1 EOC or a comparative score on the PERT to earn a standard diploma If enrolled in Algebra II EOC results constitute 30% of final course grade Industry certifications that lead to college credit may substitute for up to two math credits (except for Algebra 1 and Geometry) 	<p>4 credits, one of which must be Algebra 1 or its equivalent and one of which must be geometry or its equivalent</p> <ul style="list-style-type: none"> Algebra I and Geometry EOC results constitute 30% of final course grade <u>Pass Geometry EOC</u> Must pass Algebra 1 EOC or a comparative score on the PERT to earn a standard diploma Earn 1 credit in Algebra II, EOC results constitute 30% of final course grade, and <u>Pass the EOC</u> 1 credit in Statistics or an equally rigorous mathematics course (level 3 courses) 	<p>4 credits, one of which must be Algebra 1 or its equivalent and one of which must be geometry or its equivalent</p> <ul style="list-style-type: none"> Algebra I and Geometry EOC results constitute 30% of final course grade Must pass Algebra 1 EOC or a comparative score on the PERT to earn a standard diploma If enrolled in Algebra II EOC results constitute 30% of final course grade Industry certifications that lead to college credit may substitute for up to two math credits (except for Algebra 1 and Geometry) 	<p>4 credits, one of which must be Algebra 1 or its equivalent and one of which must be geometry or its equivalent</p> <ul style="list-style-type: none"> Algebra I and Geometry EOC results constitute 30% of final course grade Must pass Algebra 1 EOC or a comparative score on the PERT to earn a standard diploma If enrolled in Algebra II EOC results constitute 30% of final course grade Industry certifications that lead to college credit may substitute for up to two math credits (except for Algebra 1 and Geometry)
SCIENCE	<p>3 credits in science one of which must be Biology I, two equally rigorous, and two of which must have a laboratory component</p> <ul style="list-style-type: none"> Biology I EOC results constitute 30% of final course grade Industry certifications that lead to college credit may substitute for up to one science credit (except for Biology I) An identified rigorous Computer Science course with a related industry certification substitutes for up to one science course (except for Biology I) 	<p>3 credits in science one of which must be Biology I, two equally rigorous, and two of which must have a laboratory component</p> <ul style="list-style-type: none"> Biology I EOC results constitute 30% of final course grade <u>Pass the Biology EOC. A student is exempt if enrolled in AP, IB, or AICE and earns the minimum score to earn college credit</u> 1 credit in chemistry or physics 1 credit in a course equally rigorous to chemistry or physics 	<p>3 credits in science one of which must be Biology I, two equally rigorous, and two of which must have a laboratory component</p> <ul style="list-style-type: none"> Biology I EOC results constitute 30% of final course grade Industry certifications that lead to college credit may substitute for up to one science credit (except for Biology I) An identified rigorous Computer Science course with a related industry certification substitutes for up to one science course (except for Biology I) 	<p>3 credits in science one of which must be Biology I, two equally rigorous, and two of which must have a laboratory component</p> <ul style="list-style-type: none"> Biology I EOC results constitute 30% of final course grade Industry certifications that lead to college credit may substitute for up to one science credit (except for Biology I) An identified rigorous Computer Science course with a related industry certification substitutes for up to one science course (except for Biology I)

S O C I A L S T U D I E S	SOCIAL STUDIES	3 credits <ul style="list-style-type: none"> 1 credit World History 1 credit U.S. History (EOC results count 30% of final course grade) ½ U.S. Gov't ½ Econ with Financial Literacy 	3 credits <ul style="list-style-type: none"> 1 credit World History 1 credit U.S. History (EOC results count 30% of final course grade) ½ U.S. Gov't ½ Econ with Financial Literacy <u>Pass the U.S. History EOC. A student is exempt if enrolled in AP, IB, AICE and earns the minimum score to earn college credit</u> 	3 credits <ul style="list-style-type: none"> 1 credit World History 1 credit U.S. History (EOC results count 30% of final course grade) ½ U.S. Gov't ½ Econ with Financial Literacy 	3 credits <ul style="list-style-type: none"> 1 credit World History 1 credit U.S. History (EOC results count 30% of final course grade) ½ U.S. Gov't ½ Econ with Financial Literacy
	WL	Not required for graduation but required for admission to state universities	<ul style="list-style-type: none"> 2 credits in the same world language 	Not required for graduation but required for admission to state universities	Not required for graduation but required for admission to state universities
	PF	1 credit in fine or performing arts, speech and debate, or eligible practical arts courses as specified in the Florida Course Code Directory	1 credit in fine or performing arts, speech and debate, or eligible practical arts courses as specified in the Florida Course Code Directory	1 credit in fine or performing arts, speech and debate, or eligible practical arts courses as specified in the Florida Course Code Directory	1 credit in fine or performing arts, speech and debate, or eligible practical arts courses as specified in the Florida Course Code Directory
	PE	1 credit H.O.P.E.	1 credit H.O.P.E.	1 credit H.O.P.E.	Not required
	E L E C T I V E S	8 credits	6 credits <ul style="list-style-type: none"> Earn at least one credit in AP, IB, AICE, or dual enrollment course <u>Pass the ELA Grade 11 assessment</u> 	8 credits <ul style="list-style-type: none"> Attain one or more industry certifications from established list 	3 elective credits
		T O T A L	24 credits	24 credits	24 credits
	T E S T S	Must pass the Grade 10 ELA assessment or ACT/SAT concordant score	Must pass the Grade 10 ELA assessment or ACT/SAT concordant score	Must pass the Grade 10 ELA assessment or ACT/SAT concordant score	Must pass the Grade 10 ELA assessment or ACT/SAT concordant score
	G P A	Cumulative GPA of 2.0 on 4.0 scale	Cumulative GPA of 2.0 on 4.0 scale	Cumulative GPA of 2.0 on 4.0 scale	Cumulative GPA of 2.0 on 4.0 scale
O n - l i n e	One complete course within the 24 credits	One complete course within the 24 credits	One complete course within the 24 credits	Not required	

**Graduation Requirements
Cohort 2015-2016
Class of 2019
ANTICIPATED**

	24 Credit Standard Diploma	Scholar Designation	Merit Designation	18 Credit ACCEL
ENGLISH	4 credits in ELA I, II, III, IV ELA honors, AP, AICE, IB, and dual enrollment may satisfy this requirement	4 credits in ELA I, II, III, IV ELA honors, AP, AICE, IB, and dual enrollment may satisfy this requirement	4 credits in ELA I, II, III, IV ELA honors, AP, AICE, IB, and dual enrollment may satisfy this requirement	4 credits in ELA I, II, III, IV ELA honors, AP, AICE, IB, and dual enrollment may satisfy this requirement
MATHEMATICS	<p>4 credits, one of which must be Algebra 1 or its equivalent and one of which must be geometry or its equivalent</p> <ul style="list-style-type: none"> • Algebra I and Geometry EOC results constitute 30% of final course grade • Must pass Algebra 1 EOC or a comparative score on the PERT to earn a standard diploma • If enrolled in Algebra II EOC results constitute 30% of final course grade • Industry certifications that lead to college credit may substitute for up to two math credits (except for Algebra 1 and Geometry) 	<p>4 credits, one of which must be Algebra 1 or its equivalent and one of which must be geometry or its equivalent</p> <ul style="list-style-type: none"> • Algebra I and Geometry EOC results constitute 30% of final course grade • <u>Pass Geometry EOC</u> • Must pass Algebra 1 EOC or a comparative score on the PERT to earn a standard diploma • Earn 1 credit in Algebra II, EOC results constitute 30% of final course grade, and <u>Pass the EOC</u> • 1 credit in Statistics or an equally rigorous mathematics course (level 3 courses) 	<p>4 credits, one of which must be Algebra 1 or its equivalent and one of which must be geometry or its equivalent</p> <ul style="list-style-type: none"> • Algebra I and Geometry EOC results constitute 30% of final course grade • Must pass Algebra 1 EOC or a comparative score on the PERT to earn a standard diploma • If enrolled in Algebra II EOC results constitute 30% of final course grade • Industry certifications that lead to college credit may substitute for up to two math credits (except for Algebra 1 and Geometry) 	<p>4 credits, one of which must be Algebra 1 or its equivalent and one of which must be geometry or its equivalent</p> <ul style="list-style-type: none"> • Algebra I and Geometry EOC results constitute 30% of final course grade • Must pass Algebra 1 EOC or a comparative score on the PERT to earn a standard diploma • If enrolled in Algebra II EOC results constitute 30% of final course grade • Industry certifications that lead to college credit may substitute for up to two math credits (except for Algebra 1 and Geometry)
SCIENCE	<p>3 credits in science one of which must be Biology I, two equally rigorous, and two of which must have a laboratory component</p> <ul style="list-style-type: none"> • Biology I EOC results constitute 30% of final course grade • Industry certifications that lead to college credit may substitute for up to one science credit (except for Biology I) • An identified rigorous Computer Science course with a related industry certification substitutes for up to 	<p>3 credits in science one of which must be Biology I, two equally rigorous, and two of which must have a laboratory component</p> <ul style="list-style-type: none"> • Biology I EOC results constitute 30% of final course grade • <u>Pass the Biology EOC. A student is exempt if enrolled in AP, IB, or AICE and earns the minimum score to earn college credit</u> • 1 credit in chemistry or physics • 1 credit in a course equally rigorous to chemistry or physics 	<p>3 credits in science one of which must be Biology I, two equally rigorous, and two of which must have a laboratory component</p> <ul style="list-style-type: none"> • Biology I EOC results constitute 30% of final course grade • Industry certifications that lead to college credit may substitute for up to one science credit (except for Biology I) • An identified rigorous Computer Science course with a related industry certification substitutes for up to 	<p>3 credits in science one of which must be Biology I, two equally rigorous, and two of which must have a laboratory component</p> <ul style="list-style-type: none"> • Biology I EOC results constitute 30% of final course grade • Industry certifications that lead to college credit may substitute for up to one science credit (except for Biology I) • An identified rigorous Computer Science course with a related industry certification substitutes for up to

	one science course (except for Biology I)		one science course (except for Biology I)	one science course (except for Biology I)
SOCIAL STUDIES	3 credits <ul style="list-style-type: none"> 1 credit World History 1 credit U.S. History (EOC results count 30% of final course grade) ½ U.S. Gov't ½ Econ with Financial Literacy 	3 credits <ul style="list-style-type: none"> 1 credit World History 1 credit U.S. History (EOC results count 30% of final course grade) ½ U.S. Gov't ½ Econ with Financial Literacy <u>Pass the U.S. History EOC. A student is exempt if enrolled in AP, IB, AICE and earns the minimum score to earn college credit</u> 	3 credits <ul style="list-style-type: none"> 1 credit World History 1 credit U.S. History (EOC results count 30% of final course grade) ½ U.S. Gov't ½ Econ with Financial Literacy 	3 credits <ul style="list-style-type: none"> 1 credit World History 1 credit U.S. History (EOC results count 30% of final course grade) ½ U.S. Gov't ½ Econ with Financial Literacy
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PF	1 credit in fine or performing arts, speech and debate, or eligible practical arts courses as specified in the Florida Course Code Directory	1 credit in fine or performing arts, speech and debate, or eligible practical arts courses as specified in the Florida Course Code Directory	1 credit in fine or performing arts, speech and debate, or eligible practical arts courses as specified in the Florida Course Code Directory	1 credit in fine or performing arts, speech and debate, or eligible practical arts courses as specified in the Florida Course Code Directory
PE	1 credit H.O.P.E.	1 credit H.O.P.E.	1 credit H.O.P.E.	Not required
ELECTIVES	8 credits	6 credits <ul style="list-style-type: none"> Earn at least one credit in AP, IB, AICE, or dual enrollment course <u>Pass the ELA Grade 11 assessment</u> 	8 credits <ul style="list-style-type: none"> Attain one or more industry certifications from established list 	3 elective credits
TOTAL	24 credits	24 credits	24 credits	18 credits
TESTS	Must pass the Grade 10 ELA assessment or ACT/SAT concordant score	Must pass the Grade 10 ELA assessment or ACT/SAT concordant score	Must pass the Grade 10 ELA assessment or ACT/SAT concordant score	Must pass the Grade 10 ELA assessment or ACT/SAT concordant score
GPA	Cumulative GPA of 2.0 on 4.0 scale	Cumulative GPA of 2.0 on 4.0 scale	Cumulative GPA of 2.0 on 4.0 scale	Cumulative GPA of 2.0 on 4.0 scale
On-line	One complete course within the 24 credits	One complete course within the 24 credits	One complete course within the 24 credits	Not required

The Purpose of a Four-Year Plan

A four-year plan is designed to assist a student in planning for the future. Middle school students will develop a four-year plan in their 8th grade Social Studies course. Career interests are an important part of the plan and should be taken into consideration when selecting course levels and electives. The student's abilities and interests will help guide decisions that will be made about the courses to be selected. The total high school curriculum is designed to have students ready for the future once they leave high school. Students will be encouraged to keep this in mind regardless of whether their plans include education beyond high school or direct entry into the work force. (Regardless of future plans, students should always take the highest level of courses in language arts, mathematics, science, and social studies that their abilities permit.)

Parent Involvement

A student's high school program is an important link to his or her future. Parents are encouraged to become actively involved in helping their children choose the courses they will take while they are in high school. A cooperative effort can help make the student's high school years meaningful and productive. Parents are invited to contact the school counselor if they have questions.

Student Involvement

High school course selection should be based on information which students receive from their school counselor, teachers, and parents. Careful review of available electives will benefit students in preparing for what they plan to do beyond high school.

How the Plan Is Developed

While the students are in eighth grade, the counselors will meet with them to discuss their high school course request and to develop a proposed course request for ninth grade and a tentative four-year plan. Certain courses that are required each year are listed on the planning sheet. Electives should be chosen to supplement the students' academic course work.

The students' tentative course request(s) will involve the consideration of test scores, student's overall academic record, teacher and staff recommendations, student related interests, and A.P. Potential after the PSAT is administered in grade 10.

- The students will take the tentative course requests home for their parents to have an opportunity to review the courses that the students selected and which were recommended by counselors and teachers.

After the parents and students have reviewed the tentative course requests, the students will return it, with parents' signatures, to the counselors or teachers.

- The beginning of the four-year plan is developed in detail at this time. Every effort will be made to encourage students to select electives that will benefit their choice of career path.
- The balance of the four-year plan will be developed more fully through conferences scheduled by the high school counseling staff throughout the high school years.

Special and Optional High School Programs

Advanced Placement Program

The Advanced Placement Program provides college-level courses and exams in various subject areas for students in secondary schools. More than 2,900 universities and colleges worldwide grant credit, appropriate advanced course placement, or both to students who have performed satisfactorily on the exams, and approximately 1,400 institutions grant sophomore standing to students who have demonstrated their competence in 30 credits or more. Approximately 14,000 high schools throughout the world participate in the Advanced Placement Program.

AP Exams are taken each May and are paid for by the school district. Speak with your counselor or teachers about AP Program offerings and eligibility. For further information visit the College Board website at: www.collegeboard.com or contact: College Board, Southern Regional Office, 3700 Crestwood Parkway, Suite 700, Duluth, GA. 30096-5583(770)908-5460

Dual Enrollment

Dual enrollment is a program that allows high school students to simultaneously earn college or vocational credit toward a postsecondary diploma, certificate, or degree at a Florida public institution while also earning credit toward a high school diploma. Dual enrollment courses are free to students who attend a Florida public college, technical center, or university; this includes registration, matriculation, or laboratory fees for courses taken through dual enrollment. Instructional materials (such as books) are provided to public school students free of charge; however, students enrolled in home education programs or nonpublic secondary schools must provide their own materials. To qualify for Dual Enrollment, a student must meet the criteria that are established by the Student Progression Plan of CCPS and which are included in the Inter-institutional Articulation Agreement with the other institution.

Early Admission Program

Early admission shall be a form of dual enrollment through which eligible secondary students enroll in a postsecondary institution on a full-time basis in courses that are creditable toward the high school diploma and the associate or baccalaureate degree. Students enrolled pursuant to this subsection shall be exempt from the payment of registration, tuition, and laboratory fees. Interested students should speak with the school counselor for additional information.

When students leave high school as Early Admission Program students, they may participate in graduation exercises with their graduating class and may be ranked in class using district policy regarding weighting of Dual Enrollment classes. Early admitted students are not permitted to attend classes at the home high school nor are they permitted to participate in co-curricular activities.

For additional information concerning Dual Enrollment and Early Admission, see your school counselor.

Advanced International Certificate of Education (AICE)

The Cambridge AICE program provides an advanced academic pre-university qualification for students who are studying Cambridge International A and AS Levels. The Cambridge AICE program offers students the opportunity to tailor their studies to individual interests, abilities, and future plans. The program combines breadth of study with choice and flexibility. The Cambridge AICE program involves the selection of subjects from three curriculum areas: Mathematics and Science, Languages, and Arts & Humanities.

In Collier County, approved Cambridge centers offer both Pre-AICE and AICE courses. Speak with your AICE Advisors about Cambridge AICE offerings and eligibility. For further information visit the University of Cambridge AICE website at: www.cie.org.uk

AICE (Advanced International Certificate of Education) Diploma Requirements:

- Six credits to include one exam from each subject group ([cohorts 2011, 2012, and 2013](#))
- Seven credits to include one exam from each subject group and Global Perspectives AS level ([cohort 2014 and beyond](#))
- Advanced Subsidiary (AS) Level exams passed count as one credit
- Advanced (A) Level exams passed count as two credits

The Advanced Studies Laureate Program

To earn the district Advanced Studies Laureate Diploma indicating academic achievement in the most rigorous programs, a student must meet all regular requirements and:

- Complete at least six (6) or more Advanced Placement courses and/or AICE (AS) courses covering at least three academic areas.
- Earn a cumulative AP or AICE test average of 3.0/ E or better on six (6) of the exams covering three academic areas.
- Earn an un-weighted, cumulative grade-point average of 3.0 or better
- Accrue 100 hours + of documented community service.
- Complete and present a major researched- based paper of 4,000-6,000 words in a multimedia format to a combined school/community panel.
- Complete at least two (2) demonstrations of excellence each year in the program.

To earn the district Advanced Studies Laureate Certificate, a student must meet all regular requirements and:

- Complete at least five (5) or more Advanced Placement (AP) courses and/or AICE (AS) courses covering at least three academic areas.
- Earn a cumulative AP or AICE test average of 3.0/ E or better on five (5) exams covering at least two academic areas.
- Meet all other Advanced Studies Laureate Diploma requirements listed above.

For additional information concerning the Advanced Studies Laureate program, see your school counselor.

Correspondence Credit

A maximum of one (1) credit earned in correspondence courses may be applied toward meeting the high school graduation requirements. The principal, or designee, shall give prior approval for the use of correspondence course work toward meeting graduation requirements. The one (1) credit may be in either an elective or a required course. Any exceptions to the one (1) credit limit must be approved by the Executive Director of Secondary Programs.

Only seniors may be approved to take a correspondence course to be applied toward meeting graduation requirements. Only those correspondence courses meeting district curriculum equivalency may be taken for credit. Any course exceptions must be approved by the Executive Director of Secondary Programs.

Transfer students may apply all previously earned correspondence credit toward meeting graduation requirements when such credit has been accepted by a public high school or a school accredited by the Southern Association of Colleges and Schools or its regional equivalent from which they have transferred.

The number of credits that may be earned in Florida Virtual School (on-line) credits toward meeting the high school graduation requirements is unlimited.

Credit from other Educational Institutions

Students in grades nine through twelve may earn a maximum of one elective high school credit by passing high school coursework through another educational institution. The educational institution must possess accreditation through SACS/CASI, or another comparable organization, that allows the program to award high school credit. Accreditation to offer college courses does not enable an educational institution to award high school credit. Grades in these courses will not be weighted at the local or state level for GPA or class rank purposes, regardless of how the other educational institution classifies the course.

No later than one month prior to the start of the course, a student must seek approval from his/her Principal. The request must include documentation of the educational institution's accreditation, a course description, as well as information regarding how the course would be listed on the transcript from the other educational institution e.g. course title, amount of credit.

Within thirty days of completion of the course, the student must submit a transcript from the other educational institution, as well as any other information requested by the principal or district.

In selecting the title to use in listing the course in the student's academic history, school personnel would treat the course as if it were a transfer course.

This section does not apply to dual enrollment or Florida Virtual School courses.

Teenage Parent Program (TAPP)

Programs are provided for pregnant students and those who are parents. The programs include childcare services as well as educational services leading to a standard diploma.

For additional information concerning the Teenage Parent Program, see your school counselor.

Beacon High School

Beacon High School has been developed in response to the population of high school students who are not able to succeed in a traditional school setting. Beacon High School provides students with the opportunity to earn high school credits on-line that are required for graduation and to recover credit or make-up credits in order to graduate from their high schools with a standard diploma. For additional information concerning Beacon High School, see your school counselor.

Florida Virtual School (FLVS)

The number of credits that may be earned in Florida Virtual School (FLVS) toward meeting the high school graduation requirements is unlimited. Students who are currently enrolled full-time in a district high school may use Florida Virtual School to supplement their school coursework. It is recommended that students enroll in only one FLVS course at a time.

The Collier County Public Schools will not deny access to a course offered by FLVS assuming the desired online course is an appropriate placement based on the student's academic history, grade level, and age. In assessing whether a course is an appropriate placement, school counselors will use the placement parameters and prerequisite/grade level requirements set forth in the High School Course Information booklet. CCPS middle school students may not earn high school credit for any other courses, regardless of whether the course is taken in a traditional setting or through the Florida Virtual School, than those identified in the Student Progression Plan as open to middle school students.

1. Beginning with 9th grade students in 2011-2012, one complete online course must be successfully completed to meet graduation requirements. Please check with your school counselor on the definition of "complete course." The course can be taken during or after the school day, or during summer school. Middle school students who successfully complete an online high school course have met the requirement.
2. Per FLVS memo in June 2011, **students may only register for up to three FLVS courses at one time**
3. Students must be enrolled as full-time students and cannot take fewer than seven credits (eight at Lorenzo Walker High). Total courses must add up to seven credits (or eight for Lorenzo Walker High). For example a student might enroll in six face-to-face courses and one online course; or five on campus courses and two dual enrollment courses off-campus.
4. Priority for placement in school labs will be given to students who have not met the online course requirement.
5. Students may not withdraw from a CCPS course to take a FLVS course or other online course after the established deadlines. A student must be assigned to an FLVS teacher either before the school year or semester begins or within the first ten days of the semester to be able to withdraw from a CCPS face-to-face course.
6. Students may take online courses through FLVS Classic, Collier Virtual School or other online provider accredited to award high school credit. (pending clarification from FLDOE with regards to other online providers).

7. Parents of students who are enrolled in CCPS schools can choose to withdraw from their home school and enroll in the full-time Florida Virtual Public or Collier Virtual Program to receive an accredited standard high school diploma. Please see your school counselor for further information.
8. The principal of the school determines placement for all students.

High School Courses Taken in Middle School

Middle School students may earn high school credit for courses that are identified in the Student Progression Plan as open to Middle School students.

- Middle school students in grade 8 may take Algebra 1, Algebra 1 Honors, and Geometry Honors any first or second year foreign language course (not including Pre-AICE or AICE), Introduction to Information Technology, Keyboarding and Business Skills, Computer and Business Skills, Computing for College and Careers, and Culinary Arts 1 to earn high school credit.
- Middle school students in grade 6 and 7 may also take the courses identified above but must have the permission of the middle school principal.
- Students in grade 8 may take Health Opportunities through Physical Education (HOPE) through Florida Virtual School (FLVS) starting any time after the start of the second semester to earn high school credit without seeking additional approval.
- Students may enroll in the following elective FLVS courses the first day after completing eighth grade. Approved courses include Health Opportunities through Physical Education (HOPE), Fitness Lifestyle Design, Life Management Skills, Personal Fitness, Critical Thinking and Study Skills, Driver Education (age requirement), Psychology, and Sociology.
 - The high school not the middle school counselor is responsible for the approval of these courses.
 - Students must change their FLVS account to reflect their high school before approval will be granted.

CCPS Middle School students may not earn high school credit for any other courses, regardless of whether the course is taken in a traditional setting or through the Florida Virtual School.

General Educational Development (GED) Test Program

The District School Board of Collier County, in compliance with legislation, will make available the General Educational Development Test (GED) to students who are 18 years of age, who are withdrawn from high school, and who meet all the prescribed requirements. A State of Florida High School Diploma is awarded upon successful completion of the GED Test. Special testing arrangements are available for the GED exam. GED Testing Services which develops and provides oversight for the GED exam, allows students with disabilities to request special administrations of the GED exam. To apply for accommodations on the computer based GED® test, you must:

- Create a registration account at www.GED.com and then proceed with submitting your request for official review.
- Answer yes to the last question asking, "Do you need to request accommodated testing conditions for a documented disability?" You will need relevant medical or academic records and a current evaluation of your condition by a doctor or psychologist, plus a detailed letter or report from your evaluator documenting one of the following: Intellectual Disabilities, Learning and Other Cognitive Disabilities, [ADHD](#), Psychological and Psychiatric Disorders. or Physical Disorders and Chronic Health Conditions
- Once the registration form is submitted, you will receive an email indicating where to submit your accommodations request form and supporting documentation. The adaptations made to the GED exam depend on the type of disability.

For more information on accommodations, go to:

www.gedtesting.com/testers/computer-accommodations

Students who pass the GED Exam will receive a State of Florida High School Diploma and may not participate in graduation ceremonies of the high schools.

Co-Enrollment - A credit recovery program

Where a valid need exists, high school students lacking credits necessary to obtain a high school diploma, may be eligible to take a maximum of two courses per year to earn high school credit through enrollment in core courses offered through a Workforce Education Program. There are no fees for this program.

Students will work through their school counselor to determine eligibility for co-enrollment and obtain approval of the high school assistant principal and written consent of a parent or guardian.

Once a student is enrolled, all required attendance, competency, course, and conduct criteria must be met to receive credit for the course. These courses are provided and credit is given through Collier County Adult Education, however, upon completion of a course, credit and grade will be transferred to the student's home school transcript.

Lorenzo Walker Technical High School

The Lorenzo Walker Technical High School (LWTHS) is open to students from throughout Collier County. All LWTHS students are required to take rigorous academic courses that qualify them for admission to four-year university programs

and meet the Bright Futures scholarship criteria; students also specialize in a career area that earns dual enrollment high school credit and a postsecondary career completion certificate. All courses include significant use of technology; honors and academic dual enrollment is available.

- Career Programs available to students at LWTHS will include:
- Accounting Operations
- Automotive Collision Repair Technology
- Automotive Service Technology
- Commercial Foods & Culinary Arts
- Dental Assisting
- Digital Design
- Drafting
- Entrepreneurship
- E-Marketing
- Legal Administrative Specialist
- Marine Service Technology
- Medical Administrative Specialist
- Multimedia Design
- Network Support Services
- Patient Care Technician
- Practical Nursing
- Veterinary Assistant
- Welding Technologies

Enrollment in LWTHS requires a completed application to be submitted to the school, and is limited to 150 students per grade level. All students whose most recent FCAT Reading Scores is a Level 2 or higher are eligible for admission; students whose score is a Level 1, and students who do not have FCAT scores, may qualify for admission based upon a review of their academic history (i.e. grades, prior year test scores, extenuating circumstances, etc.). Students are strongly encouraged to enroll as ninth graders, but on a limited basis students may be admitted in the tenth through twelfth grades. Interested students or parents should call 377-3330.

Immokalee Technical Center (iTECH) Dual Enrollment Program

Immokalee Technical Center's dual enrollment program is designed to provide career training for high school students who are usually classified as sophomores, juniors or seniors.

Career Programs available to students at iTECH may include the following:

- Accounting Operations
- Automotive Service Technology
- Building Construction Technology
- Commercial Foods and Culinary Arts
- Computer Systems Information Technology
- Early Childhood Education
- Multimedia Design – Computer Programs with a focus on the following:
 - Graphic Design
 - Web Design
 - Video
 - Print Design

Dual enrollment students who earn grades of A, B, or C in postsecondary career education certificate courses will receive .04 dual enrollment bonus points per half-credit.

Successful coursework in these programs help prepare students for employment and will propel students to advanced standing at Florida Public Technical Centers. It may also lead to advanced standing at many Florida Colleges.

iTECH Dual Enrollment applications are available through guidance offices at Immokalee High School and Palmetto Ridge High School.

School Counselors

School counselors support academic achievement and student development. They provide direct services to students through interactions in the classroom, small and large group activities, individual student planning, and responsive services with counseling and crisis response. They also provide indirect services through consultation and collaboration with parents, teachers, other educators and community organizations. School counselors also serve as student advocates to promote academic, career, personal and social development.

Furthermore, school counselors:

- Give personal attention to each student in accordance with individual needs.
- Assist the student in understanding his/her environment so that wise career choices may be made.
- Help the student select appropriate studies and training in high school.
- Help the student become aware of the available course offerings and to guide the student and parents in appropriate course selections.
- Discover the educational, vocational, social, and emotional needs of the student and to assist in meeting those needs.
- Provide in-depth information regarding educational opportunities related to career and academic interests after high school graduation.

One of the challenges faced in making wise career choices is the rapid change in occupations in contemporary society. Students need to learn as much as possible about their career interests in order to develop flexible skills in the area(s) of their greatest ability.

Throughout the instructional programs in Collier County high schools, students have opportunities to expand their knowledge of various careers and to participate in simulated and/or actual vocational experiences. Specialized on-the-job training programs are also offered through career and technical education courses described in this publication. Students may also participate in career-related organizations as part of each school's activities program. The school counselors have many materials that may help students to know themselves better and to become informed about the many types of work and jobs that are available. These services are a valuable aid in planning a future.

Volunteer/Community Service Hours
(See CCPS Administrative Procedure 2370D)

- A. One-Hundred (100) hours must be documented for the:
 - 1. District Laureate Program
 - 2. Bright Futures Academic Scholar's Award
- B. Seventy-Five (75) hours must be documented for the:
 - 1. Bright Futures Medallion Award
- C. Thirty (30) hours must be documented for the:
 - 1. Bright Futures Gold Seal Award
- D. Recommended for local scholarships and other awards
- E. Can be documented by either:
 - 1. Successfully completing the Volunteer Course (0500370); or
 - 2. Documenting hours using the requirements and criteria listed below:

Requirements for documenting Volunteer/Community Service Hours

- A. Be considered capable of representing the school well in the community site
- B. Be capable of participating in activities off-campus without the direct supervision of school personnel
- C. Be able to arrange their own transportation to and from the site

Criteria for documenting Volunteer/Community Service Hours

The student must:

- A. **Obtain prior approval from his/her school counselor** to ensure that the community service site meets the criteria and that the student will receive community service hours for volunteering.
- B. Volunteer services to a local non-profit community agency that meets the following guidelines:
 - 1. All services are of a benevolent nature, unpaid, and not for personal gain
 - 2. All services are supervised by an approved adult representative of the agency
 - 3. Service does not interrupt a student's regularly scheduled school day
 - 4. Service must be completed by the last term of the student's senior year
 - 5. The site is related to service, humanitarian/caring, community needs and does not involve:
 - a. direct supervision/ownership/operation by a family member
 - b. the presence of illegal substances or unsafe conditions
 - c. the use of students for financial gain
- C. Obtain documentation of service hours from the site supervisor, on agency letterhead, of student hours, dates of service and service activities.

The service hours will be placed on the student's transcript after an evaluation is completed by the school counselor.
 (Approved 10/15/2009)

Policies and Procedures

Some of the following are excerpts from the CCPS Student Progression Plan which is the governing school board policy, and are subject to change. Please refer to the most recent, Board approved Student Progression Plan.

Attendance Policy – see the current CCPS Code of Student Conduct for the High School Attendance Policy.

Zero Grade Progression and Grade Level Classification

For the first three years a student is in high school, the student 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 grade progression plan, whereby a student begins high school as a freshman, the second year of high school will carry a designation of sophomore, the third year of high school attendance will carry the designation of junior. The student will then remain at the junior designation until the student has met the grade level classification to be a senior, as indicated in the Student Progression Plan for the appropriate graduating class.

In order to achieve status as a senior, a student must have earned 17 credits and achieved a minimum 1.9 GPA. The minimum state GPA required for graduation is 2.0.

Schedule Changes

Course Withdrawal

Students who wish to withdraw from a one credit high school course should submit a course change form to the Guidance Office within the first ten days of the course. Students attending a school (LWH) on block scheduling should submit a course change form to the Guidance Office within the first five days of the course. Students who wish to withdraw from a half credit high school course should submit a course change form to the Guidance Office within the first five days of the course. Students attending a school (LWH) on block scheduling who wish to withdraw from a half credit high school course should submit a course change form to the Guidance Office within the first three days of the course.

Unless a student meets the criteria for a WP (withdrew passing) grade, a student who withdraws after the deadline earns a WF (withdrew failing) grade. The WP and WF grades appear on students' academic records. If a student withdraws from a course and receives a "WF" or a "WP" then the student earns no grade for the time spent in the course and no credit.

A student who withdraws after the deadline will earn a WP (withdrew passing) in the following situations:

- the student demonstrated maximum effort to succeed, but the academic level of the course is too high for the student AND the student was placed in the course at the recommendation of school staff, rather than in association with a *Course Placement Override Form*;
- the student demonstrated maximum effort to succeed, but successful completion of the course is precluded by injury, illness, or physical skills that are not comparable with course requirements.

If a student withdraws after the second quarter of a one credit course, he/she receives a grade of A, B, C, D, or F for a half-credit version of the course. If more than ten days of the second semester have passed, the student also receives a WP or WF for the second half of the course.

Withdrawal from One-Credit High School Courses	
After the fifth day (block schedule) or tenth day (traditional schedule) of the first quarter, before the end of the second quarter	WP or WF
After the end of the second quarter and before the tenth day of the third quarter	A, B, C, D, or F for the first half of the course
After the tenth day of the third quarter, before the end of the second semester	A, B, C, D or F for the first half of the course; WP or WF for the second half of the course

This policy applies to all high school courses, including **high school courses taken by middle school students**. For example, if an 8th grade student withdraws from Spanish 1 after ten days, the student earns a WF or WP.

Academic Level Changes

When a high school student transfers to a different level of the same or a very similar course, a WF or WP is not placed on his academic record. Examples of this situation include a student moving from an Advanced Placement course to an Honors course and a student moving from an Honors course to a non-Honors course.

If a student transfers to a different level of the same or a very similar course after the first half of a one-credit course, the student receives a grade of A, B, C, D, or F for a half-credit version of the course from which the student withdrew.

If a student transfers to a different level of the same or a very similar course other than at the start of the third quarter, the student brings earned grades from the previous course with him. For example, if a student transfers after the completion of the first quarter, the first quarter grade in the previous course becomes the first quarter grade in the new course. If a student transfers during a quarter, the grade at the time of the transfer is applied as the grade for all the work in the new course that occurred in the new course during that quarter before the student entered the course.

Students may not withdraw from a CCPS course to take a FLVS course or other online course after the established deadlines. A student must be assigned to an FLVS teacher either before the school year or semester begins or within the first ten days of the semester to be able to withdraw from a CCPS face-to-face course.

High School Students*	
Transfer to a different academic level	No WF or WP, grades go with the student; A, B, C, D, or F awarded for the first half of the course if the second quarter is complete

*This procedure also applies to middle school students transferring from one high school course to another high school course, or from one high school course to a similar middle school course. Specifically, middle school students in Algebra 1, Algebra 1 Honors, or Geometry Honors may only request academic level changes, not course withdrawals, and **MUST** be placed in an alternate mathematics course.

When a middle school student transfers from a high school course to a similar middle school course before the end of the 2nd quarter interim period, a WF or WP is not placed on the student's academic record. For example, no WF or WP is placed on the academic record of an 8th grade student who transfers from Algebra 1 to M/J Pre-Algebra, Advanced before the end of the 2nd quarter interim period.

If a middle school student does not transfer from a high school course to a similar middle school course before the end of the 2nd quarter interim period, the only other date the student could transfer would be on the first day of the second semester. A student who transfers on the first day of the second semester receives a grade for the first semester of the high school course and the grade becomes a part of the student's academic history. If it is a passing grade, the student receives .5 credit for the course.

A middle school student cannot transfer from a high school course to a middle school course after the first day of the second semester. For example, an 8th grade student cannot transfer from Algebra 1 to M/J Mathematics 3, Advanced after the first day of the second semester.

Middle School Students Transferring from a High School Course to a Similar Middle School Course	
On or before the end of the 2 nd quarter interim	No WF, WP, grade or credit
First day of second semester	Course grade placed in academic history for first half of course; .5 credit awarded if D or higher is earned
After first day of second semester	No transfer

Placement Parameters

The students' tentative course request(s) will involve the consideration of test scores, student's overall academic record, teacher and staff recommendations, student related interests, and A.P. Potential after the PSAT is administered in grade 10.

If a student does not satisfy a particular placement parameter, counselors may still place a student in the course after considering the student holistically, including recommendations from teachers.

Placement parameters relate to selection of specific courses, as well as selection of the academic level (Advanced Placement, Honors, regular) of courses.

Placement parameters are set forth in the District Course Information Booklet. If no placement parameter is listed, any student may take a course as long as any prerequisite or grade level requirements are also satisfied.

A parent may override the course recommendations that counselors make after review of placement parameters and other information. To exercise this option, a parent should complete the *Course Placement Override Form*. The form may be obtained from the Guidance Office of each middle school and high school, as well as on the Curriculum & Instruction Secondary Programs web page of the district web site.

In order to comply with Florida statute regarding reading instruction for students who score at Level 1 or 2 on FSA ELA Reading, or who do not achieve a college-ready score on the Grade 11 P.E.R.T., Course Level Override Forms cannot be used for students who have been placed in Intensive Reading or Intensive Language Arts courses.

Some placement parameters refer to concurrent enrollment in a course. This refers to enrollment in two courses within the same academic year, not necessarily simultaneously.

Prerequisites and Grade Level Requirements

In order to take some courses, students are required to have successfully completed a prerequisite course and/or be in a certain grade. Students must meet the prerequisite and grade level requirements except when a Principal or his/her designee concludes that one of the following situations exists:

- a student has failed a Science, Social Studies, or English course and is enrolled concurrently in the failed course and the next course in the sequence;
- school staff members have reviewed information and concluded that there is evidence indicating likelihood of success in a course even if a prerequisite has not been successfully completed (for example, a school may waive a prerequisite for a foreign language course after considering the results of an assessment of foreign language proficiency);
- a student is retaking a course for grade forgiveness in accordance with district and state guidelines;
- a school is changing the typical course sequence and allowing students to access the altered sequence equitably (for example, if a school offers AP US History and AP World History in alternating years, it could allow students to take AP US History before AP World History even though this is not the typical course sequence); and/or
- other reasons as determined by Principal or designee.

School staff members determine whether a situation exists to justify an exception to prerequisite and grade level requirements. Students and parents **may not override** prerequisite and grade level requirements.

Course Sequence

Except for grade forgiveness as allowed per Florida statute, students are prohibited from taking or earning credit for a course in Column B while taking or after completing a course in the same row in Column A. This does not restrict the ability of a student to earn credit or weighting for a course in Column B if the student takes the course before taking the corresponding course in Column A.

Note that the placement parameters, prerequisites, and grade level requirements set forth in the Course Information Booklet also govern the order in which courses are taken.

Column A	Column B
*AP Statistics and Probability and Statistics are duplicate credits. A student may earn credit in only one of the courses.	
AP/AICE English: Language and Composition	English 3 Honors
AP/AICE English: Literature and Composition	English 4 Honors
AP French Language	French 1-5
AP French Literature	French 1-5
AP German Language	German 1-6
AP Italian	Italian 1-5
AP/AICE Spanish Language	Any non-AP Spanish course
AP Spanish Literature	Any non-AP Spanish course
AP Statistics*	Probability and Statistics*
AP Calculus AB	Calculus
AP Calculus BC	Calculus, AP Calculus AB
AP/AICE Biology	Biology Honors
AP/AICE Chemistry	Chemistry Honors
AP/AICE Physics B	Physics Honors
AP/AICE United States History	American History Honors
AP World History or AICE European History	World History Honors
AP United States Government and Politics	American Government Honors
AP Microeconomics	Economics Honors
AP Macroeconomics	Economics Honors
any Honors math course other than Algebra 1 Honors	Algebra 1 Honors
Pre-Calculus, Discrete Math, any Calculus course	Algebra 2 or Algebra 2 Honors, Integrated Math 3
Discrete Math or any Calculus course	Pre-Calculus
A foreign language course	a lower number course in the same foreign language
Any high school science course	Integrated Science Honors

Advanced Studies Agreement for Advanced Placement and Cambridge AICE Coursework

AP/AICE Course: _____

Student's Name (last) _____ (first) _____

Teacher Recommending AP/AICE Placement: _____

Student's Counselor: _____ Student's Grade: _____

ADVANCED STUDIES AGREEMENT

Please read this information carefully and thoroughly. Sign and return to your school counselor. **This form must be received if you want to have an Advanced Placement course included in your schedule for the next school year.**

1. I understand that Advanced Placement and Cambridge AICE courses are college-level courses receiving 0.04 weighting per semester if the final grade is a "C" or better.
2. I understand that Advanced Placement and Cambridge AICE courses are a full term/year commitment.
3. I understand that the Advanced Placement exams are given in May of each year and that the Cambridge AICE exams are scheduled using an international calendar. I understand that Cambridge AICE exams for Pre-AICE, AS, or A level courses **can occur outside** of the 180 school day year calendar.
4. I understand that I am required to complete an exam for each Advanced Placement course(s) and/or each Cambridge AICE (AS or A) course(s) in my schedule. Both the Advanced Placement exam and the Cambridge AICE exam fees are paid for by the Collier County School District as long as I have not previously taken the same exam.
5. I understand that student performance for a semester course for Advanced Placement will be evaluated at 9 weeks. For a Cambridge AICE or Advanced Placement full-year course, student performance will be evaluated at semester. If my performance is "D" or below, the school reserves the right to reschedule the student to an honors or regular course.
6. I understand Advanced Placement exam scores of 3 or higher may allow me to earn college credit. I understand that passing a Cambridge AICE AS or A level course may allow me to earn college credit. Refer to the specific college catalog to determine what the college will accept.
7. I have carefully thought through my schedule, extracurricular activities, my interests and future goals. **I am committed to completing the Advanced Placement and/or Cambridge AICE course(s).**
8. *I understand that once I make this commitment there may be circumstances under which it would not be possible for me to drop the class without facing the consequence of either a withdrew passing or withdrew failing depending on how I am doing in the course. If I leave the course for a level change, then I understand the grade received to the point of the change will be transferred into the new course. If I am experiencing difficulty in an Advanced Placement or Cambridge AICE course, a conference must be held with the student, parent and teacher. There may be periods when difficult material is being taught – giving up is not the answer. Seeking help and learning new study methods usually remedies the temporary frustration level.*

I have read this document and agree to abide by the statements listed above.

Student Signature: _____ **Date:** _____

Parent Signature: _____ **Date:** _____

Administrator: _____ **Date:** _____

Please Note:

Advanced Placement- CCPS requires each student involved in the Advanced Placement Program to take his or her AP exam(s) on the date and at the time established by the College Board. CCPS will pay all regular exam fees assessed by the College Board. Collier County Public Schools has no control over the date or time an AP exam is scheduled. A student may not request to change either the date or the time of an exam. Any student who fails to arrive on time for an AP exam or who misses an AP exam will be asked to reimburse CCPS for the exam fees. (Cabinet approved 3/22/10)

Cambridge -CCPS requires each student involved in the Cambridge program to take his or her Pre-AICE, AS, or A exam(s) on the date and the time established by the University of Cambridge International Examinations. CCPS will pay all regular exam fees assessed by the University of Cambridge International Examinations. Collier County Public Schools has no control over the date or time the Cambridge AICE exam is scheduled. A student may not request to change either the date or the time of an exam. Any student who fails to arrive on time for a Cambridge AICE exam or who misses a Cambridge AICE exam will be asked to reimburse CCPS for the exam fees. (Approved by Jon Fishbane, 12/2/11)

Dual Enrollment and Early Admissions Agreement

1. I understand that I am responsible for providing my high school with a copy of my schedule before the beginning of both the fall and spring semesters.
2. I understand that I will also provide a copy of my schedule to my home high school Media Specialist to check out the textbook(s) necessary. If the textbook is not available, I will be provided with a voucher within a reasonable period of time.
3. I understand that the college will provide my grades by the end of the semester. I may need to meet with my school counselor to retrieve my grades online.
4. I understand that I am ineligible to repeat a course until after high school graduation
5. I understand that it is my responsibility to notify and send transcripts of dual enrollment courses to the post-secondary institution that I plan on attending.
6. I understand that Collier County Schools will pay for books ONLY. All other supplies, including the need for a calculator, are my responsibility.
7. I understand that I must return my textbook(s) to the Media Specialist at my home school within five days of the end of the semester before I can check-out the following semester's textbook(s).
8. I understand that any textbook(s) not returned within 5 days of the end of the college semester will potentially result in non-issuance of graduation tickets until all textbook(s) obligations are satisfied.
9. I understand that I may not add or drop courses without counselor approval. Furthermore, because CCPS rules require full-time enrollment I may be required to return to my home high school and be assigned a course for which I may not receive credit.
10. At FSW students are not permitted to drop courses after the end of the college "drop/add" period. Students with extenuating circumstances wanting to withdraw after the end of the drop/add period must follow the late drop petition process outlined in the college catalog.
11. At FSW an Early Admissions student with permission from his/her assigned school, who drops or withdraws from a Dual Enrollment course and falls below 12 credit hours, must return to the assigned high school for class assignment by the Principal or designee and will lose his/her Early Admissions full-time status.
12. At FGCU students who have enrolled may withdraw only due to extenuating circumstances approved by both the Accelerated Collegiate Experience director and the high school principal or designee. Please allow adequate time for a request to withdraw due to extenuating circumstances.
13. I understand that if I drop out of a course I must return to my high school for a class assignment.
14. I understand that I must maintain both the college required and the high school GPA to remain in the program.
15. I understand, per Florida statute 1007.271, that I may lose the opportunity to continue in a dual enrollment course if I become disruptive to the learning process.
16. I understand that as a student attending a postsecondary institution I am considered an adult and therefore have the right to privacy regarding my educational rights at the postsecondary school.

I have read this agreement and agree to abide by the statements listed above.

_____ Student Signature	_____ Student Cell Number	_____ Student email address
_____ Parent/Guardian Signature	_____ Parent Telephone number	_____ Parent email address
_____ School Counselor Signature	_____ Date	

FLVS Agreement
COLLIER COUNTY PUBLIC SCHOOLS
FLORIDA VIRTUAL SCHOOL (FLVS) AGREEMENT

Student Name _____

Student ID Number _____

Courses requested on FLVS: _____

Please read this information carefully and thoroughly. Submission to your school counselor is required for FLVS enrollment during this school year.

- I understand that it is my responsibility to monitor the completion of all course work and the selection of classes. The school counselor is not responsible to monitor academic progress.
- I understand that I will take the appropriate End-of-Course (EOC) exam at my school if I take the following FLVS courses: Algebra I, Algebra II, Geometry, Biology, Civics or US History. The final full-year grade will be calculated by my school and will include the EOC as the final exam grade. I understand that I will take the EOC at my school during the scheduled exam time.
- I understand that FLVS seats in on-campus labs are limited. I may not be able to complete my FLVS coursework during a preferred period.
- I understand that if I drop a CCPS course to take a FLVS course, the FLVS course must be started within the first ten days of the semester in order to be in compliance with the CCPS Course Information Booklet and to be able to withdraw from the CCPS course without penalty.
- I understand that if I must enroll in an on-campus course as a result of dropping an FLVS course, I may not receive the on-campus course during a preferred period. This may result in a schedule change that will impact other on-campus courses.
- I understand that if I withdraw from an FLVS course mid-semester and request a CCPS course in its place, I may not earn credit due to lack of seat time.
- I understand that if I am withdrawn from a year-long FLVS course by Florida Virtual School in first semester, my school will attempt to schedule me into an on-campus course; this may not be feasible until second semester. Additionally, the on-campus course may not match the FLVS course depending on availability and course offerings.
- I understand that I must pay attention to FLVS requirements, some classes are 18-36 weeks in length. Classes that are 36 weeks in length will take me the entire year to complete.
- I understand that FLVS is designed to be implemented 100% online and I understand that support for questions, challenges and discussions regarding my progression through the course and final grading outcome rest with the staff and leadership at FLVS.
- I understand that all final grades are added to my academic history and will have an impact on grade point average.
- I understand that if my coursework is not completed by the deadline and is a graduation requirement, I may not participate in the graduation ceremony.
- I understand, if I am a senior that all work must be completed and a final grade received no later than 7 days prior to graduation to participate in commencement exercises.

I have read this document and agree to abide by the statements.

Parent/Guardian Signature

Date

Student Signature

Date

School Counselor Signature

Date

Course Selection Information

The following pages contain charts which identify courses offered at CCPS high schools. The charts include the following: the name of the course, the credits that can be earned, and the weight of the credit, the placement parameters, and the prerequisites. For questions related to any of these items, please contact your school counselor.

Following the charts are brief course descriptions. These are intended to provide a very brief summary of each official Florida Department of Education course description. The FLDOE Course Descriptions are available online at <http://data.fldoe.org/crsCode/default.cfm?level=912>.

Please note that all courses are not taught at all high schools. Students should consult with a high school counselor and refer to course selection sheets at each school for specific course availability.

AVID (Advancement via Individual Determination)				
COURSE NUMBER	COURSE NAME	WEIGHT	PLACEMENT PARAMETERS	PREREQUISITE / GRADE LEVEL
1700410	AVID 3	U	Application/Interview	Grade 11
1700420	AVID 4	U	Application/Interview	AVID 3, Grade 12

1700410 AVID 3

Advancement Via Individual Determination (AVID) is an academic, regularly scheduled elective class with the overall goal of developing intermediate skills aligned with current curriculum, to prepare students for four-year college eligibility and readiness. The eleventh grade elective course provides support for the attainment of this goal through tutorial support, writing instruction, reinforcement of study skills, time management techniques, and motivational activities. There is an emphasis on analytical writing, preparation for college entrance and placement exams, study and test-taking skills, note taking and research.

1700420 AVID 4

Advancement Via Individual Determination (AVID) is an academic, regularly scheduled elective class with the overall goal of developing advanced skills aligned with current curriculum, to prepare students for four-year college eligibility and readiness. The twelfth grade elective course provides support for the attainment of this goal through tutorial support, writing instruction, reinforcement of study skills, time management techniques, and motivational activities. There is an emphasis on analytical writing, preparation for college entrance and placement exams, study and test-taking skills, note taking and research.

Art				
COURSE NUMBER	COURSE NAME	WEIGHT	PLACEMENT PARAMETERS	PREREQUISITE / GRADE LEVEL
0100330	Art History and Criticism 1 (PF)	H		
0100340	Art History and Criticism 2 (PF)	H		
0101300	2-D Studio Art 1 (PF)	U		
0102300	Ceramics/Pottery 1 (PF)	U		
0102310	Ceramics/Pottery 2 (PF)	U	C or better in Ceramics/Pottery 1	Ceramics/Pottery 1
0102320	Ceramics/Pottery 3 Honors (PF)	H	C or better in Ceramics/Pottery 2	Ceramics/Pottery 2 Teacher Recommendation
0108370	Digital Art Imaging 1 (PF)	U	C or better in 2-D Studio Art 1	2-D Studio Art 1
0108380	Digital Art Imaging 2 (PF)	U	C or better in Digital Art Imaging 1	Digital Art Imaging 1
0108390	Digital Art Imaging 3 Honors (PF)	H	C or better in Digital Art Imaging 2	Digital Art Imaging 2
0106320	AICE Art and Design - Graphic Design – (AS Level)	AP	Concurrent or previous enrollment in a graphic design course	Digital Art Imaging 3 Honors
0104335	Drawing 1 (PF) – ½ credit	U	2-D Studio Art 1	This course, Drawing, is to be taken semester 1
0104340	Drawing 1(PF)	U	C or better in 2-D Studio Art 1	2-D Studio Art 1
0104350	Drawing 2 (PF)	U	C or better in Drawing 1	Drawing 1
0104365	Painting 1 (PF) – ½ credit	U	2-D Studio Art 1	This course, Painting, is to be taken semester 2 after completion of Drawing 1
0104370	Painting 1 (PF)	U	C or better in 2-D Studio Art	2-D Studio Art 1
0104380	Painting 2 (PF)	U	C or better in Painting 1	Painting 1
0104390	Painting 3 Honors (PF)	H	C or better in Painting 2	Painting 2
0107410	Film 1 (PF)	U		
0107420	Film 2 (PF)	U	C or better in Film 1	Film 1
0107430	Film 3 Honors (PF)	H	C or better in Film 2	Film 2
0108310	Creative Photography 1 (PF)	U	C or better in 2-D Studio Art 1	2-D Studio Art 1
0108320	Creative Photography 2 (PF)	U	C or better in Creative Photography 1	Creative Photography 1
0108330	Creative Photography 3 Honors (PF)	H	C or better in Creative Photography 2	Creative Photography 2
0111310	Sculpture 1 (PF)	U	C or better in Art 2-D Studio Art 1 or concurrent enrollment in a visual arts course	Completion of the following: • Ceramics/Pottery
0111320	Sculpture 2 (PF)	U	C or better in Sculpture 1	Sculpture 1
0111330	Sculpture 3 Honors (PF)	H	C or better in Sculpture 2	Sculpture 2 Teacher Recommendation
0109310	Portfolio 1 (PF)	U	Concurrent or previous enrollment in a visual arts course	1 credit in art
0109320	Portfolio 2 (PF)	H	C or better in Portfolio 1	Portfolio 1
0109330	Portfolio 3 (PF)	H	C or better in Portfolio 2	Portfolio 2
0104300	Advanced Placement Studio Art- Drawing Portfolio (PF)	AP	Concurrent or previous enrollment in a visual arts course Teacher Recommendation	2 credits in art
0109350	Advanced Placement Two-Dimensional Design Portfolio (PF)	AP	Concurrent or previous enrollment in a visual arts course Teacher Recommendation	2 credits in art
0109360	Advanced Placement Three-Dimensional Design Portfolio (PF)	AP	Concurrent or previous enrollment in a visual arts course Teacher Recommendation	2 credits in art

PF – Course meets graduation requirement for Performing Fine Arts credit.

Art Course Descriptions

0100330 ART HISTORY AND CRITICISM 1 HONORS

Students explore the role of art in history and culture through observation and analysis of significant works of art and architecture from Prehistory through the 16th century. Student historians investigate the societal context of works, considering traditional forms and conventions of representation, symbology, and the purposes for which the art was created. The course includes an introduction to the methodologies of art history and criticism, study of the media and techniques used by artists from various cultures and time periods, and use of appropriate terminology in verbal and written analyses of artworks drawn from around the world. Student historians critique and compare works across time and cultures to develop an understanding of, and respect for, the visual arts as a chronicle of history, cultural heritage, and the human experience. This course may incorporate hands-on activities and consumption of art materials. This course will meet graduation requirement for Performing Fine Arts graduation credit.

0100340 ART HISTORY AND CRITICISM 2 HONORS

Students explore art and architecture as an expressive response to the artist's experience. Through research and analysis of significant works and their historical contexts students examine changes in the understanding and structures of art production throughout the world. Students examine influential factors, such as people and events, societal and political changes, technological advancements, philosophical ideas, and cross-cultural influences as a means of discovering and tracing the changing definition of art. Student historians research and write about art using appropriate discipline-based methods (i.e., historical, critical, and aesthetic). This course may incorporate hands-on activities and consumption of art materials. This course will meet graduation requirement for Performing Fine Arts graduation credit.

0101300 TWO-DIMENSIONAL STUDIO ART 1

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. This course will meet graduation requirement for Performing Fine Arts graduation credit.

0102300 CERAMICS/POTTERY 1

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. 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. This course will meet graduation requirement for Performing Fine Arts graduation credit.

0102310 CERAMICS/POTTERY 2

Students explore spatial relationships through the use of nonobjective, abstract, or representational forms, products, or structures. Instructional focus should be on ceramics and/or pottery. Processes and techniques for substitution may include, but are not limited to, wheel-thrown clay, glaze formulation and application. 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. 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. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the ceramics and/or pottery art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. ~~The~~ This course incorporates hands-on activities and consumption of art materials. This course will meet graduation requirement for Performing Fine Arts graduation credit.

0102320 CERAMICS/POTTERY 3 HONORS

Students communicate a sense of 4-D, motion, and/or time, based on creative use of spatial relationships and innovative treatment of space and its components. Instruction may include content in ceramics, pottery, or other related media. Students address 4-D, the inter-relatedness of art and context, and may also include installation or collaborative works, virtual realities, light as a medium (i.e., natural, artificial, or reflective), or flexible, entered, or activated space. Other concepts for exploration include tension, compression or expansion, intrusions or extrusions, grouping, proximity, containment, closure, contradiction, and continuity. Ceramic and/or pottery artists experiment with processes, techniques, and media, which may include, but are not limited to, casting and kiln-firing techniques, and mold making. Craftsmanship

and quality are reflected in the surface and structural qualities of the completed art forms. Students in the ceramics and/or pottery art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. The course incorporates hands-on activities and consumption of art materials. This course will meet graduation requirement for Performing Fine Arts graduation credit.

0108370 DIGITAL ART IMAGING 1

Students explore the fundamental concepts, terminology, techniques, and applications of digital art imaging to create original work. Students produce digital still images through the single or combined use of computers, digital cameras, scanners, photo-editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials. This course will meet graduation requirement for Performing Fine Arts graduation credit.

0108380 DIGITAL ART IMAGING 2

Students explore and develop concepts, terminology, techniques, and applications to design, create, print, and display original two-dimensional graphic and fine works of art. As they become more adept at using the tools and techniques available to them, students design digital still images through the single or combined use of computers, digital cameras, scanners, photo-editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own designs and images and those of their peers to measure artistic growth with increasing sophistication. This course incorporates hands-on activities, the use of technology, and consumption of art materials. This course will meet graduation requirement for Performing Fine Arts graduation credit.

0108390 DIGITAL ART IMAGING 3 HONORS

Students explore advanced topics through project-based work, becoming more self-directed in their acquisition and use of concepts, terminology, techniques, and applications to design, create, print, and display original two-dimensional graphic and fine works of art in print and web formats. As they become more adept at using the tools and techniques available to them, students design and produce digital still images through the single or combined use of computers, digital cameras, scanners, photo-editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own designs and images and those of their peers to measure artistic growth with increasing sophistication and independence to promote risk-taking in the completion of conceptually based, self-directed work. This course incorporates hands-on activities, the use of technology, and consumption of art materials. This course will meet graduation requirement for Performing Fine Arts graduation credit.

0106320 – AICE Art and Design - Graphic Design – (AS Level)

This syllabus encourages learners to be innovative and creative and to develop their ability to design high quality products. Through their studies, they will develop an awareness of the significance of design and technology on society, while also learning more about production processes and industrial practices. Learners will be encouraged the use ICT to build their design and technological abilities, and develop critical evaluation skills which they can employ in a variety of technical, aesthetic, economic, environmental, social and cultural contexts. As a result, learners will also become discerning consumers of design and technology, able to make informed choices.

<http://www.cie.org.uk/programmes-and-qualifications/cambridge-international-as-and-a-level-design-and-technology-9705/>

0104340 DRAWING 1

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. This course will meet graduation requirement for Performing Fine Arts graduation credit.

0104350 DRAWING 2

Students develop and refine technical skills and create 2-D compositions with a variety of media in drawing. Student artists sketch, manipulate, and refine the structural elements of art to improve mark-making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials. This course will meet graduation requirement for Performing Fine Arts graduation credit.

0104370 PAINTING 1

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. This course will meet graduation requirement for Performing Fine Arts graduation credit.

0104380 PAINTING 2

Students develop and refine technical skills and create 2-D compositions in painting. Student artists manipulate, and refine the structural elements of art to improve mark-making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials. This course will meet graduation requirement for Performing Fine Arts graduation credit.

0104390 PAINTING 3 HONORS

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. Through a focused investigation of traditional techniques, historical and cultural models, and individual expressive goals, students begin to develop a personal art style. This course incorporates hands-on activities and consumption of art materials. This course will meet graduation requirement for Performing Fine Arts graduation credit.

0107410 FILM 1

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. The course incorporates hands-on activities, the use of technology, and consumption of art materials. This course will meet graduation requirement for Performing Fine Arts graduation credit.

0107420 FILM 2

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. The course incorporates hands-on activities, the use of technology, and consumption of art materials. This course will meet graduation requirement for Performing Fine Arts graduation credit.

0107430 FILM 3 HONORS

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 peer 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. This course will meet graduation requirement for Performing Fine Arts graduation credit.

0108310 CREATIVE PHOTOGRAPHY 1

Students explore the aesthetic foundations of art making using beginning photography techniques. This course may include, but is not limited to, color and/or black and white photography via digital media and/or traditional photography. Students become familiar with the basic mechanics of a camera, including lens and shutter operation, compositional foundations, printing an image for display, and evaluating a successful print. Student photographers may use a variety of media and materials, such as 35mm black and white film, single lens reflex camera, digital camera, darkroom, computer application, filters, various papers, digital output, photogram, cyanotypes, Sabatier effect, and pinhole photography. Craftsmanship and quality are reflected in the surface of the prints and the care of the materials. Photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials. This course will meet graduation requirement for Performing Fine Arts graduation credit.

0108320 CREATIVE PHOTOGRAPHY 2

Students experiment with a variety of photographic media and techniques, and make connections with historical and contemporary photographers to develop a focused body of work. This course may include, but is not limited to, researching the history of photography, making connections to contemporary and community photographers, critiquing with varied techniques, and experimenting with a variety of photographic media. Processes and techniques include, but

are not limited to, handcrafted pinhole cameras, hand-tinted photographs, mixed media, cyanotypes, medium format, photo collage, cross-processing, creative filters, infrared and slide film, night photography, macro, panoramic, and/or digital output via a variety of media. Craftsmanship and quality are reflected in the surface of the prints, care of the materials, attention to compositional conventions, and expression of ideas and feelings. Photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials. This course will meet graduation requirement for Performing Fine Arts graduation credit.

0108330 CREATIVE PHOTOGRAPHY 3 HONORS

Students lead a focused investigation of a subject matter from ideation to completion. Students select a theme, develop a concept, and prepare the work for public viewing, portfolio, distribution, and/or exhibit. This course may include, but is not limited to, research, collaboration, installation, history of photography, making connections to contemporary and community photographers, and critiquing with varied techniques. Processes, techniques, and media may include, but are not limited to, video, film, high speed photography, studio lighting, flash, long exposure, formal portraiture, large format, HDR, RAW processing, and digital output on a variety of media, including non-traditional materials. Craftsmanship and quality are reflected in the surface of the print, care of the materials, attention to compositional conventions, the display setting, and expression of ideas and feelings. Photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials. This course will meet graduation requirement for Performing Fine Arts graduation credit.

0111310 SCULPTURE 1

Students explore how space, mass, balance, and form combine to create aesthetic forms or utilitarian products and structures. Media may include, but are not limited to, clay, wood, plaster, and paper maché 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 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. This course incorporates hands-on activities and consumption of art materials. This course will meet graduation requirement for Performing Fine Arts graduation credit.

0111320 SCULPTURE 2

Students explore spatial relationships through the use of nonobjective, abstract, or representational forms, products, or structures. Media may include, but are not limited to, clay, wood, metal, plaster, paper maché, and plastic with consideration of the workability, durability, cost, and toxicity of the media used. Sculpture artists experiment with and manipulate space-producing devices, including overlapping, transparency, interpenetration, vertical and horizontal axis, inclined planes, disproportionate scale, fractional or abstracted representation, and spatial properties of the structural art elements. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the 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. This course incorporates hands-on activities and consumption of art materials. This course will meet graduation requirement for Performing Fine Arts graduation credit.

0111330 SCULPTURE 3 HONORS

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. 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. Sculpture artists experiment with processes, techniques, and media. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. 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. This course incorporates hands-on activities and consumption of art materials. This course will meet graduation requirement for Performing Fine Arts graduation credit.

0109310 PORTFOLIO DEVELOPMENT: DRAWING-HONORS-4

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 that emphasizes line quality, rendering of form, composition, surface manipulation, and/or illusion of depth. Students regularly reflect on aesthetics and art issues individually and as a group, and focus on expressive content that is progressively more innovative and representative of the student's artistic and cognitive growth. In keeping with the rigor expected in an accelerated setting, students' portfolios show personal vision and artistic growth over time, mastery of visual art skills and techniques, and evidence of sophisticated analytical and problem-solving skills based on their structural, historical, and cultural knowledge. Students are self-directed and display readiness for high levels of critical thinking, research, conceptual thinking, and creative risk-taking. This course incorporates hands-on activities and consumption of art materials. The course incorporates hands-on

activities and consumption of art materials. This course will meet graduation requirement for Performing Fine Arts graduation credit.

0109320 PORTFOLIO DEVELOPMENT: TWO DIMENSIONAL DESIGN HONORS-2

The course incorporates hands-on activities and consumption of art materials. Students work in a self-directed environment to develop a portfolio showing a body of their own work that visually explores a particular artistic concern, articulated and supported by a written artist's statement. Artists may work in, but are not limited to, content in drawing, painting, printmaking, mixed media, traditional photography, digital photography, and/or new media and emerging technologies that demonstrate understanding of design principles as applied to a 2-dimensional surface. Students regularly reflect on aesthetics and art issues individually and as a group, and manipulate the structural elements of art and organizational principles of design to create 2-dimensional works of art that are progressively more innovative and representative of the student's artistic and cognitive growth. In keeping with the rigor expected in an accelerated setting, students' portfolios show personal vision and artistic growth over time, mastery of visual art skills and techniques, and evidence of sophisticated analytical and problem-solving skills based on their structural, historical, and cultural knowledge. Students are self-directed and display readiness for high levels of critical thinking, research, conceptual thinking, and creative risk-taking. This course will meet graduation requirement for Performing Fine Arts graduation credit.

0109330 PORTFOLIO DEVELOPMENT: THREE-DIMENSIONAL DESIGN-HONORS-3

Students work in a self-directed environment to develop a portfolio showing a body of their own work that visually explores a particular artistic concern, articulated and supported by a written artist's statement. Artists may work in, but are not limited to, content in clay, wood, wire, glass, metal, jewelry, fabrics/fibers, fashion design, green design, industrial design, and/or objects for interior design or architecture that integrate 3-dimensional design issues in a purposeful way. Students regularly reflect on aesthetics and art issues individually and as a group, and manipulate the structural elements of art and organizational principles of design to create 3-dimensional works of art that are progressively more innovative and representative of the student's artistic and cognitive growth. In keeping with the rigor expected in an accelerated setting, students' portfolios show personal vision and artistic growth over time, mastery of visual art skills and techniques, and evidence of sophisticated analytical and problem-solving skills based on their structural, historical, and cultural knowledge. Students are self-directed and display readiness for high levels of critical thinking, research, conceptual thinking, and creative risk-taking. The course incorporates hands-on activities and consumption of art materials. This course will meet graduation requirement for Performing Fine Arts graduation credit.

0104300 ADVANCED PLACEMENT ART-DRAWING PORTFOLIO

Advanced Placement Art-Drawing Portfolio gives advanced students the opportunity to develop quality, concentration, discipline and breadth in drawing. Focus will be on: perceiving and responding to the qualities of art found in drawing; valuing art as an important realm of human experience; producing original art and imaginative drawings as works of art; knowing about the history of art, specifically drawing and its relationship to other processes and periods; and making and justifying judgments about the aesthetic merit and qualities of works of art. The course incorporates hands-on activities and consumption of art materials. This course will meet graduation requirement for Performing Fine Arts graduation credit.

0109350 ADVANCED PLACEMENT STUDIO ART TWO-DIMENSIONAL DESIGN PORTFOLIO

This course is for the advanced student who wishes to seek AP credit through submitting a 2-D portfolio of work for consideration by the College Board. The purpose of Advanced Placement Studio Art Two-Dimensional Design Portfolio is 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. The elements of design (line, shape, illusion of space, illusion of motion, pattern and texture, and value and color) are like a palette of possibilities that artists use to express themselves. The principles of design help guide artists in making decisions about how to organize the elements on a picture plane in order to communicate content. These principles include unity, variety, balance, emphasis, rhythm, and proportion/scale. For this portfolio, students are asked to demonstrate proficiency in two-dimensional design using a variety of art forms. These could include, but are not limited to, graphic design typography, digital imaging, photography, collage, fabric design, weaving, illustration, painting, and printmaking. A variety of approaches to representation, abstraction and expression may be part of the student's portfolio. This course will meet graduation requirement for Performing Fine Arts graduation credit.

0109360 ADVANCED PLACEMENT STUDIO ART THREE-DIMENSIONAL DESIGN PORTFOLIO

This course is for the advanced student who wishes to seek AP credit through submitting a 3-D portfolio of work for consideration by the College Board. The Advanced Placement Studio Art Three-Dimensional Design Portfolio is intended to address a broad interpretation of sculptural issues in three-dimensional (3-D) design. These may include mass, volume, form, plane, light, and texture. Such elements and concepts can be articulated through additive, subtractive, and/or fabrication processes. A variety of approaches to representation, abstraction, and expression may be part of the student's portfolio. These might include, among others, traditional sculpture, architectural models, apparel, ceramics, fiber arts, or metalwork. This course will meet graduation requirement for Performing Fine Arts graduation credit.

Career and Technical Education

COURSE NUMBER	WEIGHT	COURSE NAME	GRAD REQ	OCP	PREREQUISITE/ GRADE LEVEL	BRIGHT FUTURES PROGRAM
3-D Animation Technology 8718100						
8718110	U	3-D Animation Technology 1	PA	A		8718100
8718120	U	3-D Animation Technology 2	PA	B		8718100
8718130	U	3-D Animation Technology 3	PA	B		8718100
8718140	U	3-D Animation Technology 4	PA	C		8718100
8718150	U	3-D Animation Technology 5	PA	C		8718100
Accounting Applications 8302100						
Certifications: Microsoft Office, Intuit Quickbooks						
8200320	U	Applied Computer Business Skills 1 (.5 credit)	VO	A		8200320
8200330	U	Applied Computer Business Skills 2 (.5 credit) or	VO			8200330
8207310	U	Introduction to Information Technology (PA) or	PA			8302100
8209020	U	Computing for College and Careers (PA)	PA			8302100
8203310	H	Accounting Applications 1	VO	Z	Computing for College and Careers or Introduction to Information Technology	8302100
8203320	H	Accounting Applications 2	VO	B	Accounting Applications 1	8302100
8203330	H	Accounting Applications 3	VO	C	Accounting Applications 2	8302100
8203340	H	Accounting Applications 4	VO	C	Accounting Applications 3	8302100
0502400	AP	AICE Accounting I – (AS Level)			Teacher Recommendation	
8200410	U	Business Cooperative Education. - OJT	VO	Z	Accounting Applications 1 and concurrent enrollment in the Accounting Operations program	8200410
Administrative Office Specialist 8212500						
Certifications: Microsoft Office, Intuit Quickbooks, Certified Internet Business Associate						
8200320	U	Applied Computer Business Skills 1 (.5 credit)	VO	A		8200320
8200330	U	Applied Computer Business Skills 2 (.5 credit) or	VO			8200330
8207310	U	Introduction to Information Technology (PA) or	PA			8212500
8209020	U	Computing for College and Careers (PA)	PA			8212500
8212110	U	Administrative Office Technology 1	VO	B	Any Business Education Course	8212500
8212120	U	Business Software Applications 1	VO	Z	Any Business Education Course	8212500
8209510	U	Digital Design 1	PA	C	Any Business Education Course	8212500

Career and Technical Education

COURSE NUMBER	WEIGHT	COURSE NAME	GRAD REQ	OCP	PREREQUISITE/ GRADE LEVEL	BRIGHT FUTURES PROGRAM
8212410	U	Administrative Office Technology 2	VO	D	Any Business Education Course	8212500
8212160	U	Business Software Applications 2	VO	Z	Any Business Education Course	8212500
2102326	H	Pre-AICE Business Studies IGCSE Level)	EL			
2102324	AP	AICE Business Studies 1 (AS Level)	EL			
2102325	AP	AICE Business Studies 2 (A Level)	EL			
Aerospace Technologies 8600080 (Courses count as an equally rigorous science course)						
Certifications: Autodesk. Aerospace Technician						
8600580	U	Aerospace Technologies I (PA)	EQ	Z		8600080
8600680	U	Aerospace Technologies II	EQ	Z	Aerospace Technologies I	8600080
8601780	H	Aerospace Technologies III	EQ	Z	Aerospace Technologies II	8600080
8601900	H	Advanced Applications in Technology (PA)	PA	Z	Aerospace Technologies III	8601900
8601800	U	Work Based Experience-Engineering and Technology – OJT	VO	Z		8600080
ATF1103	Dual Enrollment	Private Pilot Operations (5 College Credits)	N/A	N/A	Principles of Aeronautical Science	N/A
ASC1000	Dual Enrollment	Principles of Aeronautical Science (3 college credits)- 1 semester	N/A	N/A	Aerospace Technologies I	N/A
ASC2560	Dual Enrollment	Unmanned Aircraft Systems (3 college credits)- 1 semester	N/A	N/A	Aerospace Technologies I	N/A
Allied Health Assisting 8417130						
Certifications: Certified Medical Administrative Assistant, Certified EKG Technician Registered Phlebotomy Technician						
8417100	H	Health Science Anatomy & Physiology1	VO	Z		8417130
8417110	U	Health Science Foundations	VO	A	Health Science Anatomy & Physiology	8417130
8417131	H	Allied Health Assisting 3	VO	B	Health Science Anatomy & Physiology and Health Science Foundations	8417130
8400410	U	Health Science Education Cooperative – OJT	VO	Z	Completion of Health Science Anatomy & Physiology and 2	8400410
Course Substitutions: Health Science Anatomy and Physiology may be substituted for Anatomy & Physiology and for one science credit						
Applied Information Technology 9003400 (NAF Academy Sequence)						
Certifications: Adobe Certified Associate in Photoshop, Dreamweaver, Premier Pro & Flash, Internet Business Associate Certification						
8207310	U	Introduction to Information Technology	PA	A		9003400
9003420	H	Web Technologies	PA	E		9003400
9003430	H	IT Systems & Applications	VO	B		9003400
9003440	H	Database Essentials	VO	C		9003400
9003450	H	Programming Essentials	VO	D		9003400
0200440	AP	AICE Applied Information and Communication Technology 1 (AS Level)				
0200450	AP	AICE Applied Information and Communication Technology 2 (A Level)				

Career and Technical Education

COURSE NUMBER	WEIGHT	COURSE NAME	GRAD REQ	OCP	PREREQUISITE/ GRADE LEVEL	BRIGHT FUTURES PROGRAM
9001000	U	Information Technology Directed Study	VO	Z		9001000
Aquaculture 8112000 (Course counts as Equally Rigorous Science Course) Certifications: Agricultural Technician Certification						
8106810	H	Agriscience Foundation's 1	EQ	Z		8112000
8112010	H	Aquaculture 2	EQ	Z	Agriscience Foundations 1	8112000
8112020	H	Aquaculture 3	EQ	A	Aquaculture 2	8112000
Building Trades and Construction Design Technology 8722000 Certifications: NCCER Carpentry- Level 1, NCCER Construction Technology, NCCER CORE Certification						
8722010	U	Building Trades and Construction Design Technology 1	VO	Z		8722000
8722020	U	Building Trades and Construction Design Technology 2	VO	A	Building Trades and Construction Design Technology 1	8722000
8722030	U	Building Trades and Construction Design Technology 3 (PA)	PA	Z	Building Trades and Construction Design Technology 2	8722000
8722040	U	Building Trades and Construction Design Technology 4	VO	B	Building Trades and Construction Design Technology 3	8722000
8601900	U	Advanced Technology Applications (PA)	PA	Z		8601900
8700400	U	Architecture and Construction Cooperative Education – OJT	VO	Z	Completion of at least one course in program	870040
Computer Programming 9007300 (Database Application Development & Programming) Certifications: Internet Business Associate, COMPTIA A+						
8200320	U	Applied Computer Business Skills 1 (.5 credit)	VO	A		8200320
8200330	U	Applied Computer Business Skills 2 (.5 credit) or	VO			8200330
8207310	U	Introduction to Information Technology (PA) or	PA			9007300
8209020	U	Computing for College and Careers (PA)	PA			8209020
9007210	H	Foundation of Programming	VO	D	Introductory Course <u>Not</u> Required	9007300
9007220	H	Procedural Programming	VO	B	Foundation of Programming	9007300
9007230	H	Object-Oriented Programming Fundamentals	VO	C	Foundation of Programming	9007300
0200435	H	Pre-AICE Computer Studies				
0200420	AP	AICE Computing 1 (AS Level)				
0200430	AP	AICE Computing 2 (A Level)				
0200320	AP	Advanced Placement Computer Science		Z	Foundation of Programming	

Career and Technical Education

COURSE NUMBER	WEIGHT	COURSE NAME	GRAD REQ	OCP	PREREQUISITE/ GRADE LEVEL	BRIGHT FUTURES PROGRAM
9000420	U	Information Technology Cooperative Education-OJT	VO	Z	Completion of at least one course in Computer Programming	9000420
Criminal Justice Operations 8918000						
Certifications: Accredited Legal Secretary, Private Security License						
8918010	U	Criminal Justice Operations 1	VO	Z		8918000
8918020	U	Criminal Justice Operations 2	VO	Z	Criminal Justice Operations 1	8918000
8918030	H	Criminal Justice Operations 3	VO	A	Criminal Justice Operations 2	8918000
8918040	H	Criminal Justice Operations 4	VO	Z	Criminal Justice Operations 3	8918000
8918031	H	Private Security Officer	VO	A	Criminal Justice Operations 3	8918031
8900410	U	Law, Public Safety, and Security Cooperative Education - OJT	VO	Z	Criminal Justice Operations 1 and concurrent enrollment in Criminal Justice Operations program	8900410
Culinary Arts 8800500 (NAF Academy Sequence)						
Certifications: National Pro Start Certificate of Achievement, Certified Food Protection Manager (SERVSAFE)						
8800510	U	Culinary Arts 1	VO	A		8800500
8800520	U	Culinary Arts 2 (PA)	PA	B	Culinary Arts 1	8800500
8800530	U	Culinary Arts 3 (PA)	PA	C	Culinary Arts 2	8800500
8800540	H	Culinary Arts 4	VO	D	Culinary Arts 3	8800500
8800420	U	Hospitality and Tourism Cooperative OJT	VO	Z	Completion of at least one course in program	8800420
Digital Design 8209600 (NAF Academy Sequence)						
Certifications: ADOBE Associate in Photoshop, Dreamweaver, Flash, & Premier Pro						
8200320	U	Applied Computer Business Skills 1 (.5 credit)	VO	A		8200320
8200330	U	Applied Computer Business Skills 2 (.5 credit) or	VO			8200330
8207310	U	Introduction to Information Technology or	PA			8209600
8209020	U	Computing for College and Careers (PA)	PA			8209600
8209510	U	Digital Design 1 (PA)	PA	B	Business CORE	8209600
8209520	H	Digital Design 2 (PA)	PA	Z	Digital Design 1	8209600
8209530	H	Digital Design 3 (PA)	PA	C	Digital Design 2	8209600
8200430	U	Arts, A/V Technology and Communication Cooperative Education-OJT	VO	Z	Digital Design 1 and concurrent enrollment in the Digital Design program	8200430
1100460	AP	AICE Media Studies – (AS Level)			Teacher Recommendation	1100460

Career and Technical Education

COURSE NUMBER	WEIGHT	COURSE NAME	GRAD REQ	OCP	PREREQUISITE/ GRADE LEVEL	BRIGHT FUTURES PROGRAM
Diversified Education						
Certifications: Microsoft Office Specialist, Internet Business Associate						
8303010	U	Diversified Career Technology Principles	VO	D		8303000
8303020	U	Diversified Career Technology Applications	VO	Z		8303000
8303030	U	Diversified Career Technology Management	VO	Z		8303000
8300310	U	Workplace Essentials (.5) Credit	VO	D		8300310
8300330	U	Workplace Technology Applications (.5) Credit	VO	Z		8300330
0500300		Executive Internship 1				
8300420	U	Cooperative Diversified Education - OJT	VO	Z	Completion of the first course in any job preparatory program	8300420
8300430	U	Guided Workplace-Learning (Internship)	VO	Z	Completion of one related course	8300430
8601800	U	Work-based Experience	VO	Z	Completion of the first course and concurrent enrollment in the second course of a technology program (8600000-8699999)	8601800
0500370	U	Volunteer Community Service		Z		
Drafting/Illustrative Design Technology 8600800- Program to be replaced by <u>Technical Design 8401000</u> for entering students in 2014-2015.						
**Enrolled students should take next course in sequence for Bright Futures eligibility.						
Certifications: Autodesk						
8600820	U	Drafting/Illustrative Design Technology II	PA	Z	Drafting/Illustrative Design I	8600800
8600830	H	Drafting/Illustrative Design Technology III	PA	Z	Drafting/Illustrative Design II	8600800
8601900	H	Advanced Technology Applications	PA	Z	Drafting/Illustrative Design III	8601900
8601800	U	Work Based Experience- Engineering and Technology- OJT Completion of at least one course in sequence	VO	Z	Teacher Recommendation	8601800
Early Childhood Education 8503210 (for students entering program in or before 2010-11)						
Bright Futures eligibility requires that a student complete three courses in this sequence.						
Courses between the old and new programs cannot be mixed for Bright Futures.						
Certifications: Early Childhood Professional Certificate, Child Development Associate, Microsoft Office Specialist						
8503212	U	Early Childhood Education 2 (PA)	PA	B	Early Childhood Ed. 1	8503210
8503213	U	Early Childhood Education 3 (PA)	PA	C	Early Childhood Ed. 2	8503210
8503214	U	Early Childhood Education 4	VO	D	Early Childhood Ed. 3	8503210
0500540	H	Pre-AICE Child Development (IGCSE Level)				
8500410	U	Education and Training Cooperative Education - OJT	VO		Early Childhood 1 and concurrent enrollment in the Early Childhood Education program	8500410

Career and Technical Education

COURSE NUMBER	WEIGHT	COURSE NAME	GRAD REQ	OCP	PREREQUISITE/ GRADE LEVEL	BRIGHT FUTURES PROGRAM
Early Childhood Education 8405100 for students entering program in or after 2011-12 Bright Futures eligibility requires that a student complete three courses in this sequence. Courses between the old and new programs cannot be mixed for Bright Futures. Certifications: Early Childhood Professional Certificate, Child Development Associate, Microsoft Office Specialist, NOCTI Early Childhood Care and Education						
8405110	U	Early Childhood Education NEW 1	VO	A		8405100
8405120	U	Early Childhood Education NEW 2	VO	B	Early Childhood Education NEW 1	8405100
8405130	U	Early Childhood Education NEW 3	PA	C	Early Childhood Education NEW 2	8405100
8405140	U	Early Childhood Education NEW 4	VO	D	Early Childhood Education NEW 3	8405100
8500410	U	Education and Training Cooperative Education - OJT	VO	Z	Early Childhood 1 and concurrent enrollment in the Early Childhood Education program	8500410
Electrocardiograph Aide 8417160 Certifications: Certified Medical Administrative Assistant, Certified EKG Technician Registered Phlebotomy Technician						
8417100	H	Health Science Anatomy & Physiology1	VO	Z		8417160
8417110	U	Health Science Foundations	VO	A	Health Science Anatomy & Physiology	8417160
8417160	U	Electrocardiograph Aide 3	VO	B	Health Science Anatomy & Physiology and Health Science Foundations	8417160
8400410	U	Health Science Education Cooperative - OJT	VO	Z	Completion of Health Science Anatomy & Physiology	8400100
Course Substitutions: Health Science Anatomy and Physiology may be substituted for Anatomy & Physiology and for one science credit						
Engineering Pathways 9400300 (Project Lead the Way) (NAF Academy Sequence) Certifications: Florida Engineering CORE, Autodesk, NOCTI Engineering Technology						
8600520	H	Principles of Engineering (PA)	PA	Z	Completion of or Concurrent enrollment in Algebra	9400300
8600530	H	Digital Electronics (PA)	PA	Z	Completion of or Concurrent enrollment in Algebra	9400300
8600550	H	Introduction to Engineering Design (PA)	PA	Z	Completion of or Concurrent enrollment in Algebra	9400300
8600560	H	Computer Integrated Manufacturing (PA)	PA	Z	Completion of or Concurrent enrollment in Algebra	9400300
8600590	H	Civil Engineering and Architecture (PA)	PA	Z	Completion of or Concurrent enrollment in Algebra	9400300
8600650	H	Engineering Design and Development (PA)	PA	Z	Completion of or Concurrent enrollment in Algebra	9400300
8600650	H	Engineering Design and Development (PA)	PA	Z	Completion of or Concurrent enrollment in Algebra	9400300

Career and Technical Education

COURSE NUMBER	WEIGHT	COURSE NAME	GRAD REQ	OCP	PREREQUISITE/ GRADE LEVEL	BRIGHT FUTURES PROGRAM
8601900	H	Advanced Technology Applications (PA)	PA	Z	Upon completion of three Engineering Technology courses	8601900
8600620	H	Aerospace Engineering	PA	Z	Upon completion of three Engineering Technology courses	8601900
8600630	H	Biotechnical Engineering	PA	Z	Upon completion of three Engineering Technology courses	8601900
8601800	U	Work Based Experience- Engineering and Technology	VO	Z		8601800
Entrepreneurship 8812100						
Certifications: Internet Business Associate, Microsoft Office Specialist, Intuit QuickBooks, NOCTI General Management Certification						
8812110	U	Principles of Entrepreneurship	PA	Z		8812100
8812120	H	Business Management and Law	VO	A		8812100
8812000	H	Business Ownership	PA	B		8812100
8300310	U	Workplace Essentials (.5) Credit	VO	D		8300310
8300330	U	Workplace Technology Applications (.5) Credit	VO	D		8300330
8300430	U	Guided Workplace-Learning (Internship)	VO	Z	Completion of one related course	8300430
Finance 8815100						
Certifications: Microsoft Office Specialist, Intuit QuickBooks, NOCTI General Management Certification						
8815150	U	Finance and Business Technology OR	PA	A		8815100
8200320	U	Applied Computer Business Skills 1 (.5 credit) AND	VO	Z		8815100
8200330	U	Applied Computer Business Skills 2 (.5 credit) OR	VO	A		8815100
8207310	U	Introduction to Information Technology (PA) or	PA	A		8815100
8209020	U	Computing for College and Careers (PA)	PA	A		8815100
8203310	H	Accounting Applications 1	VO	B	BTE Core	8815100
8815110	H	Financial Operations OR	VO	C		8815100
2102360 2102370	AP	AP Microeconomics AND AP Macroeconomics	EC			8815100
8815120	H	Personal Financial Planning		D		8815100
0502390	H	Pre-AICE Accounting (IGCSE Level)				
0502400	AP	AICE Accounting 1 (AS Level)				
0502410	AP	AICE Accounting 2 (A Level)				
8815130	U	Financial Internship OR		C		8815100
8501420	U	Finance Cooperative Education -OJT		C		8815100
Health and Wellness 8417000						
Certifications: Certified Medical Administrative Assistant, Certified EKG Technician Registered Phlebotomy Technician						
8417100	H	Health Science Anatomy & Physiology 1	VO	Z		8417000
8417110	U	Health Science Foundations	VO	A	Health Science Anatomy & Physiology	8417000
8417120	H	Health and Wellness 3	VO	B	Health Science Anatomy & Physiology and Health Science Foundations	8417000
1501380	U	Personal Fitness Trainer	PE	Z		

Career and Technical Education

COURSE NUMBER	WEIGHT	COURSE NAME	GRAD REQ	OCP	PREREQUISITE/ GRADE LEVEL	BRIGHT FUTURES PROGRAM
8400410	U	Health Science Education Cooperative - OJT	VO	Z	Completion of Health Science Anatomy & Physiology and 2	8400410
Course Substitutions: Health Science Anatomy and Physiology may be substituted for Anatomy & Physiology and for one science credit						
Hospitality and Tourism 8845100 (NAF Academy Sequence) Certifications: Internet Business Associate, Microsoft Office Specialist, Certified Front Desk Supervisor, Certified Food Protection Manager						
8850110	U	Introduction to Hospitality and Tourism	VO	A		88451000
8845140	U	Computer Technology for travel and Tourism	VO	B	Introduction to Hospitality and Tourism	88451000
8845130	U	Hospitality and Tourism Internship	VO	Z	Introduction to Hospitality and Tourism	88451000
8800420	U	Hospitality and Tourism Cooperative OJT	VO	Z	Introduction to Hospitality and Tourism	88451000
8845120	H	Travel and Tourism Marketing Management	VO	C	Introduction to Hospitality and Tourism	88451000
2102400	H	Pre-AICE Travel and Tourism (IGCSE Level)				
2102410	AP	AICE Travel and Tourism 1 (AS Level)				
2102420	AP	AICE Travel and Tourism 2 (A Level)				
Journalism 8771100 Certifications: Adobe Associate in Photoshop, Microsoft Office Specialist, Microsoft Office Master						
1006300	U	Journalism	PA	Z		8771100
8771110	U	Industrial Communications	PA	A		8771100
8209510	U	Digital Design 1	PA	B		8771100
8200430	U	Arts, A/V Technology and Communication Cooperative Education- OJT	VO	Z	Completion of at least one course in this program	8200430
Marketing 8827100 Program Name Change to Marketing, Management and Entrepreneurship Principles Certifications: Microsoft Office Specialist, Adobe Associate in Photoshop, Internet Business Associate, National Professional Certification in Retail Management						
8827110	U	Marketing Essentials	PA	Z		8827100
8827120	U	Marketing Applications	PA	A	Marketing Essentials	8827100
8827130	U	Marketing Management	PA	B	Marketing Applications	8827100
8800410	U	Marketing Cooperative Education - OJT	VO	Z	Marketing Essentials and concurrent enrollment in Marketing Applications	8800410
8812000	H	Business Ownership	PA	A	Entrepreneurship or Marketing Courses	8827100
Medical Laboratory Assisting 8417200 Certifications: Certified Medical Administrative Assistant, Certified EKG Technician Registered Phlebotomy Technician						
8417100	H	Health Science Anatomy & Physiology	VO	Z		8417200
8417110	U	Health Science Foundations	VO	A		8417200

Career and Technical Education

COURSE NUMBER	WEIGHT	COURSE NAME	GRAD REQ	OCP	PREREQUISITE/ GRADE LEVEL	BRIGHT FUTURES PROGRAM
8417211	H	Medical Laboratory Assisting 3	VO	B	Health Science Anatomy & Physiology and Health Science Foundations	8417200
8400410	U	Health Science Education Cooperative - OJT	VO	Z	Completion of Health Science Anatomy & Physiology and 2	8400410
Course Substitutions: Health Science Anatomy and Physiology may be substituted for Anatomy & Physiology and for one science credit						
Nursing Assistant (Acute and Long Term Care) 8417210 Certifications: Certified Medical Administrative Assistant, Certified EKG Technician Registered Phlebotomy Technician, Certified Nursing Assistant						
8417100	H	Health Science Anatomy & Physiology	VO	Z		8417210
8417110	U	Health Science Foundations	VO	A		8417210
8417211	H	Nursing Assistant 3	VO	B	Health Science Anatomy & Physiology & 2	8417210
8400410	U	Health Science Education Cooperative - OJT	VO	Z	Completion of Health Science Anatomy & Physiology and 2	8417210
Course Substitutions: Health Science Anatomy and Physiology may be substituted for Anatomy & Physiology and for one science credit						
Solar Energy Technology 8006100 Certifications: Energy Industry Fundamentals Certificate						
8006110	H	Energy Industry Fundamentals	VO	Z		8006110
8006120	H	Introduction to Alternative Energy	EQ	Z	Energy Foundations or Energy Industry Fundamentals	8006110
8006130	H	Solar Energy Technician	VO	A	Introduction to Alternative Energy	8006110
8601900	H	Advanced Technology Applications	PA	Z		8601900
9700420	U	Energy Cooperative Education- OJT	VO	Z	Completion of at least one course in this program	9700420
Sport, Entertainment & Recreation Marketing 8827400 Certifications: Internet Business Associate, Microsoft Office Specialist						
8827410	U	Sport, Recreation, and Entertainment Essentials	VO	Z		8827400
8827420	U	Sport, Recreation, and Entertainment Applications (PA)	PA	A	Sport, Recreation and Entertainment Essentials	8827400
8827430	H	Sport, Recreation, and Entertainment Marketing Management	VO	B	Sport, Recreation and Entertainment Applications	8827400
8827440	U	Sport, Recreation, and Entertainment Internship	VO	Z	Any Sport, Recreation and Entertainment program course.	8827440
8800410	U	Marketing Cooperative Education - OJT	VO	Z	Sport, Recreation and Entertainment Essentials and concurrent enrollment in Sports, Entertainment and Recreation Marketing Management	8800410

Career and Technical Education

COURSE NUMBER	WEIGHT	COURSE NAME	GRAD REQ	OCP	PREREQUISITE/ GRADE LEVEL	BRIGHT FUTURES PROGRAM
Principles of Teaching Program 8909000						
Certifications: Microsoft Office Specialist. Para Pro Assessment, Pre-Professional Certification Program						
8909010	U	Introduction to Teacher Profession	VO	A		8909000
8909020	U	Human Growth and Development	VO	B	Introduction to Teacher Profession	8909000
8909030	H	Foundations of Curriculum and Instruction	VO	Z	Human Growth and Development	8909000
8909040	U	Principles of Teaching Internship	VO	Z	Foundations of Curriculum and Instruction	8909000
Technical Design 8401000- Program replaces Drafting and Illustrative Design 8600800						
Certifications: Autodesk						
8401010	H	Technical Design 1	PA	Z		8600800
8401020	H	Technical Design 2	PA	Z	Technical Design 1	8600800
8401030	H	Technical Design 3	PA	A	Technical Design 2	8600800
8601900	H	Advanced Technology Applications (PA)	PA	Z	Drafting/Illustrative Design 3 or Technical Design 3	8601900
8601800	U	Work Based Experience- Engineering and Technology	VO	Z	Completion of at least one course in sequence	8601800
Television Production 8772100						
Certifications: Adobe Certified Associate in Premier Pro, Adobe Certified Expert Premier Pro						
8772110	U	Television Production 1 (PA)	PA	Z		8772100
8772120	U	Television Production 2 (PA)	PA	Z	Television Production 1	8772100
8772130	H	Television Production 3	VO	A	Television Production 2	8772100
8772140	H	Television Production 4	VO	Z	Television Production 3	8772100
1100460	AP	AICE Media Studies 1 (AS Level)				
1100470	AP	AICE Media Studies 2 (A Level)				
8200430	U	Arts, A/V Technology and Communication Cooperative Education-OJT	VO	Z	Completion of any TV Production Course	8200430
Web Application Development & Programming 9007500						
Certifications: Adobe Certified Associate in Dreamweaver & Flash, Microsoft Certified Solutions Developer (MSCD)- Web Applications						
8207310	U	Introduction to Information Technology	PA	A		9007500
9007210	H	Foundations of Programming	VO	Z		9007500
9007220	H	Procedural Programming	VO	B	Foundations of Programming	9007500
9007230	H	Object Oriented Programming	VO	C	Procedural Programming	9007500
9007510	H	Web Programming	VO	Z	Any Programming course	9007500
9007520	H	JavaScript Programming	VO	Z	Any Programming course	9007500
9007530	H	PHP Programming	VO	D	Any Programming course	9007500
<p>Course Codes for Industry Certification Credit Waiver- Students who have earned certifications listed below may use those certifications as two math or one science course toward graduation requirements.</p> <p>Note: Substituted courses may not be eligible for university admission.</p>						

Career and Technical Education

COURSE NUMBER	WEIGHT	COURSE NAME	GRAD REQ	OCP	PREREQUISITE/ GRADE LEVEL	BRIGHT FUTURES PROGRAM
Industry Certification Waiver Mathematics- 1200998 and 1200999						
Industry Certification Waiver Science- 2000999						
<ul style="list-style-type: none"> • TAFLP001 Accredited Legal Secretary • ADOBE010 Adobe Certified Associate- Dreamweaver • ADOBE011 Adobe Certified Associate- Flash • ADESK002 Autodesk Certified User- AutoCAD • ADESK011 Autodesk Certified User AutoCAD Inventor • ADESK016 Autodesk Certified Associate AutoCAD • ADESK017 Autodesk Certified Associate AutoCAD- Architecture • ADESK018 Autodesk Certified Associate AutoCAD Civil 3D • ADESK020 Autodesk Certified Associate Revit Architecture • ADESK021 Autodesk Certified Professional- AutoCAD • ADESK025 Autodesk Certified Associate- Revit Architecture • FEDAA011 FAA Private Pilot • FLFBR001 Agriculture Technician Certification • INTUT001 QuickBooks Certified User • MICRO0017 Microsoft Office Master • MICRO 069 Microsoft Office Specialist Bundle • NCCER005 NCCER Carpentry Level 1 • NCCER008 NCCER Construction Technology • NRAEF002 National Pro-Start Certificate • NRAEF003 ServSafe Professional Food Service Manager 						

Career Education (CTE) Programs and Course Descriptions

Career Education provides opportunities for students to obtain a rigorous and relevant academic and technical education that enables them to enter a post-secondary institution or the workforce with skills necessary for life-long learning success and career advancement.

Career Education programs are sequential and technically literate with academically rigorous curricula designed to strengthen students' level of academic and technical preparedness. These programs of study strive to contain the criteria to become Career and Professional Education (CAPE) Academies by providing opportunities for industry certification and preparedness for post-secondary education.

Formal articulation and dual enrollment agreements have been established with local institutions of higher education (e.g., Florida Gulf Coast University, Edison Community College, Hodges University, Embry Riddle University, Keiser University, Lorenzo Walker Institute of Technology and Immokalee Technical Center) as well as statewide articulations to ensure that students receive credit or advanced standing if enrolling in these institutions.

3-D Animation Technology

8718110 3-D Animation Technology 1

This course focuses on the history of 3-D animation, production process, intellectual property rights, computer skills and animation development.

8718120 3-D Animation Technology 2

This course focuses on animation modeling.

8718130 3-D Animation Technology 3

This course focuses on rendering 3-D animation.

8718140 3-D Animation Technology 4

This course focuses on advanced animation and theory.

Accounting Technology

8200320 APPLIED COMPUTER BUSINESS SKILLS 1 (.5 CREDIT)

This course is designed to provide a basic overview of current business and information systems and trends and to introduce students to the basics and foundations required for today's business environments. Emphasis is placed on developing proficiency with touch keyboarding and fundamental word processing applications, so that they may be used as communication tools for enhancing personal and work place proficiency in an information-based society.

AND

8200330 APPLIED COMPUTER BUSINESS SKILLS 2 (.5 CREDIT)

This course is designed to introduce students to the basic skills and foundations required for today's business environments. Emphasis is placed on developing proficiency with touch keyboarding and fundamental computer applications using databases, spreadsheets, presentation applications, and the integration of these programs using software that meets industry standards.

OR

8209020 COMPUTING FOR COLLEGE AND CAREERS (PA)

This course is designed to provide a basic overview of current information systems and trends, and to introduce students to the basic skills and foundations required for today's college and technical career environments. Emphasis is placed on developing proficiency with computer applications to include Word, PowerPoint, Excel, Access and Publisher, so that they may be used as communication tools for enhancing personal, college and workplace proficiency in an information based society. This course will meet graduation requirement for Performing Fine Arts graduation credit.

OR

8207310 INTRODUCTION TO INFORMATION TECHNOLOGY (PA)

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 e-mail and Internet services; basic HTML, DHTML, and XML web commands and design; and emerging technologies and web page design. This course will meet graduation requirement for Performing Fine Arts graduation credit.

8203310 ACCOUNTING APPLICATIONS 1

This course emphasizes double-entry accounting; methods and principles of recording business transactions; the preparation of various documents used in recording income, expenses, acquisition of assets, incurrence of liabilities, and changes in equity and the preparation of financial statements. The use of computers is integrated into the course.

8203320 ACCOUNTING APPLICATIONS 2

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 is required.

8203330 ACCOUNTING APPLICATIONS 3

This course continues the study of accounting principles and applies those principles to various entities. This honors course is based on four outcomes relating to: recording, processing, analyzing, and the utilization of financial information. The curriculum is rigorous and detail oriented and involves problem solving and critical evaluation of financial processes. This course stresses the understanding and demonstration of the following elements of the accounting industry: planning, management, finance, technical and production skills, underlying principles of technology, analyzing, the use of computer software and ethics. This course prepares students for employment as an Information Technology Assistant and Accountant Clerk or Bookkeeper and is articulated to Edison College.

0502400 – AICE ACCOUNTING I – AS LEVEL

The Cambridge International AS and A Level Accounting syllabus enables learners to apply their accounting knowledge and understanding in order to analyses and present information, give reasoned explanations, and make judgments 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. Learners find out about raising capital by shares and loans, ratio analysis and cost accounting, and also study the preparation of cash flow statements, cash flow analysis, the repayment of share capital, and standard costing and investment appraisal, among many other topics.

<http://www.cie.org.uk/programmes-and-qualifications/cambridge-international-as-and-a-level-accounting-9706/>

8203340 ACCOUNTING APPLICATIONS 4

This course continues the application of accounting principles to various entities. The content of this honors course includes double-entry accounting principles; methods of recording business transactions' preparation and analysis of various documents and financial statements; payroll records and tax forms; accounting control systems; account and transactions analysis inventory methods; the aging process; depreciation; and the application of accounting principles to various entities. This course stresses the understanding and demonstration of work-based accounting simulations in the

following elements of the accounting industry: planning, management, finance, technical and production skills, underlying principles of technology, analyzing, and ethics. This course prepares students for employment as an Accounting Associate or Bookkeeper and is articulated to Edison College.

8200410 BUSINESS COOPERATIVE EDUCATION – OJT

The purpose of this course is to provide the on-the-job training component when the cooperative method of instruction is appropriate. Whenever the cooperative method is offered, the following is required for each student: a training agreement; a training plan signed by the student, teacher and employer, including instructional objectives; a list of on-the-job and in-school learning experiences; a workstation which reflects equipment, skills and tasks which are relevant to the occupation which the student has chosen as a career goal; and a site supervisor with a working knowledge of the selected occupation. The workstation may be in an industry setting or in a virtual learning environment. The student must be compensated for work performed.

Administrative Office Specialist

8200320 APPLIED COMPUTER BUSINESS SKILLS 1 (.5 CREDIT)

This course is designed to provide a basic overview of current business and information systems and trends and to introduce students to the basics and foundations required for today's business environments. Emphasis is placed on developing proficiency with touch keyboarding and fundamental word processing applications, so that they may be used as communication tools for enhancing personal and work place proficiency in an information-based society.

AND

8200330 APPLIED COMPUTER BUSINESS SKILLS 2 (.5 CREDIT)

This course is designed to introduce students to the basic skills and foundations required for today's business environments. Emphasis is placed on developing proficiency with touch keyboarding and fundamental computer applications using databases, spreadsheets, presentation applications, and the integration of these programs using software that meets industry standards.

OR

8209020 COMPUTING FOR COLLEGE AND CAREERS (PA)

This course is designed to provide a basic overview of current information systems and trends, and to introduce students to the basic skills and foundations required for today's college and technical career environments. Emphasis is placed on developing proficiency with computer applications to include Word, PowerPoint, Excel, Access and Publisher, so that they may be used as communication tools for enhancing personal, college and workplace proficiency in an information based society. This course will meet graduation requirement for Performing Fine Arts graduation credit.

OR

8207310 INTRODUCTION TO INFORMATION TECHNOLOGY (PA)

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 e-mail and Internet services; basic HTML, DHTML, and XML web commands and design; and emerging technologies and web page design. This course will meet graduation requirement for Performing Fine Arts graduation credit.

8212110 ADMINISTRATIVE OFFICE TECHNOLOGY 1

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 areas of personal and professional development and promotes application of higher level office procedures tasks and communications skills through the use of technology.

8212120 BUSINESS SOFTWARE APPLICATIONS 1

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

8209510 DIGITAL DESIGN 1 (PA)

This course is designed to introduce digital publishing concepts and operations, layout, design, and measurement activities, digital imaging, introduction to HTML, and optimizing digital photographs for web publications. This course will meet graduation requirement for Performing Fine Arts graduation credit.

8212410 ADMINISTRATIVE OFFICE TECHNOLOGY 2

This course explores and expands the competencies learned in Administrative Office Technology 1 and promotes application of higher level office procedures tasks and communication skills.

8212160 BUSINESS SOFTWARE APPLICATIONS 2

This course is designed to use technology to produce high quality employment portfolios, research job opportunities, and compile and disseminate job-seeking documents.

2102326 Pre-AICE BUSINESS STUDIES (IGCSE LEVEL)

The Cambridge IGCSE Business Studies course develops learners' understanding of business activity in the public and private sectors, and the importance of innovation and change. Students find out how the major types of business organization are established, financed and run, and how their activities are regulated. Factors influencing business decision-making are also considered, as are the essential values of cooperation and interdependence. Students not only study business concepts and techniques but also enhance related skills such as numeracy and enquiry.

2102324 AICE BUSINESS STUDIES 1 (AS LEVEL)

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.

2102325 AICE BUSINESS STUDIES 2 (A LEVEL)

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. It is assumed that the content and skills of AICE Business Studies 1 have been mastered before starting this course.

Aerospace Technology

The purpose of this program is to provide students with a foundation of knowledge and technically oriented experiences in the study of Aerospace Technologies, its effect upon our lives, and the choosing of an occupation. The content and activities will also include the study of safety and leadership skills. This program focuses on transferable skills and stresses understanding and demonstration of the technological tools, machines, instruments, materials, processes and systems in business and industry.

8600580 AEROSPACE TECHNOLOGIES I (EQ)

This course provides students with an introduction to the knowledge, human relations, and technological skills found today in Aerospace Technologies. This course will meet graduation requirement for Performing Fine Arts graduation credit.

8600680 AEROSPACE TECHNOLOGIES II (EQ)

This course provides students with an intermediate understanding of the knowledge, human relations, and technological skills found today in Aerospace Technologies. This course will meet graduation requirement for Performing Fine Arts graduation credit.

8601780 AEROSPACE TECHNOLOGIES III (EQ)

This course provides students with an advanced understanding of the knowledge, human relations, and technological skill found today in Aerospace Technologies. This course will meet graduation requirement for Performing Fine Arts graduation credit.

8601900 ADVANCED APPLICATIONS IN TECHNOLOGY (PA)

This course provides students with a capstone opportunity to develop a school based project from vision to reality. Working in teams to design, engineer, manufacture, construct, test, redesign, test again, and them to produce a finished project.

8601800 WORK-BASED EXPERIENCES, ENGINEERING & TECHNOLOGY EDUCATION OJT

Technology education students will have the opportunity 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 and opportunity to apply and integrate the knowledge, skills, and abilities acquired during their school-based experience to actual work situations.

ASC1000 PRINCIPLES OF AERONAUTICAL SCIENCE

An introductory course in Aeronautical Science designed to provide the student with a broad-based aviation orientation in flight-related areas appropriate to all non-Aeronautical Science degree programs. Subjects include historical developments in aviation and the airline industry, theory of flight, airport operations, aircraft systems and performance,

elements of air navigation, basic meteorology theory, air traffic principles, flight physiology, and aviation regulations and safety.

ASC2560 UNMANNED AIRCRAFT SYSTEMS

This course is a survey of Unmanned Aerial Vehicles (UAV) and systems, emphasizing the military and commercial history, growth, and applications of UAVs. Course will include basic acquisition, use and operation of UAVs with an emphasis on operations.

ATF1103 PRIVATE PILOT OPERATIONS

This course develops the aeronautical knowledge required for certification as Private Pilot with an Airplane Single Engine Land rating. Topics include regulations, safety, pre-solo operations, cross-country planning, airspace, chart use, communications, weather, performance, weight and balance, aerodynamics and decision-making. This is a dual enrollment course with Embry Riddle University.

Allied Health Assisting

8417100 HEALTH SCIENCE ANATOMY & PHYSIOLOGY

The purpose of this sequence is to prepare the student for employment or advanced training in the health services occupations. It provides integration of classroom and laboratory experience of anatomy & physiology, medical terminology, micro and macroscopic tissue study, health and disease.

8417110 HEALTH SCIENCE FOUNDATIONS

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.

8417131 ALLIED HEALTH ASSISTING 3

This course is the third in the sequence for "Allied Health Assistant" program and occupational completion point. The students will be provided real world applications in the area of allied health aide, medical assistant, medical lab assistant, occupational and physical therapy aide, respiratory therapy aide or radiological aide. The completion of this course prepares the student for certification, advanced training/education or entry employment. This course included clinical rotations/lab in at least three of the allied health areas.

8400410 HEALTH SCIENCE EDUCATION COOPERATIVE-OJT

The purpose of this course is to enhance or further develop competency through the on-the-job training experience. The on-the-job experiences provided must be related to the job preparatory program. For on-the-job training, the following is required for each student: a training agreement; a training plan with selected student performance standards identified and signed by the student, teacher and employer which includes instructional objectives and a list of on-the-job and in-school learning experiences; a work station which reflects appropriate equipment for the training; and skills and tasks which are relevant to the occupation which the student has chosen as a career goal. The student must be paid for work performed.

Applied Information Technology

8207310 INTRODUCTION TO INFORMATION TECHNOLOGY (PA)

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 e-mail and Internet services; basic HTML, DHTML, and XML web commands and design; and emerging technologies and web page design. This course will meet graduation requirement for Performing Fine Arts graduation credit.

9003420 WEB TECHNOLOGIES (PA)

This course introduces students to the essential concepts, components, terminology and knowledge about web design, planning, creating and designing a website.

9003430 IT SYSTEMS AND APPLICATIONS

This course furthers students' knowledge of CPU systems features and components, installation process, configuration activities, networks, production issues, computer networks, and operational procedures.

9003440 DATABASE ESSENTIALS

This course furthers students' knowledge of database design and organization. The content includes formulating and assembling of entity relationships, modeling, optionality, construction stages of data modeling, proficiency of advanced data constructs, and complex information.

9003450 PROGRAMMING ESSENTIALS

This course furthers students' knowledge of programming design, code programs, design of maintenance and testing programs, performing program maintenance, creating and maintaining documenting of programs, and awareness of software quality assurance.

0200440 AICE APPLIED INFORMATION AND COMMUNICATION TECHNOLOGY 1 (AS LEVEL)

The purpose of this course is for students to develop and learn to apply a broad range of ICT skills while also gaining an understanding of the way ICT is used in the world of work. The course introduces learners to the structure and use of ICT systems within a wide range of organizations, including the use of a variety of computer networks. As a result, learners understand ICT system life cycles, and how these affect the workplace. They also gain an understanding of the wider impact of ICT on society in general.

0200450 AICE APPLIED INFORMATION AND COMMUNICATION TECHNOLOGY 2 (A LEVEL)

The purpose of this course is for students to develop and learn to apply a broad range of ICT skills while also gaining an understanding of the way ICT is used in the world of work. The course introduces learners to the structure and use of ICT systems within a wide range of organizations, including the use of a variety of computer networks. As a result, learners understand ICT system life cycles, and how these affect the workplace. They also gain an understanding of the wider impact of ICT on society in general. It is assumed that the content and skills of AICE Applied Information and Communication Technology 1 have been mastered before starting this course.

9000100 INFORMATION TECHNOLOGY DIRECTED STUDY

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.

Aquaculture

8106810 AGRISCIENCE FOUNDATIONS (PA)

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.

8112010 AQUACULTURE 2 (EQ)

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.

8112020 AQUACULTURE 3 (EQ)

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.

Building Trades and Construction Design Technology

8722010 BUILDING TRADES AND CONSTRUCTION DESIGN TECHNOLOGY 1

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, the use of hand and power tools, employability skills, human relations and leadership skills and related construction theory. Students will be expected to complete the core competencies as required for industry certification.

8722020 BUILDING TRADES AND CONSTRUCTION DESIGN TECHNOLOGY 2

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, blueprints, specifications and construction documents. Students will complete the core requirements for certification and will begin working on NCCER certification for construction or carpentry.

8722030 BUILDING TRADES AND CONSTRUCTION DESIGN TECHNOLOGY 3 (PA)

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 construction drawing and documents. Students are expected to complete hands on construction experiences, complete the selected NCCER certification and earn OSHA safety certifications.

8722040 BUILDING TRADES AND CONSTRUCTION DESIGN TECHNOLOGY 4

The purpose of this course is to provide students with hands on skills in the carpentry and masonry trades and complete NCCER certifications.

8601900 ADVANCED TECHNOLOGY APPLICATIONS (PA)

Students will have 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.

8700400 INDUSTRIAL COOPERATIVE EDUCATION- OJT

The purpose of this course is to provide the on-the-job training experience in a related job preparatory program. Students and employers are expected to follow a training plan that includes instructional objective and on-the-job training experiences. The employer must provide a professional workstation with appropriate equipment in either an industry setting or in a virtual learning environment. The student must be compensated for work performed.

Computer Programming – (Database Application Development & Programming)

This sequence is designed to provide basic programming courses for students planning to enroll in AP Computer Science Courses, for students working to complete Bright Future Eligibility in Computer Programming, and for students interested in Computer Programming as a career or in preparation for post-secondary training. Bright Futures eligibility requires three Career and Technical courses (courses beginning with 8 or 9). The introductory course can be taken in middle school for high school credit, completed in high school or completed as an on-line virtual course. The introductory course is not required.

8200320 APPLIED COMPUTER BUSINESS SKILLS 1 (.5 CREDIT)

This course is designed to provide a basic overview of current business and information systems and trends and to introduce students to the basics and foundations required for today's business environments. Emphasis is placed on developing proficiency with touch keyboarding and fundamental word processing applications, so that they may be used as communication tools for enhancing personal and work place proficiency in an information-based society.

AND

8200330 APPLIED COMPUTER BUSINESS SKILLS 2 (.5 CREDIT)

This course is designed to introduce students to the basic skills and foundations required for today's business environments. Emphasis is placed on developing proficiency with touch keyboarding and fundamental computer applications using databases, spreadsheets, presentation applications, and the integration of these programs using software that meets industry standards.

OR

8209020 COMPUTING FOR COLLEGE AND CAREERS (PA)

This course is designed to provide a basic overview of current information systems and trends, and to introduce students to the basic skills and foundations required for today's college and technical career environments. Emphasis is placed on developing proficiency with computer applications to include Word, PowerPoint, Excel, Access and Publisher, so that they may be used as communication tools for enhancing personal, college and workplace proficiency in an information based society.

OR

8207310 INTRODUCTIONS TO INFORMATION TECHNOLOGY (PA)

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 e-mail and Internet services; basic HTML, DHTML, and XML web commands and design; and emerging technologies and web page design. This course will meet graduation requirement for Performing Fine Arts graduation credit.

9007210 FOUNDATIONS OF PROGRAMMING

The purpose of this course is to teach beginning programming techniques using Visual Basic, C and other computer languages. Topics shall include, but not be limited to, design of algorithms and writing of computer programs in Visual Basic, C, and basic Linux usage and administration.

9007220 PROCEDURAL PROGRAMMING

The purpose of this course is to continue the content of the prerequisite courses with an elaboration on the development of algorithm and introduction of C and C#. Topics shall include, but not be limited to, more advanced work with computer algorithm including sequential, repetitive, and recursive algorithms, advanced filing techniques; more detailed syntax language, comparison and contrast of computer languages, video game programming, Internet and publishing tools, and applications development. Emphasis in the first semester will be on C programming in the Linux command line environment and emphasis in the second semester will be on C# programming for Microsoft Xbox 360 game development.

9007230 OBJECT ORIENTED PROGRAMMING FUNDAMENTALS

The purpose of this course is to advance the content of the prerequisite courses with an elaboration on the development of algorithm and introduction of C and C#. Topics shall include, but not be limited to, more advanced work with computer algorithm including sequential, repetitive, and recursive algorithms, advanced filing techniques; more detailed syntax language, comparison and contrast of computer languages, video game programming, Internet and publishing tools, and applications development.

0200435 Pre-AICE COMPUTER STUDIES IGCSE LEVEL

Pre-AICE Computer Studies offers learners the opportunity to develop an interest in, enjoyment of, and confidence in the use of computing. They develop an appreciation of the range and power of computer applications and solve problems using computing. Studies include systems analysis, algorithm design and programming concepts. Learners consider a broad range of computer applications to develop an understanding of the power and versatility of the computer and the benefits of its use, but also its limitations and potential disadvantages.

0200420 AICE COMPUTING 1 (AS LEVEL)

The purpose of this course is to encourage learners to develop an understanding of the fundamental principles of computer science and how computer programs work in a range of contexts. Learners will study topics including information representation, communication and Internet technologies, hardware, software development, and relational database modeling. As they progress, learners will develop their computational thinking and use problem solving to develop computer-based solutions using algorithms and programming languages.

0200430 AICE COMPUTING 2 (A LEVEL)

The purpose of this course is to encourage learners to develop an understanding of the fundamental principles of computer science and how computer programs work in a range of contexts. Learners will study topics including information representation, communication and Internet technologies, hardware, software development, and relational database modeling. As they progress, learners will develop their computational thinking and use problem solving to develop computer-based solutions using algorithms and programming languages. It is assumed that the content and skills of AICE Computing 1 have been mastered before starting this course.

0200320 ADVANCED PLACEMENT COMPUTER SCIENCE

This college level course follows the recommendation of the Committee on Computer Science of the Advanced Placement Program and prepares students for the Advanced Placement Computer Science A examination of the College Entrance Examination Board. Major emphasis is placed on knowledge and use of JAVA computer language and advanced data structures, including dynamic memory structure.

9000420 INFORMATION TECHNOLOGY COOPERATIVE EDUCATION- OJT

The purpose of this course is to provide the on-the-job training experience in a related job preparatory program. Students and employers are expected to follow a training plan that includes instructional objective and on-the-job training experiences. The employer must provide a professional workstation with appropriate equipment in either an industry setting or in a virtual learning environment. The student must be compensated for work performed.

Criminal Justice Operations

8918010 CRIMINAL JUSTICE OPERATIONS 1

This is the first course in a sequence of three. It is designed to allow the first year student to explore the opportunities available within the criminal justice system including 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.

***Students who plan to enroll in this course are hereby notified that this profession by Florida state law must meet certain legal standards of behavior. Students must be of good moral character, not been found guilty of, or entered a plea of nolo contendere or guilty to any offense prohibited under any of the provisions of the Florida Statutes or under any similar statute of another jurisdiction. Students must acknowledge that the existence of any criminal or delinquency record regardless of whether adjudicated guilty by the court and regardless of whether or not those records have been sealed or expunged may prevent him/her from legally entering the criminal justice or teaching professions. Participation or affiliation with any gang, the use of any type of controlled substance, or the posting of inappropriate information on the World Wide Web may also prevent a student from entering the profession in the future.

8918020 CRIMINAL JUSTICE OPERATIONS 2

This is the second course in a sequence of three. It is designed as the first area of practice, "hands on" training. The student will develop competencies in patrol, traffic control, defensive tactics, physical proficiency skills, and first aid and cardiopulmonary resuscitation skills.

***Students who plan to enroll in this course are hereby notified that this profession by Florida state law must meet certain legal standards of behavior. Students must be of good moral character, not been found guilty of, or entered a plea of nolo contendere or guilty to any offense prohibited under any of the provisions of the Florida Statutes or under any similar

statute of another jurisdiction. Students must acknowledge that the existence of any criminal or delinquency record regardless of whether adjudicated guilty by the court and regardless of whether or not those records have been sealed or expunged may prevent him/her from legally entering the criminal justice or teaching professions. Participation or affiliation with any gang, the use of any type of controlled substance, or the posting of inappropriate information on the World Wide Web may also prevent a student from entering the profession in the future.

8918030 CRIMINAL JUSTICE OPERATIONS 3

This is the third in the sequence, providing students with a hands-on practical crime scene investigation, courtroom presentation and forensic evidence preservation. This course is designed to develop competencies in crime and accident investigation procedures, forensic science tasks, crime prevention, and property control procedures.

***Students who plan to enroll in this course are hereby notified that this profession by Florida state law must meet certain legal standards of behavior. Students must be of good moral character, not been found guilty of, or entered a plea of nolo contendere or guilty to any offense prohibited under any of the provisions of the Florida Statutes or under any similar statute of another jurisdiction. Students must acknowledge that the existence of any criminal or delinquency record regardless of whether adjudicated guilty by the court and regardless of whether or not those records have been sealed or expunged may prevent him/her from legally entering the criminal justice or teaching professions. Participation or affiliation with any gang, the use of any type of controlled substance, or the posting of inappropriate information on the World Wide Web may also prevent a student from entering the profession in the future.

8918031 PRIVATE SECURITY OFFICER

This course provides specialized training at the completion of Criminal Justice Operations 1, 2, and 3. Students completing this course and the three-course sequence will be ready for employment and advanced training. Students will learn practical hands-on methods in patrolling and securing access, observation and protection of crime scenes and the evidence. Students would be ready to apply for the Private Security Officer, Class "D" license.

***Students who plan to enroll in this course are hereby notified that this profession by Florida state law must meet certain legal standards of behavior. Students must be of good moral character, not been found guilty of, or entered a plea of nolo contendere or guilty to any offense prohibited under any of the provisions of the Florida Statutes or under any similar statute of another jurisdiction. Students must acknowledge that the existence of any criminal or delinquency record regardless of whether adjudicated guilty by the court and regardless of whether or not those records have been sealed or expunged may prevent him/her from legally entering the criminal justice or teaching professions. Participation or affiliation with any gang, the use of any type of controlled substance, or the posting of inappropriate information on the World Wide Web may also prevent a student from entering the profession in the future.

8900410 LAW, PUBLIC SAFETY, AND SECURITY COOPERATIVE EDUCATION - OJT

The purpose of this course is to provide the on-job-training component when the cooperative method of instruction is used to prepare students for employment in public service occupations. On-job experiences are provided as a part of 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. The student must be paid for work performed.

***Students who plan to enroll in this course are hereby notified that this profession by Florida state law must meet certain legal standards of behavior. Students must be of good moral character, not been found guilty of, or entered a plea of nolo contendere or guilty to any offense prohibited under any of the provisions of the Florida Statutes or under any similar statute of another jurisdiction. Students must acknowledge that the existence of any criminal or delinquency record regardless of whether adjudicated guilty by the court and regardless of whether or not those records have been sealed or expunged may prevent him/her from legally entering the criminal justice or teaching professions. Participation or affiliation with any gang, the use of any type of controlled substance, or the posting of inappropriate information on the World Wide Web may also prevent a student from entering the profession in the future.

Culinary Arts

8800510 CULINARY ARTS 1

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.

8800520 CULINARY ARTS 2 (PA)

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. This course will meet graduation requirement for Performing Fine Arts graduation credit.

8800530 CULINARY ARTS 3 (PA)

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. This course will meet graduation requirement for Performing Fine Arts graduation credit.

8800540 CULINARY ARTS 4

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.

8800420 HOSPITALITY AND TOURISM COOPERATIVE OJT

The purpose of this course is to provide the on-the-job training component when the cooperative method of instruction is appropriate. The following is required for each student: a training agreement; a training plan signed by the student, teacher and employer, including instructional objectives; a list of on-the-job and in-school learning experiences; a workstation which reflects equipment, skills and tasks which are relevant to the occupation which the student has chosen as a career goal; and a site supervisor with a working knowledge of the selected occupation. The workstation may be in an industry setting or in a virtual learning environment. The student must be compensated for work performed.

Digital Design

8200320 APPLIED COMPUTER BUSINESS SKILLS 1 (.5 CREDIT)

This course is designed to provide a basic overview of current business and information systems and trends and to introduce students to the basics and foundations required for today's business environments. Emphasis is placed on developing proficiency with touch keyboarding and fundamental word processing applications, so that they may be used as communication tools for enhancing personal and work place proficiency in an information-based society.

AND

8200330 APPLIED COMPUTER BUSINESS SKILLS 2 (.5 CREDIT)

This course is designed to introduce students to the basic skills and foundations required for today's business environments. Emphasis is placed on developing proficiency with touch keyboarding and fundamental computer applications using databases, spreadsheets, presentation applications, and the integration of these programs using software that meets industry standards.

OR

8209020 COMPUTING FOR COLLEGE AND CAREERS (PA)

This course is designed to provide a basic overview of current information systems and trends, and to introduce students to the basic skills and foundations required for today's college and technical career environments. Emphasis is placed on developing proficiency with computer applications to include Word, PowerPoint, Excel, Access and Publisher, so that they may be used as communication tools for enhancing personal, college and workplace proficiency in an information based society.

OR

0207310 INTRODUCTION TO INFORMATION TECHNOLOGY

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 e-mail and Internet services; basic HTML, DHTML, and XML web commands and design; and emerging technologies and web page design. This course will meet graduation requirement for Performing Fine Arts graduation credit.

8209510 DIGITAL DESIGN 1 (PA)

This course is designed to introduce digital publishing concepts and operations, layout, design, and measurement activities, digital imaging, introduction to HTML, and optimizing digital photographs for web publications. This course will meet graduation requirement for Performing Fine Arts graduation credit.

8209520 DIGITAL DESIGN 2 (PA)

The content of this course includes digital publishing operations to include internet/intranet tools, web site promotion, advanced HTML commands, advanced page design, and multimedia applications. This course will meet graduation requirement for Performing Fine Arts graduation credit.

8209530 DIGITAL DESIGN 3 (PA)

This course continues the development of industry-standard skills required for careers in the digital publishing industry. The content includes disk utility and virus protection activities; production of a variety of designs using resolution and screen values, electronic line art and multiple color designs; use of image editing software to include kerning, tracking, horizontal/vertical scaling and baseline shifting. This course will meet graduation requirement for Performing Fine Arts graduation credit.

8200430 ARTS, A/V TECHNOLOGY AND COMMUNICATION COOPERATIVE EDUCATION-OJT

This course is designed to provide the on-job-training component when the cooperative method of instruction is used to prepare students for employment in business occupations. On-job experiences are provided as part of 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. The student must be paid for work performed.

1100460 – AICE MEDIA STUDIES – AS LEVEL

Cambridge International AS and A Level Media Studies offers learners the chance to develop an understanding and appreciation of the place of media in our everyday lives. The syllabus enables learners to take a hands-on approach to the subject. Through the coursework components - the Foundation Portfolio for AS Level and the Advanced Portfolio for A Level - they create their own media products from planning through to execution. Learners also consider and analyze examples from existing media, examining production processes and technologies and the effects they achieve.

<http://www.cie.org.uk/programmes-and-qualifications/cambridge-international-as-and-a-level-media-studies-9607/>

Diversified Education

8303010 DIVERSIFIED CAREER TECHNOLOGY PRINCIPLES

This course is designed to enable each student to demonstrate employability skills; environmental, health, and safety skills; professional, legal and ethical responsibilities; financial skills; leaderships skills; communication skills; human resources and labor skills; American economic principles; entrepreneurship principles; relate planning methods to life and career goals; and use of industry/technology principals in the workplace.

8303020 DIVERSIFIED CAREER TECHNOLOGY APPLICATIONS

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 principals, components of a business plan; decision making skills to life and career goals; technical skills and the functions of management.

8303030 DIVERSIFIED CAREER TECHNOLOGY MANAGEMENT

This course is designed to enable each student to implement competency and mastery in the areas of employability (human resource); environmental, health and safety ; professional, legal and ethical workplace responsibilities; financial planning; leaderships skills; communication skills; labor and human resource issues related to the workplace; global and economic issues; a business plan, employability skills related to life and career goals; managerial/supervisory uses of technology; the five functions of management; the role of the manager; and technical and production skills.

8300310 WORKPLACE ESSENTIALS (.5) CREDIT

This course offers coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in Diversified Education; 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 Diversified Education career cluster. This program offers a broad foundation of knowledge and skills to prepare students for employment and or a focus on entrepreneurial ship skills.

8300330 WORKPLACE TECHNOLOGY APPLICATIONS (.5) CREDIT

The purpose of this program is to give students an opportunity to apply knowledge and skills related to the area of technology, how it works, and its uses in the workplace.

0500300 EXECUTIVE INTERNSHIP 1

This course provides a practical introduction to the work environment through direct contact with professionals in the community. The content will include, but not be limited to, the following: discussion of professional job requirements, building vocabulary appropriate to the area of professional interest, development of decision-making skills, and development of personal and educational job-related skills.

8300420 COOPERATIVE DIVERSIFIED EDUCATION - OJT

This program will provide students with competencies developed through paid supervised on-job training related to instruction in job preparatory programs, i.e., Early Child Education. Supervised on-job training provides opportunities for selective placement based only on the student's job preparatory program, and the development and evaluation of occupational competencies. Job related classroom instruction must have been provided in a job preparatory program 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.) Technology Education programs and Work Experience programs are not job preparatory programs. The student must be paid for work performed.

8300430 GUIDED WORKPLACE-LEARNING (INTERNSHIP)

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.

8601800 WORK-BASED EXPERIENCE

Technology education students will have the opportunity 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 and 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.

0500370 VOLUNTEER SCHOOL/COMMUNITY SERVICE

The purpose of this course is to provide an opportunity for students to be engaged in activities that help them to develop an appreciation for the concept of service to the school or 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 a local school or community. Teachers are challenged to encourage students to plan for the future and to act in the present. This course is not designed for students to be utilized as teacher or office aides.

Drafting and Illustrative Design Technology- Program is being replaced by Technical Design Technology

Early Childhood Education

8405110 (NEW) EARLY CHILDHOOD EDUCATION 1

This course covers the 40-hour competencies for the Department of Children and Families and general competencies for initial employment. Students will acquire competence in state rules and regulations; clean, safe and healthy learning environments; food service and nutrition education; child abuse and neglect; principles of child development; observation and recording; developmentally appropriate practices; including: methods of guidance; professionalism; communication; leadership and organizational skills; community resources; career opportunities and observation and recording methods.

Upon completion of early childhood education 1, 2, and 3 the student has completed 450 hours of a 600-hour Child Development Associates credential (CDA) program. By entering the dual enrollment Early Childhood Education class at LWIT or ITC the student will be certified by the State of Florida with a CDA equivalency credential. There is a 40 hour minimum training requirement.

***Students who plan to enroll in the early childhood program are hereby notified that this profession by Florida state law must meet certain legal standards of behavior. Students must be of good moral character, not been found guilty of, or entered a plea of nolo contendere or guilty to any offense prohibited under any of the provisions of the Florida Statutes or under any similar statute of another jurisdiction. Students must acknowledge that the existence of any criminal or delinquency record regardless of whether adjudicated guilty by the court and regardless of whether or not those records have been sealed or expunged may prevent him/her from legally entering the criminal justice or teaching professions. Participation or affiliation with any gang, the use of any type of controlled substance, or the posting of inappropriate information on the World Wide Web may also prevent a student from entering the profession in the future.

8405120 (NEW) EARLY CHILDHOOD EDUCATION 2

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.

***Students who plan to enroll in the early childhood program are hereby notified that this profession by Florida state law must meet certain legal standards of behavior. Students must be of good moral character, not been found guilty of, or entered a plea of nolo contendere or guilty to any offense prohibited under any of the provisions of the Florida Statutes or under any similar statute of another jurisdiction. Students must acknowledge that the existence of any criminal or delinquency record regardless of whether adjudicated guilty by the court and regardless of whether or not those records have been sealed or expunged may prevent him/her from legally entering the criminal justice or teaching professions.

Participation or affiliation with any gang, the use of any type of controlled substance, or the posting of inappropriate information on the World Wide Web may also prevent a student from entering the profession in the future.

8405130 (NEW) EARLY CHILDHOOD EDUCATION 3 (PA)

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. This course will meet graduation requirement for Performing Fine Arts graduation credit.

*Due to the inter-relationship of the site-based child care centers and early childhood education classes, the consideration and safety of the preschool children must be closely monitored. Therefore, the placement of students in Early Childhood Education classes should be screened appropriately and monitored closely so that students with questionable social behaviors or disorders can be placed appropriately.

***Students who plan to enroll in the early childhood program are hereby notified that this profession by Florida state law must meet certain legal standards of behavior. Students must be of good moral character, not been found guilty of, or entered a plea of nolo contendere or guilty to any offense prohibited under any of the provisions of the Florida Statutes or under any similar statute of another jurisdiction. Students must acknowledge that the existence of any criminal or delinquency record regardless of whether adjudicated guilty by the court and regardless of whether or not those records have been sealed or expunged may prevent him/her from legally entering the criminal justice or teaching professions. Participation or affiliation with any gang, the use of any type of controlled substance, or the posting of inappropriate information on the World Wide Web may also prevent a student from entering the profession in the future.

8405140 (NEW) EARLY CHILDHOOD EDUCATION 4

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.

***Students who plan to enroll in the early childhood program are hereby notified that this profession by Florida state law must meet certain legal standards of behavior. Students must be of good moral character, not been found guilty of, or entered a plea of nolo contendere or guilty to any offense prohibited under any of the provisions of the Florida Statutes or under any similar statute of another jurisdiction. Students must acknowledge that the existence of any criminal or delinquency record regardless of whether adjudicated guilty by the court and regardless of whether or not those records have been sealed or expunged may prevent him/her from legally entering the criminal justice or teaching professions. Participation or affiliation with any gang, the use of any type of controlled substance, or the posting of inappropriate information on the World Wide Web may also prevent a student from entering the profession in the future.

0500540 Pre-AICE CHILD DEVELOPMENT (IGCSE LEVEL)

Taking an interdisciplinary approach, the Cambridge IGCSE Child Development course covers all stages of child development from conception to 5 years. Learners find out about currently accepted developmental norms, and about the complex range of factors that can affect child development, including genetics, and the prenatal and early environment. Learners undertake the structured observation of young children, learning to apply scientific methods in the collection, analysis and interpretation of the data they generate.

8500410 FAMILY AND CONSUMER SCIENCES EDUCATION – OJT

The purpose of this course is to provide the on-the-job training component when the cooperative method of instruction is appropriate. Whenever the cooperative method is offered, the following is required for each student: a training agreement; a training plan signed by the student, teacher and employer, including instructional objectives; a list of on-the-job and in-school learning experiences; a workstation which reflects equipment, skills and tasks which are relevant to the occupation which the student has chosen as a career goal; and a site supervisor with a working knowledge of the selected occupation. The workstation may be in an industry setting or in a virtual learning environment. The student must be compensated for work performed.

Electrocardiograph Aide

8417100 HEALTH SCIENCE ANATOMY & PHYSIOLOGY

The purpose of this sequence is to prepare the student for employment or advanced training in the health services occupations. It provides integration of classroom and laboratory experience of anatomy & physiology, medical terminology, micro and macroscopic tissue study, health and disease.

8417110 HEALTH SCIENCE FOUNDATIONS

This course provides for an exciting integration of classroom and “hands on” learning of medical equipment & procedures, safety and security procedures, legal and ethical responsibilities. This course also provides the student with knowledge of the health care delivery system and the variety of health occupations.

8417161 ELECTROCARDIOGRAPH AIDE 3 (ONE-HALF CREDIT)

This program is designed to prepare students for employment as EKG Aides and Healthcare Support Workers.

8400410 HEALTH SCIENCE EDUCATION COOPERATIVE-OJT

The purpose of this course is to enhance or further develop competency through the on-the-job training experience. The on-the-job experiences provided must be related to the job preparatory program. For on-the-job training, the following is required for each student: a training agreement; a training plan with selected student performance standards identified and signed by the student, teacher and employer which includes instructional objectives and a list of on-the-job and in-school learning experiences; a work station which reflects appropriate equipment for the training; and skills and tasks which are relevant to the occupation which the student has chosen as a career goal. The student must be paid for work performed.

Engineering Pathways

8600520 PRINCIPLES OF ENGINEERING (PA)

This course helps students understand the field of engineering/engineering technology. 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.

8600530 DIGITAL ELECTRONICS (PA)

This is a course in applied logic that encompasses the application of electronic circuits and devices. Computer simulation software is used to design and test digital circuitry prior to the actual construction of circuits and devices. This course will meet graduation requirement for Performing Fine Arts graduation credit.

8600550 INTRODUCTIONS TO ENGINEERING DESIGN (PA)

This course teaches engineering problem-solving skills using a design development process. Models of product solutions are created, analyzed, and communicated using solid modeling computer design software. This course uses the Project Lead the Way engineering program. This course will meet graduation requirement for Performing Fine Arts graduation credit.

8600560 COMPUTER INTEGRATED MANUFACTURING (PA)

This course applies principles of robotics and automation. The course builds on computer solid modeling skills developed in Introduction to Engineering Design, and Design and Drawing for Production. 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. This course will meet graduation requirement for Performing Fine Arts graduation credit.

8600590 CIVIL ENGINEERING AND ARCHITECTURE (PA)

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. This course will meet graduation requirement for Performing Fine Arts graduation credit.

8600650 ENGINEERING DESIGN AND DEVELOPMENT (PA)

This program provides students with an advanced understanding of the knowledge, human relations, and technological skills found today in technical profession. This course will meet graduation requirement for Performing Fine Arts graduation credit.

8600620 AEROSPACE ENGINEERING (PA)

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.

8600630 BIOTECHNICAL ENGINEERING

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.

8601900 ADVANCED TECHNOLOGY APPLICATIONS (PA)

Students will have 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.

8601800 WORK-BASED EXPERIENCES, ENGINEERING & TECHNOLOGY EDUCATION OJT

Technology education students will have the opportunity 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 and opportunity to apply and integrate the knowledge, skills, and abilities acquired during their school-based experience to actual work situations.

Entrepreneurship

8812110 PRINCIPLES OF ENTREPRENEURSHIP (PA)

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.

8812120 BUSINESS MANAGEMENT AND LAW

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.

8812000 BUSINESS OWNERSHIP (PA)

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.

8300310 WORKPLACE ESSENTIALS (.5) CREDIT

This course offers coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in Diversified Education; 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 Diversified Education career cluster. This program offers a broad foundation of knowledge and skills to prepare students for employment and or a focus on entrepreneurial ship skills.

8300330 WORKPLACE TECHNOLOGY APPLICATIONS (.5) CREDIT

The purpose of this program is to give students an opportunity to apply knowledge and skills related to the area of technology, how it works, and its uses in the workplace.

8300430 GUIDED WORKPLACE-LEARNING (INTERNSHIP)

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.

Finance

8815150 Finance and Business Technology (PA)

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. OR

8200320 APPLIED COMPUTER BUSINESS SKILLS 1 (.5 CREDIT)

This course is designed to provide a basic overview of current business and information systems and trends and to introduce students to the basics and foundations required for today's business environments. Emphasis is placed on developing proficiency with touch keyboarding and fundamental word processing applications, so that they may be used as communication tools for enhancing personal and work place proficiency in an information-based society.

AND

8200330 APPLIED COMPUTER BUSINESS SKILLS 2 (.5 CREDIT)

This course is designed to introduce students to the basic skills and foundations required for today's business environments. Emphasis is placed on developing proficiency with touch keyboarding and fundamental computer applications using databases, spreadsheets, presentation applications, and the integration of these programs using software that meets industry standards.

OR

8209020 COMPUTING FOR COLLEGE AND CAREERS (PA)

This course is designed to provide a basic overview of current information systems and trends, and to introduce students to the basic skills and foundations required for today's college and technical career environments. Emphasis is placed on developing proficiency with computer applications to include Word, PowerPoint, Excel, Access and Publisher, so that they may be used as communication tools for enhancing personal, college and workplace proficiency in an information based society. This course will meet graduation requirement for Performing Fine Arts graduation credit.

OR

8207310 INTRODUCTION TO INFORMATION TECHNOLOGY (PA)

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 e-mail and Internet services; basic HTML, DHTML, and XML web commands and design; and emerging technologies and web page design. This course will meet graduation requirement for Performing Fine Arts graduation credit.

8203310 ACCOUNTING APPLICATIONS 1

This course emphasizes double-entry accounting; methods and principles of recording business transactions; the preparation of various documents used in recording income, expenses, acquisition of assets, incurrence of liabilities, and changes in equity and the preparation of financial statements. The use of computers is integrated into the course.

8815110 FINANCIAL OPERATIONS

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.

8815130 FINANCIAL INTERNSHIP

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. Students earn high school credit and financial compensation.

8815120 PERSONAL FINANCIAL PLANNING

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.

0502390 Pre-AICE ACCOUNTING (IGCSE LEVEL)

The Cambridge IGCSE Accounting course 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. Students 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.

0502400 – AICE ACCOUNTING 1 (AS LEVEL)

The Cambridge International AS Level Accounting course enables learners to apply their accounting knowledge and understanding in order to analyze and present information, give reasoned explanations, and make judgments 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. Learners find out about raising capital by shares and loans, ratio analysis and cost accounting, and also study the preparation of cash flow statements, cash flow analysis, the repayment of share capital, and standard costing and investment appraisal, among many other topics.

0502410 – AICE ACCOUNTING 2 – A LEVEL

The purpose of this course is to enable learners to apply their accounting knowledge and understanding in order to analyze and present information, give reasoned explanations, and make judgments and recommendations. The course 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. Learners find out about raising capital by shares and loans, ratio analysis and cost accounting, and also study the preparation of cash flow statements, cash flow analysis, the repayment of share capital, and standard costing and investment appraisal, among many other topics. It is assumed that the content and skills of AICE Accounting 1 have been mastered before starting this course.

Health and Wellness

8417100 HEALTH SCIENCE ANATOMY & PHYSIOLOGY

The purpose of this sequence is to prepare the student for employment or advanced training in the health services occupations. It provides integration of classroom and laboratory experience of anatomy & physiology, medical terminology, micro and macroscopic tissue study, health and disease.

8417110 HEALTH SCIENCE FOUNDATIONS

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.

8417120 HEALTH AND WELLNESS 3

This course prepares students to be employed as Personal Trainers. Content includes, but not limited to, identifying and practicing within the appropriate scope of practice for a personal trainer, develop and implement exercise programs for apparently healthy individuals or those who have medical clearance to exercise, proficiency in the appropriate fitness equipment used, as well as a foundation in the musculo-skeletal system of the body. Fifty percent of the instructional time will include clinical hands-on experiences.

1501380 PERSONAL FITNESS TRAINERS

The purpose of this course is to provide students with a foundation of fitness knowledge and skill that will adequately prepare the student for a career as a Fitness Professional. The course contains, but is not limited to instruction in the following areas: Muscle Physiology, Cardiorespiratory Physiology, Basic Energy Metabolism, Training Adaptations, Applied Exercise Physiology, Basic Kinesiology and Musculoskeletal Anatomy, Safety and Exercise, Resistance Training, Training of the major Muscle Groups, Flexibility, Nutritional Considerations, Adult Fitness and Special Needs Populations,

8400410 HEALTH SCIENCE EDUCATION COOPERATIVE-OJT

The purpose of this course is to enhance or further develop competency through the on-the-job training experience. The on-the-job experiences provided must be related to the job preparatory program. For on-the-job training, the following is required for each student: a training agreement; a training plan with selected student performance standards identified and signed by the student, teacher and employer which includes instructional objectives and a list of on-the-job and in-school learning experiences; a work station which reflects appropriate equipment for the training; and skills and tasks which are relevant to the occupation which the student has chosen as a career goal. The student must be paid for work performed.

Hospitality and Tourism

8850110 INTRODUCTION TO HOSPITALITY AND TOURISM

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.

8845140 COMPUTER TECHNOLOGY FOR TRAVEL AND TOURISM

This course is designed to provide an introduction to computers and to develop entry-level skills for computer-related careers in the travel and tourism industry.

8845130 HOSPITALITY AND TOURISM INTERNSHIP

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.

8800420 HOSPITALITY AND TOURISM COOPERATIVE OJT

The purpose of this course is to provide the on-the-job training component when the cooperative method of instruction is appropriate. The following is required for each student: a training agreement; a training plan signed by the student, teacher and employer, including instructional objectives; a list of on-the-job and in-school learning experiences; a workstation which reflects equipment, skills and tasks which are relevant to the occupation which the student has chosen

as a career goal; and a site supervisor with a working knowledge of the selected occupation. The workstation may be in an industry setting or in a virtual learning environment. The student must be compensated for work performed.

8845420 TRAVEL AND TOURISM MARKETING MANAGEMENT

The purpose of this course is to provide students necessary career specific instruction in travel and tourism. Students will learn sales techniques, marketing principles, and entrepreneurship skills necessary to succeed in the travel and tourism industry.

2102400 Pre-AICE TRAVEL AND TOURISM (IGCSE LEVEL)

Cambridge IGCSE Travel and Tourism is designed to help meet the need for skilled and knowledgeable individuals in this rapidly diversifying industry. The purpose of the course is to develop practical skills across a range of working roles, as well as providing a global and local perspective on travel and tourism. Learners gain an overview of the industry, and learn about popular destinations, customer care, working procedures, travel and tourism products and services, and marketing and promotion.

2102410 AICE TRAVEL AND TOURISM 1 (AS LEVEL)

The purpose of this course is to encourage students 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. Students discover that the travel and tourism industry is dynamic in nature and how the industry responds to change: for example, external factors such as changing consumer needs and expectations and developments in technology.

2102420 AICE TRAVEL AND TOURISM 2 (A LEVEL)

The purpose of this course is to encourage students 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. Students discover that the travel and tourism industry is dynamic in nature and how the industry responds to change: for example, external factors such as changing consumer needs and expectations and developments in technology. It is assumed that the content and skills of AICE Travel and Tourism 1 have been mastered before starting this course.

Journalism

1006300 JOURNALISM

See course description in English/Language Art Section

8771110 INDUSTRIAL COMMUNICATIONS (PA)

This course is designed to develop basic entry-level skills required for careers in the communications industry that includes but not limited to print media, digital media, broadcast media, and desktop publishing.

8209510 DIGITAL DESIGN 1 (PA)

This course is designed to introduce digital publishing concepts and operations, layout, design, and measurement activities, digital imaging, introduction to HTML, and optimizing digital photographs for web publications. This course will meet graduation requirement for Performing Fine Arts graduation credit.

8200430 ARTS, A/V TECHNOLOGY AND COMMUNICATION COOPERATIVE EDUCATION- OJT

This course is designed to provide the on-job-training component when the cooperative method of instruction is used to prepare students for employment in business occupations. On-job experiences are provided as part of 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. The student must be paid for work performed.

Marketing Education (Distributive Education)

8827110 MARKETING ESSENTIALS (PA)

The purpose of this course is to have the student learn the employability, human relations, communication, math and economic skills necessary to compete in today's job market. You will hit the path to career success running, ahead of the pack, while developing talents that you never knew you had. If you do plan on a traditional college experience, you'll have an advantage with the advanced leadership, organization and decision-making skills you've learned.

8827120 MARKETING APPLICATIONS (PA)

Expanding on the skills learned in Marketing Essentials; you will further concentrate on those skills and traits necessary to meet the needs and demands of business and industry. You will start to focus on a selected few careers and learn the "secrets" of what it takes to make it in that career field. Through extensive computer and work simulations you will develop the personal and professional tools necessary for making a success of life in the 21st century. This course will meet graduation requirement for Performing Fine Arts graduation credit.

8827130 MARKETING MANAGEMENT (PA)

Now it is time to apply what you have been studying in the first two courses. The content includes enhancing your skills related to specific employment using a wide variety of computer generated models. You will develop a business plan for a specific business, then open the business and run it. You'll gain the knowledge of both the theory and the realities of what you need to know in today's business environment. This course will meet graduation requirement for Performing Fine Arts graduation credit.

8800410 MARKETING COOPERATIVE EDUCATION-OJT

This course allows the student to earn graduation credit for working either during the school day or after school. Training will be in a designated job, which reflects the students' career interest. You must be enrolled in or have taken one or more of the three classes in the marketing sequence and have teacher approval. The student must be paid for work performed.

8812000 BUSINESS OWNERSHIP (PA)

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.

Medical Laboratory Assisting

8417100 HEALTH SCIENCE ANATOMY & PHYSIOLOGY

The purpose of this sequence is to prepare the student for employment or advanced training in the health services occupations. It provides integration of classroom and laboratory experience of anatomy & physiology, medical terminology, micro and macroscopic tissue study, health and disease.

8417110 HEALTH SCIENCE FOUNDATIONS

This course provides for an exciting integration of classroom and "hands on" learning of medical equipment & procedures, safety and security procedures, legal and ethical responsibilities. This course also provides the student with knowledge of the health care delivery system and the variety of health occupations.

8417201 MEDICAL LABORATORY ASSISTING 3

This one credit course is the third course of an occupational completion point for Medical Lab Assistant. The course is designed to prepare students for employment as medical/clinical lab technicians. The student will learn and demonstrate skills of knowledge necessary to perform phlebotomy, practice infection control, practice accepted procedures of transporting, accessioning and processing specimens, and practice quality assurance and safety.

8400410 HEALTH SCIENCE EDUCATION COOPERATIVE-OJT

The purpose of this course is to enhance or further develop competency through the on-the-job training experience. The on-the-job experiences provided must be related to the job preparatory program. For on-the-job training, the following is required for each student: a training agreement; a training plan with selected student performance standards identified and signed by the student, teacher and employer which includes instructional objectives and a list of on-the-job and in-school learning experiences; a work station which reflects appropriate equipment for the training; and skills and tasks which are relevant to the occupation which the student has chosen as a career goal. The student must be paid for work performed.

Nursing Assistant (Acute and Long Term Nursing)

8417100 HEALTH SCIENCE ANATOMY & PHYSIOLOGY

The purpose of this sequence is to prepare the student for employment or advanced training in the health services occupations. It provides integration of classroom and laboratory experience of anatomy & physiology, medical terminology, micro and macroscopic tissue study, health and disease.

8417110 HEALTH SCIENCE FOUNDATIONS

This course provides for an exciting integration of classroom and "hands on" learning of medical equipment & procedures, safety and security procedures, legal and ethical responsibilities. This course also provides the student with knowledge of the health care delivery system and the variety of health occupations.

8417211 NURSING ASSISTANT 3

The purpose of this course is to challenge the nursing assistant student to meet the requirements for certification and incorporate a deeper understanding of their chosen field. Students will focus on written and verbal communication for patients and demonstrate patient care to reflect positive and constructive treatments. Students will keep a portfolio containing their experiences daily at the clinical setting. They will document in their journal during their clinical rotation in the skilled nursing facility. Documentation must include: description of patient's disease including signs and symptoms, modifications to patients diet, and safety measures utilized with each patient. Furthermore, the student will identify any barriers to communication, and any patient problems that were specific or experienced changes that may have occurred on that clinical day.

8400410 HEALTH SCIENCE EDUCATION COOPERATIVE-OJT

The purpose of this course is to enhance or further develop competency through the on-the-job training experience. The on-the-job experiences provided must be related to the job preparatory program. For on-the-job training, the following is required for each student: a training agreement; a training plan with selected student performance standards identified and signed by the student, teacher and employer which includes instructional objectives and a list of on-the-job and in-school learning experiences; a work station which reflects appropriate equipment for the training; and skills and tasks which are relevant to the occupation which the student has chosen as a career goal. The student must be paid for work performed.

Solar Energy Technology

8006110 ENERGY INDUSTRY FUNDAMENTALS

This course is designed to develop competencies in the areas of energy history and the global impact of renewable and non-renewable resources; career opportunities; scientific and research concepts; biological and physical science principles; environmental principles; and solar energy safety. Laboratory-based activities are an integral part of this course.

8006120 INTRODUCTION TO ALTERNATIVE ENERGY (EQ)

This course is designed to develop competencies in the areas of energy history and the global impact of renewable and non-renewable resources; career opportunities; scientific and research concepts; biological and physical science principles; environmental principles; and solar energy safety. 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.

8006130 SOLAR ENERGY TECHNICIAN

This course is designed to develop competencies in the areas of energy history and the global impact of renewable and non-renewable resources; career opportunities; scientific and research concepts; biological and physical science principles; environmental principles; and solar energy safety. 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.

8601900 ADVANCED TECHNOLOGY APPLICATIONS (PA)

Students will have 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.

9700420 ENERGY COOPERATIVE EDUCATION – OJT

The purpose of this course is to provide the on-the-job training component when the cooperative method of instruction is appropriate. Whenever the cooperative method is offered, the following is required for each student: a training agreement; a training plan signed by the student, teacher and employer, including instructional objectives; a list of on-the-job and in-school learning experiences; a workstation which reflects equipment, skills and tasks which are relevant to the occupation which the student has chosen as a career goal; and a site supervisor with a working knowledge of the selected occupation. The workstation may be in an industry setting or in a virtual learning environment. The student must be compensated for work performed.

Sports, Recreation, and Entertainment Marketing

8827410 SPORT, RECREATION, AND ENTERTAINMENT ESSENTIALS

The course of sports, recreation and entertainment marketing is designed to provide a basic overview in the areas of marketing foundations, economics, sponsorship, public relations, sales or other marketing-related topics. If you enjoy music, sports or other entertainment and would like to gain insight that will help you become more innovative, competitive, and creative, then the sports and entertainment marketing program is right for you.

8827420 SPORT, RECREATION, AND ENTERTAINMENT APPLICATIONS (PA)

This course is designed to build upon the experiences and content of Sport, Recreation and Entertainment Essentials 1. The student will be provided 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 variety of sport, recreation, and entertainment marketing occupations. This course will meet graduation requirement for Performing Fine Arts graduation credit.

8827430 SPORT, RECREATION, AND ENTERTAINMENT MARKETING MANAGEMENT

This course provides instruction for career sustaining level employment in the sport, recreation, and entertainment industry. The content includes applied skills required for success in sport, recreation and entertainment and career planning as related to the sport, recreation, and entertainment industry. Students will keep a career portfolio consisting of documentation in the following: resume, cover letter, career goals, personal goals, samples of work, and a final evaluation of marketing skills. All students will become members in the Distributive Education Club of America (DECA), participate in one designated Academy event and create, organize and implement one fundraiser for the Academy.

8827440 SPORT, RECREATION, AND ENTERTAINMENT INTERNSHIP

The Sport, Recreation, and Entertainment 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. Students earn high school credit and financial compensation.

8800410 MARKETING COOPERATIVE EDUCATION-OJT

This course allows the student to earn graduation credit for working either during the school day or after school. Training will be in a designated job, which reflects the students' career interest. You must be enrolled in or have taken one or more of the three classes in the marketing sequence and have teacher approval. The student must be paid for work performed.

Principles of Teaching Program

8909010 INTRODUCTION TO TEACHER PROFESSION

This course provides an overview of career paths in education including teacher assistant, PK-12 teacher, post-secondary educator, and staff developer and trainer. It is designed to introduce students to basic philosophy, methods, techniques, and application of modern educational standards, including planning and preparation of instructional materials, management of students, lesson presentation, verbal and nonverbal communication, student evaluation and assessment, and identifying diverse populations. Students are expected to accomplish a practicum in which they present a lesson of their own design in this and/or a subject area class. Field visits will be made to explore educational facilities.

***Students who plan to enroll in this course are hereby notified that this profession by Florida state law must meet certain legal standards of behavior. Students must be of good moral character, not been found guilty of, or entered a plea of nolo contendere or guilty to any offense prohibited under any of the provisions of the Florida Statutes or under any similar statute of another jurisdiction. Students must acknowledge that the existence of any criminal or delinquency record regardless of whether adjudicated guilty by the court and regardless of whether or not those records have been sealed or expunged may prevent him/her from legally entering the criminal justice or teaching professions. Participation or affiliation with any gang, the use of any type of controlled substance, or the posting of inappropriate information on the World Wide Web may also prevent a student from entering the profession in the future.

8909020 HUMAN GROWTH AND DEVELOPMENT

This course is designed to develop competencies in the operation of audiovisual equipment; job-related math skills; test administration and grading; job-related computer applications; visual-aids preparation; the supervision of student health and safety; and the reporting of child abuse and drug abuse. It also requires a teaching practicum experience that involves direct student contact.

***Students who plan to enroll in this course are hereby notified that this profession by Florida state law must meet certain legal standards of behavior. Students must be of good moral character, not been found guilty of, or entered a plea of nolo contendere or guilty to any offense prohibited under any of the provisions of the Florida Statutes or under any similar statute of another jurisdiction. Students must acknowledge that the existence of any criminal or delinquency record regardless of whether adjudicated guilty by the court and regardless of whether or not those records have been sealed or expunged may prevent him/her from legally entering the criminal justice or teaching professions. Participation or affiliation with any gang, the use of any type of controlled substance, or the posting of inappropriate information on the World Wide Web may also prevent a student from entering the profession in the future.

8909030 FOUNDATIONS OF CURRICULUM AND INSTRUCTION

This course is designed to develop competencies related to supporting the learning activities of students, establishing and maintaining appropriate student behaviors, and supporting cooperative home-school relationships. It develops competencies in employability skills and entrepreneurship. It also requires the completion of the teaching practicum experience that involves direct contact with students.

***Students who plan to enroll in this course are hereby notified that this profession by Florida state law must meet certain legal standards of behavior. Students must be of good moral character, not been found guilty of, or entered a plea of nolo contendere or guilty to any offense prohibited under any of the provisions of the Florida Statutes or under any similar statute of another jurisdiction. Students must acknowledge that the existence of any criminal or delinquency record regardless of whether adjudicated guilty by the court and regardless of whether or not those records have been sealed or expunged may prevent him/her from legally entering the criminal justice or teaching professions. Participation or affiliation with any gang, the use of any type of controlled substance, or the posting of inappropriate information on the World Wide Web may also prevent a student from entering the profession in the future.

8909040 PRINCIPLES OF TEACHING INTERNSHIP

This course description is currently being developed by the Florida Department of Education.

***Students who plan to enroll in this course are hereby notified that this profession by Florida state law must meet certain legal standards of behavior. Students must be of good moral character, not been found guilty of, or entered a plea of nolo contendere or guilty to any offense prohibited under any of the provisions of the Florida Statutes or under any similar statute of another jurisdiction. Students must acknowledge that the existence of any criminal or delinquency record regardless of whether adjudicated guilty by the court and regardless of whether or not those records have been sealed or expunged may prevent him/her from legally entering the criminal justice or teaching professions. Participation or affiliation with any gang, the use of any type of controlled substance, or the posting of inappropriate information on the World Wide Web may also prevent a student from entering the profession in the future.

8900410 EDUCATION AND TRAINING – OJT

The purpose of this course is to provide the on-the-job training component when the cooperative method of instruction is appropriate. Whenever the cooperative method is offered, the following is required for each student: a training agreement; a training plan signed by the student, teacher and employer, including instructional objectives; a list of on-the-job and in-school learning experiences; a workstation which reflects equipment, skills and tasks which are relevant to the occupation which the student has chosen as a career goal; and a site supervisor with a working knowledge of the selected occupation. The workstation may be in an industry setting or in a virtual learning environment. The student must be compensated for work performed.

Technical Design

8401010 TECHNICAL DESIGN 1 (PA)

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.

The ultimate output of this course is a design portfolio created by the student. Each item or product included in the portfolio should include a narrative description and an explanation of the technical approach or techniques used to create the item. Consideration should be given to having students present the portfolio using presentation software.

8401020 TECHNICAL DESIGN 2 (PA)

In this course, students learn more about the nature of design and drafting techniques for architectural purposes. Students are also provided with instruction in a variety of technical illustrations commonly produced to depict architectural concepts and designs. Students are expected to continue collating their portfolio using exemplars of their work.

8401030 TECHNICAL DESIGN 3 (PA)

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.

8601900 ADVANCED TECHNOLOGY APPLICATIONS (PA)

Students will have 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.

The ultimate output of this course is the student’s presentation of a completed portfolio illustrating their best exemplars. The portfolio should include a narrative description of the scenario, the approach to data collection, resulting renderings, and an interpretation of each chart/graph. Research references should be cited appropriately. Given the advanced nature of this course, students should be encouraged to produce the portfolio using presentation software suitable for dissemination via the Internet.

8601800 WORK-BASED EXPERIENCES, ENGINEERING & TECHNOLOGY EDUCATION OJT

Technology education students will have the opportunity 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 and opportunity to apply and integrate the knowledge, skills, and abilities acquired during their school-based experience to actual work situations.

Television Production

The purpose for this program is to prepare students for initial employment as television production operators; television broadcast technicians, camera operator, all other professional/para-professional technicians, video engineers, audio recording engineers. The content will include but is not limited to communications skills; leadership skills; human relations and employability skills; safe and efficient work practices; and preparation to assume responsibility for overall production

of television student activities including: scripts, lighting; filming and directing, electronic news gathering, and field production. A student who complete the applicable competencies at any occupational completion point may either continue with the training program or exit as an occupational completer.

8772110 TELEVISION PRODUCTION 1 (PA) See program description above.

8772120 TELEVISION PRODUCTION 2 (PA) See program description above.

8772130 TELEVISION PRODUCTION 3 See program description above.

8772140 TELEVISION PRODUCTION 4 See program description above.

1100460 – AICE MEDIA STUDIES – AS LEVEL

Cambridge International AS and A Level Media Studies offers learners the chance to develop an understanding and appreciation of the place of media in our everyday lives. The course enables students to take a hands-on approach to the subject. Through the coursework components - the Foundation Portfolio for AS Level and the Advanced Portfolio for A Level - they create their own media products from planning through to execution. Learners also consider and analyze examples from existing media, examining production processes and technologies and the effects they achieve.

1100470 – AICE MEDIA STUDIES – A LEVEL

Cambridge International AS and A Level Media Studies offers learners the chance to develop an understanding and appreciation of the place of media in our everyday lives. The course enables students to take a hands-on approach to the subject. Through the coursework components - the Foundation Portfolio for AS Level and the Advanced Portfolio for A Level - they create their own media products from planning through to execution. Learners also consider and analyze examples from existing media, examining production processes and technologies and the effects they achieve. It is assumed that the content and skills of AICE Media Studies 1 have been mastered before starting this course.

8200430 ARTS, A/V TECHNOLOGY AND COMMUNICATION COOPERATIVE EDUCATION- OJT

This course is designed to provide the on-job-training component when the cooperative method of instruction is used to prepare students for employment in business occupations. On-job experiences are provided as part of 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. The student must be paid for work performed.

Web Application Development & Programming

8207310 INTRODUCTION TO INFORMATION TECHNOLOGY (PA)

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 e-mail and Internet services; basic HTML, DHTML, and XML web commands and design; and emerging technologies and web page design. This course will meet graduation requirement for Performing Fine Arts graduation credit.

9007210 FOUNDATIONS OF PROGRAMMING

This course introduces concepts, techniques, and processes associated with computer programming and software development.

9007220 PROCEDURAL PROGRAMMING

This course continues the study of computer programming concepts with a focus on the creation of software applications employing procedural programming techniques.

9007230 OBJECT ORIENTED PROGRAMMING FUNDAMENTALS

This course continues the study of computer programming concepts with a focus on the creation of software applications employing object-oriented programming techniques.

9007510 WEB PROGRAMMING

This course continues the study of computer programming concepts specific to the Internet and Internet-based software applications.

9007520 JAVASCRIPT PROGRAMMING

This course continues the study of computer programming concepts specific to client-side JavaScript. It includes fundamentals of Java Script programming, proficiency in assigning and handling variables, event handling, data types and their uses, and writing executable statements.

9007530 PHP PROGRAMMING

This course continues the study of computer programming concepts specific to PHP programming. Students will understand the Personal Home Page (PHP) programming language, demonstrate proficiency in PHP configuration, language basics, server processes, file handling, arrays, strings and databases.

Web Development

8200320 APPLIED COMPUTER BUSINESS SKILLS 1 (.5 CREDIT)

This course is designed to provide a basic overview of current business and information systems and trends and to introduce students to the basics and foundations required for today's business environments. Emphasis is placed on developing proficiency with touch keyboarding and fundamental word processing applications, so that they may be used as communication tools for enhancing personal and work place proficiency in an information-based society.

AND

8200330 APPLIED COMPUTER BUSINESS SKILLS 2 (.5 CREDIT)

This course is designed to introduce students to the basic skills and foundations required for today's business environments. Emphasis is placed on developing proficiency with touch keyboarding and fundamental computer applications using databases, spreadsheets, presentation applications, and the integration of these programs using software that meets industry standards.

OR

8209020 COMPUTING FOR COLLEGE AND CAREERS (PA)

This course is designed to provide a basic overview of current information systems and trends, and to introduce students to the basic skills and foundations required for today's college and technical career environments. Emphasis is placed on developing proficiency with computer applications to include Word, PowerPoint, Excel, Access and Publisher, so that they may be used as communication tools for enhancing personal, college and workplace proficiency in an information based society. This course will meet graduation requirement for Performing Fine Arts graduation credit.

OR

8207310 INTRODUCTION TO INFORMATION TECHNOLOGY (PA)

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 e-mail and Internet services; basic HTML, DHTML, and XML web commands and design; and emerging technologies and web page design. This course will meet graduation requirement for Performing Fine Arts graduation credit.

9001100 FOUNDATIONS OF WEB DESIGN (PA)

This course is designed to provide students with opportunities to acquire and apply foundational skills related to web design.

9001120 USER INTERFACE DESIGN (PA)

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.

9001130 WEB SCRIPTING FUNDAMENTALS (PA)

This course provides an introduction to scripting related to web development. The content primarily focuses on client-side scripting using JavaScript.

Computer Education
Refer to Computer Programming in Career and Technical Education

English/Language Arts

In order to comply with Florida statute regarding reading instruction for students who score at Level 1 or 2 on FSA ELA, Course Level Override Forms cannot be used for students who have been placed in Intensive Reading or Intensive Language Arts courses. Additionally, students who do not achieve a college ready score on the Grade 11 P.E.R.T. or other college placement test (ACT, SAT or statewide assessment) must be enrolled in English 4: Florida College Prep.

COURSE NUMBER	COURSE NAME	WEIGHT	PLACEMENT PARAMETERS	PREREQUISITE/ GRADE LEVEL
1001310	English 1	U		9 th grade students
1001320	English 1 Honors	H	Statewide assessment Level 3 or higher	9 th grade students
1001560	Pre AICE English Language	H	**	
1001340	English 2	U		10 th grade students who have completed 9 th grade English
1001350	English 2 Honors	H	A in English 1 with teacher recommendation, or successful completion of English 1 Honors,	10 th grade students Completion of one of the following: <ul style="list-style-type: none"> • English 1 • English 1 Honors
1005380	Pre AICE English Literature	H	**	
1001370	English 3	U		11 th grade students who have completed 10 th grade English
1001380	English 3 Honors	H	A in English 2 with teacher recommendation and/or statewide assessment reading level 3 or higher.	11 th grade students Completion of one of the following: <ul style="list-style-type: none"> • English 2 • English 2 Honors
1001400	English 4	U	12 th grade students not placed in English 4 Honors	12 th grade students who have completed 11 th grade English
1001405	English 4: Florida College Prep	U	Statewide assessment reading level 2 or 3 AND PERT Reading between 84 and 105 OR SAT below 440 OR ACT Reading below 19	12 th grade students who have completed 11 th grade English.
1001410	English 4 Honors	H	A in English 3 with teacher recommendation and/or statewide assessment reading Level 3 or higher.	12 th grade students Completion of one of the following: <ul style="list-style-type: none"> • English 3 • English 3 Honors
1001420	Advanced Placement English: Language and Composition	AP	Teacher Recommendation	11 th or 12 th grade students English 2 Honors
1001430	Advanced Placement English: Literature and Composition	AP	Teacher Recommendation	12 th grade students Completion of one of the following: <ul style="list-style-type: none"> • English 3 Honors • Advanced Placement English: Language and Composition
1001550	AICE English Language (AS Level)	AP	**	

1001551	AICE English Language 2 (A Level)	AP	**	
1005370	AICE English Literature 1 (AS Level)	AP	**	
1001480	Advanced Communications Methodology	H	Concurrent or previous enrollment in English Honors	
0400370	Acting 1 (PF)	U		
0400380	Acting 2 (PF)	U		Acting 1
1020830	Classical Literature Honors	H	B or higher in previous English or English Honors. Teacher Recommendation	
1007330	Debate 1 (PF)	U		
1007340	Debate 2 (PF)	U		Debate 1
1007350	Debate 3 (PF)	H	Concurrent or previous enrollment in English Honors	Debate 2
1007360	Debate 4 (PF)	H	Concurrent or previous enrollment in English Honors	Debate 3
1009300	Writing 1 (0.5)	U		9 th or 10 th grade
1009310	Writing 2 (0.5)	U		9 th or 10 th grade
1009320	Creative Writing 1 (0.5)	U		
1009330	Creative Writing 2 (0.5)	U		Creative Writing 1
1009350	Play Writing	U		
1009360	AICE General Paper (AS Level)	AP	**	
0400300	Introduction to Drama (PF)	U		
0400310	Theatre 1 (PF)	U		
0400320	Theatre 2 (PF)	U		Drama 1
0400330	Theatre 3 Honors (PF)	U		Drama 2
0400340	Theatre 4 Honors (PF)	H		Drama 3
0400345	Pre-AICE Drama IG Level	H		
0400410	Stagecraft 1 (PF)	U		
0400700	Musical Theatre 1	U		
0400710	Musical Theatre 2	U		Musical Theatre 1
0400720	Musical Theatre 3	U		Musical Theatre 2
0900310	Humanities 1	H	Concurrent or previous enrollment in English Honors	
0900320	Humanities 2	H	Concurrent or previous enrollment in English Honors	Humanities 1
1006300N	Journalism 1 (Newspaper) (PF)	U		
1006300Y	Journalism 1 (Yearbook) (PF)	U		

1006310N	Journalism 2 (Newspaper)	U		Journalism 1 (Newspaper)
1006310Y	Journalism 2 (Yearbook)	U		Journalism 1 (Yearbook)
1006320N	Journalism 3 (Newspaper)	H		Journalism 2 (Newspaper)
1006320Y	Journalism 3 (Yearbook)	H		Journalism 2 (Yearbook)
1006330N	Journalism 4 (Newspaper)	H		Journalism 3 (Newspaper)
1006330Y	Journalism 4 (Yearbook)	H		Journalism 3 (Yearbook)
1006331N	Journalism 5 (Newspaper)	H		Journalism 4 (Newspaper)
1006331Y	Journalism 5 (Yearbook)	H		Journalism 4 (Yearbook)
1006332N	Journalism 6 (Newspaper)	H		Journalism 5 (Newspaper)
1006332Y	Journalism 6 (Yearbook)	H		Journalism 5 (Yearbook)
1006333N	Journalism 7 (Newspaper)	H		Journalism 6 (Newspaper)
1006333Y	Journalism 7 (Yearbook)	H		Journalism 6 (Yearbook)
1006334N	Journalism 8 (Newspaper)	H		Journalism 7 (Newspaper)
1006334Y	Journalism 8 (Yearbook)	H		Journalism 7 (Yearbook)
1006340	Mass Media 1	U		
1006350	Mass Media 2	U		Mass Media 1
1008320	Reading Honors (0.5)	H		
1008350	Reading for College Success (0.5)	U		
1004300	Semantics and Logic (0.5)	H	Concurrent or previous enrollment in English Honors	
1007300	Speech 1 (PF)	U		
1007310	Speech 2 (PF)	U		Speech 1
1000400	Intensive Language Arts	U	Word Recognition Task below 30 th percentile and an ORF below 104	9 th , 10 th , 11 th , or 12 th grade students who do not meet proficiency standards on the state assessment. Word Recognition Task below 30 th percentile and an ORF below 104.
1000410	Intensive Reading	U	FAIR-FS Probability of Literacy Success (PLS) below 85 th ile and a Reading Comprehension Task below the 50 th ile.	9 th , 10 th , 11 th , or 12 th grade students who do not meet proficiency standards on the state assessment.
1002380	Developmental Language Arts Through ESOL	U	Optional 3 rd period for Beginning CELLA Proficiency Lev. ELL students with one year or less in ELL	9 th , 10 th , 11 th or 12 th ELL grade students-CELLA scores-L/S-580-681;Rdg. 605-689;Writing 600-689 and one year or less in ELL
PF: Course meets graduation requirement for Performing Fine Arts				

** For specific questions regarding Placement Parameters please contact the AICE Advisor at each center.

English/Language Arts Course Descriptions

1001310 ENGLISH 1

The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and literature. Reading, writing, speaking, listening and viewing competencies are integrated throughout students' learning experiences. Language Arts Florida Standards (LAFS) are repeated as needed in course sequences. As students' progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies. Learning tasks and materials accommodate the individual needs of students. Technology is available for students to develop competencies in language arts.

1001320 ENGLISH 1 HONORS

The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and literature. Reading, writing, speaking, listening and viewing competencies are integrated throughout students' learning experiences. Language Arts Florida Standards (LAFS) are repeated as needed in course sequences. As students' progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies. Learning tasks and materials accommodate the individual needs of students, "with rigorous expectations appropriate for Honors level students" in all Honors 1-4 courses. Technology is available for students to develop competencies in language arts. Students who successfully complete this course will use reading strategies to construct meaning from informative, technical, and literacy texts; acquire an extensive vocabulary; use process writing strategies in many genres of writing; use speaking, listening, and viewing strategies in formal presentations; and understand and respond to a variety of literary forms.

1001560 PRE-AICE ENGLISH LANGUAGE

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.

1001340 ENGLISH 2

The purpose of this course is to provide integrated world educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and literature. Reading, writing, speaking, listening and viewing competencies are integrated throughout students' learning experiences. Language Arts Florida Standards (LAFS) are repeated as needed in course sequences. As students' progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies. Learning tasks and materials accommodate the individual needs of students. Technology is available for students to develop competencies in language arts.

1001350 ENGLISH 2 HONORS

The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and literature. Reading, writing, speaking, listening and viewing competencies are integrated throughout students' learning experiences. Language Arts Florida Standards (LAFS) are repeated as needed in course sequences. As students' progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies. Learning tasks and materials accommodate the individual needs of students, "with rigorous expectations appropriate for Honors level students" in all Honors 1-4 courses. Technology is available for students to develop competencies in language arts. Students who successfully complete this course will use independent reading strategies in all forms of reading material; acquire an extensive vocabulary; use process writing strategies for all forms of writing; use speaking, listening, and viewing strategies in formal discussions; understand and respond independently to a variety of literary forms; and understand and use language successfully to impact readers, writers, listeners, speakers, and viewers.

1005380 PRE-AICE ENGLISH LITERATURE

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.

1001370 ENGLISH 3

The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and American literature. Reading, writing, speaking, listening and viewing competencies are integrated throughout students' learning experiences. Language Arts Florida Standards (LAFS) are repeated as needed in course sequences. As students' progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.

Learning tasks and materials accommodate the individual needs of students. Technology is available for students to develop competencies in language arts.

1001380 ENGLISH 3 HONORS

The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and American literature. Reading, writing, speaking, listening and viewing competencies are integrated throughout students' learning experiences. Language Arts Florida Standards (LAFS) are repeated as needed in course sequences. As students' progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies. Learning tasks and materials accommodate the individual needs of students "with rigorous expectations appropriate for Honors level students" in all Honors 1-4 courses. Technology is available for students to develop competencies in language arts. Students who successfully complete this course will use the reading process to construct meaning using technical, informative, and imaginative texts; use writing processes for various purposes with attention to style and format; use the research process and individual inquiry to locate, analyze, and evaluate information; use effective listening, speaking, and viewing strategies in informal and formal situations; understand the power of language as it impacts readers, writers, listeners, viewers, and speakers; understand and analyze literary texts; and respond critically and aesthetically to literature.

1001400 ENGLISH 4

The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and world literature, with emphasis on British and Western literature. Reading, writing, speaking, listening and viewing competencies are integrated throughout students' learning experiences. Language Arts Florida Standards (LAFS) are repeated as needed in course sequences. As students' progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies. Learning tasks and materials accommodate the individual needs of students. Technology is available for students to develop competencies in language arts.

1001405: ENGLISH 4: FLORIDA COLLEGE PREP

The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and literature. It is intended to meet the literacy needs of students whose Postsecondary Education Readiness Test (PERT) scores are below the established cut scores indicating that they are not "college-ready" in reading and/or writing. Successful completion of this course while in high school, and a college/career ready PERT score will exempt students from further placement testing and postsecondary remediation in reading and/or writing if they enroll in a Florida college within two years of high school graduation. The course focuses on critical analysis of a variety of texts and the synthesis of complex ideas to produce coherent writing.

1001410 ENGLISH 4 HONORS

The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and literature. Reading, writing, speaking, listening and viewing competencies are integrated throughout students' learning experiences. Language Arts Florida Standards (LAFS) are repeated as needed in course sequences. As students' progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies. Learning tasks and materials accommodate the individual needs of students "with rigorous expectations appropriate for Honors level students" in all Honors 1-4 courses. Technology is available for students to develop competencies in language arts. Students who successfully complete this course will use the reading process to construct meaning using technical, informative, and imaginative texts; use writing processes for various purposes with attention to style and format; use the research process and individual inquiry to locate, analyze, and evaluate information; use effective listening, speaking, and viewing strategies in informal and formal situations; understand the power of language as it impacts readers, writers, listeners, viewers, and speakers; understand and analyze literary texts; and respond critically and aesthetically to literature.

1001420 ADVANCED PLACEMENT ENGLISH: LANGUAGE AND COMPOSITION

The purpose of this course is to involve students in the study and practice of writing and in the study of English Language. Students will also acquire an understanding of the resources of the language and an understanding of the writer's craft. This college level course prepares students for the English Language and Composition Advanced Placement Examination of the College Board.

1001430 ADVANCED PLACEMENT ENGLISH: LITERATURE AND COMPOSITION

The purpose of this course is to involve students in the study and practice of writing and in the study of literature. Students will learn to use the modes of discourse and to recognize the assumptions underlying various rhetorical strategies. Students will also acquire an understanding of the resources of the language and an understanding of the writer's craft. They will develop critical standards for the appreciation of any literary work and increase their sensitivity to literature as a shared experience. This college level course prepares students for the English Literature and Composition Advanced Placement Examination of the College Board.

1001550 AICE ENGLISH LANGUAGE (AS Level)

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.

1001551 AICE ENGLISH LANGUAGE 2 (A Level)

The purpose of this course is to provide students with an understanding of the English language and its use in contemporary communication. Throughout the course, students will have opportunities develop their writing abilities in order communicate clearly, accurately, and effectively for a variety of purposes and audiences. Students will also analyze complex texts in myriad forms and styles.

1005370 AICE ENGLISH LITERATURE 1 (AS Level)

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.

1001480 ADVANCED COMMUNICATIONS METHODOLOGY

The purpose of this course is to refine communication and critical-thinking skills important for success in postsecondary education and employment. The content will included research for communication, principles of effective speaking and debate, writing and presentation processes, communication strategies for employment, analysis and evaluation of communication, analyses of mass media, and multi-media production

The curriculum for this course has been differentiated to meet the needs of gifted learners through its alignment to the Florida Frameworks for K-12 Gifted Learners. This course is designated as a gifted cluster course.

0400370 ACTING 1

The purpose of this course is to introduce students to the study and practice of acting and to develop the acting skills of the student. The content will include acting techniques and characterization, movement, vocal production, pantomime and improvisation, script analysis, auditioning, role of director, casting, terminology, and theatrical forms and influences. This course will meet graduation requirement for Performing Fine Arts graduation credit.

0400380 ACTING 2

The purpose of this course is to develop the acting skills of the student. The content will include, but not be limited to the role of the director, acting techniques and character analysis, scene study, ensemble acting, various character studies, historical and cultural influences on acting styles, script analysis and selection, roles and careers, auditioning, casting and resumes. This course will meet graduation requirement for Performing Fine Arts graduation credit.

1020830 CLASSICAL LITERATURE HONORS

The purpose of this course is to provide instruction in the critical reading and analysis of classical literature, both as an avenue of enjoyment and as a background for further literary study. The content will include man's search for values, for a place in society, for political and/or religious identity, and for aesthetic expression. The literary influence on world culture of the great societies from ancient Greece to the Reformation will be explored. Emphasis will be placed upon developing analytical reading and insightful written expression.

1007330 DEBATE 1

The purpose of this course is to provide instruction in the fundamentals of argumentation and problem solving. The content will include, but not be limited to, logical thinking, organization of facts, speaking skills, research skills related to debate topics, participation in frequent debate situations, and forensic activities. Membership in this course does not require students to participate in extracurricular forensic activities. This course will meet graduation requirement for Performing Fine Arts graduation credit.

1007340 DEBATE 2

The purpose of this course is to provide instruction to further develop the fundamentals of Debate 1. The content will include, but not be limited to, oral communication skills including interviews, group presentations, formal presentations, and impromptu situations; argumentation and debate skills (e.g., attack and defense); critical-thinking skills; use of research, organization, and writing skills to support selected topics and points of view; use of public speaking techniques; and use of parliamentary procedure. Students will be provided opportunities to participate in extracurricular forensic activities. This course will meet graduation requirement for Performing Fine Arts graduation credit.

1007350 DEBATE 3

The purpose of this course is to enable students to develop intermediate-level skills and techniques for use in debate and forensic activities. The content should include, but not be limited to, communication skills, logic and critical-thinking skills, techniques of public speaking, research skills, parliamentary procedure, argumentation and debate skills, analysis of debates, and timing and judging techniques. This course will meet graduation requirement for Performing Fine Arts graduation credit.

1007360 DEBATE 4

The purpose of this course is to enable students to develop advanced skills and techniques for use in debate and forensic activities. The content should include, but not be limited to, communication skills, logic and critical-thinking skills, techniques of public speaking, research skills, parliamentary procedure, argumentation and debate skills, analysis of debates, and timing and judging techniques.

The curriculum for this course has been differentiated to meet the needs of gifted learners through its alignment to the Florida Frameworks for K-12 Gifted Learners. This course is designated as a gifted cluster course. This course will meet graduation requirement for Performing Fine Arts graduation credit.

1009300 WRITING 1

The purpose of this course is to provide an organized study of the structure of sentences, paragraphs, and larger pieces culminating in written assignments, which are based on personal experiences, observations, and literature. The content will include the development of a personal writing style, syntax, editing skills, rewriting techniques, and practice in all aspects of the writing process, including prewriting, drafting and revising.

1009310 WRITING 2

The purpose of this course is to develop writing and language skills for individual expression in literary forms. The content will include development of and practice in writing a variety of literary works, including original poetry, short stories, plays, novels and/or essays, nonfiction, as well as technical aspects of publishing students' work in a literary publication (optional).

1009320 CREATIVE WRITING 1

The purpose of this course is to develop writing and language skills for individual expression in literary forms. The content will include development of and practice in writing a variety of literary works, including original poetry, short stories, plays, novels and/or essays, and nonfiction as well as technical aspects of publishing students' work in a literary publication.

1009330 CREATIVE WRITING 2

The purpose of this course is to enable students to develop and use intermediate-level writing and language skills for creative expression in a variety of literary forms. Emphasis will be on development of a personal writing style. The content should include, but not be limited to, analysis of literary models to see the impact of audience, purpose, and writing mode, use of writing process strategies, development of a personal writing style using various creative writing experiences, and peer review techniques and the publication of final products.

1009350 PLAY WRITING

The purpose of this course is to give students an introduction to the basic techniques employed in writing a play for the stage. The course is designed to integrate lecture, discussion, and writing so that the student is familiar with the basic principles and vocabulary of dramatic writing. Students will be given the opportunity to read and discuss their own writing and explore possible outlets for publication. The course should include, but is not limited to: analysis of selected plays, writing for theatrical performance, monologues, dialogues, scenes and plays, production considerations, critical analysis of form and content and manuscript for publication or performance.

1009360 AICE GENERAL PAPER (AS Level)

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.

0400300 INTRODUCTION TO DRAMA

The purpose of this course is to provide a broad overview of the study and practice of dramatic arts. The content will include background information on the history and traditions, literature, and operation areas of the theater. Opportunities for beginning experiences in acting and other aspects of theater activities will be included. This course will meet graduation requirement for Performing Fine Arts graduation credit.

0400310 THEATRE 1

The purpose of this course is to provide a broad overview of the study and practice of the dramatic arts. The content will include background information on acting, blocking, voice, mime, theatre terminology, script elements, theatre history, technical theatre including set design, lighting, costuming and make-up, roles and careers in theatre and audience etiquette. This course will meet graduation requirement for Performing Fine Arts graduation credit.

0400320 THEATRE 2

The purpose of this course is to further the studies started in Drama 1 and to provide a broad overview of the study and practice of the dramatic arts. The content will include acting, blocking, voice, mime, theatre terminology, script elements, theatre history, technical theatre including set design, lighting, costuming and make-up, roles and careers in theatre and audience etiquette. There will also be a segment of the course on directing, the role of the director, theatre production,

artistic discipline, roles and careers in theatre and/or entertainment, relationships to other subject areas, resume and portfolio creation. This course will meet graduation requirement for Performing Fine Arts graduation credit.

0400330 THEATRE HONORS 3

The purpose of this course is to enable students to develop intermediate level skills in the multiple elements of theatre as a collaborative art. The content should include, but not be limited to: acting and characterization, movement and vocal production, pantomime and improvisation, understanding of theatre terminology and theatre history and influences, playwriting, theatre production and the role of the director, roles and careers in theatre arts, and resume and portfolio creation. This course will meet graduation requirement for Performing Fine Arts graduation credit.

0400340 THEATRE HONORS 4

The purpose of this course is to enable students to develop advanced skills in the multiple elements of theatre as a collaborative art. The content should include, but not be limited to: acting and characterization, movement and vocal production, pantomime and improvisation, understanding of theatre terminology and theatre history and influences, playwriting, theatre production and the role of the director, roles and careers in theatre arts, and resume and portfolio creation. This course will meet graduation requirement for Performing Fine Arts graduation credit.

0400345 PRE AICE DRAMA IG

The purpose of this course is to engage students in understanding and enjoying drama by developing their performance skills, both individually and in groups; understanding the role of actor, director and designer in creating a piece of theatre; considering ways in which ideas and feelings can be communicated to an audience; discovering the performance possibilities of plays and other dramatic stimuli; and devising dramatic material of their own.

0400410 STAGECRAFT 1

The purpose of this course is to enable students to develop fundamental skills in stagecraft and apply them through practical experiences. The content will include safety issues and regulations, theater terminology, elements of technical theater, trends in technical design, relationship between script and directorial concepts, properties, costumes, and make-up, lighting and sound, artistic discipline, careers, connections between stagecraft and other subject areas, careers in technical theatre and/or entertainment, and resume and portfolio creation. This course will meet graduation requirement for Performing Fine Arts graduation credit.

0400700 MUSICAL THEATRE 1

The purpose of this course is to focus on, but is not limited to, acting, vocal performance, dance, non-dance movement, and staging, which transfer readily to performances in musicals and other venues. The content will include the evolution of music in theatre from ancient Greece to modern Broadway through a humanities approach and representative literature. Music theatre students explore the unique staging and technical demands of musicals in contrast to non-musical plays. This course will meet graduation requirement for Performing Fine Arts graduation credit.

0400710 MUSICAL THEATRE 2

The purpose of this course is to focus on the styles and techniques used by well-known singer-actor-dancers and choreographers to build a performance portfolio for auditions and/or interviews. The content will include an examination of 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. This course will meet graduation requirement for Performing Fine Arts graduation credit.

0400720 MUSICAL THEATRE 3

The purpose of this course is to have 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. This course will meet graduation requirement for Performing Fine Arts graduation credit.

0900310 HUMANITIES 1

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. The content will emphasize the characteristics of the visual and performing arts influence of history, literature, philosophy, and religion on the arts.

The curriculum for this course has been differentiated to meet the needs of gifted learners through its alignment to the Florida Frameworks for K-12 Gifted Learners. This course is designated as a gifted cluster course.

0900320 HUMANITIES 2

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. The content will include, but not be limited to, the characteristics of the visual and performing arts, the influence of history, literature, philosophy, and religion on the arts and the critical evaluation of exemplars in the visual and performing arts in order to appreciate the contributions of major visual and performing artists.

The curriculum for this course has been differentiated to meet the needs of gifted learners through its alignment to the Florida Frameworks for K-12 Gifted Learners. This course is designated as a gifted cluster course.

1006300N JOURNALISM 1 (Newspaper)

1006310N JOURNALISM 2 (Newspaper)

1006320N JOURNALISM 3 (Newspaper)

1006330N JOURNALISM 4 (Newspaper)

1006331N JOURNALISM 5 (Newspaper)

1006332N JOURNALISM 6 (Newspaper)

1006333N JOURNALISM 7 (Newspaper)

1006334N JOURNALISM 8 (Newspaper)

The purpose of these courses is to provide instruction on basic aspects of journalism and workshop experiences in journalistic production. The content will include instruction in recognizing and writing news for journalistic media and in developing editorials, sports articles, and feature stories. In addition to written work, students will receive instruction in the history and traditions of journalism as well as workshop experiences in photography, layouts, advertising, printing, and other practical aspects of journalistic enterprise. As students' progress from one course to the next, complexity and student independence should occur.

1006300Y JOURNALISM 1 (Yearbook)

1006310Y JOURNALISM 2 (Yearbook)

1006320Y JOURNALISM 3 (Yearbook)

1006330Y JOURNALISM 4 (Yearbook)

1006331Y JOURNALISM 5 (Yearbook)

1006332Y JOURNALISM 6 (Yearbook)

1006333Y JOURNALISM 7 (Yearbook)

1006334Y JOURNALISM 8 (Yearbook)

The purpose of these courses is to provide students with practical experiences in types of writing appropriate to publications, opportunities to explore careers in mass communications, and workshop experiences in journalistic productions. Students will produce school publications, demonstrating the sequential planning process necessary for incorporating all essential components in a publication. Students will take an active role of leadership, including planning, decision-making and problem solving, and will accept all aspects of leadership in relation to the total publication. As students' progress from one course to the next, complexity and student independence should occur.

1008320 READING HONORS

The purpose of this course is to enable students to develop and strengthen advanced reading skills in preparation for postsecondary education. The content should include, but not be limited to the following: reading as a complex process, cueing systems, content area vocabulary, reading for meaning through varied texts, reading strategies, reading fluency, integrated reading and writing processes, complex response to varied texts, critical-thinking and study skills and varied reading materials.

The curriculum for this course has been differentiated to meet the needs of gifted learners through its alignment to the Florida Frameworks for K-12 Gifted Learners. This course is designated as a gifted cluster course.

1008350 READING FOR COLLEGE SUCCESS

The purpose of this course is to assist those students whose test scores on the Postsecondary Educational Readiness Test (PERT) are below the established cut scores, indicating that they are not "college-ready" in reading. This course incorporates reading and analysis of informational selections to develop critical reading skills necessary for success in college courses. This course prepares students for successful completion of Florida college English language arts courses requiring extensive grade-level reading.

1004300 SEMANTICS AND LOGIC

The purpose of this course is to develop the students' ability to use language efficiently and to think logically. The content will include instruction in recognizing common logical fallacies, distinguishing between fact and opinion, and analyzing techniques of persuasion. Analysis of forms of inductive and deductive reasoning will be included, and opportunities will be provided for practical oral and written application of logical processes. Semantic concepts of language will be taught. The curriculum for this course has been differentiated to meet the needs of gifted learners through its alignment to the Florida Frameworks for K-12 Gifted Learners. This course is designated as a gifted cluster course.

1007300 SPEECH 1

The purpose of this course is to provide instruction in the fundamentals of formal and informal oral communication. The content will include 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, techniques of effective listening, analysis of audience, and techniques of public speaking. This course will meet graduation requirement for Performing Fine Arts graduation credit.

1007310 SPEECH 2

The purpose of this course is to enable students to develop intermediate-level skills in formal and informal oral communication. The content will include, but not be limited to formal and informal oral communication skills; forms of oral communication; techniques of public speaking; research, organization; writing for public speaking; and analysis and evaluation of public speaking. This course will meet graduation requirement for Performing Fine Arts graduation credit.

1000400 INTENSIVE LANGUAGE ARTS

The purpose of this course is to help diffident students with serious reading problems to develop more basic reading skills in decoding, fluency, vocabulary, comprehension, study skills, and good reading habits. This course may be repeated for multiple credits if, on subsequent offerings, the required level of student's proficiency demonstrates the need. Course selection will be determined by FSA ELA performance data and FAIR-FS data. The single period course will be in addition to Intensive Reading.

1000410 INTENSIVE READING

The purpose of this course is to help students who have not achieved a proficiency score on the ELA state assessment the previous year develop high-level reasoning skills, vocabulary, and reading comprehension. Using nonfiction text, students will learn before-, during-, and after-reading strategies to meet grade-level standards using more complex reading selections. In addition, students will increase their fluency and ability to read independently. This course may be repeated for multiple credits if the required level of student's proficiency demonstrates the need. Course selection will be determined by FSA ELA performance data and FAIR-FS data. The course will be linked to English 1, 2, 3, or 4 and taught as part of a double period by a reading/English teacher.

English Speakers of Other Languages (ESOL) Course Descriptions

1002380-DEVELOPMENTAL LANGUAGE ARTS THROUGH ESOL

This course is an optional 3rd period designed for 9-12th grade English Language Learner students who score between 580-681 on the CELLA Listening/Speaking; 605-689 CELLA Reading and 600-689 CELLA Writing. This course will emphasize language development in listening, speaking, reading and writing for beginning level English Language Learner (ELL) students with one year or less in the ELL program.

Exceptional Student Education

COURSE NUMBER	COURSE NAME	WEIGHT	PLACEMENT PARAMETERS	PREREQUISITE/ GRADE LEVEL
7900010	Therapeutic Instructional Support			Staffed into a full-time emotionally handicapped/ EBD or severely emotionally disturbed program
7900030	Hospital/Homebound Instructional Services			Staffed into Hospital/Homebound program
7910111	Access English 1/2			Staffed into an ESE program and recommended by the IEP Team
7910112	Access English 3/4			Staffed into an ESE program and recommended by the IEP Team
7912060	Access Informal Geometry			Staffed into an ESE program and recommended by the IEP Team
7912065	Access Geometry			Staffed into an ESE program and recommended by the IEP Team
7912070	Access Liberal Arts Mathematics			Staffed into an ESE program and recommended by the IEP Team
7912080	Access Algebra 1a			Staffed into an ESE program and recommended by the IEP Team
7912090	Access Algebra 1b			Staffed into an ESE program and recommended by the IEP Team
7915010	Specially Designed Physical Education			Staffed into an ESE program and recommended by the IEP Team
7915015	Access Health Opportunities Through Physical Education (HOPE) 9-12			Staffed into an ESE program and recommended by the IEP Team
7919010	Driver Education for Special Learners			Staffed into an ESE program and recommended by the IEP Team
7920011	Access Chemistry			Staffed into an ESE program and recommended by the IEP Team
7920015	Access Biology			Staffed into an ESE program and recommended by the IEP Team
7920020	Access Earth/Space Science			Staffed into an ESE program and recommended by the IEP Team
7920025	Access Integrated Science 1			Staffed into an ESE program and recommended by the IEP Team
7921015	Access United States Government			Staffed into an ESE program and recommended by the IEP Team
7921022	Access Economics w/ Financial Literacy			Staffed into an ESE program and recommended by the IEP Team
7921025	Access United States History			Staffed into an ESE program and recommended by the IEP Team
7921027	Access World History			Staffed into an ESE program and recommended by the IEP Team
7960010	Transition Planning			Staffed into an ESE program and recommended by the IEP Team
7963040	Expanded Skills			Staffed into an ESE program for hearing impaired and recommended by the IEP Team
7963050	Expanded Core Competencies			Staffed into an ESE for visual impaired program and recommend by the IEP Team
7963060	Orientation and Mobility:			Staffed into an ESE program for visual impaired and recommended by the IEP Team
7963070	Social and Personal Skills			Staffed into an ESE program and recommended by the IEP Team
7963080	Learning Strategies			Staffed into an ESE program and recommended by the IEP Team

7963120	Skills for Students who are Deaf-Blind			Staffed into an ESE program for both hearing and visually impaired
7966010	Physical Therapy			Staffed into an ESE program for physical therapy
7966020	Occupational Therapy			Staffed into an ESE program for occupational therapy
7966030	Speech Therapy			Staffed into an ESE program for speech therapy
7966040	Language Therapy			Staffed into an ESE program for language therapy
7967010	Visual and Performing Arts			Staffed into an ESE program and recommended by the IEP Team
7980110	Career Preparation: 9-12			Staffed into an ESE program and recommended by the IEP Team
7980120	Career Experiences: 9-12			Staffed into an ESE program, successful completion of career education and/ or career preparation and recommended by the IEP Team
7980130	Career Placement: 9-12		Successful completion of Career Experience	
7980150	Support Competitive Employment			Staffed into an ESE program and recommended by the IEP Team
7980190	Technology Education			Staffed into an ESE program and recommended by the IEP Team

Exceptional Student Information and Course Descriptions

The courses in this section may be used for elective or required credit for a special diploma. All courses in this section may be repeated for individual students because the courses include a range of student requirements and benchmarks. Therefore, entire courses may not be mastered in one year. A student may earn multiple credits in a course. Courses are designed for students functioning at the independent, supported and participatory levels of performance. Individual students may function at one level across all areas, or at several different levels, depending on the requirements and circumstances. Regular education courses may be substituted for ESE courses if they are determined by the Individual Education Plan Team to be equivalent to the ESE courses. ESE courses may only be applied as elective credit when changing from special diploma to standard diploma.

Access Level Courses

Sunshine State Standard Access Points are expectations written for students with significant cognitive disabilities to access general education curriculum. Access courses are designed to provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent), which 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.

7910111 ACCESS ENGLISH 1/2

The purpose of this course is to develop or expand the student's understanding of: the reading process, literary analysis, the writing process, writing applications, communication, accessing information and media literacy.

7910112 ACCESS ENGLISH 3/4

The purpose of this course is to develop or expand the student's understanding of: the reading process, literary analysis, the writing process, writing applications, communication, accessing information and media literacy.

7912060 ACCESS INFORMAL 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: content-related vocabulary; attributes of lines, planes, and solids; properties of size, shape, position, and space; and variables and their impact on outcomes and varied solution strategies to solve real-world problems.

7912065 ACCESS GEOMETRY

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 points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

7912070 ACCESS 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: 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; and properties of size, shape, position, and space and varied solution strategies to solve real-world problems.

7912080 ACCESS ALGEBRA 1A

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: 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; and varied solution strategies to solve real-world problems.

7912090 ACCESS ALGEBRA 1B

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: 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; and varied solution strategies to solve real-world problems.

7915015 ACCESS HEALTH OPPORTUNITIES THROUGH PHYSICAL EDUCATION (HOPE) 9-12

The content is intended 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, responsible behaviors and values.

919010 DRIVER EDUCATION FOR SPECIAL LEARNERS

The purpose of this course is to provide students with disabilities with the basic knowledge necessary to obtain a Florida driver's license.

7920011 ACCESS CHEMISTRY 1

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, and interaction of matter and energy and properties of fundamental forces.

7920015 ACCESS BIOLOGY 1

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of Biology I. 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, and scientific investigation.

7920020 ACCESS EARTH/SPACE SCIENCE

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 and renewable and non-renewable energy resources.

7920025 ACCESS INTEGRATED SCIENCE 1

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, and characteristics of life and equilibrium of Earth's biotic community.

7921015 ACCESS UNITED STATES GOVERNMENT

Access United States Government consists of Civics, Government and Geography content area strands. The 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 United States citizens, principles, functions, and organization of government, United States foreign policy, characteristics, distribution, and migration of human populations, and human actions that can impact the environment.

7921022 ACCESS ECONOMICS WITH FINANCIAL LITERACY

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 points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

7921025 ACCESS UNITED STATES HISTORY

The United States History curriculum consists of American History, Geography, and Humanities content area strands. The content is intended to develop or expand the student's understanding of the: causes, course, and consequence of the Civil War and Reconstruction, transformation of the American economic, social, and political conditions in response to the Industrial Revolution, the changing role of the United States in world affairs, changing social, political, and economic conditions of the Roaring Twenties and the Great Depression, causes, course, and consequences of World War II, international influence of the United States and the impact of contemporary social and political movements on American life, maps and other geographic representations, tools, and technology, physical and cultural characteristics of places, characteristics, distribution, and migration of human populations, historical, social, and cultural contexts of the arts, and influence of transportation, trade, communication, science, and technology on cultures.

7921027 ACCESS WORLD HISTORY

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 points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

Transition and Career Education Courses

7960010 TRANSITION PLANNING

The purpose of this course is to enable students with disabilities to develop knowledge and skills for transition planning and accessing services needed to engage in postsecondary education/training, employment, and independent living. The course covers all aspect of transition including *legal Issues, personal and career planning and self-determination and self-advocacy.*

7963010 PREPARATION FOR ADULT LIVING

The purpose of this course is to enable students with disabilities to gain the knowledge and skills needed for post school adult living.

7980110 CAREER PREPARATION: 9-12

The purpose of this course is to enable students to acquire the knowledge and skills necessary to identify a broad range of career options and community resources and to develop work-related competencies.

7980120 CAREER EXPERIENCES: 9-12

The purpose of this course is to enable students with disabilities to further develop knowledge and skills to select career options, access community resources, and apply work-related behaviors through guided practice and experiences in school and community work settings. Non-paid community-based vocational education (non-paid CBVE) training programs are typically implemented through this course.

7980130 CAREER PLACEMENT: 9-12

The purpose of this course is to enable students with disabilities to apply career knowledge and skills to perform work-related behaviors in a paid employment situation.

7980150 SUPPORT COMPETITIVE EMPLOYMENT

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. This course will enable students to apply career knowledge and skills to perform work-related behaviors in a paid employment situation with needed supports and assistance.

7980190 TECHNOLOGY EDUCATION

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.

Special Skills, Miscellaneous and Related Arts Classes

7900010 THERAPEUTIC INSTRUCTIONAL SUPPORT

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 and Short-Term Objectives or Benchmarks specified in the student's Individual Educational Plan (IEP).

7900030 HOSPITAL/HOMEBOUND INSTRUCTIONAL SERVICES

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).

7915010 SPECIALLY DESIGNED PHYSICAL EDUCATION

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

7963040 EXPANDED SKILLS

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).

7963050 EXPANDED CORE COMPETENCIES

The purpose of this course is to provide instruction for students who have visual impairments, which affect their ability to function in the home, community or educational setting. The content shall include, but not be limited to: maximum use of sensory input, access to printed information through use of strategies and modifications for completion of general education requirements, personal communication systems, personal management, social and interpersonal relationships and productivity and career option.

7963060 ORIENTATION AND MOBILITY

The purpose of this course is to enable students with visual impairments to develop skills leading to safe, efficient, and independent movement and travel skills and knowledge of their presence within the environment to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

7963070 SOCIAL AND PERSONAL SKILLS

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).

7963080 LEARNING STRATEGIES

The purpose of this course is to enable students with disabilities to acquire and generalize strategies and skills across academic, community, and employment settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

7963120 SKILLS FOR STUDENTS WHO ARE DEAF-BLIND

The purpose of this course is to provide instruction and reinforcement in the unique skills needed by the student who is deaf-blind. The content shall include, but not be limited to: sensory awareness, self-concept, self-direction, orientation and mobility, social skills, communication skills, functional living skills, household management, vocational training and leisure and recreational skills.

7963130 UNIQUE SKILLS

The purpose of this course is to enable students with disabilities to acquire and generalize skills they need to achieve annual goals based on assessed needs and the student's individual educational plan (IEP). It is structured around the domains addressed on the IEP: Social and Emotional, Independent Functioning, Curriculum and Learning, and Communication.

7967010 VISUAL AND PERFORMING ARTS

The purpose of this course is to enable students with disabilities to develop a knowledge and appreciation of the visual and performing arts. The content should include, but not be limited to, the following: music, dance, visual art, theatre and careers in the arts.

Therapy

7966010 PHYSICAL THERAPY

The purpose of this course is to provide instruction to students who have physical disabilities, 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. The content shall include, but not be limited to: maintaining, restoring, or enhancing motor and sensory skills, use of adaptive equipment and assistive devices and promoting independence in mobility and management of health-related functions.

7966020 OCCUPATIONAL THERAPY

The purpose of this course is to provide instruction to students who's 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. The content shall include, but not be limited

to: maintaining, restoring, or enhancing motor and sensory skills, use of adaptive equipment and assistive devices and promoting independence in activities of daily living.

7966030 SPEECH THERAPY

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. The content shall include, but not be limited to: articulation therapy, fluency therapy and voice therapy.

7966040 LANGUAGE THERAPY

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. The content shall include, but not be limited to: form, including phonology, syntax, and morphology, content, including semantics and function, including pragmatics.

Health, Physical Education and Driver Education				
COURSE NUMBER	COURSE TITLE	WEIGHT	PLACEMENT PARAMETERS	PREREQUISITES GRADE LEVEL
3026010	Health Opportunities Through Physical Education (HOPE) (1.0) Physical Education (Core)	U		
3026020	AICE Physical Education – (AS Level)	AP		Teacher Recommendation
1506320	Health Opportunities Through Physical Education (HOPE) (1.0) Physical Education	U		
0800300	Health 1 – Life Management Skills (0.5)	U		
0800320	First Aid and Safety (0.5)	U		HOPE
0800370	Parenting 1 (0.5)	U		
0800380	Parenting 2 (0.5)	U		Parenting 1
1500300	Adaptive Physical Education IEP or 504 Plan (0.5)	U		Must have an IEP or 504 Plan
1501300	Personal Fitness (0.5)	U		
1501310	Fitness Lifestyle Design (0.5)	U		HOPE
1501320	Fitness Issues for Adolescence (0.5)	U		HOPE
1501340	Weight Training 1 (0.5)	U		
1501350	Weight Training 2 (0.5)	U		Weight Training 1
1501360	Weight Training 3 (0.5)	H		Weight Training 2
1501380	Personal Fitness Trainer	U		Grade 11 or 12 AND Teacher recommendation or in Health Science Academy
1501390	Comprehensive Fitness (0.5)	U		HOPE
1501410	Power Weight Training 1 (0.5)	U		Weight Training 3
1502410	Individual and Dual Sports 1 (0.5)	U		
1502420	Individual and Dual Sports 2 (0.5)	U		Individual and Dual Sports 1
1502430	Individual and Dual Sports 3 (0.5)	U		Individual and Dual Sports 2
1502470	Recreational Activities (0.5)	U		
1502490	Care & Prevention of Athletic Injuries (0.5)	U		HOPE
1503310	Basketball (0.5)	U		
1503315	Basketball 2 (0.5)	U		Basketball 1
1503320	Soccer (0.5)	U		
1503330	Softball (0.5)	U		
1503350	Team Sports 1 (0.5)	U		
1503360	Team Sports 2 (0.5)	U		Team Sports 1
1503400	Aerobics 1 (0.5)	U		
1503410	Aerobics 2 (0.5)	U		Aerobics 1
1504500	Tennis 1 (0.5)	U		
1505500	Volleyball 1 (0.5)	U		
1505510	Volleyball 2 (0.5)	U		Volleyball 1
1505520	Volleyball 3 (0.5)	U		Volleyball 2
1900300	Driver Education/Class (0.5)	U		Concurrent enrollment in Driver Education/Traffic Safety Classroom and Laboratory or .5 elective pairing
1900310	Driver Education/Traffic Safety Classroom and Laboratory (0.5)	U		Concurrent enrollment in Driver Education class or .5 elective pairing

Health, Physical, and Driver Education Course Descriptions

3026010 HOPE-PHYSICAL EDUCATION (CORE)

The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness. Students will realize the full benefit of this course when it is taught with an integrated approach. In addition to the physical education content represented in the benchmarks, specific health education topics within this course include, but are not limited to:

- Components of Health and Wellness
- Health Risks and Decision-Making
- Self-Esteem Building
- Goal Setting and Managing Stress
- Harassment, Bullying and Suicide Prevention
- Components of Physical Fitness
- Nutrition
- Health Advocacy
- Fitness Testing and Personal Health Planning
- Relationships, Communication and Dating Violence Prevention
- Human Growth and Development - Anatomy/Pregnancy/Childbirth
- Abstinence, HIV/AIDS, STD Prevention
- Alcohol, Tobacco, and Drug Prevention
- Internet Safety
- Land and Water Safety/First Aid/CPR/AED Awareness

Special Note: The District School Board of Collier County has adopted a policy enabling students to study Abstinence Based and Human Sexuality education as part of the Comprehensive Health program. Any student whose parent makes a written request to the school principal shall be exempt from HIV/AIDS and human sexuality instructional activities.

3026020 – AICE PHYSICAL EDUCATION – (AS LEVEL)

The Physical Education syllabus is both practical and theoretical, covering anatomy and physiology, movement skills and contemporary studies in sport. Learners are encouraged to try out a range of physical activities, including team and individual sports, games, and outdoor activities, and then use the theoretical knowledge they have gained to analyze the different factors influencing performance.

<http://www.cie.org.uk/programmes-and-qualifications/cambridge-international-as-and-a-level-physical-education-9396/>

1506320 HOPE-PHYSICAL EDUCATION VARIATION

The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness. Students will combine the learning of principles and background information in a classroom setting with physical application of the knowledge. A majority of class time should be spent in physical activity. In addition to the physical education content represented in the benchmarks, specific health education topics within this course should include, but are not limited to:

- Components of Health and Wellness
- Components of Physical Fitness
- Nutrition and Fitness Planning
- Decision-making and Goal Setting
- Self-Esteem Building
- Health Advocacy
- Internet Safety
- Alcohol, Tobacco, and Drug Prevention
- Bullying, Harassment and Dating Violence Prevention
- Abstinence, HIV/AIDS, STD Prevention
- Land and Water Safety/First Aid/CPR/AED Awareness
- Fitness Testing and Personal Health Planning

Special Note: The District School Board of Collier County has adopted a policy enabling students to study Abstinence Based and Human Sexuality education as part of the Comprehensive Health program. Any student whose parent makes a written request to the school principal shall be exempt from HIV/AIDS and human sexuality instructional activities.

0800300 HEALTH 1 - LIFE MANAGEMENT SKILLS

The purpose of this course is to produce health literate students that make sound decisions and take positive actions for healthy and effective living. The course is wellness oriented and emphasizes responsible decision-making and planning for a healthy lifestyle.

The content should include, but is not limited to, the following:

- Responsible decision-making
- Goal-setting, including personal health and individual wellness planning

Positive emotional development, including the prevention of depression and suicide
 Communication, interpersonal and coping skills, including prevention of violence, gangs, and bullying
 Nutrition and physical activity
 Tobacco, alcohol, and other drug use and abuse
 Safety education, including cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED), first aid for obstructed airway, and injury prevention including CPR, AED, general first aid, and injury prevention
 Prevention of child abuse and neglect
 Human sexuality, including abstinence from sexual activity, and teen pregnancy prevention
 Disease prevention and control, including HIV/AIDS and other STIs
 Analyzing health information and consumer knowledge
 Health-related community resources
 Health advocacy skills
 Internet Safety
 Dating Violence
 Special Note: The District School Board of Collier County has adopted a policy enabling students to study Abstinence Based and Human Sexuality education as part of the Comprehensive Health program. Any student whose parent makes a written request to the school principal shall be exempt from HIV/AIDS and human sexuality instructional activities.

0800320 FIRST AID AND SAFETY

This course provides a basic overview of the causes and preventions of unintentional injuries, appropriate emergency responses to those injuries and crisis response planning. Safety education should include cardiopulmonary resuscitation (CPR) and the use of an automatic external defibrillator (AED), first aid for obstructed airway, and injury prevention. The content should include, but is not limited to, the following:

Safety promotion
 First aid procedures
 Adult, child, and infant CPR, and AED procedures
 Disaster preparedness
 Community resources and services
 Career and public service opportunities
 Water Safety and Rescue Procedures

0800370 PARENTING 1

This course provides students with skills and information to enable them to care for and nurture the infant child. Emphasis is placed on child safety, nutrition, and growth and development. Additional content includes care of the sick or injured child, parental rights and responsibilities, consumer skills, and building positive family relationships.

The content should include, but is not limited to, the following:

- Healthy lifestyle and pre and post natal care
- Stages of physical, social, cognitive, and emotional development of infants
- Positive emotional development of mother
- Communication, interpersonal and coping skills
- Responsible decision-making
- Parenting skills and care-giving including prevention of child abuse and neglect and infant mortality
- Family relationships including parental rights and responsibilities
- Child care, safety, and hygiene
- Disease prevention and control common infant illnesses
- Health-related community resources
- Consumer skills

0800380 PARENTING 2

This course provides students with skills and information to enable them to care for and nurture the toddler and preschool-age child. Emphases are placed on child safety, nutrition, and growth and development. Additional content includes care of the sick or injured child, parental rights and responsibilities, consumer skills, and building positive family relationships.

The content should include, but is not limited to, the following:

- Healthy lifestyle of family
- Stages of physical, social, cognitive, and emotional development of toddler and preschool-age child
- Positive emotional development of mother
- Communication, interpersonal and coping skills
- Responsible decision-making
- Parenting skills and care-giving including prevention of child abuse and neglect
- Family relationships including parental rights and responsibilities
- Child care, safety, and hygiene
- Disease prevention and control common toddler and preschool-age children's illnesses

- Behavior management
- Child learning and play experiences
- Health-related community resources
- Consumer skills

1500300 ADAPTIVE PHYSICAL EDUCATION I.E.P. OR 504 PLAN

The purpose of this course is to meet student needs identified in the Individualized Educational Plan (I.E.P.) or 504 plan. The content should include and be limited to the goals and objectives contained in the student's I.E.P or 504 plan. This course number is to be used to describe a student who has an IEP plan or a chronic physical disability that would not require this student to be placed in a self-contained ESE class. These numbers are assigned to that student in a regular physical education class to identify special needs. This course is taught by a certified physical education teacher. The teacher is required to accommodate a student in accordance to their IEP or their medical disability. The medical disability would have to be validated by a physician's statement certifying what the student's limitations are.

1501300 PERSONAL FITNESS

The purpose of this course is to provide students with the knowledge, skills, assessments and application of components of health and physical fitness practices they need to become healthy and physically active for a lifetime. This course addresses health and skill related fitness, stress management, safety, nutrition, consumerism, technology, fitness program design, health issues associated with inadequate fitness and poor health behaviors.

1501310 FITNESS LIFESTYLE DESIGN

The purpose of this course is to enable students to use and extend their knowledge of fitness concepts to design a personal fitness program in order to maintain or improve an individualized level of fitness.

This course will contain but not be limited to the following: safety practices, physiology of the cardiovascular system, anatomy of the muscles, concepts and principles of health-related fitness, correct techniques of executing exercises, use of various types of exercise and fitness equipment, personal and group fitness exercises/activities, fitness assessment, nutrition, stress reduction, consumer issues and the benefits of cardiorespiratory fitness.

1501320 FITNESS ISSUES FOR ADOLESCENCE

The purpose of this course is to extend the acquisition of knowledge of physical fitness concepts, acquire knowledge about selected adolescent issues related to physical fitness and grooming, and improve personal fitness. The content should include, but not be limited to the following: further development of knowledge and application of physical fitness concepts and principles, participation in a variety of lifelong physical activities that assess and promote the health-related components of physical fitness, safety practices, a variety of adolescent issues related to physical fitness and grooming.

1501340 WEIGHT TRAINING 1

The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement as it relates to weight training. The integration of health and fitness concepts, correct performance techniques, muscular strength and endurance, anatomy of muscles, various exercises and equipment, personal fitness assessment, nutrition, consumer issues, injury prevention and safety, and the benefits of participation.

1501350 WEIGHT TRAINING 2

The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement as it relates to weight training. The integration of health and fitness concepts, correct performance techniques, muscular strength and endurance, anatomy of muscles, various exercises and equipment, personal fitness assessment, nutrition, consumer issues, injury prevention and safety, and the benefits of participation.

501360 WEIGHT TRAINING 3

The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement as it relates to weight training. The integration of health and fitness concepts, correct performance techniques, muscular strength and endurance, anatomy of muscles, various exercises and equipment, personal fitness assessment, nutrition, consumer issues, injury prevention and safety, and the benefits of participation; including designing, implementing and evaluating a weight training program.

1501380 PERSONAL FITNESS TRAINER

The purpose of this course is to provide students with a foundation of fitness knowledge and skill that will adequately prepare the student for a career as a Fitness Professional. The course contains, but is not limited to instruction in the following areas: Muscle Physiology, Cardiorespiratory Physiology, Basic Energy Metabolism, Training Adaptations, Applied Exercise Physiology, Basic Kinesiology and Musculoskeletal Anatomy, Safety and Exercise, Resistance Training, Training of the major Muscle Groups, Flexibility, Nutritional Considerations, Adult Fitness and Special Needs Populations, the Development of Effective Training Programs and Motivation Behavior and the Personal Training Business.

1501390 COMPREHENSIVE FITNESS

The purpose of this course is to enable students to develop an understanding of fitness concepts and design a personal fitness program while developing an individualized level of health-related activities.

This course will contain but not be limited to the following: safety practices, physiology of the cardiovascular system, anatomy of the muscles, concepts and principles of health-related fitness, correct techniques of executing exercises, use of various types of exercise and fitness equipment, fitness assessments, personal and group fitness exercises/activities, nutrition, consumer issues, benefits of participation, design and implementation of a personal fitness program.

1501410 POWER WEIGHT TRAINING 1

The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement as it relates to power weight training. The integration of health and fitness concepts, correct performance techniques, muscular strength and endurance, anatomy of muscles, rules, history and terminology of musculoskeletal system and exercises, more complex exercises, techniques and equipment, personal fitness assessment, nutrition, consumer issues, injury prevention and safety, and the benefits of participation; including designing, implementing and evaluating a weight training program.

1502410 INDIVIDUAL AND DUAL SPORTS 1

The purpose of this course is to enable students to develop knowledge and skills specified in individual and dual sports and to maintain health related fitness. The content should include, but not be limited to the following: safety practices, rules, terminology, etiquette, history of the sports, sportsmanship, correct techniques in performing skills, consumer issues, benefits of participation, fitness activities, assessment of skills, and fitness assessments. The sports offered may include but not be limited to tennis, table tennis, badminton, pickle ball, golf, juggling, track and field, and archery.

1502420 INDIVIDUAL AND DUAL SPORTS 2

The purpose of this course is to enable students to develop knowledge and skills specified in individual and dual sports and to maintain health related fitness. The content should include, but not be limited to the following: safety practices, rules, terminology, etiquette, history of the sports, sportsmanship, correct techniques in performing skills, consumer issues, benefits of participation, fitness activities, and assessment of skills and fitness. This course is an extension of Individual/Dual Sports 1. Other sports/activities offered in this course may include but not limited to run/walk/jog, bowling, bocce, ultimate Frisbee, fencing, handball, pickle ball, swimming, biking and racquetball.

1502430 INDIVIDUAL AND DUAL SPORTS 3

The purpose of this course is to enable students to develop knowledge and skills specified in for each sport/activity offered. The content should include, but not be limited to the following: safety practices, rules, terminology, etiquette, history of the sports, sportsmanship, correct techniques in performing skills, consumer issues, benefits of participation, fitness activities, and assessment of skills and fitness assessments. This course is an extension of Individual/Dual Sports 2. Other sports/activities offered in this course may include but not limited to cross country running, paddle ball, handball, horse shoes, can jam, croquet, corn hole, shuffleboard, gymnastics and self-defense.

1502470 RECREATIONAL ACTIVITIES

The purpose of this course is to enable students to develop knowledge and skills in recreational activities and maintain or improve health-related fitness. The content should include, but not be limited to the following: safety practices, rules, terminology, sportsmanship, etiquette, history of recreational activities, correct techniques in performing skills, strategies, officiating, organizing and administration of recreational activities, consumer issues, benefits of participation, fitness activities, assessment of skills and fitness assessments. Activities may include, but not limited to fishing, biking, skating, folk, social, and square dance.

1502490 CARE AND PREVENTION OF ATHLETIC INJURIES

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.

The content should include, but not be limited to the following: safety practices, rules, terminology, and history of the sports/activities, correct techniques in performing skills, consumer issues, and benefits of participation, fitness activities, and fitness assessments. The content of the course should include but not limited to such things as injury prevention, anatomy and physiology related to athletic injuries, conditioning methods, identification, management, rehabilitation, athletic training, career opportunities, benefits of knowing issues pertaining to athletic injuries.

1503310 BASKETBALL

The purpose of this course is to enable students to develop knowledge and skills specified. The content should include, but not be limited to the following: safety practices, rules, terminology, etiquette, history of the sport, sportsmanship, correct techniques in performing skills, strategies, officiating, developing the physical skills necessary to be competent in many forms of movement, knowledge of basketball concepts such as offensive and defensive strategies and tactics, and appropriate social behaviors within a team or group setting, consumer issues, benefits of participation, fitness activities, assessment of skills and fitness assessments.

1503315 BASKETBALL 2

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. Participate in course activities will continue to

enhance healthy behaviors that influence students to participate in physical activities throughout their life.

1503320 SOCCER

The purpose of this course is to enable students to develop knowledge and skills specified. The content should include, but not be limited to the following: safety practices, rules, terminology, etiquette, history of the sport, sportsmanship, correct techniques in performing skills, strategies, officiating, developing the physical skills necessary to be competent in many forms of movement, knowledge of soccer concepts such as offensive and defensive strategies and tactics, and appropriate social behaviors within a team or group setting, consumer issues, benefits of participation, fitness activities, assessment of skills and fitness assessments.

1503330 SOFTBALL

The purpose of this course is to enable students to develop knowledge and skills specified. The content should include, but not be limited to the following: safety practices, rules, terminology, etiquette, history of the sport, sportsmanship, correct techniques in performing skills, strategies, officiating, developing the physical skills necessary to be competent in many forms of movement, knowledge of softball concepts such as strategies and tactics, and appropriate social behaviors within a team or group setting, consumer issues, benefits of participation, fitness activities, assessment of skills and fitness assessments.

1503350 TEAM SPORTS 1

The purpose of this course is to enable students to develop knowledge and skills specified. The content should include, but not be limited to the following: safety practices, rules, terminology, etiquette, history of the sport, sportsmanship, correct techniques in performing skills, strategies, officiating, developing the physical skills necessary to be competent in many forms of movement, general knowledge of basketball, field hockey, flag football, soccer, softball and volleyball concepts such as strategies and tactics, and appropriate social behaviors within a team or group setting, consumer issues, benefits of participation, fitness activities, assessment of skills and fitness assessments.

1503360 TEAM SPORTS 2

The purpose of this course is to enable students to develop knowledge and skills specified. The content should include, but not be limited to the following: safety practices, rules, terminology, etiquette, history of the sport, sportsmanship, correct techniques in performing skills, strategies, officiating, developing the physical skills necessary to be competent in many forms of movement, extension of knowledge of basketball, field hockey, flag football, soccer, softball and volleyball concepts such as strategies and tactics, and appropriate social behaviors within a team or group setting, consumer issues, benefits of participation, fitness activities, assessment of skills and fitness assessments. Additional activities may include, lacrosse, rugby, speedball, netball, team handball, and quidditch,

1503400 AEROBICS 1

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. This course will contain but not be limited to the following: safety practices, basic physiology of the cardiovascular system, basic anatomy of the muscles, correct techniques of executing exercises, high and low impact aerobics, use of various types of exercise equipment, personal and group fitness exercises/activities, fitness assessment, nutrition, stress reduction, consumer issues and the benefits of cardio respiratory fitness.

1503410 AEROBICS 2

The purpose of this course is to enable students to develop intermediate-level of knowledge pertaining to aerobic activities and fitness and to maintain or improve an individualized level of fitness. This course will contain but not be limited to the following: safety practices, physiology of the cardiovascular system, anatomy of the muscles, correct techniques of executing exercises, high and low impact aerobics, use of various types of exercise equipment, personal and group fitness exercises/activities, fitness assessment, nutrition, stress reduction, consumer issues and the benefits of cardio respiratory fitness. Development of personal aerobics routine is included in this course.

1504500 TENNIS 1

The purpose of this course is to provide students with opportunities to acquire basic knowledge and skills in tennis that may be used in recreational pursuits today as well as later in life, and maintain and/or improve their personal fitness. The content should include, but not be limited to, in-depth knowledge and application of the fundamentals of each of the basic strokes, techniques, rules, etiquette, and safety practices necessary to participate in tennis. Skill acquisition and the maintenance and/or improvement of personal fitness should be stressed. General health and fitness knowledge and fitness testing included.

1505500 VOLLEYBALL 1

The purpose of this course is to enable students to develop knowledge and skills specified. The content should include, but not be limited to the following: safety practices, rules, terminology, etiquette, history of the sport, sportsmanship, correct techniques in performing skills, strategies, officiating, developing the physical skills necessary to be competent in many forms of movement, knowledge of volleyball concepts such as strategies and tactics, and appropriate social behaviors within a team or group setting, consumer issues, benefits of participation, fitness activities, assessment of skills and fitness assessments.

1505510 VOLLEYBALL 2

The purpose of this course is to enable students to develop knowledge and skills specified. The content should include, but not be limited to the following: safety practices, rules, terminology, etiquette, history of the sport, sportsmanship, correct techniques in performing skills, strategies, officiating, developing the physical skills necessary to be competent in many forms of movement, knowledge of volleyball concepts such as strategies and tactics, and appropriate social behaviors within a team or group setting, consumer issues, benefits of participation, fitness activities, assessment of skills and fitness assessments.

1505520 VOLLEYBALL 3

The purpose of this course is to enable students to develop knowledge and skills specified. The content should include, but not be limited to the following: safety practices, rules, terminology, etiquette, history of the sport, sportsmanship, correct techniques in performing skills, strategies, officiating, organizing and administering volleyball games, extensive knowledge of volleyball concepts such as strategies and tactics, and appropriate social behaviors and leadership within a team or group setting, consumer issues, benefits of participation, fitness activities, assessment of skills and fitness assessments.

1900300 DRIVER EDUCATION/TRAFFIC SAFETY – CLASSROOM

Major concepts/content

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.

The content should include, but not be limited to, the following:

- vehicle control and traffic procedures
- defensive strategies for driving natural laws and their application to driving
- energy efficient and safe enjoyable vehicle ownership
- physical and mental factors
- legal and moral obligations
- knowledge of motorcycle operations and interactions in the system
- planning for safe travel to include map studies
- effects of alcohol and other drugs on driving performance
- distracted driving; risks and consequences
- seat belt safety

Classroom instruction only.

Course Requirements

After successfully completing this course, the student will:

- Describe basic aspects of the Highway Transportation System (HTS)--its purpose, major elements, effectiveness, and the roles played by man in the system.
- Describe basic vehicle control, including exterior and interior promotion checks, control of motion and direction, and basic maneuvers.
- Describe and interpret signs, signals, and pavement markings.
- Describe the need for identifying potential hazards in traffic, making predictions about possible occurrences, making wise decisions for action based on minimum risk, and describe appropriate execution of these decisions (I.P.D.E.).
- Describe the management of space requirements in all driving situations.
- Describe the skills required to effectively control and take proper actions in emergency situations to avoid a collision or minimize the impact if unavoidable.
- Describe needed measures for correcting or minimizing the effects of temporary or permanent physical defects or limitations.
- Describe the legal and moral responsibilities at the scene of highway collisions.
- Describe the effects of attitudes and emotions on driving decisions.
- Describe the effect of alcohol and other drugs on driving.
- Describe the importance of vehicle maintenance for safe and efficient operation.
- Describe the requirements for compliance with the laws that apply to drivers as well as owners of motor vehicles.
- Describe the principles and practices related to trip planning.
- Describe the operation and interaction of motor driven cycles in the Highway Transportation System.
- Describe specific decisions to be made when interacting with other users of the Highway Transportation System other than the automobile.
- Describe the value and use of occupant vehicle restraints and other built-in safety features and devices.

- Describe the need for actively supporting traffic law enforcement agencies and assisting in the improvement of highway safety programs.
- Describe the risks and consequences of being a distracted driver.

1900310 DRIVER EDUCATION/TRAFFIC SAFETY - CLASSROOM AND LABORATORY

Major concepts/content

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.

The content should include, but not be limited to, the following:

- vehicle control and traffic procedure
- defensive strategies for driving
- natural laws and their application to driving
- energy efficient and safe enjoyable vehicle ownership
- physical and mental factors
- legal and moral obligations
- knowledge of motorcycle operations and interactions in the system
- planning for safe travel to include map studies
- the effects of alcohol and other drugs on driving performance
- distracted driving; risks and consequences
- seat belt safety

Course Requirements

After successfully completing this course, the student will:

- Describe basic aspects of the Highway Transportation System (HTS)--its purpose, major elements, effectiveness, and the roles played by man in the system.
- Describe and demonstrate basic control of the vehicle, including exterior and interior promotion checks, control of motion and direction, and basic maneuvers.
- Describe, interpret, and react properly to signs, signals, and pavement markings.
- Describe the need for identifying potential hazards in traffic, making predictions about possible occurrences, making wise decisions for action based on minimum risk, and demonstrate appropriate executions of these decisions (I.P.D.E.).
- Describe and demonstrate the management of space requirements in all driving situations.
- Describe and demonstrate the skills required to effectively control and take proper actions in emergency situations to avoid a collision or minimize the impact if unavoidable.
- Describe needed measures for correcting or minimizing the effects of temporary or permanent physical defects or limitations.
- Describe the legal and moral responsibilities at the scene of highway collisions.
- Describe the effects of attitudes and emotions on driving decisions.
- Describe the effects of alcohol and other drugs on driving.
- Describe the importance of vehicle maintenance for safe and efficient operation.
- Describe the requirements for compliance with the laws that apply to drivers as well as owners of motor vehicles.
- Describe the principles and practices related to trip planning.
- Describe the operation and interaction of motor driven cycles in the Highway Transportation System.
- Describe and demonstrate specific decisions to be made when interacting with other users of the Highway Transportation System other than the automobile.
- Describe the value and demonstrate the use of occupant vehicle restraints and other built-in safety features and devices.
- Describe the need for actively supporting traffic law enforcement agencies and assisting in the improvement of highway safety programs.
- Describe the risks and consequences of being a distracted driver.

Junior Reserve Officers Corps (JROTC)				
COURSE NUMBER	COURSE NAME	WEIGHT	PLACEMENT PARAMETERS	PREREQUISITE/GRADE
1801300	Leadership Education and Training 1	U		
1801310	Leadership Education and Training 2	U	C in Leadership Education and Training 1	Leadership Education and Training 1
1801320	Leadership Education and Training 3	U	C in Leadership Education and Training 2	Leadership Education and Training 2
1801330	Leadership Education and Training 4	U	C in Leadership Education and Training 3	Leadership Education and Training 3
2400300	Leadership Skills Development	U	C in Leadership Education and Training 1	Leadership Education and Training 1
2400310	Leadership Techniques	U	C in Leadership Education and Training 2	Leadership Education and Training 2

ROTC WAIVER NUMBERS
JROTC/Physical Education Waiver – Completion of Year 1 – 1500450 – PE
JROTC/Physical Education Waiver – Completion of Year 2 – 1500460 – EL
JROTC/PE/Performing Arts Waiver- HOPE & Personal Fitness/PE Elective – 1500480 – PA

Junior Reserve Officers Training Corps Course Descriptions

1801300 LEADERSHIP EDUCATION AND TRAINING 1

The purpose of this program is to provide a cooperative effort on the part of the army and the school to provide students opportunities for total development. The course promotes good citizenship and patriotism through character building activities and a course of military instruction that will benefit the cadet, the community, and our nation. The JROTC learning experience is intended to be useful to students in any future career, military or civilian. Satisfactory completion of the program can lead to advanced rank in the active U.S. Army, Army Reserve, or National Guard. This course provides ongoing instruction in leadership theory, drill and ceremonies, hygiene and first aid, introduction to maps and map reading, techniques of oral communication, marksmanship and safety, introduction to Leadership Education and Training, and physical readiness.

1801310 LEADERSHIP EDUCATION AND TRAINING 2

The purpose of this program is to provide a cooperative effort on the part of the army and the school to provide students opportunities for total development. The course promotes good citizenship and patriotism through character building activities and a course of military instruction that will benefit the cadet, the community, and the nation. The JROTC learning experience is intended to be useful to students in any future career, military or civilian. Satisfactory completion of program can lead to advanced rank in the active U.S. Army, Army Reserve, or National Guard. This course provides ongoing instruction in intermediate leadership, drill and ceremonies, intermediate first aid, intermediate map reading, intermediate techniques of oral communication, intermediate marksmanship and safety, the U. S. Army, people, places, and times, service/ROTC opportunities, introduction to Leadership Education and Training 3, selected optional subjects, and physical readiness.

1801320 LEADERSHIP EDUCATION AND TRAINING 3

The purpose of this program is to provide a cooperative effort on the part of the army and the school to provide students opportunities for total development. The course promotes good citizenship and patriotism through character building activities and a course of military instruction that will benefit the cadet, the community, and our nation. The JROTC learning experience is intended to be useful to students in any future career, military or civilian. Satisfactory completion of the program can lead to advanced rank in the active U.S. Army, Army Reserve, or National Guard. This course provides ongoing instruction in applied leadership, drill and ceremonies, applied map reading/land navigation, applied techniques of oral communication, marksmanship and safety, service/ROTC opportunities, the role of the army, selected optional subjects, and physical readiness.

1801330 LEADERSHIP EDUCATION AND TRAINING 4

The purpose of this program is to provide a cooperative effort on the part of the army and the school to provide students opportunities for total development. The course promotes good citizenship and patriotism through character building activities and a course of military instruction that will benefit the cadet, the community, and our nation. The JROTC learning experience is intended to be useful to students in any future career, military or civilian. Satisfactory completion of the program can lead to advanced rank in the active U.S. Army, Army Reserve, or National Guard. The course provides ongoing instruction in applied leadership techniques, advanced communications, staff functions and procedures, selected optional subjects, and physical readiness.

2400300 LEADERSHIP SKILLS DEVELOPMENT

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. The content should include, but not be limited to, study in self-understanding, the development in such areas as goal setting, self-actualization, and assertiveness, and the study of organizational theories and management.

2400310 LEADERSHIP TECHNIQUES

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.

Secondary Mathematics Suggested Course Sequence

FCAT Math/ EOC Level	6 th	7 th	8 th	9 th	10 th	11 th	12 th	Total College Math Credits in FL SUS		
1 & 2	Grade 6 Math paired w. Int. Math – 6 th Grade	Grade 7 Math paired w. Int. Math – 7 th Grade	Grade 8 Math paired w. Int. Math – 8 th Grade	Algebra 1A & Algebra 1B	Liberal Arts Math 1	Geometry Regular	MCS/ MCR	0		
					Informal Geometry					
					Geometry Regular					
3	Grade 6 Math	Grade 7 Math	Grade 8 Math	Algebra 1 R	Geometry R	Liberal Arts Math 2	MCR	0		
						MCR	Alg. 2 R	0		
						Alg. 2 R	Advanced Topics in Mathematics	0		
3 or 4	Grade 6 Math or 6A	Grade 7 Math or 7A	Grade 8 Math	Algebra 1H	Geometry H	Alg. 2 H	Pre – Calc. H or Prob. & Stats H or *AP Stats – 3Cr *Fall – *DE College Alg. –3Cr *Spring – *DE Statistics – 3Cr *AICE Math 1 – 4 Cr	0 or 0 or 3		
				Pre – AICE 1				Pre – AICE 2	Pre – AICE 3	6
				Pre – AICE 2				Pre – AICE 3	*AICE Math 1 – 3Cr	4
3 or 4 or 5	6A	7A Summer Alg. Preparation Opportunity	Mandatory Algebra 1 Entrance Exam Alg. 1H	Geo H	Alg. 2 H	Pre – Calc. H	*AP Stats – 3Cr or Prob. & Stats H	3		
				Pre – AICE 2		Pre – AICE 3	*Fall – *DE College Alg. – 3Cr *Spring – *DE Statistics – 3Cr	*Fall – *DE Pre – Calc. – 3Cr *Spring – *DE Trig. – 3Cr	12	
							*AP Stats - 3Cr	*Fall – *DE College Alg. -3Cr. *Spring – *DE Trig. – 3Cr	9	
				*AICE Math 1 – 3Cr		*AP Calc. AB - 3Cr or *AP Calc. BC - 6Cr	7 or 9			
4 or 5	Mandatory Entrance Exam on 6 th grade content, 7A, & Summer Alg. Preparation Opportunity	Mandatory Algebra 1 Entrance Exam Alg. 1H	Geo H	Alg. 2 H	*Fall – *DE College Alg. – 3Cr *Spring – *DE Statistics – 3Cr	*Fall – *DE Pre – Calc. – 3Cr *Spring – *DE Trig. – 3Cr	*Fall – *DE Calc. 1 – 4 Cr *Spring – *DE Calc. 2 – 4 Cr	20		
				Pre – AICE 3	*AICE Math 1 – 4 Cr	Pre - Calculus	*AP Calc. AB - 4Cr & AP Stats – 3Cr	*AP Calc. BC – 4Cr	11	
						*AP Calc. BC - 6Cr	*AP Stats – 3Cr	13		
				*AICE Fur. Math 1 - 6 Cr	*AP Stats – 3Cr or *AP Calc. BC - 6Cr	13 or 16				

NOTE: Students should be placed based off of their **individual needs and situations**. FSA/FCAT/EOC levels should be one of many data elements (i.e. student course performance, academic history, teacher recommendations, etc.) that should be considered before a student is placed into a course. The FSA/FCAT/EOC Levels are only indicated as a starting point for course sequence.

For students considering the Liberal Arts Mathematics courses please note the following placement criteria:

Course Code	Course	Placement parameters	Prerequisites/ Note
1207300	Liberal Arts Mathematics 1	Algebra EOC Level 1, 2, and low level 3 students and any students who may need remediation in Algebra 1 in order to pass the Algebra 1 EOC	Attempted Algebra 1
1207310	Liberal Arts Mathematics 2	Math Parameters C or D in Geometry Regular and/or D in Honors and/or Failed Geometry EOC	Students should only be placed in this course immediately after Geometry and before Algebra 2

Notes on sequence:

- *College credit indicated is only earned if and only if a student earns a:
 - 3 or higher on AP Exams(4 or 5 on AP Calc. BC)
 - Earned course grade of C or higher in Dual Enrollment(DE) courses
 - E or higher on the respective AICE examination
- *College credit indicated is only valid for Florida Public SUS schools. Other states and institutions accept the college credits on a case by case basis.
- It is a strong recommendation from the Secondary Math Department that every student that receives a high school diploma earns at least one credit in a statistics class. The suggested course sequencing document reflects this expectation.
- After a student has reached Algebra 2 (or its equivalent), there are a wide variety of choices that the student could choose from. Although a student should have at least 3 high school math credits at the completion of Algebra 2, it is strongly recommended that students continue to be enrolled in at least one math class per year until they graduate from high school.
- The pathways indicated in the course sequence are only recommendations based on what would support a student's progress towards college and career readiness and is in **no way** a required sequence. Schools **must** place a student based on their individual needs not solely based on the indicated sequence.
- Remediation is a state requirement. If a student has scored a level 1 or 2 on either the 6-8th grade FSA or on the Algebra 1 EOC, we have it as a requirement to provide remediation. This school district has determined that this remediation will occur through the use of Intensive Math. However, the intensive math courses must be paired with another course in the recommended course sequence.
- Math for College Success (MCS) or Math for College Readiness (MCR) is still required for those students who are not deemed college ready in their Junior or senior year. Placement of a junior or a senior should follow the recommended course sequence.

High School Mathematics Course Information

Course Code	Course	Course Level	NCAA	Bright Futures	Graduation Req. codes	Placement parameters	Prerequisites/ Note
Algebra 1 and its equivalent courses							
1200370	Algebra 1A	2	0.5 Credit only		MA	9th Graders Only – 8 th Grade FSA Math: Level 1 & 2 Algebra 1A Fall Sem.-----Algebra 1B Spring Sem.	Completion of 8 th Grade Math
1200380	Algebra 1B	2	0.5 Credit only		A1		
1200310	Algebra 1	2	Yes	Yes	A1	8 th Grade FSA Math Level 3	
1200320	Algebra 1 Honors	3	Yes	Yes	A1	Math Parameters FSA Math Level 4 or 5 Reading Parameters FSA Reading Level 3 or FSA Reading Level 2 with teacher recommendation	
1209810	Pre-AICE Math 1	3	Yes	Yes	A1	In addition to the Algebra 1 Honors requirements an application may be required	
Geometry and its equivalent courses							
1206310	Geometry Regular	2	Yes	Yes	GE		Attempted Algebra 1 and Algebra 1 EOC
1206320	Geometry Honors	3	Yes	Yes	GE	Math Parameters <ul style="list-style-type: none"> • A in Algebra 1 with teacher recommendation or • B or higher in Algebra 1 Honors or • Algebra 1 EOC Level 4 or 5 or • C or higher in Algebra 1 Honors with teacher recommendation Reading Parameters FCAT/FSA Reading Level 3 or FCAT/FSA Reading Level 2 with teacher recommendation	Completion of one of the following: <ul style="list-style-type: none"> • Algebra 1 • Algebra 1 Honors
1209820	Pre-AICE Math 2	3	Yes	Yes	GE	In addition to the Geometry Honors requirements, an application is required	
Algebra 2 and its equivalent courses							
1200330	Algebra 2 Regular	2	Yes	Yes	MA	D or higher in Geometry or Geometry EOC Level 2 or above	Completion of Geometry
1200340	Algebra 2 Honors	3	Yes	Yes	MA	Math Parameters <ul style="list-style-type: none"> • B or higher in Algebra 1 Honors or • B or higher in Geometry Honors • C or higher in Algebra 1 Honors and/or C or Higher in Geometry Honors with teacher recommendation Reading Parameters FCAT/FSA Reading Level 3 or FCAT/FSA Reading Level 2 with teacher recommendation	Completion of one of the following: <ul style="list-style-type: none"> • Algebra 1 Honors /Algebra 1 EOC Level 4 or 5 • Geometry Honors / Geometry EOC Level 4 or 5
1209825	Pre-AICE Math 3	3	Yes	Yes	MA	In addition to the Algebra 2 Honors requirements, an application is required	

Course Code	Course	Course Level	NCAA	Bright Futures	Graduation Req. codes	Placement parameters	Prerequisite/ Notes
Statistics and its equivalent courses							
For all courses on this page, the reading parameters are:						Reading Parameters FCAT/FSA Reading Level 3 or FCAT/FSA Reading Level 2 with teacher recommendation	
1202340	Pre- Calculus Honors	3	Yes	Yes	Successful completion of one of these courses satisfies the scholar designation requirement of earning 1.0 credit in Statistics or an equally rigorous mathematics course.	Math Parameters • B or higher in Algebra 2 Honors • C or higher in Algebra 2 Honors with teacher recommendation	Algebra 2 Honors
1210300	Prob. & Stats w. Appl. Honors	3	Yes	Yes		Math Parameters Successful completion of Algebra 2	Algebra 2 Regular Credit in 1210300 precludes receiving credit in 1210320
1202310	AP Calculus AB	3	Yes	Yes		Math Parameters • B or higher in Pre-Calculus and teacher recommendation	Pre-Calculus
1202320	AP Calculus BC	3	Yes	Yes		Math Parameters • B or higher in Pre-Calculus, Calculus or Calculus AB and teacher recommendation	Completion of one of the following: • Pre-Calculus • Calculus • Calculus AB
1210320	AP Statistics	3	Yes	Yes		Math Parameters • B or higher in Algebra 2 Honors • C or higher in Algebra 2 Honors with teacher recommendation	Algebra 2 Honors Credit in 1210320 precludes receiving credit in 1210300
1202352	AICE Math 1	3	Yes	Yes		Math Parameters B or higher in • Algebra 1 Honors • Geometry Honors • Algebra 2 Honors	Completion of one of all of the following courses or their equivalents: • Algebra 1 Honors • Geometry Honors • Algebra 2 Honors
1202370	AICE Further Mathematics	3	Yes	Yes		Math Parameters • B or higher in AICE Math 1 • C or higher in AICE Math 1 with teacher recommendation	E or higher score on the AICE Math 1 exam

Course Code	Course	Course Level	NCAA	Bright Futures	Graduation Req. codes	Placement parameters	Prerequisite/Notes
Remediation Courses							
1200400	Intensive Math (0.5 Credits)	1	No	No	Elective	Algebra EOC Level 1 and 2 students and any students who may need remediation in Algebra 1 in order to pass the Algebra 1 EOC	None. Note: This course may be taken multiple times
1200410	Math for College Success (0.5 credit)	2	No	No	MA	Required remediation for students who are not College Ready based off of the students scoring: <ul style="list-style-type: none"> • Between 50 – 113 on PERT, test taken in grade 11 • Below 440 on SAT Math • Below 19 on ACT Math 	If this course or Math for College Readiness is not taken prior to Grade 12, AND the student has NOT shown that they are college ready then this course or Math for College Readiness must be taken in grade 12
1200700	Math for College Readiness	2	Yes	Yes	MA		If this course or Math for College Success is not taken prior to Grade 12, AND the student has NOT shown that they are college ready then this course or Math for College Success must be taken in grade 12
Other Mathematics Courses							
1207300	Liberal Arts Mathematics 1	2	No	Yes	MA	Algebra EOC Level 1, 2, and low level 3 students and any students who may need remediation in Algebra 1 in order to pass the Algebra 1 EOC	Attempted Algebra 1
1207310	Liberal Arts Mathematics 2	2	No	Yes	MA	Math Parameters <ul style="list-style-type: none"> • C or D in Geometry Regular • D in Honors • Failed Geometry EOC 	Students should only be placed in this course immediately after Geometry and before Algebra 2
1206300	Informal Geometry	2	No	No	MA	Algebra 1 EOC Level 1 or 2	Attempted Algebra 1 A student may not receive credit for this course if credit has already been earned in Geometry or Geometry Honors.
1298310	Advanced Topics in Mathematics	2	Yes	Yes	MA	D or higher in Algebra 2 regular	Completion of Algebra 2 Regular

High School Mathematics Course Descriptions

Algebra 1 and its equivalent courses

1200370 ALGEBRA 1A FALL SEMESTER & 1200380 ALGEBRA 1B SPRING SEMESTER

This is a blocked course intended only for 9th graders who scored a Level 1 or 2 on the 8th Grade Math FSA.

Topics will include all topics in 1200310 Algebra 1. Additionally, students learn mathematics in more depth using multiple representations and understandings. Students improve their math skills and sense of efficacy in mathematics with a goal of developing lifelong mathematical confidence and proficiency.

1200310 ALGEBRA 1 REGULAR

The purpose of this course is to refine the algebraic concepts and processes learned in middle school mathematics courses and then use that knowledge to solve a variety of real world and mathematical problems. Topics covered in Algebra 1 shall include, but not be limited to: quantitative reasoning; laws of integral and rational exponents; contextualizing situations to create equations and inequalities; solving and the justification of solution of linear, simple exponential, and quadratic equations & inequalities; solving and the justification of solution of linear systems of equations and inequalities; graphing linear, exponential, and quadratic two variable equations; understanding the concept of a function and then use that understanding to construct new functions (functions limited to: linear, quadratic, exponential, and radical functions); analyzing functions and their inherent properties; creating linear and exponential models of real world data and then use the models to make predictions; simplifying and factoring polynomial expressions; simplifying radical expressions; summarizing, representing, and interpreting data on single count or measurement data, and two categorical variables. Earning credit in this course precludes earning credit in Algebra 1 Honors.

1200320 ALGEBRA 1 HONORS

The purpose of this course is to provide a rigorous and in-depth study of algebra, emphasizing deductive reasoning skills, as a foundation for more advanced mathematics courses and to develop the skills needed to solve mathematical problems. Topics covered in Algebra 1 Honors shall include, but not be limited to: quantitative reasoning; laws of integral and rational exponents; contextualizing situations to create equations and inequalities; solving and the justification of solution of linear, simple exponential, quadratic, and simple radical equations & inequalities; working with arithmetic and geometric sequences; solving and the justification of solution of linear and quadratic systems of equations and inequalities; graphing linear, exponential, and quadratic two variable equations; understanding the concept of a function and then use that understanding to construct new functions (functions limited to: linear, quadratic, exponential, and radical functions); analyzing functions and their inherent properties; finding the inverse of linear and quadratic functions; creating linear and exponential models of real world data and then use the models to make predictions; simplifying and factoring polynomial expressions; proving polynomial identities; simplifying radical expressions; summarizing, representing, and interpreting data on single count or measurement data, and two categorical variables; using the mean and standard distribution to estimate population percentages.. Earning credit in this course precludes earning credit in Algebra 1 Regular.

1209810 PRE AICE MATH 1

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; solve problems, present the solutions clearly, check and interpret the results; develop an understanding of mathematical principles; 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; develop an ability to apply mathematics in other subjects, particularly science and technology; develop the abilities to reason logically, to classify, to generalize and to prove; appreciate patterns and relationships in mathematics; produce and appreciate imaginative and creative work arising from mathematical ideas; develop their mathematical abilities by considering problems and conducting individual and co-operative enquiry and experiment, including extended pieces of work of a practical and investigative kind; appreciate the interdependence of different branches of mathematics; acquire a foundation appropriate to their further study of mathematics and of other disciplines.

Geometry and its equivalent courses

1206310 GEOMETRY REGULAR

The purpose of this course is to develop the geometric relationships and deductive strategies that can be used to solve a wide variety of real world and mathematical problems. Topics shall include, but not be limited to: constructing and determining the validity of logical statements; construction of various abstract geometric objects; transforming geometric objects on the Euclidian and Descartes plane; proving theorems involving the intersection of parallel lines and segments; proving theorems involving triangles, quadrilaterals, & circles and their inherent properties and then use these properties to solve problems involving these figures; solving problems involving the use of the Pythagorean Theorem, and the Sine, Cosine, and Tangent ratios; proving theorems involving quadrilaterals and their inherent properties and then use these properties to solve problems involving quadrilaterals; deriving and applying formulas for finding perimeter, area, volume, & surface area. Earning credit in this course precludes earning credit in Geometry Honors.

1206320 GEOMETRY HONORS

The purpose of this course is to give a rigorous in-depth study of geometry with emphasis on methods of proof and formal language of Topics shall include, but not be limited to: constructing and determining the validity of logical statements; construction of various abstract geometric objects; transforming geometric objects on the Euclidian and Descartes plane; proving theorems involving the intersection of parallel lines and segments; proving theorems involving triangles, quadrilaterals, & circles and their inherent properties and then use these properties to solve problems involving these figures; solving problems involving the use of the Pythagorean Theorem, and the Sine, Cosine, and Tangent ratios; proving the validity of the Law of Sines and then use it and the Law of Cosines to find unknown measures in triangles; proving theorems involving quadrilaterals and their inherent properties and then use these properties to solve problems involving quadrilaterals; deriving and applying formulas for finding perimeter, area, volume, & surface area; deriving the equations of the parabola, hyperbola, and ellipse. Earning credit in this course precludes earning credit in Geometry Regular.

1209820 PRE AICE MATH 2

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; solve problems, present the solutions clearly, check and interpret the results; develop an understanding of mathematical principles; 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; develop an ability to apply mathematics in other subjects, particularly science and technology; develop the abilities to reason logically, to classify, to generalize and to prove; appreciate patterns and relationships in mathematics; produce and appreciate imaginative and creative work arising from mathematical ideas; develop their mathematical abilities by considering problems and conducting individual and co-operative enquiry and experiment, including extended pieces of work of a practical and investigative kind; appreciate the interdependence of different branches of mathematics; acquire a foundation appropriate to their further study of mathematics and of other disciplines.

Algebra 2 and its equivalent courses

1200330 ALGEBRA 2 REGULAR

The purpose of this course is to continue in the study of the structure of algebra and geometry in order to provide the foundation for applying these skills to Pre-Calculus, Statistics, and other mathematical and scientific fields. Topics shall include but not be limited to: studying the following common functions: square root, exponential, logarithmic, polynomial, rational, cube root, piecewise defined, and trigonometric); being able to describe the key features and then sketch the graph of a function: (intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; and end behavior); understanding the structure and properties of the complex number system; using arithmetic and geometric sequences & series to solve problems; understanding the concept of an inverse relation/function; performing various function transformations fluently; calculating and interpreting the rate of change of a function; understanding the structure of polynomial expressions in order to be able to fluently perform factorizations on polynomials; being able to fluently solve polynomial equations over the complex number system; being able to contextualize a real world situation into a common function the best fits the data; fundamentally understanding the unit circle; using radian measure to solve problems; understanding the basic concepts of independent and conditional probability; understanding and evaluating random processes for a given set of statistical data (Non- inferential statistics). Earning credit in this course precludes earning credit in Algebra 2 Honors.

1200340 ALGEBRA 2 HONORS

The purpose of this course is to continue in the study of the structure of algebra and geometry with emphasis on theory, proof and development of formulas in order to provide the foundation for applying these skills to Pre-Calculus, Statistics, and other mathematical and scientific fields. Topics shall include but not be limited to: studying the following common functions: square root, exponential, logarithmic, polynomial, rational, cube root, piecewise defined, and trigonometric); being able to describe the key features and then sketch the graph of a function: (intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; and end behavior); understanding the structure and properties of the complex number system; using arithmetic and geometric sequences & series to solve problems; understanding the concept of an inverse relation/function; performing various function transformations fluently; calculating and interpreting the rate of change of a function; understanding the structure of polynomial expressions in order to be able to fluently perform factorizations on polynomials; proving basic theorems about polynomials; being able to fluently solve polynomial equations over the complex number system; being able to contextualize a real world situation into a common function the best fits the data; fundamentally understanding the unit circle; using radian measure to solve problems; understanding the basic concepts of independent and conditional probability; understanding and evaluating random processes for a given set of statistical data (Non- inferential statistics); applying the general probabilistic multiplication rule; using permutations and combinations to solve problems. Earning credit in this course precludes earning credit in Algebra 2 Regular.

1209825 PRE AICE MATH 3

The purpose of this course is to enable students to: consolidate and extend their elementary mathematical skills, and use these in the context of more advanced techniques; further develop their knowledge of mathematical concepts and principles, and use this knowledge for problem solving; appreciate the interconnectedness of mathematical knowledge; acquire a suitable foundation in mathematics for further study in the subject or in mathematics related subjects; devise mathematical arguments and use and present them precisely and logically; integrate information technology to enhance the mathematical experience; develop the confidence to apply their mathematical skills and knowledge in appropriate situations; develop creativity and perseverance in the approach to problem solving; derive enjoyment and satisfaction from engaging in mathematical pursuits, and gain an appreciation of the beauty, power and usefulness of mathematics.

Statistics and its equivalent courses

1202340 PRE-CALCULUS

The purpose of this course is to enable students to develop concepts and skills in advanced algebra, analytic geometry and trigonometry. The content shall include, but not be limited to: trigonometric functions and their inverses, trigonometric identities and equations, vectors and parametric equations, structure and properties of the Complex Number System, polar coordinate system, sequences and series, conic sections, limits of a function, mathematical induction, parametric equations, continuity and discontinuity of functions, function limits involving infinity, properties of derivatives, derivatives of polynomial functions, derivatives in graphing, maxima and minima, limits of a sequence; three-dimensional vectors; and vector space.

1210300 PROBABILITY & STATISTICS WITH APPLICATIONS

The purpose of this course is to present an in-depth study of probability & inferential statistics, with an emphasis on real-world application. Topics shall include but not be limited to: summarizing, representing, and interpreting data on single count or measurement variables, two categorical and quantitative variables; interpreting linear regression models; understanding independence and conditional probability and using this knowledge to interpret data; using the rules of probability to compute probabilities of compound events; calculating probabilistic expected values; using probability to evaluate outcomes of decisions; using properties of normal distribution to estimate population percentages; understanding and evaluating random processes underlying statistical experiments; making inferences and justifying conclusions from sample surveys, experiments, and observational studies. Earning credit in this course precludes earning credit in Advanced Placement Statistics.

1202310 ADVANCED PLACEMENT CALCULUS AB

The purpose of this course is to present an in-depth study of Calculus, in a college level format, under the guidelines of the Advanced Placement Program. The course content will follow the outline set forth by the College Board for Advanced Placement Calculus AB. Topics shall include, but not be limited to: applications of properties of algebraic, trigonometric, exponential, and logarithmic functions; limits; derivatives of algebraic, trigonometric, exponential, and logarithmic functions; derivatives of the inverses of functions; the relationship between differentiability and continuity; tangent and normal lines; maxima and minima; integration; area between curves; and volumes of solids of revolution. Earning credit in this course precludes earning credit in Calculus Honors.

*** A student may not simultaneously earn credit in both Calculus Honors and AP Calculus AB

*** A student may not receive credit for AP Calculus AB, if credit has already been earned in AP Calculus BC

1202320 ADVANCED PLACEMENT CALCULUS BC

The purpose of this course is to present an in-depth study of Calculus, in a college level format, under the guidelines of the Advanced Placement Program. The content shall include that of Advanced Placement Calculus AB plus sequences of real numbers, convergence, and solution of elementary differential equations.

*** A student may not simultaneously earn credit in both Calculus Honors and Calculus BC.

*** A student may not simultaneously earn credit in both Calculus AB and Calculus BC.

1210320 ADVANCED PLACEMENT STATISTICS

The purpose of this course is to present an in-depth study of probability & inferential statistics, in a college level format, under the guidelines of the Advanced Placement Program. The course content will follow the outline set forth by the College Board for Advanced Placement Statistics. Topics shall include, but not be limited to: interpreting, summarizing and comparing distributions of univariate data; exploring bivariate data; data collection methods; planning and conducting surveys and experiments; normal and sampling distributions; confidence intervals; and tests of significance. Earning credit in this course precludes earning credit in Probability and Statistics with Applications.

1202352 AICE MATH 1(AS Level)

The purpose of this course is to present an in-depth study of high school and first year college mathematics, in a college level format, under the guidelines of the Cambridge International AS level program for Paper 1 & 6. Topics shall include, but not be limited to: an intense study of quadratics, functions, coordinate geometry, circular measure, trigonometry, vectors, sequences and series, differential and integral calculus; visual representation of data, permutations and combinations, probability, discrete random variables, and the normal distribution.

1202370 AICE FURTHER MATHEMATICS (A Level)

The purpose of this course is to present an in-depth study of high school and first year college mathematics, in a college level format, under the guidelines of the Cambridge International A Level program for Paper 1, 3, 6, & 7. Topics shall include, but not be limited to: an intense study of quadratics, functions, coordinate geometry, circular measure, trigonometry, vectors, sequences and series, differential and integral calculus; college algebra, logarithmic and exponential functions, numerical analysis, differential equations, complex number analysis; visual representation of data, permutations and combinations, probability, discrete random variables, the normal distribution; the Poisson distribution, linear combinations of random variables, continuous random variables, sampling and estimation, and hypothesis tests.

Remediation Courses

1200400A INTENSIVE MATHEMATICS

The purpose of this course is to enable students to develop mathematics skills and concepts in Algebra through remedial practice. Topics will include but not be limited to vocabulary acquisition, developing organizational and study skills, using properties of real numbers, multiple representations of functions and equations, solving real-world problems using algebraic models, using equations and inequalities as well as systems, simplifying and factoring polynomials, working with radicals and quadratic functions, performing set operations and using coordinate geometry. This is a **0.5 credit course**, for elective credit. Credit in this course may be earned multiple times.

1200400G INTENSIVE MATHEMATICS

The purpose of this course is to enable students to develop mathematics skills and concepts in Geometry through remedial practice. Topics will include but not be limited to: vocabulary acquisition, developing organizational and study skills, logic and proof, coordinate geometry, straightedge-compass constructions, geometric properties of two- and three-dimensional figures, solving mathematical and real-world problems, applying geometric formulas and right-triangle trigonometry. **This is a 0.5 credit course, for elective credit.** Credit in this course may be earned multiple times.

1200410 MATH FOR COLLEGE SUCCESS

The purpose of this course is to prepare students for success in postsecondary mathematics courses. Topics shall include, but not be limited to: Topics shall include, but not be limited to: working with numerical rational and irrational expressions; working with numerical expressions with integral exponents; working with polynomial expressions; contextualizing, solving, and justifying the method of solution to multistep (more than three step) equations and inequalities; understanding the concept of a function; proficiently working with linear functions; solve systems of linear equations and inequalities; sketch the graph of a 1st and 2nd degree polynomial. **This is a 0.5 credit math course.**

1200700 MATH FOR COLLEGE READINESS

The purpose of this course is to prepare students for success in postsecondary mathematics courses. This is a one credit mathematics course. Topics shall include, but not be limited to: working with numerical rational and irrational expressions; working with numerical expressions with integral and rational exponents; working with polynomial and rational expressions; contextualizing, solving, and justifying the method of solution to multistep (more than three step) equations and inequalities; understanding the concept of a function; proficiently working with linear functions;

solve systems of linear equations and inequalities; sketch the graph of 1st and 2nd degree polynomials, rational and exponential functions.

Other Mathematics Courses

1207300 LIBERAL ARTS MATHEMATICS 1

The purpose of this course is to enable students to develop basic concepts and skills in Algebra and Geometry. Topics shall include but not be limited to: quantitative reasoning; contextualizing situations to create equations and inequalities; solving and the justification of solution of linear, simple exponential, and quadratic equations & inequalities; solving and the justification of solution of linear systems of equations and inequalities; graphing linear, exponential, and quadratic two variable equations; understanding the concept of a function and then use that understanding to construct new functions (functions limited to: linear, quadratic, exponential, and radical functions); summarizing, representing, and interpreting data on single count or measurement data, and two categorical variables; construction of various abstract geometric objects; transforming geometric objects on the Euclidian and Descartes plane; proving theorems involving the intersection of parallel lines and segments; proving theorems involving triangles, quadrilaterals, & circles and their inherent properties and then use these properties to solve problems involving these figures; solving problems involving the use of the Pythagorean Theorem; proving theorems involving quadrilaterals and their inherent properties; deriving and applying formulas for finding perimeter, area, volume, & surface area. **While this course can be used as one of the four math credits needed towards earning a Florida high school diploma, acceptance into a Florida State University System or Florida College institution, and a math credit towards the Bright Futures Scholarship; it is not considered rigorous enough to be considered as a math credit towards admission to a national NCAA eligible program.**

1207310 LIBERAL ARTS MATHEMATICS 2

The purpose of this course is to enable students to extend the concepts and skills in Algebra and Geometry in order to form a solid foundation for Algebra 2. Topics shall include but not be limited to: laws of integral and rational exponents; studying the following common functions: square root, exponential, logarithmic, polynomial, rational, cube root, and piecewise defined); being able to describe the key features and then sketch the graph of a function: (intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; and end behavior); understanding the structure and properties of the complex number system; using arithmetic and geometric sequences & series to solve problems; understanding the concept of an inverse relation/function; performing various function transformations fluently; calculating and interpreting the rate of change of a function; understanding the structure of polynomial expressions in order to be able to fluently perform factorizations on polynomials; being able to fluently solve polynomial equations over the complex number system; being able to contextualize a real world situation into a common function the best fits the data; understanding the basic concepts of independent and conditional probability; understanding and evaluating random processes for a given set of statistical data (Non- inferential statistics); using coordinates to prove simple geometric theorems; deriving the equation for a circle and parabola when given appropriate characteristics; proving the slope criteria for parallel and perpendicular lines. **While this course can be used as one of the four math credits needed towards earning a Florida high school diploma, acceptance into a Florida State University System or Florida College institution, and a math credit towards the Bright Futures Scholarship; it is not considered rigorous enough to be considered as a math credit towards admission to a national NCAA eligible program.**

1206300 INFORMAL GEOMETRY

The purpose of this course is to develop the geometric knowledge that can be used to solve a variety of real world and mathematical problems. Geometric relationships are developed inductively, with hands-on activities. Topics shall include but not be limited to: geometric constructions; terminology and fundamental properties of geometry; coordinate geometry; inductive reasoning and informal proof; introduction to deductive proof; measurement of plane and solid figures including perimeter, area, volume, and applications of the Pythagorean Theorem; exploration and application of geometric relationships including parallelism, perpendicularity, congruence, and similarity, and symmetry and transformations, including flips, turns, and slides. The content of this course is **less rigorous** than Geometry, Course Number 1206310, and includes a minimal amount of formal deductive proofs. **While this course can be used as one of the four math credits needed towards earning a Florida high school diploma, it is not rigorous enough to be considered as a math credit towards admission to the Florida State University System or a NCAA eligible program and it cannot be used as a math credit for the Bright Futures Scholarship.**

*** A student may not receive credit for Informal Geometry if credit has already been earned in Geometry or Geometry Honors.

1298310 ADVANCED TOPICS IN MATHEMATICS

The purpose of this course is to enable students to develop concepts and skills in advanced algebra, analytic geometry and trigonometry. Topics shall include, but not be limited to: representing systems of linear equations as a linear combination of vectors, representing linear combination of vectors in a matrix, performing matrix arithmetic (addition, subtraction, & multiplication), determining the inverse of a matrix, solving matrix equations in the form $AX=B$, deriving the equations of conic sections, writing arithmetic and geometric sequences recursively and with an explicit formula, finding the inverse of any function, graphing the following functions fluently, and be able to apply transformations on them (functions can include: linear, quadratic, square root, cube root, piece-wise defined, step, absolute value, polynomial, rational, exponential, logarithmic, and trigonometric functions) , performing complex number analytics, analyzing the unit circle with the trigonometric functions, modeling real world phenomena with trigonometric functions, determining the inverse of trigonometric functions, solving trigonometric equations, using combinations and permutations to compute probabilities, determining the conditional probability of a given situation, finding the expected value for a given sample space, using probabilities to make fair decisions.

Music

All performance courses require that each student participates regularly in rehearsals and performances after school hours as a part of expectations leading to a grade.

COURSE NUMBER	COURSE NAME	WEIGHT	PLACEMENT PARAMETERS	PREREQUISITE/ GRADE LEVEL
1302300	Band 1 (PF)	U	Little or no previous band experience	Audition and teacher recommendation
1302310	Band 2 (PF)	U	C or better in Band 1 or completion of one to three years of middle school band and Teacher recommendation/audition	Band 1 or teacher recommendation/audition
1302320	Band 3 (PF)	U	C or better in Band 2 or successful completion of three years of middle school band, and Teacher recommendation/audition **Additional criteria below	Band 2
1302330	Band 4 (PF)	U	C or better in Band 3 Teacher Recommendation	Band 3
1302340	Band 5 Honors (PF)	H	B or better in Band 4 Teacher Recommendation/Audition	11 th and 12 th grade only, Band 4/
1302350	Band 6 Honors (PF)	H	B or better in Band 5 Teacher Recommendation/Audition	11 th and 12 th grade only, Band 5
1302420	Instrumental Techniques 1 (PF)	U		
1302430	Instrumental Techniques 2 (PF)	U	C or better in Instrumental Techniques 1	Instrumental Techniques 1
1302440	Instrumental Techniques 3 (PF)	U	C or better in Instrumental Techniques 2 Teacher Recommendation	Instrumental Techniques 2
1302450	Instrumental Techniques 4 (PF)	H	C or better in Instrumental Techniques 3 Teacher Recommendation	Instrumental Techniques 3
1302460	Instrumental Ensemble 1 (PF)	U		Teacher recommendation
1302500	Jazz Ensemble 1 (PF)	U	Concurrent enrollment in a band course Teacher Recommendation	Audition
1302510	Jazz Ensemble 2 (PF)	U	C or better in Jazz Ensemble 1, and concurrent enrollment in a band course	Jazz Ensemble 1 Audition
1302520	Jazz Ensemble 3 (PF)	U	C or better in Jazz Ensemble 2, and concurrent enrollment in a band course	Jazz Ensemble 2 Audition
1302530	Jazz Ensemble 4 Honors (PF)	H	C or better in Jazz Ensemble 3, and concurrent enrollment in a band course	Jazz Ensemble 3 Audition
1302360	Orchestra 1 (PF)	U	Little or no previous experience in orchestra	Audition and teacher recommendation
1302370	Orchestra 2 (PF)	U	C or better in Orchestra 1 or completion of one to three years of middle school orchestra and Teacher recommendation/audition	Orchestra 1
1302380	Orchestra 3 (PF)	U	C or better in Orchestra 2 or successful completion of three years of middle school orchestra, and Teacher recommendation/audition** **Additional criteria below	Orchestra 2
1302390	Orchestra 4 (PF)	U	C or better in Orchestra 3 Teacher Recommendation	Orchestra 3

Music				
All performance courses require that each student participates regularly in rehearsals and performances after school hours as a part of expectations leading to a grade.				
COURSE NUMBER	COURSE NAME	WEIGHT	PLACEMENT PARAMETERS	PREREQUISITE/ GRADE LEVEL
1302400	Orchestra 5 Honors (PF)	H	B or better in Orchestra 4 Teacher Recommendation/Audition	<u>11th and 12th grade only.</u> Orchestra 4
1302410	Orchestra 6 Honors (PF)	H	B or better in Orchestra 5 Teacher recommendation/Audition	<u>11th and 12th grade only.</u> Orchestra 5
1303300	Chorus 1 (PF)	U	Little or no previous experience in Chorus	
1303310	Chorus 2 (PF)	U	C or better in Chorus 1 or completion of one to three years of middle school chorus and Teacher recommendation/audition	Chorus 1
1303320	Chorus 3 (PF)	U	C or better in Chorus 2 or successful completion of three years of middle school chorus, and Teacher recommendation/audition **Additional criteria below	Chorus 2
1303330	Chorus 4 (PF)	U	C or better in Chorus 3 Teacher Recommendation	Chorus 3
1303340	Chorus 5 Honors (PF)	H	B or better in Chorus 4 Teacher Recommendation/Audition	<u>11th and 12th grade only.</u> Chorus 4
1303350	Chorus 6 Honors (FP)	H	B or better in Chorus 5 Teacher Recommendation/Audition	<u>11th and 12th grade only.</u> Chorus 5
1303360	Chorus Register-Specific 1 (PF)	U		
1303370	Chorus Register – Specific 2 (PF)	U	C or better in Chorus High/Low Range 1 Teacher Recommendation	Chorus High/Low Range 1
1303380	Chorus Register – Specific 3 (PF)	U	C or better in Chorus High/Low Range 2 - Teacher Recommendation	Chorus High/Low Range 2
1303390	Chorus Register – Specific 4 (PF)	H	C or better in Chorus High/Low Range 3 - Teacher Recommendation	Chorus High/Low Range 3
1303400	Vocal Techniques 1 (PF)	U		
1303410	Vocal Techniques 2 (PF)	U	C or better in Vocal Techniques 1	Vocal Techniques 1
1303440	Vocal Ensemble 1 (PF)	U	Concurrent enrollment in a chorus course	Audition
1303450	Vocal Ensemble 2 (PF)	U	C or better in Vocal Ensemble 1, and concurrent enrollment in a chorus course	Vocal Ensemble 1 Audition
1303460	Vocal Ensemble 3 (PF)	U	C or better in Vocal Ensemble 2 to the 3 rd Level	Vocal Ensemble 2
1303470	Vocal Ensemble 4 Honors (PF)	H	C or better in Vocal Ensemble 3 to the 4 th Level	Vocal Ensemble 3
1300300	Music Theory 1 (PF)	U		Teacher recommendation
1300340	World Music (PF)	U		
1300330	Advanced Placement Music Theory (PF)	AP		1-2 Credits in music and teacher recommendation

Music				
All performance courses require that each student participates regularly in rehearsals and performances after school hours as a part of expectations leading to a grade.				
COURSE NUMBER	COURSE NAME	WEIGHT	PLACEMENT PARAMETERS	PREREQUISITE/ GRADE LEVEL
1300430	Pre-AICE Music IG	H		
1300395	AICE Music 1 (AS Level)	AP	Completion with a B or higher in a level 3 music course. Concurrent enrollment in a band/orchestra/chorus class.	Completion with a B or higher in a level 3 music course and teacher recommendation
1300396	AICE Music 2 (AS Level)	AP	Completion with a B or higher in a level 3 music course. Concurrent enrollment in a band/orchestra/chorus class.	Completion with a B or higher in a level 3 music course and teacher recommendation
1300397	AICE Music 3 (A Level)	AP	Completion with a B or higher in a level 3 music course. Concurrent enrollment in a band/orchestra/chorus class.	Completion with a B or higher in a level 3 music course and teacher recommendation
0400700	Musical Theatre 1 (PF)	U		
1301320	Guitar 1 (PF)	U		
1301330	Guitar 2 (PF)	U	C or better in Guitar 1	Guitar 1
1301340	Guitar 3 (PF)	U	C or better in Guitar 2	Guitar 2
1301360	Keyboard 1 (PF)	U		
1301370	Keyboard 2 (PF)	U	C or better in Keyboard 1	Keyboard 1
1304300	Music Technology and Sound Engineering 1(PF)	U		Teacher recommendation
1304310	Music Technology and Sound Engineering 2(PF)	H	C or better in Music Technology and Sound Engineering 1	Music Technology and Sound Engineering 1
1305300	Eurhythmics 1 (PF)	U	Membership in a band auxiliary unit, cheerleading squad, or administrative approval	Audition and teacher recommendation
1305310	Eurhythmics 2 (PF)	U	C or better in Eurhythmics 1 and concurrent membership in a band auxiliary unit, cheerleading squad, or administrative approval	Eurhythmics 1
1305320	Eurhythmics 3 (PF)	U	C or better in Eurhythmics 2 and concurrent membership in a band auxiliary unit, cheerleading squad, or administrative approval	Eurhythmics 2
1305330	Eurhythmics 4 (PF)	U	C or better in Eurhythmics 3 and concurrent membership in a band auxiliary unit, cheerleading squad, or administrative approval	Eurhythmics 3
0300310	Dance Techniques 1 (PF)	U	Membership in a band auxiliary unit, cheerleading squad, or administrative approval	Audition and teacher recommendation
0300320	Dance Techniques 2 (PF)	U	C or better in Dance Techniques 1	Dance Techniques 1
PF: Course meets graduation requirement for Performing Fine Arts credit				
**Band/Orchestra/Chorus 3: Freshman placed into Level 3 should have successfully completed 3 years of middle school band/orchestra/chorus. Because of the higher level of this class, 9th grade students should also meet the requirements below: <ul style="list-style-type: none"> • Past Participation in the middle school honors concerts or • Participation in the Artis-Naples Youth Orchestra or • Private lessons or • Audition/participation in All-State 				

Music Course Descriptions

1302300 BAND 1

As Marching Band is a component of the band program, participation in Marching Band is a requirement to be in a high school band program. This year-long, entry-level class, designed for students having little or no previous band experience with woodwind, brass, and/or percussion instruments, promotes the enjoyment and appreciation of music through performance of high-quality, beginning wind and percussion literature from different times and places. Rehearsals focus on the development of critical listening/aural skills; rudimentary instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances (some after school hours) which lead to a grade. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from the school or an outside source. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet graduation requirement for Performing Fine Arts graduation credit.

1302310 BAND 2

As Marching Band is a component of the band program, participation in Marching Band is a requirement to be in a high school band program. This year-long, beginning-level class, designed for students with at least one year of woodwind, brass, and/or percussion ensemble experience, promotes the enjoyment and appreciation of music through performance of high-quality wind and percussion literature. Rehearsals focus on the development of critical listening skills, instrumental and ensemble technique and skills, expanded music literacy, and aesthetic awareness culminating in periodic public performances (some after school hours) which lead to a grade. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from the school or an outside source. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet graduation requirement for Performing Fine Arts graduation credit.

1302320 BAND 3

As Marching Band is a component of the band program, participation in Marching Band is a requirement to be in a high school band program. This year-long, formative class, designed for students ready to build on skills and knowledge previously acquired in a middle or high school instrumental ensemble, promotes the enjoyment and appreciation of music through performance of high-quality, intermediate-level wind and percussion literature. Rehearsals focus on development of critical listening/aural skills, individual musicianship, instrumental technique, refinement of ensemble skills, and aesthetic engagement culminating in periodic public performances (some after school hours) which lead to a grade. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from the school or an outside source. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet graduation requirement for Performing Fine Arts graduation credit.

1302330 BAND 4

As Marching Band is a component of the band program, participation in Marching Band is a requirement to be in a high school band program. This year-long, intermediate-level course, designed for students who demonstrate proficiency in woodwind, brass and/or percussion techniques, music literacy, critical listening/aural skills, and ensemble performance skills, promotes greater engagement with and appreciation for music through performance and other experiences with a broad spectrum of music, as well as creativity through composition and/or arranging. 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, which lead to a grade. 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. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from the school or an outside source. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet graduation requirement for Performing Fine Arts graduation credit.

1302340 BAND HONORS 5

As Marching Band is a component of the band program, participation in Marching Band is a requirement to be in a high school band program. This year-long, advanced course, designed for wind and percussion students with extensive experience in solo performance and larger performing ensembles, promotes significant depth of engagement and lifelong appreciation of music through performance and other experiences with sophisticated instrumental music, as well as creativity through composition and/or arranging. The course includes the development of advanced instrumental ensemble techniques and skills, extended music literacy and theory, and deep aesthetic engagement with a broad spectrum of high-quality repertoire, ranging from early music to the contemporary. Musical independence and leadership are particularly encouraged in this setting. The student will keep a portfolio and will meet with the music director to discuss the requirements for this honors course. To be eligible to participate in the Honors 5 and Honors 6 Band courses, student must be able to successfully perform the required audition materials that are used for All-State ensembles. 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, which lead to a grade. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from the school or an outside source. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet graduation requirement for Performing Fine Arts graduation credit.

1302350 BAND HONORS 6

As Marching Band is a component of the band program, participation in Marching Band is a requirement to be in a high school band program. This year-long, highly advanced course, designed for students with substantial experience in solo performance and larger performing ensembles, promotes significant engagement with and appreciation for music through performance of sophisticated wind and percussion literature. Study focuses on mastery of highly advanced music skills, techniques, and processes, as well as creativity through composition and/or arranging and use of current technology to enhance creativity and performance effectiveness. This course also provides significant opportunities for student leadership through peer mentoring, solo work, and participation as a performer or coach in a small or large ensemble. Musical independence and leadership are particularly encouraged in this setting. The student will keep a portfolio and will meet with the music director to discuss the requirements for this honors course. To be eligible to participate in the Honors 5 and Honors 6 Band courses, student must be able to successfully perform the required audition materials that are used for All-State ensembles. 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, which lead to a grade. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from the school or an outside source. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet graduation requirement for Performing Fine Arts graduation credit.

1302420 INSTRUMENTAL TECHNIQUES 1

Students in this entry-level class focus on the development of musical and technical skills on a specific instrument through etudes, scales, and selected music literature. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills to be more disciplined performers. 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, which lead to a grade. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from the school or an outside source. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet graduation requirement for Performing Fine Arts graduation credit.

1302430 INSTRUMENTAL TECHNIQUES 2

Students in this novice-level class continue to develop musical and technical skills on a specific instrument through developmentally appropriate solo literature, etudes, scales, and exercises. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills necessary to be more disciplined performers. 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, which lead to a grade. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from the school or an outside source. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet graduation requirement for Performing Fine Arts graduation credit.

1302440 INSTRUMENTAL TECHNIQUES 3

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. 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 which lead to a grade. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from the school or an outside source. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet graduation requirement for Performing Fine Arts graduation credit.

1302450 INSTRUMENTAL TECHNIQUES 4

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. 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 which lead to a grade. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from the school or an outside source. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet graduation requirement for Performing Fine Arts graduation credit.

1302460 INSTRUMENTAL ENSEMBLE 1

Students with little or no experience in an 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 may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source. This course will meet graduation requirement for Performing Fine Arts graduation credit.

Students with little or no experience in an 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 which lead to a grade. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from the school or an outside source. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet graduation requirement for Performing Fine Arts graduation credit.

1302500 JAZZ ENSEMBLE 1

As registration in Jazz Band requires concurrent enrollment in a band course, participation in Marching Band is a requirement to be in a high school jazz program. 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. 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 which lead to a grade. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from the school or an outside source. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet graduation requirement for Performing Fine Arts graduation credit.

1302510 JAZZ ENSEMBLE 2

As registration in Jazz Band requires concurrent enrollment in a band course, participation in Marching Band is a requirement to be in a high school jazz program. 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. 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 which lead to a grade. Students in this class may need to obtain (e.g., borrow, rent, purchase) from the school or an outside source. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet graduation requirement for Performing Fine Arts graduation credit.

1302520 JAZZ ENSEMBLE 3

As registration in Jazz Band requires concurrent enrollment in a band course, participation in Marching Band is a requirement to be in a high school jazz program. 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. 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 which lead to a grade. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from the school or an outside source. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet graduation requirement for Performing Fine Arts graduation credit.

1302530 JAZZ ENSEMBLE 4 HONORS

As registration in Jazz Band requires concurrent enrollment in a band course, participation in Marching Band is a requirement to be in a high school jazz program. 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. 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 which lead to a grade. Students in this class may need to obtain (e.g., borrow, rent, purchase) an

instrument from the school or an outside source. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet graduation requirement for Performing Fine Arts graduation credit.

1302360 ORCHESTRA 1

Students who have little or no orchestral experience study and perform high-quality beginning orchestra literature of diverse times and styles. Rehearsals focus on the development of critical listening skills, rudimentary string techniques, music literacy, ensemble skills, and aesthetic awareness. 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 which lead to a grade. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from the school or an outside source. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet graduation requirement for Performing Fine Arts graduation credit.

1302370 ORCHESTRA 2

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. 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 which lead to a grade. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from the school or an outside source. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet graduation requirement for Performing Fine Arts graduation credit.

1302380 ORCHESTRA 3

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. 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 which lead to a grade. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet graduation requirement for Performing Fine Arts graduation credit.

1302390 ORCHESTRA 4

Students with intermediate-level proficiency in string techniques, music literacy, critical listening skills, and musicianship study, rehearse, and perform high-quality orchestra literature. Student musicians strengthen their reflective, analytical, and problem-solving skills to self-diagnose solutions to performance challenges based on their structural, historical, and cultural understanding of the music. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom which lead to a grade. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet graduation requirement for Performing Fine Arts graduation credit.

1302400 ORCHESTRA 5 HONORS

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. Focus will be on independent interpretation of level 4+ orchestra music; refinement of tone production and performance techniques, musical form, style periods and aesthetic perceptions. The student will keep a portfolio and will meet with the music director to discuss the requirements of this honors course. 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 which lead to a grade. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet graduation requirement for Performing Fine Arts graduation credit.

1302410 ORCHESTRA 6 HONORS

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. Focus will be on the independent interpretation of level 5+ orchestra music; refinement of tone production and performance techniques, musical form, style periods and aesthetic perceptions. The student will keep a portfolio and will meet with the music

director to discuss the requirements of this course. 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 which lead to a grade. Public performances may serve as a culmination of specific instructional goals. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet graduation requirement for Performing Fine Arts graduation credit.

1303300 CHORUS 1

This year-long, entry-level class, designed for students with little or no choral experience, promotes the enjoyment and appreciation of music through performance of beginning choral repertoire from a variety of times and places. Rehearsals focus on the development of critical listening skills; foundational instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances which lead to a grade. This course may require students to participate in extra rehearsals and performances beyond the school day, which also lead to a grade. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet graduation requirement for Performing Fine Arts graduation credit.

1303310 CHORUS 2

This year-long, beginning-level class, designed for students with one year of experience or less in a choral performing group, promotes the enjoyment and appreciation of music through performance of basic, high-quality choral music. Rehearsals focus on the development of critical listening/aural skills; foundational instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances which lead to a grade. This course may require students to participate in extra rehearsals and performances beyond the school day which also lead to a grade. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet graduation requirement for Performing Fine Arts graduation credit.

1303320 CHORUS 3

This year-long, formative class, designed for students with previous participation in a school chorus who have basic knowledge of note-reading and vocal technique, concentrates on providing students opportunities to strengthen existing skills in critical listening, vocal techniques, and ensemble performance using high-quality three- and four-part choral literature. Rehearsals focus on gaining independence in music literacy and aesthetic engagement through critical listening and thinking skills; and aesthetic musical awareness culminating in periodic public performances which lead to a grade. This course may require students to participate in extra rehearsals and performances beyond the school day, which also lead to a grade. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet graduation requirement for Performing Fine Arts graduation credit.

1303330 CHORUS 4

This year-long, intermediate-level class is designed for students with previous participation in a high school chorus and moderate skills in critical listening, vocal techniques, music literacy, and choral performance. Rehearsals focus on enhancing these skills and students' aesthetic engagement with music through a variety of high-quality three- and four-part choral literature, providing students with the means to learn how to reflect and use a combination of analytical, assessment, and problem-solving skills consistently to improve their own and others' performance. This course may require students to participate in extra rehearsals and performances beyond the school day, which lead to a grade. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet graduation requirement for Performing Fine Arts graduation credit.

1303340 CHORUS 5 HONORS

This year-long, advanced class is designed for students with previous participation in a high school chorus who have demonstrated a capacity for developing advanced listening/aural skills and advanced knowledge of vocal techniques, musical literacy, and choral performance. Chorus 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. The student will keep a portfolio and will meet with the music director to discuss the requirements of this honors course. This course requires students to participate in extra rehearsals and performances beyond the school day which lead to a grade. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet graduation requirement for Performing Fine Arts graduation credit.

1303350 CHORUS 6 HONORS

This year-long, very advanced class is designed for students who have demonstrated a capacity for developing very advanced listening/aural skills and performance techniques, as well as very advanced knowledge of vocal techniques, musical literacy, ensemble skills, and related musical knowledge. Chorus VI focuses on managing, mastering, and refining these skills and techniques through a variety of high-quality choral literature at a high level of aesthetic engagement. Musical independence and student leadership are promoted through significant opportunities

for peer mentoring, solo work, and participation as a performer, conductor, or coach in a small or large ensemble. The student will keep a portfolio and will meet with the music director to discuss the requirements of this honors course. This course requires students to participate in extra rehearsals and performances beyond the school day, which lead to a grade. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet graduation requirement for Performing Fine Arts graduation credit.

1303360 CHORUS REGISTER-SPECIFIC 1

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. 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 which lead to a grade. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet graduation requirement for Performing Fine Arts graduation credit.

1303370 CHORUS REGISTER- SPECIFIC 2

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. 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 which lead to a grade. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet graduation requirement for Performing Fine Arts graduation credit.

1303380 CHORUS REGISTER – SPECIFIC 3

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. 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 which lead to a grade. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet graduation requirement for Performing Fine Arts graduation credit.

1303390 CHORUS REGISTER – SPECIFIC 4 HONORS

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. 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 which lead to a grade. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet graduation requirement for Performing Fine Arts graduation credit.

1303400 VOCAL TECHNIQUES 1

Students in this entry-level class focus on the development of musical and technical skills on a specific voice through etudes, scales, and selected music literature. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills to be more disciplined performers. Graded 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 which lead to a grade. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet graduation requirement for Performing Fine Arts graduation credit.

1303410 VOCAL TECHNIQUES 2

Students in this novice-level class continue to develop musical and technical skills on a specific voice through developmentally appropriate solo literature, etudes, scales, and exercises. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills necessary to be more disciplined performers. Graded 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 which lead to a grade. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet graduation requirement for Performing Fine Arts graduation credit.

1303440 VOCAL ENSEMBLE 1

Students with little or no experience in a vocal 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. Graded 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 which lead to a grade. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet graduation requirement for Performing Fine Arts graduation credit.

1303450 VOCAL ENSEMBLE 2

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. Graded 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 which lead to a grade. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet graduation requirement for Performing Fine Arts graduation credit.

1303460 VOCAL ENSEMBLE 3

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. Graded 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 which lead to a grade. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet graduation requirement for Performing Fine Arts graduation credit.

1303470 VOCAL ENSEMBLE 4 HONORS

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. Graded 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 which lead to a grade. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet graduation requirement for Performing Fine Arts graduation credit.

1300300 MUSIC THEORY 1

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. Graded 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 which lead to a grade. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet graduation requirement for Performing Fine Arts graduation credit.

1300340 MUSIC OF THE WORLD

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 which lead to a grade. This course will meet graduation requirement for Performing Fine Arts graduation credit.

1300330 ADVANCED PLACEMENT MUSIC THEORY

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. Focus will be on applying fundamental terminology and notational skills to intervals, key signatures, rhythmic and metric notation, transposition, and musical terms; create elementary compositions in melodies to specifications, two-part counterpoint, harmonization of a melodic line, and four-part realization of figured bass symbols and/or roman numerals; analyze visually pitch organization (melody, harmony, tonality), rhythmic organization, texture, and form; identify aurally single line rhythms, melodic lines, two-part excerpts, and block chord and other homophonic textures. 1-2 Credits in music and teacher recommendation is a pre-requisite for this course. This course will meet graduation requirement for Performing Fine Arts graduation credit.

1300430 Pre-AICE Music (IGCSE Level)

Cambridge IGCSE Music syllabus learners listen to, perform and compose music, encouraging aesthetic and emotional development, self-discipline and, importantly, creativity. As a result, learners enhance their appreciation

and enjoyment of music, an achievement that forms an ideal foundation for future study and enhances life-long musical enjoyment. Learners study music of all styles; each style is placed in its historical and cultural context, and they are encouraged to be perceptive, sensitive and critical when listening.

1300395 AICE MUSIC 1 (AS Level)

Cambridge International AS Music learners develop an appreciation of, and an informed critical response to, music of the Western tradition from at least two genres and periods. Learners discover how to listen attentively and responsively to develop a better understanding of the musical processes at work; they also learn how to communicate this understanding, supporting their judgments by evidence-based argument. As part of the course, learners are encouraged to develop their own creative and interpretative skills through the disciplines of composing and performing in Western and/or non-Western traditions. This leads, in turn, to a deeper understanding of music in its wider cultural context. Candidates will be required to perform music from any tradition that reflects a single focus, e.g. one substantial piece or a group of pieces which reflect a common theme, style or purpose, on any instrument (or voice). Because of the performance component of this course, it is strongly recommended that students are concurrently enrolled in a performance course such as band, orchestra or chorus. This course will meet graduation requirement for Performing Fine Arts graduation credit.

1300396 AICE MUSIC 2 (AS Level)

Cambridge International AS Music learners develop an appreciation of, and an informed critical response to, music of the Western tradition from at least two genres and periods. Learners discover how to listen attentively and responsively to develop a better understanding of the musical processes at work; they also learn how to communicate this understanding, supporting their judgments by evidence-based argument. As part of the course, learners are encouraged to develop their own creative and interpretative skills through the disciplines of composing and performing in Western and/or non-Western traditions. This leads, in turn, to a deeper understanding of music in its wider cultural context. Candidates will be required to perform music from any tradition that reflects a single focus, e.g. one substantial piece or a group of pieces which reflect a common theme, style or purpose, on any instrument (or voice). Because of the performance component of this course, it is strongly recommended that students are concurrently enrolled in a performance course such as band, orchestra or chorus. This course will meet graduation requirement for Performing Fine Arts graduation credit.

1300397 AICE MUSIC 3 (A Level)

Cambridge International AS Music learners develop an appreciation of, and an informed critical response to, music of the Western tradition from at least two genres and periods. Learners discover how to listen attentively and responsively to develop a better understanding of the musical processes at work; they also learn how to communicate this understanding, supporting their judgments by evidence-based argument. As part of the course, learners are encouraged to develop their own creative and interpretative skills through the disciplines of composing and performing in Western and/or non-Western traditions. This leads, in turn, to a deeper understanding of music in its wider cultural context. Candidates will be required to perform music from any tradition that reflects a single focus, e.g. one substantial piece or a group of pieces which reflect a common theme, style or purpose, on any instrument (or voice). Because of the performance component of this course, it is strongly recommended that students are concurrently enrolled in a performance course such as band, orchestra or chorus. This course will meet graduation requirement for Performing Fine Arts graduation credit.

0400700 MUSICAL THEATRE I

Students' course work focuses on, but is not limited to, acting, vocal performance, dance, non-dance movement, and staging, which transfer readily to performances in musicals and other venues. Students survey the evolution of music in theatre from ancient Greece to modern Broadway through a humanities approach and representative literature. Music theatre students explore the unique staging and technical demands of musicals in contrast to non-musical plays. Graded 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 which lead to a grade. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet graduation requirement for Performing Fine Arts graduation credit.

1301320 GUITAR 1

Students with little or no experience develop basic guitar skills and knowledge, including simple and full-strum chords, bass lines and lead sheets, barre and power chords, foundational music literacy and theory, major scales, simple finger-picking patterns, and ensemble skills for a variety of music. Beginning guitarists explore the careers and music of significant performers in a variety of styles. Graded 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 which lead to a grade. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet graduation requirement for Performing Fine Arts graduation credit.

1301330 GUITAR 2

Students with previous guitar experience 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. Beginning guitarists explore the careers and music of significant performers. Graded 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 which lead to a grade. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet graduation requirement for Performing Fine Arts graduation credit.

1301340 GUITAR 3

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. Graded 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 which lead to a grade. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet graduation requirement for Performing Fine Arts graduation credit.

1301360 KEYBOARD 1

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. Graded 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 which lead to a grade. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet graduation requirement for Performing Fine Arts graduation credit.

1301370 KEYBOARD 2

Students build on previous piano techniques and skills through reading music, acquiring and applying knowledge of music theory, and exploring the role of keyboard music in history and culture. Students learn repertoire from various styles and time periods, exploring the historical influence keyboards have had on music performance and composition. Students explore the basic tools of music technology (i.e., MIDI keyboards). Graded 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 which lead to a grade. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet graduation requirement for Performing Fine Arts graduation credit.

1304300 MUSIC TECHNOLOGY AND SOUND ENGINEERING 1

Students explore the fundamental applications and tools of music technology and sound engineering. As they create and learn its terminology, students also learn the history and aesthetic development of technology used to capture, create, and distribute music. Graded 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 which lead to a grade. This course will meet graduation requirement for Performing Fine Arts graduation credit.

1304310 MUSIC TECHNOLOGY AND SOUND ENGINEERING 2

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. Graded 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 which lead to a grade. This course will meet graduation requirement for Performing Fine Arts graduation credit.

1305300 EURHYTHMICS 1

Participation in the Marching Band is a requirement to be in a high school eurhythmics program. Student dancers and color guard artists develop basic skills in performing and evaluating choreographed performances as an independent ensemble and in cooperation with a music ensemble. Emphasis is placed on dance, equipment manipulation, precision, and the relationship between music and dance. Graded 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 which lead to a grade. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet graduation requirement for Performing Fine Arts graduation credit.

1305310 EURHYTHMICS 2

Participation in the Marching Band is a requirement to be in a high school eurhythmics program. Student dancers and color guard artists build on previous experience to perform and evaluate choreographed performances as an independent ensemble and in cooperation with a music ensemble. Students focus on strengthening dance skills, equipment manipulation, precision, and the relationship between music and dance. Graded 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 which lead to a grade. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet graduation requirement for Performing Fine Arts graduation credit.

1305320 EURHYTHMICS 3

Participation in the Marching Band is a requirement to be in a high school eurhythmics program. Student dancers and color guard artists strengthen their performance and evaluative skills, and explore the basic processes of designing choreography for an independent ensemble or in cooperation with music ensemble. Students develop more sophisticated dance skills and equipment manipulation. Graded 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 which lead to a grade. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet graduation requirement for Performing Fine Arts graduation credit.

1305330 EURHYTHMICS 4

Participation in the Marching Band is a requirement to be in a high school eurhythmics program. Student dancers and color guard artists develop advanced skills in creating, performing, and evaluating choreographed performances as an independent ensemble and in cooperation with a music ensemble. Coursework focuses on dance, equipment manipulation, precision, and analysis of the relationship between music and dance. Graded 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 which lead to a grade. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet graduation requirement for Performing Fine Arts graduation credit.

0300310 DANCE TECHNIQUES 1

Students in this year-long, entry-level course, designed for those having no prior dance instruction, 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. Graded public performances may serve as a culmination of specific instructional goals. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet graduation requirement for Performing Fine Arts graduation credit.

0300320 DANCE TECHNIQUES 2

Students in Dance Techniques 2, a year-long course, 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. Graded 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 which lead to a grade. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet graduation requirement for Performing Fine Arts graduation credit.

Peer Counseling				
COURSE NUMBER	COURSE TITLE	WEIGHT	PLACEMENT PARAMETERS	PREREQUISITE
1400300	Peer Counseling 1	U		
1400310	Peer Counseling 2	U		Peer 1
1400320	Peer Counseling 3	U		Peer 2
1400330	Peer Counseling 4	U		Peer 3

Peer Counseling Course Descriptions

1400300 PEER COUNSELING 1

The purpose of this course is to provide students with an understanding of the elements of communications and group processes. Content shall include, but not be limited to, such topics as: listening skills, questioning skills, feedback and paraphrasing skills, nonverbal communication skills, non-judgmental response skills, and group cohesiveness.

1400310 PEER COUNSELING 2

The purpose of this course is to provide an understanding of the components of personal development and to facilitate personal and group growth and fulfillment through individual and group processes. Specific content shall include, but not be limited to, such topics as: knowledge of self and others; decision making skills; problem solving techniques; family relationships; peer pressure; individual responsibility; goal setting (long and short range); and the development of a positive attitude toward self, school, and community.

1400320 PEER COUNSELING 3

The purpose of this course is to provide students with the opportunity to develop and implement small and large group presentations on the concerns of youth. Content shall include but not be limited to: techniques of conducting needs assessment; research skills; program planning; identifying target populations; identifying school and community resources; coordinating program delivery with school personnel and community agencies; and evaluation of program effectiveness

1400330 PEER COUNSELING 4

The purpose of this course is to provide students with varied experiences in program continuity and development. Content shall include but not be limited to: refining understandings previously acquired in peer courses; understanding of various intervention strategies; and understanding of facilitative strategies.

Research				
COURSE NUMBER	COURSE NAME	WEIGHT	PLACEMENT PARAMETERS	PREREQUISITE/ GRADE LEVEL
1700362	Pre-AICE			
1700364	AICE Global Perspectives & Independent Research Report 1 (AS Level)	AP		
1700366	AICE Global Perspectives & Independent Research Report 2 (Pre-U Level)	AP	AICE Global Perspectives & Independent Research Report 1	
1700372	AICE Thinking Skills 1 (AS Level)	AP		
1700374	AICE Thinking Skills 2 (A Level)	AP		

Research Course Descriptions

17003620 PRE-AICE GLOBAL PERSPECTIVES

Pre-AICE Global Perspectives is a ground-breaking 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.

1700364 AICE GLOBAL PERSPECTIVES & INDEPENDENT RESEARCH REPORT 1 (AS LEVEL)

The purpose of this course is to encourage the student to follow and deconstruct arguments and assertions, to separate fact from opinion, and to assess and evaluate the truth of claims. Related skills involve knowing where to look for information, how to construct arguments, and how to assemble and handle evidence. This course takes key themes of global relevance that are of interest to young people, and encourages students to explore them in an open, critical, disciplined way. The course requirements contained in this course description are designed for a one-credit course. This course provides an opportunity to develop skills required for Global Perspectives Independent Research II. The Cambridge Pre U and Advanced International Certificate of Education (AICE) are international pre-university curricula and examination system administered by University of Cambridge International Examinations. The courses include embedded assessments and an internationally scored end-of-course assessment.

1700366 AICE GLOBAL PERSPECTIVES & INDEPENDENT RESEARCH REPORT 2 (PRE-U LEVEL)

Today's students live in a rapidly changing world, confronted by a multiplicity of competing ideas, arguments and information. They need to be able to deal with information and ideas critically and constructively if they are to be successful. It is assumed before starting this course that students have successfully completed the AICE Global Perspectives and Independent Research (GPR) I course and passed the external Cambridge examination. AICE Global Perspectives and Independent Research (GPR) II focuses on the Independent Research Report that requires students to dig still deeper into a particular subject, or to cross boundaries by doing interdisciplinary work, or to make a new departure by investigating a subject not covered by traditional school syllabuses. The focus here is on students applying the tools for independent, pro-active, interdisciplinary study. Students will submit a single report of between 4,500 and 5,000 words. The report itself is a single piece of extended writing in the form of a dissertation or a report based on an investigation or field study. The precise nature and format of the report, and the research and reporting convention adopted, will be those most appropriate to the subject of the enquiry. Equally, whether the work is based in primary or secondary material or both will depend on the subject matter and the approach.

1700372 AICE THINKING SKILLS (AS Level)

Thinking Skills develops a specific set of intellectual skills, independent of subject content, reflecting the need voiced by universities and employers for more mature and sophisticated ways of thinking. The Thinking Skills syllabus also enables students to approach their other subjects with an improved ability to understand, analyse and resolve problems. As a result, students will find the course of great benefit when preparing for higher education and for a wide range of careers, including law, scientific research, social science, journalism, medicine, business, accounting and engineering. The Thinking Skills syllabus encourages free and open debate, critical and investigative thinking, and informed and disciplined reasoning. <http://www.cie.org.uk/programmes-and-qualifications/cambridge-international-as-and-a-level-thinking-skills-9694/>

1700374 AICE THINKING SKILLS 2 (A Level)

Thinking Skills develops a specific set of intellectual skills, independent of subject content, reflecting the need voiced by universities and employers for more mature and sophisticated ways of thinking. The Thinking Skills syllabus also enables students to approach their other subjects with an improved ability to understand, analyse and resolve problems. As a result, students will find the course of great benefit when preparing for higher education and for a wide range of careers, including law, scientific research, social science, journalism, medicine, business, accounting and engineering. The Thinking Skills syllabus encourages free and open debate, critical and investigative thinking, and informed and disciplined reasoning. <http://www.cie.org.uk/programmes-and-qualifications/cambridge-international-as-and-a-level-thinking-skills-9694/>

State Assessment Scores during 8 th grade year	Science Course Progression							
	9 th		10 th		11 th		12 th	
State Assessment level is: 1 to lower level 3	<ul style="list-style-type: none"> Earth/Space Science (EQ) 	Consider teacher recommendations and state assessment data- for 10 th grade placement.	<ul style="list-style-type: none"> Biology 1 (BI) 	Consider teacher recommendations and state assessment data- for 11 th grade placement.	<ul style="list-style-type: none"> Physical Science (EQ) Chemistry 1 (EQ) Physics 1 (EQ) <p>NO APPLIED SCIENCES</p>	Consider teacher recommendations and state assessment data- for 12 th grade placement.	<ul style="list-style-type: none"> Chemistry 1 (EQ) Physics 1 (EQ) Applied Science* (EQ) 	
State Assessment level is: higher 3 to 4 (student was enrolled in Algebra 1 honors or higher in 8 th grade)	<ul style="list-style-type: none"> Earth/Space Science honors (EQ) 		<ul style="list-style-type: none"> Biology 1 honors (BI) 		<ul style="list-style-type: none"> Chemistry 1 (EQ) Chemistry 1 honors (EQ) Applied Science* (EQ) 		<ul style="list-style-type: none"> Physics 1 (EQ) Physics 1 honors (EQ) Applied Science* (EQ) 	<ul style="list-style-type: none"> Physics 1 (EQ) Physics 1 honors (EQ) Applied Science* (EQ)
State Assessment level is: higher 3 to 4 (student will be enrolled in Geometry in 9 th grade)	<ul style="list-style-type: none"> Biology 1 honors (BI) 		<ul style="list-style-type: none"> Chemistry 1 (EQ) Chemistry 1 honors (EQ) 		<ul style="list-style-type: none"> Physics 1 (EQ) Physics 1 honors (EQ) Applied Science* (EQ) 		<ul style="list-style-type: none"> AP Biology (EQ) AP Chemistry (EQ) AP Physics 1 or 2 (EQ) AP Environmental Science (EQ) Applied Science* (EQ) 	
State Assessment level is: 4 to 5 (student will be enrolled in Geometry or higher in 9 th grade)	<ul style="list-style-type: none"> Biology 1 honors (BI) 		<ul style="list-style-type: none"> Chemistry 1 honors (EQ) AP Biology (EQ) 		<ul style="list-style-type: none"> Chemistry 1 honors (EQ) AP Biology (EQ) AP Chemistry (EQ) AP Physics 1 or 2 (EQ) AP Environmental Science (EQ) Applied Science* (EQ) 		<ul style="list-style-type: none"> Chemistry 1 honors (EQ) Physics 1 honors (EQ) AP Biology (EQ) AP Chemistry (EQ) AP Physics 1 or 2 (EQ) AP Environmental Science (EQ) Applied Science* (EQ) 	
	<ul style="list-style-type: none"> AP Environmental Science (EQ) 		<ul style="list-style-type: none"> Chemistry 1 honors (EQ) AP Biology (EQ) 		<ul style="list-style-type: none"> Chemistry 1 honors (EQ) Physics 1 honors (EQ) AP Biology (EQ) AP Chemistry (EQ) AP Physics 1 or 2 (EQ) Applied Science* (EQ) 			
Cambridge / AICE	<ul style="list-style-type: none"> Pre AICE Biology (BI) 		<ul style="list-style-type: none"> Pre AICE Chemistry (EQ) 		<ul style="list-style-type: none"> AICE Science Courses (Biology, Chemistry, Physics, Environmental, and Marine Science). 	<ul style="list-style-type: none"> AICE Science Courses (Biology, Chemistry, Physics, Environmental, and Marine Science). 		

Course progressions provide a “suggested” path of possible courses that would complete HS science graduation requirements. Students may switch paths if recommendations and assessment data support this.

- = Students on this progression may be counseled, but are not required to enroll in more than one science
- * = Students must have completed or be concurrently enrolled in Physical Science, a Chemistry course or a Physics course to enroll in an Applied Science course.

Applied Science Courses include: Marine Science (EQ), Marine Science Honors (EQ), Anatomy & Physiology (EQ), Anatomy & Physiology Honors (EQ), Environmental Science (EQ), Astronomy Solar / Galactic (SC), Astronomy Solar / Galactic Honors (EQ), Genetics (EQ), Forensic Science 1 (elective credit)

SCIENCE DEPARTMENT

HS Science Diploma Options

Graduating Class	Standard Diploma	Scholar's Designation	Merit Designation
2015	Earn credit in 1 BI Course + Take Bio EOC	<ul style="list-style-type: none"> • 1 BI Course + Pass Biology EOC • Earn credit in Chemistry or Physics (see Comprehensive Course Table) 	Earn credit in 1 BI Course + Take Bio EOC Earn credit in 2 EQ Courses
2016			
2017	Earn credit in 2 EQ Courses	<ul style="list-style-type: none"> • Earn credit in 1 EQ Course 	Earn credit in 2 EQ Courses
2018			

Florida Department of Education Course Code Directory (CCD) Science Codes

- EQ = Equally rigorous course that counts for Science graduation requirements (beginning with class of 2017).
- BI = Courses equivalent to Biology 1 (triggers the Biology EOC)

COURSE NUMBER	COURSE NAME	FDOE CCD CODES	WEIGHT	PLACEMENT PARAMETERS	PREREQUISITE/ GRADE LEVEL
2001310	Earth/Space Science	EQ	U	<ul style="list-style-type: none"> • See Course Progression Chart. Use state assessment data and teacher recommendation for 9th grade placement. 	
2001320	Earth/Space Science Honors	EQ	H	<ul style="list-style-type: none"> • See Course Progression Chart. Use state assessment data and teacher recommendation for 9th grade placement. 	
2000310	Biology 1	BI	U	<ul style="list-style-type: none"> • See Course Progression Chart. Use state assessment data and teacher recommendation for 9th grade placement. 	
2000320	Biology 1 Honors	BI	H	<ul style="list-style-type: none"> • See Course Progression Chart. Use state assessment data and teacher recommendation for 9th grade placement. 	9 th Grade <ul style="list-style-type: none"> • Completion of Algebra 1 honors.
2000322	Pre-AICE Biology**	BI	H	<ul style="list-style-type: none"> • See Course Progression Chart. Use state assessment data and teacher recommendation for 9th grade placement. 	
2000340	AP Biology	EQ	AP	Teacher Recommendation	<ul style="list-style-type: none"> • 10th grade and above
2000321	AICE Biology 1** (AS Level)	EQ	AP		<ul style="list-style-type: none"> • 11th grade and above
2003310	Physical Science	EQ	U	Level 1 or 2 on Algebra EOC	<ul style="list-style-type: none"> • Completion of 1 BI course.
2003340	Chemistry 1	EQ	U	Level 3 or higher on Algebra EOC	<ul style="list-style-type: none"> • Completion of 1 BI course.
2003350	Chemistry 1 Honors	EQ	H	Concurrent enrollment in or successful completion of Algebra 2 or Algebra 2 Honors	<ul style="list-style-type: none"> • Completion of 1 BI course.
2003372	Pre-AICE Chemistry**	EQ	H	Concurrent enrollment in or successful completion of Algebra 2 or Algebra 2 Honors	<ul style="list-style-type: none"> • 10th grade and above
2003370	AP Chemistry	EQ	AP	Teacher Recommendation	Successful completion of Chemistry 1 or Chemistry 1 Honors

				AND Concurrent enrollment in or successful completion of Algebra 2 Honors	
2003371	AICE Chemistry 1** (AS Level)	EQ	AP		<ul style="list-style-type: none"> • 11th grade and above
2003380	Physics 1	EQ	U	Level 3 or higher on Algebra EOC	<ul style="list-style-type: none"> • Completion of 1 BI course.
2003390	Physics 1 Honors	EQ	H		<ul style="list-style-type: none"> • Completion of 1 BI course. AND <ul style="list-style-type: none"> • Completion of one of the following: <ol style="list-style-type: none"> 1) Algebra 2 2) Algebra 2 Honors
2003431	AICE Physics** (AS Level)	EQ	AP		<ul style="list-style-type: none"> • 11th grade and above
2003421	AP Physics 1	EQ	AP	Teacher Recommendation	<ul style="list-style-type: none"> • Completion of Algebra 2 Honors
2003422	AP Physics 2	EQ	AP	Teacher Recommendation	<ul style="list-style-type: none"> • Completion of AP Physics 1 and Algebra 2 Honors
2000350	Anatomy and Physiology	EQ	U		<u>11th or 12th grade only</u> <ul style="list-style-type: none"> • Completion of 1 BI course. AND <ul style="list-style-type: none"> • Completion of other science graduation requirements (see course progression document). OR <ul style="list-style-type: none"> • Concurrently enrolled in final science graduation course requirement.
2000360	Anatomy and Physiology Honors	EQ	H		<u>11th or 12th grade only</u> <ul style="list-style-type: none"> • Completion of 1 BI course. AND <ul style="list-style-type: none"> • Completion of other science graduation requirements (see course progression document). OR <ul style="list-style-type: none"> • Concurrently enrolled in final science graduation course requirement.

2001340	Environmental Science	EQ	U		<u>11th or 12th grade only</u> <ul style="list-style-type: none"> • Completion of 1 BI course. AND <ul style="list-style-type: none"> • Completion of other science graduation requirements (see course progression document). OR <ul style="list-style-type: none"> • Concurrently enrolled in final science graduation course requirement.
2001380	AP Environmental Science	EQ	AP	9 th grade placement <ul style="list-style-type: none"> • See Course Progression Chart. Use FCAT data and teacher recommendation for 9th grade placement. 10 th – 12 th grade placement <ul style="list-style-type: none"> • Teacher Recommendation 	
2001381	AICE Environmental Management (AS Level)	EQ	AP		<ul style="list-style-type: none"> • 11th grade and above
2002500	Marine Science 1	EQ	U		<u>11th or 12th grade only</u> <ul style="list-style-type: none"> • Completion of 1 BI course. AND <ul style="list-style-type: none"> • Completion of other science graduation requirements (see course progression document). OR <ul style="list-style-type: none"> • Concurrently enrolled in final science graduation course requirement.
2002510	Marine Science 1 Honors	EQ	H		<u>11th or 12th grade only</u> <ul style="list-style-type: none"> • Completion of 1 BI course. AND <ul style="list-style-type: none"> • Completion of other science graduation requirements (see course progression document). OR <ul style="list-style-type: none"> • Concurrently enrolled in final science graduation course requirement.
2002515	AICE Marine Science 1** (AS Level)	EQ	AP		<ul style="list-style-type: none"> • 11th grade and above
2002535	AICE Marine Science 1** (A Level)	EQ	AP		<ul style="list-style-type: none"> • 11th grade and above

2001350	Astronomy Solar/Galactic	<i>This course is not coded EQ and does not earn a science credit toward graduation.</i>	U		<u>11th or 12th grade only</u> <ul style="list-style-type: none"> • Completion of 1 BI course. AND <ul style="list-style-type: none"> • Completion of other science graduation requirements (see course progression document). OR <ul style="list-style-type: none"> • Concurrently enrolled in final science graduation course requirement.
2020910	Astronomy Solar/Galactic Honors	EQ	H		<u>11th or 12th grade only</u> <ul style="list-style-type: none"> • Completion of 1 BI course. AND <ul style="list-style-type: none"> • Completion of other science graduation requirements (see course progression document). OR <ul style="list-style-type: none"> • Concurrently enrolled in final science graduation course requirement.
2002480	Forensic Science 1	<i>This course is not coded EQ and does not earn a science credit toward graduation.</i>	U		<u>11th or 12th grade only</u> <ul style="list-style-type: none"> • Completion of 1 BI course. AND <ul style="list-style-type: none"> • Completion of other science graduation requirements (see course progression document). OR <ul style="list-style-type: none"> • Concurrently enrolled in final science graduation course requirement.
2000440	Genetics Honors	EQ	H		<u>11th or 12th grade only</u> <ul style="list-style-type: none"> • Completion of 1 BI course. AND <ul style="list-style-type: none"> • Completion of other science graduation requirements (see course progression document). OR <ul style="list-style-type: none"> • Concurrently enrolled in final science graduation course requirement.

Natural Science courses are defined as:

Earth/Space Science courses, Biology courses, Chemistry courses, Physics courses, Physical Science courses.

Applied Science courses are defined as: Anatomy & Physiology courses, Marine Science courses, Environmental Science, Forensics, Astronomy / Solar Galactic courses, Genetics.

** For specific questions regarding Placement Parameters please contact the AICE Advisor at each center.

Note: an A Level course represents two years of study in the same subject. For the Directory, the first year of study (AS Level) is indicated by the number 1 in the course title and the second year of study is indicated by the number 2 in the course title

High School Science

Laboratory Experiences

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).

Science Instructional Practices

Teaching from a range of complex text is optimized when teachers in all subject areas implement the following strategies on a routine basis:

1. Ensuring wide reading from complex text that varies in length.
2. Making close reading and rereading of texts central to lessons.
3. Emphasizing text-specific complex questions, and cognitively complex tasks, reinforce focus on the text and cultivate independence.
4. Emphasizing students supporting answers based upon evidence from the text.
5. Providing extensive research and writing opportunities (claims and evidence).

Science Course Descriptions

2001310 EARTH/SPACE SCIENCE (<http://www.cpalms.org/Courses/PublicPreviewCourse79.aspx>)

The purpose of this course is to develop and apply concepts basic to the Earth, its materials, processes, history, and environment in space. The content should include, but not be limited to, the following:

- the nature of science
- the universe and the solar system
- the developmental cycle of stars
- the earth-moon system
- space exploration
- formation of igneous, sedimentary, and metamorphic rocks and identification and classification of rocks and minerals
- geological divisions of the earth
- formation of land forms and basic mountain types
- fundamentals of plate tectonics
- formation of rivers and water systems
- glaciers
- hydrologic cycle
- physical oceanography
- meteorology, including development of hazardous weather, weather mapping, weather systems, frontal development, and satellite imagery
- types of soils and erosion -renewable and nonrenewable energy resources

2001320 EARTH/SPACE SCIENCE HONORS (<http://www.cpalms.org/Courses/PublicPreviewCourse80.aspx>)

The purpose of this course is to develop and apply concepts basic to the Earth, its materials, processes, history, and environment in space. The content should include, but not be limited to, the following:

- the nature of science
- the universe and the solar system
- the developmental cycle of stars
- the earth-moon system

- space exploration
- formation of igneous, sedimentary, and metamorphic rocks and identification and classification of rocks and minerals
- geological divisions of the earth
- formation of land forms and basic mountain types
- fundamentals of plate tectonics
- formation of rivers and water systems
- glaciers
- hydrologic cycle
- physical oceanography
- meteorology, including development of hazardous weather, weather mapping, weather systems, frontal development, and satellite imagery
- types of soils and erosion
- renewable and nonrenewable energy resources

This course will include additional requirements to provide for a more in-depth or enriched study of the course requirements than Earth/Space Science.

2000310 BIOLOGY 1 (<http://www.cpalms.org/Courses/PublicPreviewCourse69.aspx>)

The purpose of this course is to provide exploratory experiences and laboratory and real-life applications in the biological sciences. Laboratory investigations, which include the use of scientific research, measurement, laboratory technologies, and safety procedures, are an integral part of this course.

The content should include, but not be limited to, the following:

- the nature of science
- matter, energy, and chemical processes of life
- cells: biology, reproduction, and communication
- genetics: principles, molecular basis, diversity, and biotechnologies
- levels of organization, classification, and taxonomy
- structure, function, and reproduction of plants, animals, and microorganisms
- behavior of organisms
- interdependence of organisms, humans, and the environment
- biological selection, adaptations, and changes through time
- agricultural, food, and medical technologies and careers

2000320 BIOLOGY 1 HONORS (<http://www.cpalms.org/Courses/PublicPreviewCourse70.aspx>)

The purpose of this course is to provide exploratory experiences and laboratory and real-life applications in the biological sciences. Laboratory investigations, which include the use of scientific research, measurement, laboratory technologies, and safety procedures, are an integral part of this course.

The content should include, but not be limited to, the following:

- the nature of science
- matter, energy, and chemical processes of life
- cells: biology, reproduction, and communication
- genetics: principles, molecular basis, diversity, and biotechnologies
- levels of organization, classification, and taxonomy
- structure, function, and reproduction of plants, animals, and microorganisms
- behavior of organisms
- interdependence of organisms, humans, and the environment
- biological selection, adaptations, and changes through time
- agricultural, food, and medical technologies and careers

This course will include additional requirements to provide for a more in-depth or enriched study of the course requirements than Biology 1.

2000322 PRE-AICE BIOLOGY

The purpose of this course is to provide exploratory experiences, laboratory, and real-life applications in the biological sciences

2000340 ADVANCED PLACEMENT BIOLOGY (<http://www.cpalms.org/Courses/PublicPreviewCourse153.aspx>)

The purpose of this course is to provide a study of the facts, principles, and processes of biology and the collection, interpretation, and formulation of hypotheses from available data. Laboratory investigations of selected topics in the content, which also include the use of scientific method, measurement, laboratory apparatus, and safety procedures, are an integral part of this course.

Upon completion of this course, students should be able to:

- Use the scientific method to solve problems, employ metric measurements, and demonstrate safe and effective use of laboratory instruments.
- Analyze the chemical composition of organisms.
- Describe in detail cell infrastructure and function of cellular organelles.
- Assess the role of enzymes in life processes.
- Trace the biochemical pathways involved in respiration and photosynthesis.
- Describe the processes of cell division.
- Describe the principles of genetics.
- Apply knowledge of structure and the function in plants and animals to their reproduction and development.
- Identify the experimental evidence for the modern theories of the origin of life.
- Describe the changes in organisms through time.
- Demonstrate knowledge of the principles of ecology and the role of energy flow, biogeochemical cycles, population growth and regulation, communities, habitats, and niches.
- Distinguish between stereotyped and learned behavior and list the factors of social behavior.
- Describe the implications of man's social biology on his environment and quality of life.
- Analyze how biology interacts with technology and society.

2000321 AICE BIOLOGY 1 (AS Level)

The purpose of this course is to provide exploratory experiences, laboratory experience, and real life applications in the biological sciences in an accelerated fashion.

2003310 PHYSICAL SCIENCE (<http://www.cpalms.org/Courses/PublicPreviewCourse102.aspx>)

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.

The content should include, but not be limited to, the following:

- unifying concepts and processes of science
- structure of atoms
- structure and properties of matter
- chemical reactions
- entropy and conservation of energy
- interactions of energy and matter
- motions and forces
- interactions among science, technology, and society

2003340 CHEMISTRY 1 (<http://www.cpalms.org/Courses/PublicPreviewCourse76.aspx>)

The purpose of this course is to study the composition, properties, and changes associated with matter and their applications. Laboratory investigations, which include the use of scientific methods, measurement, laboratory apparatus, and safety procedures, are an integral part of this course. This course should also include the use of mathematical processes, graphical representation, and data analysis.

The content should include, but not be limited to, the following:

- the nature of science
- matter: its classification, structure, and changes
- atomic theory
- the periodic table
- bonding
- chemical formulas, chemical reactions, and balanced equations
- stoichiometry
- reaction rates and equilibrium
- acids and bases
- oxidation and reduction
- behavior of gases
- dynamics of energy
- chemistry of life

2003350 CHEMISTRY 1 HONORS (<http://www.cpalms.org/Courses/PublicPreviewCourse77.aspx>)

The purpose of this course is to study the composition, properties, and changes associated with matter, and their applications. Laboratory investigations, which include the use of scientific methods, measurement, laboratory apparatus, and safety procedures, are an integral part of this course. This course should also include the use of mathematical processes, graphical representation, and data analysis.

The content should include, but not be limited to, the following:

- the nature of science
- matter: its classification, structure, and changes
- atomic theory
- the periodic table
- bonding
- chemical formulas, chemical reactions, and balanced equations
- stoichiometry
- reaction rates and equilibrium
- acids and bases
- oxidation and reduction
- behavior of gases
- dynamics of energy
- chemistry of life

This course will include additional requirements to provide for a more in-depth or enriched study of the course requirements than Chemistry 1.

2003372 PRE-AICE CHEMISTRY

The purpose 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.

2003370 ADVANCED PLACEMENT CHEMISTRY (<http://www.cpalms.org/Courses/PublicPreviewCourse170.aspx>)

The purpose of this course is to study the development and application of chemistry principles and concepts.

Upon completion of this course, students should be able to:

- Use the scientific method to solve problems, employ metric measurements, and demonstrate safe and effective use of laboratory instruments.
- Discuss atomic theory and structure.
- Compare the types of binding forces in chemical bonding, the geometry of molecules, and the molecular model theory.
- Demonstrate knowledge of nuclear chemistry.
- Describe the various states of matter.
- Discuss numerous types of chemical reactions.
- Demonstrate knowledge of equations and advanced stoichiometry.
- Describe chemical equilibrium qualitatively and quantitatively.
- Investigate reaction rates.
- Analyze thermodynamic processes.
- Develop an understanding of systematic nomenclature.
- Illustrate the principles of descriptive chemistry.
- Analyze the interactions of chemistry, technology, and society.

2003371 AICE CHEMISTRY 1 (AS Level)

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.

2003380 PHYSICS 1 (<http://www.cpalms.org/Courses/PublicPreviewCourse104.aspx>)

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. This course shall include laboratory investigations which incorporate the use of measurement, problem solving, laboratory apparatus, safety procedures, and experimental procedures. This course should also include the use of mathematical processes, graphical representation, and data analysis.

The content should include, but not be limited to, the following:

- unifying concepts and processes of science
- energy
- force and motion
- dynamics
- wave characteristics
- conservation of energy and momentum
- heat and thermodynamics
- electricity

- magnetism
- interactions among science, technology, and society

2003390 PHYSICS 1 HONORS (<http://www.cpalms.org/Courses/PublicPreviewCourse105.aspx>)

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. This course shall include laboratory investigations which incorporate the use of measurement, problem solving, laboratory apparatus, safety procedures, and experimental procedures. This course should also include the use of mathematical processes, graphical representation, and data analysis.

The content should include, but not be limited to, the following:

- unifying concepts and processes of science
- energy
- force and motion
- dynamics
- wave characteristics
- conservation of energy and momentum
- heat and thermodynamics
- electricity
- magnetism
- interactions among science, technology, and society

This course will include additional requirements to provide for a more in-depth or enriched study of the course requirements than Physics 1.

2003431 AICE PHYSICS (AS Level)

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.

2003421 ADVANCED PLACEMENT PHYSICS 1 (<http://www.cpalms.org/Courses/PublicPreviewCourse173.aspx>)

The purpose of this course is to provide a systematic introduction to the main principles of classical and modern physics and emphasize the development of problem-solving ability. Laboratory investigations of selected topics in the content, which also include the use of scientific method, measurement, laboratory apparatus, and safety procedures, are an integral part of this course.

Upon completion of this course, students should be able to:

- Use the scientific method to solve problems, employ metric measurements, and demonstrate safe and effective use of laboratory instruments.
- Analyze the principles of kinematics.
- Identify and apply Newton's laws of motion.
- Apply conservation laws in classical mechanics.
- Describe torque, rotational equilibrium, gravitation, planetary motion, and oscillations.
- Describe the kinetic theory and solve problems in thermodynamics.
- Analyze the principles of electrostatics quantitatively.
- Describe electric currents.
- Interpret concepts of magnetism.
- Develop an understanding of waves and optics.
- Analyze the concepts of modern physics.
- Analyze the interactions of physics, technology, and society.

2003422 ADVANCED PLACEMENT PHYSICS 2 (<http://www.cpalms.org/Public/PreviewCourse/Preview/10456>)

See College Board Course overview for AP Physics 2.

http://media.collegeboard.com/digitalServices/pdf/ap/ap_physics2_2page_course_overview.pdf

2000350 ANATOMY AND PHYSIOLOGY (<http://www.cpalms.org/Courses/PublicPreviewCourse65.aspx>)

The purpose of this course is to enable students to develop understanding of the relationships between the structures and functions of the human body. Laboratory investigations of selected topics in the content, which also include use of the scientific method, measurement, laboratory apparatus, and safety procedures, are an integral part of this course. Inquiry into current technology and applications of anatomical and physiological principles and their relationship to the environment is encouraged.

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

- cells and tissues
- homeostasis
- human genetics, growth, and development
- body composition, structure, and function
- internal and external changes and responses
- connections between anatomy, physiology, medicine, technology, society, and the environment

2000360 ANATOMY AND PHYSIOLOGY HONORS (<http://www.cpalms.org/Courses/PublicPreviewCourse66.aspx>)

The purpose of this course is to enable students to develop understanding of the relationships between the structures and functions of the human body. Laboratory investigations of selected topics in the content, which also include use of the scientific method, measurement, laboratory apparatus, and safety procedures, are an integral part of this course. Inquiry into current technology and applications of anatomical and physiological principles and their relationship to the environment is encouraged.

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
- cells and tissues
- homeostasis
- human genetics, growth, and development
- body composition, structure, and function
- internal and external changes and responses
- connections between anatomy, physiology, medicine, technology, society, and the environment

This course will include additional requirements to provide for a more in-depth or enriched study of the course requirements than Anatomy and Physiology.

2001340 ENVIRONMENTAL SCIENCE (<http://www.cpalms.org/Courses/PublicPreviewCourse82.aspx>)

The purpose of this course is to enable students to develop knowledge of the ways that humans interact with the natural environment. Laboratory investigations of selected topics in the content, which also include use of the scientific method, measurement, laboratory apparatus, and safety procedures, are an integral part of this course. Inquiry into current technology and applications of environmental scientific principles is encouraged.

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
- earth dynamics
- influence of technology on environmental quality
- environmental quality issues
- use and conservation practices
- biodiversity
- environmental planning and waste management
- environmental monitoring and policy
- sustainable use of public land
- characteristics of populations
- biotic and abiotic environmental factors
- energy production technologies
- thermodynamics

2001380 ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE

(<http://www.cpalms.org/Courses/PublicPreviewCourse163.aspx>)

The purpose of this course is to study the interaction of man with the environment.

Upon completion of this course, students should be able to:

- Demonstrate understanding of the interrelationships of the natural world.
- Identify and analyze environmental problems, both natural and human-generated.
- Evaluate the relative risks associated with natural and human-generated environmental problems.
- Analyze alternative solutions for resolving and/or preventing environmental problems.
- Use the scientific method to solve problems, employ metric measurements, and demonstrate safe and effective use of laboratory instruments.

- Identify the effects of technology on air, water, and land quality and identify possible solutions for negative impacts.
- Develop understanding of how human population growth and human development affect local human, vegetative, and wildlife communities, and impact other natural resources.
- Describe methods which individuals and industries can employ to conserve natural resources and energy.
- Compare the effects of different methods of conservation in various parts of the world.
- Identify examples of environmental planning and waste management that have been used in the local community and explain their impact.
- Analyze the present and future effects of various preservation or conservation efforts on the local community.

2001381 AICE ENVIRONMENTAL MANAGEMENT (AS Level)

The purpose of this course is to develop and apply concepts basic to the Earth, its materials, processes, history, and environment in space

2002500 MARINE SCIENCE 1 (<http://www.cpalms.org/Courses/PublicPreviewCourse96.aspx>)

The purpose of this course is to provide an overview of the marine environment. Laboratory investigations of selected topics in the content, which also include the use of scientific method, measurement, laboratory apparatus, and safety procedures, are an integral part of this course.

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
- the interrelationship between man and the ocean

2002510 MARINE SCIENCE 1 HONORS (<http://www.cpalms.org/Courses/PublicPreviewCourse97.aspx>)

The purpose of this course is to provide an overview of the marine environment. Laboratory investigations of selected topics in the content, which also include the use of scientific method, measurement, laboratory apparatus, and safety procedures, are an integral part of this course.

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
- the interrelationship between man and the ocean

This course will include additional requirements to provide for a more in-depth or enriched study of the course requirements than Marine Science 1.

2002515 AICE MARINE SCIENCE 1 (AS Level)

The purpose of this course is the scientific study of the sea and its ecosystems.

2002535 AICE MARINE SCIENCE 2 (A Level)

The purpose of this course is to concentrate on human activities that depend on the sea and have an impact on it. It is expected that practical activities will underpin the teaching of both AICE Marine Science I and II. In some topics, these practical activities will be primarily laboratory-based, while in other topics the practical activities are more likely to involve field trips.

This course is designed to follow AICE Marine Science 1 as a staged route to an Advanced Level (A Level) qualification by first taking an Advanced Subsidiary (AS Level) examination.

2001350 ASTRONOMY SOLAR/ GALACTIC (<http://www.cpalms.org/Courses/PublicPreviewCourse67.aspx>)

The purpose of this course is to enable students to develop and apply knowledge of the universe and compare the conditions, properties, and motions of bodies in space. Emphasis shall be placed on concepts basic to Earth, including materials, processes, history, and the environment. Laboratory investigations of selected topics in the content to foster inquiry should include use of the scientific method, measurement, laboratory apparatus, and safety procedures as an integral part of this course. Use of satellite imagery, image-processing techniques, model development with behavior-over-time graphs, and night telescopic observations are encouraged.

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
- historical developments from ancient cultures to the present
- instruments for collection of astronomical data
- celestial sphere
- ascension and declination
- planets, asteroids, and comets
- effects of the motions of the Earth
- effects of the Earth-Moon system
- the sun
- astronomical measurements
- stars
- cosmology
- connections between astronomy, technology, and society
- space flight and exobiology

2020910 ASTRONOMY SOLAR/GALACTIC HONORS

(<http://www.cpalms.org/Courses/PublicPreviewCourse68.aspx>)

The purpose of this course is to develop and apply concepts basic to the earth, its materials, processes, history, and environment in space. Laboratory investigations of selected topics in the content which include the use of the scientific method, measurement, laboratory apparatus and safety are an integral part of the course. Use of satellite imagery, image processing techniques, and model development with behavior-over-time graphs are strongly recommended.

The content should include, but not be limited to, the following:

- the nature of science
- the universe and solar system
- the development cycle of stars
- the earth-moon system
- space exploration
- the sun as a representative star
- historical astronomy
- astronomical instruments
- astronomical coordinate systems

This course will include additional requirements to provide for a more in-depth or enriched study of the course requirements than Astronomy/Solar Galactic.

2002480 FORENSIC SCIENCE 1 (<http://www.cpalms.org/Courses/PublicPreviewCourse83.aspx>)

The purpose of this course is to provide opportunities to develop knowledge of biology and physical sciences and enable students to associate this knowledge with real-life applications. Laboratory investigations of selected topics in the content, which also include use of the scientific method, measurement, laboratory apparatus, and safety procedures, are an integral part of this course. Inquiry into current technology and applications of scientific principles and their relationship to society and the environment is encouraged.

The content should include, but not be limited to, the following:

- implementation of scientific knowledge, methodology, and historical context to solve problems
- use of laboratory technologies
- chemical basis of heredity and biotechnology
- connections between the sciences and technology, society, and the environment
- matter, energy, and the processes of life
- medical technologies and careers
- forces and motion
- the nature of matter

2000440 GENETICS (<http://www.cpalms.org/Courses/PublicPreviewCourse85.aspx>)

The purpose of this course is to provide high level experiences with laboratory and real-life applications in the study of genetics. The content should include, but not be limited to, the following:

- the nature of science
- matter, energy, and chemical nature of science
- the genetic basis of reproduction, and communication of cells
- genetics principles
- molecular basis of genetics
- genetic diversity
- biotechnology in the area of genetics
- levels of organization, classification, and taxonomy
- structure and function of various organisms used as genetic models
- biological selection, variations, adaptations, and changes through time
- application of bio-technologies in agricultural, food, and medical careers
- bio-ethics

Social Studies				
COURSE NUMBER	COURSE NAME	WEIGHT	PLACEMENT PARAMETERS	PREREQUISITE/ GRADE LEVEL
2100310	United States History	U		
2100320	United States History Honors	H	A in World History with teacher recommendation	Completion of one of the following: <ul style="list-style-type: none"> • World History • World History Honors
2100330	AP United States History	AP	Teacher Recommendation	
2100500	AICE US History (AS Level)	AP		
2109310	World History	U		
2109320	World History Honors	H	Concurrent enrollment in English 2 Honors	
2109321	Pre-AICE World History	H	Teacher Recommendation	
2109420	AP World History	AP	Teacher Recommendation	
2106310	United States Government	U		
2106320	United States Government Honors (.5)	H	A in American History with teacher recommendation	Completion of one of the following: <ul style="list-style-type: none"> • United States History • United States History Honors
2106330	Civics	U	***BEACON ONLY***	
2106420	AP United States Government and Politics (.5)	AP	Teacher Recommendation	
2106430	AP Comparative Government & Politics (.5)	AP	Teacher Recommendation	
2102335	Economics with Financial Literacy(.5)	U		
2102345	Economics Honors with Financial Literacy Honors (.5)	H	A in American History with teacher recommendation	Completion of one of the following: <ul style="list-style-type: none"> • United States History • United States History Honors
2102360	AP Microeconomics (.5)	AP	Teacher Recommendation	
2102370	AP Macroeconomics (.5)	AP	Teacher Recommendation	
2100400	History of the Vietnam War (.5)	U		
2109350	Contemporary History (.5)	U		
2109380	AP European History	AP	Teacher Recommendation	
2109371	AICE European History (AS Level)	AP		
2103300	World Cultural Geography	U		
2103400	AP Human Geography	AP	Teacher Recommendation	
2103410	AICE Geography 1 – (AS Level)	AP	Teacher Recommendation	
2106440	International Relations	U		

2106445	International Relations II	H	Teacher Recommendation	
2100490	AICE International History (AS Level)	AP		
2106350	Law Studies (.5)	U		
2106370	Comprehensive Law Studies	U		
2106375	Comprehensive Law Honors	H		
2106380	Legal Systems and Concepts (.5)	U		
2106390	Court Procedures	U		
2106468	Constitutional Law 1 Honors	H		
2107300	Psychology 1	U		
2107310	Psychology 2 (.5)	U		Psychology 1
2107350	AP Psychology	AP	Teacher Recommendation	
2107360	AICE Psychology 1 (AS Level)	AP		
2107370	AICE Psychology 2 (A Level)	AP	AICE Psychology	
2108300	Sociology (.5)	U		
2108310	AICE Sociology 1 (AS Level)	AP		
2108320	AICE Sociology 2 (A Level)	AP	AICE Sociology 1	
2104330	Community Service	U		

Social Studies Course Descriptions

2100310 UNITED STATES HISTORY

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 post-Reconstruction period. Students will 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. Appropriate concepts and skills will be developed relating to the following content: review of U.S. History prior to 1880; significant events and trends in the development of United States culture and institutions; the impact of expansion on the United States; the origin of United States documents, ideals, and characteristics; the changing role of the U.S. Constitution; political, social, and economic conflicts and resolutions; the technological and urban transformation of the United States; changes in lifestyles of United States citizens; changes in United States foreign policy from regional to global; the cyclical characteristics of United States economic development; and contemporary domestic and foreign issues that affect the United States.

2100320 UNITED STATES HISTORY HONORS

The purpose of this course is to provide the opportunity to acquire an in-depth and comprehensive understanding of the chronological development of the American people, with a major focus on the post-Reconstruction period, by examining the political, economic, social, religious, military, scientific, and cultural events that have affected the nation. Implicit in this is an understanding of the historical method, the inquiry process, historical reasoning and interpretation, and the issues of external validity. Appropriate concepts and skills will be developed in connection with the following content: review of U.S. History prior to 1880; geographic-history development in time-space; an analysis of the significant turning points and trends in the development of American culture and institutions; the impact of expansion on the United States; the origin and development of American documents, ideals, and characteristics; an understanding of the relationship between idealism and reality in the development of the United States Constitution and Bill of Rights; the use of interpretation in the changing role of the Constitution over the centuries; political, social, and economic conflicts and resolutions; an analysis of sectionalism as a force in American life over the centuries; comparison of the technological and urban transformations of our nation in the nineteenth and twentieth centuries; interpretations of the changes in lifestyles through the centuries; an analysis of the changes in foreign policy from regional to global; an evaluation of the cycles characteristic of American economic development through the centuries; and an analysis of contemporary domestic and foreign issues with projected scenarios through the 21st century.

2100330 ADVANCED PLACEMENT UNITED STATES HISTORY

The purpose of this course is to provide the opportunity to develop the analytical skills and factual knowledge necessary to deal critically with the problems, content, and materials of American historical development by focusing on persistent themes and change in history, and by applying historical reasoning to seek solutions to contemporary problems. Advanced Placement United States History is a challenging course that is meant to be the equivalent of a freshman college course and can earn students college credit. It is a survey of American history from the age of exploration and discovery to the present. Solid reading and writing skills, along with a willingness to devote considerable time to homework and study, are necessary to succeed. Emphasis is placed on critical and evaluative thinking skills, essay writing, interpretation of original documents, and historiography. Students will master a broad body of historical knowledge, demonstrate an understanding of historical chronology, effectively use analytical skills of evaluation, use historical data to support an argument or position, and interpret and apply data from original documents, including graphs, cartoons, and letters. Reference should be made to the current Advanced Placement course description for American History published annually by the College Board.

2100500 AICE US HISTORY (AS Level)

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 construction of clear, concise, logical and relevant arguments and the evaluation and interpretation of source materials as historical evidence within the context of United States history.

2109310 WORLD HISTORY

The purpose of this course is to enable students to understand their connections to the development of civilizations by examining the past to prepare for their future as participating members of a global community. Students will 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. The content should include, but not be limited to, the following: time-space relationships, prehistory, the rise of civilization, cultural universals, the development of religion and the impact of religious thought, the evolution of political systems and philosophies, the interactions between science and society, the development of nationalism as a global phenomenon, the origin and course of economic systems and philosophies, the influence of significant historical figures and events, and contemporary world affairs.

2109320 WORLD HISTORY HONORS

The purpose of this course is to provide the opportunity to acquire a comprehensive understanding of the past in terms of what has been interpreted about change or process as it is related to the development of humanity. This is done by analyzing the political, economic, social, religious, military, dynastic, scientific, and cultural events that have shaped and molded humanity. Implicit in this is an understanding of the historical method, the inquiry process, historical reasoning and interpretation, and the issues of external and internal validity. Appropriate concepts and skills will be developed in connection with the following content: geographic-historic development in time-space; comparative views of history; the origin and development of contrasting civilizations; an analysis of cultural universals, the role of religion and the impact of religious thoughts, the varieties of contrasting political theories and philosophies; the role of science and technology as a social catalyst; nationalism as a cohesive force in history; the diversity of economic thought and practices in the world; an analysis of the influence of the major figures and events; and interpretations concerning the historical development of our present world order.

2109321 PRE-AICE WORLD HISTORY

The purpose of the Pre-AICE World History Course is to promote the acquisition of knowledge and understanding of human activity in the past, as well as promote understanding of the nature of cause and consequence, continuity and change, similarity and difference, and to encourage international understanding. Students will have the opportunity to study world history from the nineteenth century to the beginning of the twenty-first century from a diversity of perspectives, including social, economic, cultural, and political perspectives. This course encourages students to raise questions, and to develop and deploy historical skills, knowledge, and understanding in order to provide historical explanations.

2109420 ADVANCED PLACEMENT WORLD HISTORY

The purpose of the Advanced Placement World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. Focused primarily on the past thousand years of the global experience, the course provides students with an understanding of the cultural, institutional and technological achievements of human society within the context of several thematic strands. Examples of these are: 1) the impact of technology and demography upon society, and 2) cultural and intellectual developments and interactions among and within societies.

Coverage of European History will not exceed over 30% of the course in order to encourage increased coverage of topics that are important to Europe in the world and not just to Europe itself, as well as attention to areas of the world outside Europe. Reference should be made to the current Advanced Placement course description for World History published annually by the College Board.

2106310 AMERICAN GOVERNMENT

The purpose of this course is to enable students to gain an understanding of American government and political behavior that is essential for effective citizenship and active involvement in a democratic American society. The content should include, but not be limited to, the following: interrelationship between American government and the American economic system; documents that shape our political traditions, including the Declaration of Independence, the U.S. Constitution, the Bill of Rights and the Federalist Papers; functions of the three branches of government at the local, state, and national levels; Florida government, including the State Constitution, municipal and county government; the evolving role of political parties and interest groups in determining government policy; how rights and responsibilities of citizens in a democratic state have evolved and been interpreted; contemporary political issues; career opportunities available in government services; the importance of civic participation in the democratic political process, and the role of women and diverse cultural groups in the development of our political system.

2106320 AMERICAN GOVERNMENT HONORS

The purpose of this course is to provide the opportunity to acquire a comprehensive understanding of American government and political behavior that is essential for effective citizenship and active involvement in a democratic American society. The content should include, but not be limited to, the following: interrelationship between American government and the American economic system; an evaluation of those documents which shape our political traditions, including but not limited to, the Declaration of Independence, the U.S. Constitution, the Bill of Rights, and the Federalist Papers; an analysis of the roles of the three branches of government at the local, state, and national levels; a comparative view of the changing nature of the roles of the three branches of government at the local, state, and national levels, Florida government; including the State Constitution, municipal and county government; a comparative view of the changing nature of political parties and interest groups in determining government policy; how rights and responsibilities of citizens in a democratic state have evolved and been interpreted; contemporary political issues; career opportunities available in government services; the importance of civic participation in the democratic political process; and the role of women and diverse cultural groups in the development of our political system.

2106330 CIVICS (Beacon ONLY)

The purpose of this course is to provide students the opportunity to gain an understanding of government in the United States, the roles, rights, and responsibilities of United States citizens, and the methods of active participation in the political system. Content should include, but is not limited to, the American constitutional government, free-enterprise system, structure and functions of local, state and national government within constitutional and economic frameworks, political and economic decision-making issues, rights and responsibilities of citizenship, and the importance of political participation.

2106420 ADVANCED PLACEMENT UNITED STATES GOVERNMENT AND POLITICS

The purpose of this course is to provide students the opportunity to develop a critical perspective on politics and government 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. It also requires familiarity with the various institutions, groups, beliefs and ideas that make up the American political reality. Appropriate concepts and skills will be developed in connection with the following content: an understanding of federalism and the separation of powers; the development of the Constitution; the process of politics; the nature of public opinion; the role of political parties and interest groups; the major formal and informal institutional arrangement of powers; an overview of Florida government, including the state constitution and local government; and the development of civil rights. Reference should be made to the current Advanced Placement course description for United States Government published annually by the College Board.

2106430 ADVANCED PLACEMENT COMPARATIVE GOVERNMENT AND POLITICS

The purpose of this course is to provide the opportunity for students to gain a thorough understanding of the world's diverse political structures and practices through the study of government and politics in Great Britain, France, Russia, China, and among developing nations. The inclusion of a fifth developing nation country allows students to examine yet another source of theory building, as well as to understand the political implications of different levels of economic development. For a fifth country, teachers may choose to cover India, Mexico, or Nigeria. The content should include, but not be limited to the following: the nature and source of governmental legitimacy, the transmission of political values, the basis and institutional expression of social stratification, the citizen's role in political life, the roles of political parties and interest groups, and an examination and comparison of various institutions of national government. Reference should be made to the current Advanced Placement course description for Comparative Government and Politics published annually by the College Board.

2102335 ECONOMICS WITH FINANCIAL LITERACY

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. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. The content should include but not be limited to the following: 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.

2102345 ECONOMICS WITH FINANCIAL LITERACY HONORS

The purpose of this course is to provide students the opportunity to acquire a comprehensive understanding of the way in which society organizes to utilize its limited resources to satisfy unlimited wants and the distinguishing characteristics of other types of economic systems with particular attention to the American mixed market system. The major emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Appropriate concepts and skills will be developed in connection with the following content: use of economic reasoning and principles in reaching decisions in the market place. Necessary to that understanding are the role and impact of economic wants; productive resources; scarcity and choices; opportunity costs and trade-offs; economic incentives; specialization comparative advantage; division of labor; interdependence; how a market functions; the role of pricing and price determination; types of market failures; saving and investment; the role and function of currency, banking, and monetary policy; labor, supply and demand; 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.

2102360 ADVANCED PLACEMENT MICROECONOMICS

The purpose of this course is to provide students the opportunity to acquire a comprehensive understanding of the way in which society organizes to utilize its limited resources to satisfy unlimited wants and the distinguishing characteristics of other types of economic systems with particular attention to the American mixed market system. The student will analyze the behavior of individual households, firms and markets, how prices and outputs are determined in those markets, and how the price mechanism allocates resources and distributes income. Appropriate skills will be developed around the concepts of scarcity, opportunity costs, productivity, economic systems and institutions, exchange, money, and interdependence. Reference should be made to the current Advanced Placement course description for Microeconomics published annually by the College Board.

2102370 ADVANCED PLACEMENT MACROECONOMICS

The purpose of this course is to provide the opportunity for students to gain a thorough understanding of the principles of economics that apply to an economic system as a whole. Particular emphasis will be laid upon the study of national income and price determination and developing students' familiarity with economic performance measures, economic growth, and international economics. Students will study comparative advantage to determine the basis on which mutually advantageous trade can take place between countries. Appropriate skills will be developed around the concepts of gross national product, gross domestic product, monetary vs. fiscal policy, aggregate demand and aggregate supply, and various aspects of international finance. Reference should be made to the current Advanced Placement course description for Macroeconomics published annually by the College Board.

2100400 THE HISTORY OF THE VIETNAM WAR

This course provides students the opportunity to acquire an understanding of the chronological development of the Vietnam War by examining the political, economic, social, religious, military and cultural events that affected the war. Topics include, but are not limited to: an analysis of the events and causes of America's initial involvement; 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 media, film and literature during and after the war; a judgment of the crucial decisions made during the Vietnam War and an analysis of the effects of the Vietnam War on the contemporary world. The intent of the course is for students to be engaged in investigations, debates, research projects and oral interviews with people who experienced first-hand the seminal events of the conflict and to learn how to critically examine data from multiple perspectives to draw inferences and test generalizations.

2109350 CONTEMPORARY HISTORY

Contemporary History is a unique program which has as its primary focus the opportunity for students to gain an in-depth understanding of our modern world. The content should include, but not be limited to the following: world events and trends in the last half of the 20th century with emphasis on the past two decades; the historical antecedents of contemporary political, social, economic, and religious problems; the influence of significant historical and contemporary figures and events on the present; and projections of current trends and movements.

2109380 ADVANCED PLACEMENT EUROPEAN HISTORY

The purpose of this course is to provide students with the opportunity to examine connections to the past in order to help them prepare for the future as a participating member 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. The content should include, but not be limited to the following: geographic-historic and time-space relationships; the use of arbitrary periodization in European history; analysis of its classical and medieval heritage; the rise of the European nation-states, the impact of religious thought on European cultures/the evolution of political systems and philosophies in European societies; the interaction of science and European cultures; the development of nationalism as a European phenomenon; the origin and course of economic systems and philosophies in European societies; the influence of major historical figures and events in European history, and contemporary European affairs. Reference should be made to the current Advanced Placement course description for European History published annually by the College Board.

2109371 AICE EUROPEAN HISTORY (AS Level)

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.

2103300 WORLD CULTURAL GEOGRAPHY

The purpose of this course is to assist the student in acquiring an understanding of the interrelationships between people and their environment. Appropriate concepts and skills will be developed in connection with an investigation into the relationship between physical geography, natural resources, and the economic, political, social, cultural, religious, and historical aspects of human activity.

2103400 ADVANCED PLACEMENT HUMAN GEOGRAPHY

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 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 the science and practice. Students will have the opportunity to understand the following concepts related to the course: regions and their development, population studies, cultural concepts and spatial representation, political geography, land use, urbanization, issues related to space, place and scale, and economic geography. Reference should be made to the current Advanced Placement course description for Human Geography published annually by the College Board.

2103410 – AICE GEOGRAPHY 1 – (AS Level)

The Geography syllabus builds upon skills gained at Cambridge IGCSE (or equivalent) level study. Learners widen their knowledge and understanding of the subject, while developing their investigative abilities and their evaluation and decision-making skills. The syllabus is wide-ranging and comprises a variety of options. For example, learners can study topics such as hydrology and fluvial geomorphology, atmosphere and weather, rocks and weathering, population change and settlement dynamics. The syllabus considers a range of environments, from tropical to arid, and learners can also study subjects such as environmental management, global interdependence and economic transition.

<http://www.cie.org.uk/programmes-and-qualifications/cambridge-international-as-and-a-level-geography-9696/>

2106440 INTERNATIONAL RELATIONS

International Relations provides students with the opportunity to learn how to meaningfully prepare for and participate effectively in a global community, understanding the nature of the modern national state, national goals, and how nations communicate and negotiate change in the increasingly globalized world. This course will serve as an introduction to the nation-state system, the role of power politics in a complicated military arena, and how foreign policy shapes change around the world. Further, students will investigate international organizations whose mission is to promote world peace, educational opportunities for all, and the role of women and diversity within and among nations.

2106445 INTERNATIONAL RELATIONS II

International Relations provides students with the opportunity to examine the historical antecedents, current relationships and future outlook of selected countries and to understand their role in an increasingly complex, interdependent world. Students will investigate the origins of the nation-state system, factors that influence relations among nations, ways that various governments conduct foreign policy, reasons for the disparity of wealth among nations, and the role of international organizations in promoting world peace. Students will be expected to research major issues impacting the current development of the selected nations and regions as well as to project the future impact of world demographic trends. The goal is for students to learn how to function effectively within the global community by gaining a deeper understanding of the interdependence now existing between all nations. This is a state designated Level 3 course with the rigor and expectation of college study.

2100490 AICE INTERNATIONAL HISTORY (AS Level)

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.

2106350 LAW STUDIES

The purpose of this course is for students to learn that the American legal system is the foundation of American society. In order to function effectively in society, students need to examine those laws that have an impact on citizens' lives and be provided with an introduction to fundamental civil and criminal justice procedures. The content should include, but not be limited to, the following: the need for law; the basis for our legal system, civil and criminal law; adult and juvenile courts; family and consumer law; causes and consequences of crime; individual rights and responsibilities, and careers in the legal system.

Special Note: Credit in this course precludes credit in Comprehensive Law Studies.

2106370 COMPREHENSIVE LAW STUDIES

The purpose of this course is for students to learn that the American legal system is the foundation of American society. Students will examine the components and processes associated with the American legal system and will undertake a comprehensive examination of the civil and criminal justice systems. The content should include, but not be limited to the following: historical antecedents for law; reasons for law; civil and criminal laws; social values and their impact on the establishment and interpretation of laws; causes and consequences of crime; comparison of adult and juvenile systems; the significance of the Bill of Rights to the American legal system; family and consumer law; individual rights and responsibilities under the law; and the importance of the adversarial relationship to American jurisprudence.

Special Note: Credit in this course precludes credit in Law Studies or Legal systems and Concepts.

2106375 COMPREHENSIVE LAW HONORS

The purpose of this course is for students to learn that the American legal system is the foundation of American society. Students will examine the components and processes associated with the American legal system and the comprehensive examination of the civil and criminal justice systems. Content should include, but is not limited to, the historical antecedents and purpose for laws, the impact of social values on the establishment and interpretation of laws, causes and consequences of crime, evaluation of the adult and juvenile justice systems, significance of the Bill of Rights to the American legal system and elements of constitutionalism, civil and criminal law, family and consumer law, rights and responsibilities under the law, and the adversarial versus inquisitorial systems of justice. This course will incorporate the development of a written appellate brief addressing a contemporary legal question and the presentation of oral arguments to defend their position legally.

2106380 LEGAL SYSTEMS AND CONCEPTS

The purpose of this course is for students to learn that the American legal system is the foundation of American society. They will examine the American legal system and the nature of specific rights granted under the United States Constitution. The content should include, but not be limited to the following: the need for law; historical antecedents for law; the basis for the American legal system; constitutional rights and responsibilities; comparison of the adult and juvenile justice system; the value of law in society; precedent-setting cases involving individual rights; the importance of the adversarial relationships in American jurisprudence; social values and their impact on interpretations of the law; and roles involving individual rights in the criminal justice system.

Special Note: Credit in this course precludes credit in Comprehensive Law Studies

2106390 COURT PROCEDURES

The purpose of this course is to help students develop their ability to function effectively in society by understanding the judicial systems of the United States and Florida. The content should include, but not be limited to the following: the structure, processes and procedures of county, circuit, and federal courts; civil and criminal procedures; juvenile law; the rights of the accused; evolution of court procedures; comparative legal systems and career choices in the judicial system.

2106468 CONSTITUTIONAL LAW 1 HONORS

Students will have the opportunity to research and apply the 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.

2107300 PSYCHOLOGY 1

The purpose of this course is to provide students the opportunity, through the study of psychology, to acquire an understanding of and appreciation for human behavior, behavior interaction and the progressive development of individuals. This will better prepare them to understand their own behavior and the behavior of others. The content should include, but not be limited to the following: major theories and orientations of psychology; psychological methodology; memory and cognition; self-concept development; human growth and development; personality; motivation and desire; intelligence; conditioning and learning; abnormal behavior; psychological therapies; stress/coping strategies; emotion and frustration; and mental health.

2107310 PSYCHOLOGY 2

The purpose of this course is to provide students with an understanding of and appreciation for human behavior, behavior interaction, and the progressive development of individuals which will better prepare them to understand their own behavior and the behavior of others. The content should include, but not be limited to the following: statistical research; psychobiology; motivation and emotion; sensation and perception; states of consciousness; psychological testing and social psychology.

2107350 ADVANCED PLACEMENT PSYCHOLOGY

The purpose of the Advanced Placement course in Psychology is to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Advanced Placement Psychology is a challenging course that is meant to be the equivalent of a freshman college course and can earn students college credit. Solid reading and writing skills, along with a willingness to devote considerable time to homework and study, are necessary to succeed. Students will have the opportunity to understand psychological facts, principle and phenomena associated with each of the major sub-fields within psychology. They will learn about the methods psychologists use in their science and practice. The course traces the emergence of scientific psychology in the nineteenth century from its roots in philosophy and physiology and covers the development of the major "schools" of psychology. Reference should be made to the current Advanced Placement course description for Psychology published annually by the College Board.

2107360 AICE PSYCHOLOGY 1 (AS Level)

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.

2107370 AICE PSYCHOLOGY 2 (A Level)

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. It is assumed that the content and skills of AICE Psychology have been mastered before starting this course.

2108300 SOCIOLOGY

The purpose of this course is to provide, through the study of sociology, an opportunity to acquire an understanding of group interaction and its impact on individuals in order that they may have a greater awareness of the beliefs, values, and behavior patterns of others. In an increasingly interdependent world, students need to recognize how group behavior affects both the individual and society. The content should include, but not be limited to the following: understanding human behavior; the characteristics of social groups; cultural diversity; cultural conformity and adaptation; social structure, social institutions, agents of socialization, the role of adolescents and adults in our

society; norms and values as they relate to effective group functions; understanding social problems; deviance and social control; and social stratification.

2108310 AICE SOCIOLOGY 1 (AS Level)

The purpose of this course is to offer 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 AS Level provides a solid grounding in the central ideas and approaches in Sociology.

2108320 AICE SOCIOLOGY 2 (A Level)

The purpose of this course is to offer 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. Students can choose to explore a variety of important areas of sociological enquiry including education, family, religion, and crime and deviance. It is assumed that the content and skills of AICE Sociology 1 have been mastered before starting this course.

2104330 VOLUNTEER SCHOOL/COMMUNITY SERVICE

The purpose of this course is to provide an opportunity for students to be engaged in activities that help them to develop an appreciation for the concept of service to the school or 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 a local school or community. Teachers are challenged to encourage students to plan for the future and to act in the present. This course is not designed for students to be utilized as teacher or office aides.

World Languages				
COURSE NUMBER	COURSE TITLE	WEIGHT	PLACEMENT PARAMETERS	PREREQUISITE
0701320	French 1	U		
0701394	Pre AICE French Language 1	H	** Honors student. Teacher Recommendation	
0701330	French 2	U	Placement of native speakers based on assessment	French 1
0701396	Pre AICE French Language 2	H	** "B" or above in Pre AICE French 1	Pre AICE French 1
0701340	French 3	H	Placement of native speakers based on assessment	French 2
0701398	Pre-AICE French Language 3	H	**"B" or above in Pre AICE French 2	Pre AICE French 2
0701350	French 4	H	Placement of native speakers based on assessment	French 3
0701380	Advanced Placement French Language	AP	"B" or above in French 3, 4 and/or 5 Placement of native speakers based on assessment Teacher Recommendation	Completion of one or more of the following: • French 3 • French 4
0701390	Advanced Placement French Literature	AP	Teacher Recommendation	Completion of Advanced Placement French Language
0702340	German 3	H	Placement of native speakers based on assessment	German 2
0705320	Italian 1	U		
0705330	Italian 2	U	Placement of native speakers based on assessment	Italian 1
0705340	Italian 3	H	Placement of native speakers based on assessment "B" or above in Italian 2	Italian 2
0705350	Italian 4	H	Placement of native speakers based on assessment "B" or above in Italian 3	Italian 3
0705380	Advanced Placement Italian	AP	"B" or above in Italian 3, 4 and/or 5 Placement of native speakers based on assessment Teacher Recommendation	Completion of one or more of the following: • Italian 3 • Italian 4
0706300	Latin 1	U		
0706310	Latin 2	U		Latin 1
0708340	Spanish 1	U		
0708532	Pre AICE Spanish Language 1	H	** Honors student. Teacher Recommendation	
0708350	Spanish 2	U	Placement of native speakers based on assessment	Spanish 1
0708534	Pre AICE Spanish Language 2	H	** "B" or above in Pre AICE Spanish 1	Pre AICE Spanish 1
0708360	Spanish 3	H	Placement of native speakers based on assessment	Spanish 2
0708536	Pre AICE Spanish Language 3	H	** "B" or above in Pre AICE Spanish 2	Pre AICE Spanish 2
0708370	Spanish 4	H	"B" or above in Spanish 3 Placement of native speakers based on assessment	Spanish 3
0708380	Spanish 5	H	"B" or above in Spanish 4 Placement of native speakers based on assessment	Spanish 4
0708400	Advanced Placement Spanish Language	AP	Teacher Recommendation "B" or above in Spanish 3, 4 and/or 5	Completion of one or more of the following: • Spanish 3

				<ul style="list-style-type: none"> Spanish 4 Spanish 5 Spanish for Spanish Speakers
0708530	AICE Spanish Language (A Level)	AP	Teacher Recommendation	
0708538	AICE Spanish Lang (AS Level)	AP	Teacher Recommendation	
0708410	Advanced Placement Spanish Literature	AP	Teacher Recommendation	Completion of Advanced Placement Spanish Language
0709300	Spanish for Spanish Speakers 1	U	Placement of native speakers based on assessment	
0709310	Spanish for Spanish Speakers 2	U	Placement of native speakers based on assessment	
0709320	Spanish for Spanish Speakers 3	H	Placement of native speakers based on assessment	

** For specific questions regarding Placement Parameters please contact the AICE Advisor at each center.

World Language Course Descriptions

0701320 FRENCH 1

The purpose of this course is to introduce students to French language and culture while developing communication skills and exploring the diversity of the French-speaking world. A variety of vocabulary and grammatical structures will be presented to students in order to develop oral proficiency and literacy skills.

0701394 PRE-AICE FRENCH LANGUAGE 1

The purpose of this course is to cover the first 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 be able 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.

0701330 FRENCH 2

The purpose of this course is to reinforce and expand on the oral proficiency, literacy skills and cultural perspectives acquired by students in French 1. Student success will be measured through reading and writing practices, listening and speaking opportunities, vocabulary development and cultural knowledge.

0701396 PRE-AICE FRENCH LANGUAGE 2

The purpose of this course is to cover 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 be able 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.

0701340 FRENCH 3

The purpose of this course is to master and expand the oral proficiency, literacy skills, vocabulary, grammatical structures and cultural perspectives acquired by students in French 2. In addition, components including genuine literary selections, viewing opportunities, speaking and writing practices will form an integral part of this course.

0701398 PRE-AICE FRENCH LANGUAGE 3

Pre-AICE French Language III covers the last portion 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 acquire a higher 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.

0701350 FRENCH 4

This course will focus on listening and reading for understanding and analysis of short literary works. Students will continue to master and expand the oral proficiency, literacy skills, vocabulary, grammatical structures and cultural

perspectives acquired by students in French 3. Students will experience and interpret various genres of literature, write extensively and demonstrate communicative competence through a variety of situations.

0701380 ADVANCED PLACEMENT FRENCH LANGUAGE

There will be great emphasis on reading and grammar throughout this course. In addition, students will develop the following:

- A. the ability to understand spoken French in various contexts;
- B. a French vocabulary sufficiently ample for reading newspaper and magazine articles, literary texts, and other non-technical writings without dependence on a dictionary; and
- C. the ability to express themselves coherently, resourcefully, and with reasonable fluency and accuracy in both written and spoken French.

This college level course follows recommendation of the Committee on Foreign Languages of the Advanced Placement Program and prepares the student for the Advanced Placement French Language Examination of the College Entrance Board. The AP French Language Exam is administered as part of this course.

0701390 ADVANCED PLACEMENT FRENCH LITERATURE

The purpose of this course is for students to gain proficiency in the fundamental language skills that enable them to:

- A. read and understand prose and verse of moderate difficulty and mature content;
- B. formulate and express critical opinions and judgments in correct oral and written French;
- C. and develop the ability to read and analyze critically and to discuss perceptively, representative works of French literature including plays, novels and poetry.

This college level course follows the recommendation of the Committee on Foreign Languages of the Advanced Placement Program and prepares the student for the Advanced Placement French Literature Examination of the College Entrance Board. The AP French Literature Exam is administered as part of this course.

0702340 GERMAN 3

The purpose of this course is to master and expand the oral proficiency, literacy skills, vocabulary, grammatical structures and cultural perspectives acquired by students in German 2. In addition, components including genuine literary selections, viewing opportunities, speaking and writing practices will form an integral part of this course.

0705320 ITALIAN 1

The purpose of this course is to introduce students to Italian language and culture while developing communications skills and exploring the diversity of the Italian-speaking world. A variety of vocabulary and grammatical structures will be presented to students in order to develop oral proficiency and literacy skills. **Not offered at all high schools.

0705330 ITALIAN 2

The purpose of this course is to reinforce and expand on the oral proficiency, literacy skills and cultural perspectives acquired by students in Italian 1. Student success will be measured through reading and writing practices, listening and speaking opportunities, vocabulary development and cultural knowledge

0705340 ITALIAN 3

The purpose of this course is to reinforce and expand on the oral proficiency, literacy skills and cultural perspectives acquired by students in Italian 2. In addition, components including genuine literary selections, viewing opportunities, speaking and writing practices will form an integral part of this course.

0705350 ITALIAN 4

The purpose of this course is to expand the skills previously acquired in Italian 3. The content will include more advanced language structures and vocabulary development as well as a focus on listening, speaking, reading and writing through regular practice and assessment.

0705380 ADVANCED PLACEMENT ITALIAN

This course covers the equivalent of a third-year college course in advanced Italian writing and conversation. It encompasses aural/oral skills, reading comprehension, grammar, and composition. The use of Italian for active communication is emphasized with the following objectives:

- A. the ability to comprehend formal and informal spoken Italian;
- B. the acquisition of vocabulary and a grasp of structure to allow the easy, accurate reading of newspaper and magazine articles, as well as of modern literature in Italian;
- C. the ability to compose expository passages; and
- D. the ability to express ideas orally with accuracy and fluency.

This college level course follows recommendations of the Committee on Foreign Languages of the Advanced Placement Program and prepares the student for the Advanced Placement Italian Language Examination of the College Entrance Board. The AP Italian Language Exam is administered as part of this course.

0706300 LATIN 1

Latin 1 introduces students to the target language and its culture. The student will develop a thorough understanding of the written language as well as of the influence the language and culture has had on other world languages, culture,

government, arts and laws. Emphasis is placed on proficient understanding in the reading of the language. An introduction to writing is also included as well as culture, connections, comparisons, and communities.

Special Note: Latin students will focus more on reading and interpreting written passages rather than using oral modes of communication.

0706310 LATIN 2

Major Concepts/Content:

Latin 2 expands the skills acquired by students in Latin 1. Specific content includes, but is not limited to, expansion of vocabulary and translation skills through comprehension of selected readings. Vocabulary and grammar stresses activities which are important to prepare for translating the works of authentic authors in the target language. In presentational speaking and presentational writing, Latin students will present projects and reports of the research they have done about the culture, arts, history, politics, literature and mythology of the target language in English.

Special Note: Latin students will focus more on reading and interpreting written passages rather than using oral modes of communication.

0708340 SPANISH 1

The purpose of this course is to introduce students to Spanish language and culture while developing communication skills and exploring the diversity of the Spanish-speaking world. A variety of vocabulary and grammatical structures will be presented to students in order to develop oral proficiency and literacy skills.

0708532 PRE-AICE SPANISH LANGUAGE 1

The purpose of this course is to cover the first half of the International General Certificate of Secondary Education (IGCSE) 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.

0708350 SPANISH 2

The purpose of this course is to reinforce and expand on the oral proficiency, literacy and cultural perspectives acquired by students in Spanish 1. Student success will be measured through reading and writing practices, listening and speaking opportunities, vocabulary development and cultural knowledge.

0708534 PRE-AICE SPANISH LANGUAGE 2

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.

0708360 SPANISH 3

The purpose of this course is to master and expand the oral proficiency, literacy skills, vocabulary, grammatical structures and cultural perspectives acquired by students in Spanish 2. In addition, components including genuine literary selections, viewing opportunities, speaking and writing practices will form an integral part of this course.

07085366 PRE-AICE SPANISH LANGUAGE 3

Pre-AICE Spanish Language III covers the last portion 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 acquire a higher 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.

0708370 SPANISH 4

The purpose of this course is to master and expand the oral proficiency, literacy skills, vocabulary, grammatical structures and cultural perspectives acquired by students in Spanish 3. Students will experience and interpret various genres of literature, write extensively and demonstrate communicative competence through a variety of situations.

0708380 SPANISH 5

The purpose of this course is to master and expand the oral proficiency, literacy skills, vocabulary, grammatical structures and cultural perspectives acquired by students in Spanish 4. Students will continue to develop communication skills through oral reports on literary and cultural topics, current events and personal experiences. Reading selections will include various literary genres as well as newspaper and magazine articles. Regular writing assignments will reflect use and mastery of specialized vocabulary and grammatical structures.

0708400 ADVANCED PLACEMENT SPANISH LANGUAGE and CULTURE

This course covers the equivalent of a third-year college course in advanced Spanish writing and conversation. It encompasses aural/oral skills, reading comprehension, grammar, and composition. The use of Spanish for active communication is emphasized with the following objectives:

- A. the ability to comprehend formal and informal spoken Spanish;
- B. the acquisition of vocabulary and a grasp of structure to allow the easy, accurate reading of newspaper and magazine articles, as well as of modern literature in Spanish;
- C. the ability to compose expository passages; and
- D. the ability to express ideas orally with accuracy and fluency.

This college level course follows recommendations of the Committee on Foreign Languages of the Advanced Placement Program and prepares the student for the Advanced Placement Spanish Language Examination of the College Entrance Board. The AP Spanish Language Exam is administered as part of this course.

0708530 AICE SPANISH LANGUAGE (A Level)

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.

0708538 AICE SPANISH LANGUAGE (AS Level)

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.

0708410 ADVANCED PLACEMENT SPANISH LITERATURE and CULTURE

This course is intended to be the equivalent of a third-year college introduction to Hispanic Literature. Literary works from seven centuries of Hispanic Literature will expose students to a wide variety of genres and types of discourse. Students will trace the history of Spanish prose from Don Juan Manuel to modern times and become acquainted with significant works that have become sources for literature and art worldwide.

This course will provide students with the skills and experience:

- A. to analyze and interpret literature and poetry;
- B. to use appropriate language to determine how a theme is treated in a literary selection/poem; and
- C. to analyze critical commentary about a particular literary work.

This college level course follows recommendations of the Committee on Foreign Languages of the Advanced Placement Program and prepares the student for the Advanced Placement Spanish Literature Examination of the College Entrance Board. The AP Spanish Literature Exam is administered as part of this course.

0709300 SPANISH FOR SPANISH SPEAKERS 1

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.

0709310 SPANISH FOR SPANISH SPEAKERS 2

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.

0709320 SPANISH FOR SPANISH SPEAKERS 3

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.