

**EAU GALLIE HIGH SCHOOL**

**1400 Commodore Blvd.**

**Melbourne, Florida 32935**

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**Principal Jeremy Salmon**

**2011-2012**

**Instructional Handbook**

**and**

**Registration Guide**



SCHOOL BOARD OF BREVARD COUNTY

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# General Information

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## INTRODUCTION

### Selecting a Program of Study

Students should select their program of study carefully. Course selections should be made to fulfill requirements both for graduation and postsecondary plans. This booklet is designed to assist students and parents in meeting those requirements. Schools may supplement this booklet with information unique to an individual school. As always, please consult your counselor and teachers for additional information concerning course content and selection.

### Course Numbers, Titles, Content

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

### Course Levels

The state of Florida has instituted a course leveling system for 9-12 courses in art, career and technical education, dance, drama, foreign languages, health, language arts (including ESOL), mathematics, music, physical education, science, and social studies. Courses in these areas are designated as Level 1, 2, and 3. **Level 1** courses are not considered adequate preparation for postsecondary education. Students are permitted to take a Level 1 course only when it is determined that the course is the most appropriate placement for the student. Each high school has in place procedures to implement this requirement. **Level 2** courses represent the expected standard for students in the high school. **Level 3** courses are designed for advanced students in each subject area. The course descriptions section in this guide lists the level designations for courses the state has included in the leveling system. Remedial courses such as Intensive Reading and Intensive Math are available to correct deficiencies in subject areas.

The K-12 Comprehensive Reading Plan includes the following:

- **Disfluent Readers** - Students who scored Level 1 or 2 on the most recent FCAT and below 700 Lexile score on the Scholastic Reading Inventory have two periods of reading (blocked) and one period of language arts. If a student scores below 700 Lexile on the Scholastic Reading Inventory, further diagnostic testing will occur prior to placement in a class designed for disfluent readers.
- **Fluent Readers** - Students who scored Level 1 or a Level 2 on the most recent FCAT and at or above 700 Lexile on the Scholastic Reading Inventory have one period of Intensive Reading. Schools may choose to have the Intensive Reading class blocked with an English class if the teacher is dually certified. Fluent readers are placed into Intensive Reading classes based upon their identified needs in order to make the best match of student need to strengths of the district adopted Comprehensive Intervention Reading Program.

**NOTE: “Disfluent Readers” replaces the term “Tier 3” and “Fluent Readers” replaces the terms “Tier 2 and Tier 1”.**

**Course Load**

All Brevard County secondary students are required to enroll in a full course load each year.

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

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**PROMOTION REQUIREMENTS BEGINNING****Grade 8 to Grade 9 Student must have:**

Been promoted or received a Good Cause Exemption from grade eight.

**Grade 9 to Grade 10 Student must have:**

1. Been enrolled one year in the 9-12 sequence,
2. Earned at least six credits (block schools – seven credits), including one credit in language arts and one credit in math, as well as remedial reading for students scoring Level 1 or Level 2 on the FCAT Reading the previous year,
3. Met the district attendance requirements,
4. Demonstrated mastery of the Sunshine State Standards by scoring at Level 2 or above on FCAT Reading.

(Note: Remediation is required of students scoring at Level 1 or 2 on FCAT Reading the previous year.)

**Grade 10 to Grade 11 Student must have:**

1. Been enrolled two years in the 9-12 sequence,
2. Earned at least twelve credits (block schools – fourteen credits), including two credits in language arts and two credits in math, as well as remedial reading for students scoring Level 1 or Level 2 on the FCAT Reading the previous year,
3. Met the district attendance requirements,
4. Demonstrated mastery of the Sunshine State Standards by scoring at Level 2 or above on FCAT Reading (or passed the FCAT Reading).

(Note: Remediation is required of students scoring at Level 1 or 2 on FCAT Reading the previous year.)

**Grade 11 to Grade 12 Student must have:**

1. Been enrolled three years in the 9-12 sequence,
2. Earned at least eighteen credits (block schools – twenty-one credits) including remedial reading for students failing FCAT Reading the previous year,
3. Met the district attendance requirements,
4. Demonstrated mastery of the Sunshine State Standards by passing FCAT Reading.
5. Demonstrated mastery of the Sunshine State Standards by passing FCAT Math.

(Note: Remediation is required of students who have failed the FCAT Reading and/or Math.)

Exceptions to the number of years spent in the 9-12 sequence for reclassification may be granted to students who are in a planned acceleration program. Students who meet the criteria for reclassification shall be reclassified each semester.

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## GRADUATION REQUIREMENTS

To be awarded a regular high school diploma, a student must have:

1. Completed all high school credit requirements as defined below or completed the requirements for an International Baccalaureate diploma or Advanced International Certificate of Education diploma.
2. Been enrolled four years in the 9-12 sequence for the 26-credit option or three years for the 18-credit option.
3. Met the district attendance requirements.
4. Passed both the reading and math sections of the 10<sup>th</sup> grade FCAT and/or appropriate End of Course (EOC) exam.
5. Demonstrated satisfactory mastery of the Performance Standards in reading, writing, mathematics, science, and social studies as documented in accordance with procedures described in administrative guidelines.
6. Earned a minimum cumulative unweighted grade point average for specific high school diploma option. This GPA is computed on all courses taken, except courses forgiven under state and district policies.
7. Received the principal's approval for graduation.

NOTE: Exceptional education students working towards a standard diploma will follow the same graduation requirements as students without disabilities. In specific circumstances an FCAT waiver may be available as outlined in Florida statute.

### The Four-Year 26-Credit Standard Graduation Option

<u>Subject Area</u>	<u>Credits</u>
Language Arts (English)	4 (a)
Mathematics	4 (b)
Science	4 (c)
Social Studies	4 (d)
Performing or Fine Arts	1 (e)
Physical Education (H.O.P.E.)	1 (f)
Career Research and Decision Making	1/2 (g)
Electives	7 ½ (h)
<b>Total Credits Required</b>	<b>26 (i)(j)</b>
<b>*Block Schedule Total Credits</b>	<b>30 (k)</b>

\*Any student who completes a four-year program in a block schedule school must complete 30 credits to graduate. Students who transfer to a block schedule school must complete an extra one-half (1/2) credit

for each completed semester taken in the block schedule school. The GPA for graduation will be calculated on this number of credits.

NOTE 1:

Any student in Grades 9-12 who scored Level 1, Level 2, or failed FCAT Reading the previous year must take Intensive Reading which will be recorded as an elective.

NOTE 2:

**Rigorous Course Requirements:** Students will be required to complete an individualized program of study which included a minimum of three (3) credits in at least one of the following areas prior to graduation:

- Approved Dual Enrollment, Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), approved Honors courses (3 credits in any combination)  
or
- Career & Technical Education Program of Study (3 or more credits to complete a sequential career and technical education program resulting in a credential endorsed by a national, state or local industry). Successful completion of a minimum of three (3) sequential credits in JROTC Programs meets the Career & Technical Education Program of Study requirement.

NOTE 3:

- a) Language Arts must include a major concentration in composition and literature. One of the four credits in language arts must be English III, English III Honors, Advanced Placement Language and Composition or equivalent course.
- b) Mathematics must be taken during the ninth and tenth grade years. Note: Three of the credits must be earned in grades 9-12. Two of the four credits in mathematics must include Algebra 1 (or a series of courses equivalent to Algebra 1), geometry (or equivalent course), or a higher-level mathematics course. Beginning with the following school years, additional mathematics graduation requirements for students entering grade nine include the following:
  - 2010-2011 - Algebra I EOC Assessment performance which will constitute 30 percent of the student's final course grade, if enrolled (s.1008.22(3)(c)2.a.(1),F.S.);
  - 2011-2012 – Earn passing score on the Algebra I EOC Assessment in order to earn course credit and the Geometry EOC assessment performance which will constitute 30 percent of the student's final course grade, if enrolled (s.1008.22(3)(c)2.a.(1),F.S.); and
  - 2012-2013 – Earn a passing score on the Geometry EOC assessment in order to earn course credit and one of the four credits in mathematics which must be Algebra 2 or a series of courses equivalent to Algebra 2 as approved by the State Board of Education. Note: Courses identified as equivalent courses for Algebra I, Geometry, and Algebra 2 are listed in the "Equivalent Course" Recommendations.
- c) Three of the four science credits must include (a) one credit each in biology, chemistry, and physics, (b) the three-credit sequence of Integrated Science 1, 2, 3, or (c) the equivalent approved by the Director of Secondary Programs. Three of the four credits in science must include a laboratory component. Beginning with the following school years, additional science graduation requirements for students entering grade nine include the following:
  - 2011-2012 – Biology I EOC assessment performance will constitute 30% of the student's final course grade, if enrolled (s.1008.22(3)(c)2.a.(1); and
  - 2012-2013 – Earn a passing score on the Biology EOC Assessment in order to earn course credit.
- d) Three of the social studies four credits must include one credit each in United States History, and World History and one-half credit each in United States Government and Economics.

- e) One credit is required in Performing or Fine Arts, which may include speech and debate or a practical arts course that incorporates artistic content and techniques of creativity, interpretations, and imagination. Eligible practical arts courses shall be identified through the Course Code Directory.
- f) One credit in physical education must include the integration of health (Health Opportunities through Physical Education – H.O.P.E.). Waivers include the following:
  - Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons shall satisfy the one-credit requirement in physical education if the student passes a competency test on personal fitness with a score of “C” or better. The competency test on personal fitness must be developed by the Department of Education. The district school board may not require that the one credit in physical education be taken during the ninth grade year.
  - Completion of two years in a Reserved Officer Training Corps (R.O.T.C.) class, a significant component of which is drills, shall satisfy the one credit requirement in physical education and the one credit requirement in performing arts.
- g) One half credit is required in Career Research and Decision Making.
- h) Seven and one half credits.
- i) Upon successful completion, students in grades 9-12 who are enrolled in ESOL/Home Language are awarded credit toward graduation requirements.
- j) Student completion of an International Baccalaureate diploma curriculum or Advanced International Certificate of Education diploma curriculum shall be deemed to meet the curricular requirements of this subsection.
- k) Students who transfer to a block schedule school must complete an extra one-half (1/2) credit for each completed semester taken in the block schedule school.

**The Three-Year 18-Credit Standard College Preparatory Graduation Option**

**Specific Course and Credit Requirements (Effective for students entering grade 9 beginning 2010-11)**

**(This option must be selected by the end of Grade 9. See your counselor for more information.)**

- 4 credits in English (major concentration in composition and literature)
- 4 credits in mathematics (Algebra 1 level or higher from the list of courses that qualify for state university admission)
- 3 credits in natural sciences (2 credits must include a lab component)
- 3 credits in social sciences (credits must include United States History, World History, and one-half credit in Economics and one-half credit in United States Government)
- 2 credits in the same second language unless the student is a native speaker of or can otherwise demonstrate competency in a language other than English. If the student demonstrates competency in another language, the student may replace the language requirement with two credits in other academic courses.
- 2 credits in electives

**Additional Requirements:**

1. At least 6 of the 18 credits required for this program must be in classes that are - dual enrollment; advanced placement; International Baccalaureate; Advanced International Certificate of Education courses; specifically listed or identified by the Department of Education as rigorous pursuant to section 1009.531(3), Florida Statutes; or weighted by the district school board for class ranking purposes. Explanatory Note: The DOE identifies rigorous courses as those courses listed at Level 3 in the Florida Course Code Directory and Instructional Personnel Assignments that meet the course distribution requirements for state university admissions.)
2. A cumulative weighted grade point average of 3.5 on a 4.0 scale in the courses required for the college preparatory option
3. A weighted or unweighted grade that earns at least 3.0 points, or its equivalent, to earn course credit

- toward the 18 credits required for the college preparatory option
4. All 18 credits required for the Three-Year College Preparatory Program, including two electives, must satisfy the course distribution requirements for state university admissions.

### **The Three-Year 18-Credit Career Preparatory Graduation Option**

#### **Specific Course and Credit Requirements (Effective for students entering grade 9 beginning 2010-11)**

**(This option must be selected by the end of Grade 9. See your counselor for more information.)**

- 4 credits in English (major concentration in composition and literature)
- 4 credits in mathematics (One of the three credits in mathematics must be Algebra 1 or a series of courses equivalent to Algebra 1; however, there must be two credits other than Algebra 1 or its equivalent)
- 3 credits in natural science (2 credits must include a lab component)
- 3 credits in social sciences
- 3 credits in a single vocational or career education program and 1 elective credit, or 3 credits in career and technical certificate dual enrollment and 1 elective credit, or 4 credits in vocational or career technical courses

Additional Requirements:

1. A cumulative weighted grade point average of 3.0 on a 4.0 scale, or its equivalent, in the courses required for the career preparatory option.
2. A weighted or unweighted grade that earns at least 2.0 points, or its equivalent, to earn course credit toward the 18 credits required for the career preparatory option.

#### **NOTE for both 18-Credit Options:**

- A. One of the four credits in language arts must be in English 3, English 3 Honors, or Advanced Placement Language and Composition or equivalent course.
- B. Mathematics must be taken during the ninth and tenth grade years.- One of the three credits in mathematics must be Algebra I or a series of courses equivalent to Algebra I; however, there must be two credits other than Algebra I or its equivalent. Beginning with the students entering Grade 9 in the 2010-2011 school year, four credits in mathematics at Algebra I level or higher from the list of courses that qualify for state university system are required. Beginning with the following school years, additional mathematics graduation requirements for students entering grade nine include the following:
  - 2010-2011 - Algebra I EOC Assessment performance which will constitute 30 percent of the student's final course grade, if enrolled (s.1008.22(3)(c)2.a.(1));
  - 2011-2012 – Earn passing score on the Algebra I EOC Assessment in order to earn course credit and the Geometry EOC assessment performance which will constitute 30 percent of the student's final course grade, if enrolled (s.1008.22(3)(c)2.a.(1); and
  - 2012-2013 – Earn a passing score on the Geometry EOC assessment in order to earn course credit and one of the four credits in mathematics which must be Algebra 2 or a series of courses equivalent to Algebra 2 as approved by the State Board of Education. Note: Courses identified as equivalent courses for Algebra I, Geometry, and Algebra 2 are listed in the "Equivalent Course" Recommendations.
- C. Two of the three credits in science must have a laboratory component. Students shall meet the three-credit graduation requirement in science by either (a) one credit each in biology, chemistry, and physics, (b) the three-credit sequence of Integrated Science 1, 2, and 3, or (c) equivalent approved by the Director of Secondary Programs. Beginning with the following school years, additional science graduation requirements for students entering grade nine include the following:

- 2011-2012 – Biology I EOC assessment performance will constitute 30% of the student's final course grade, if enrolled (s.1008.22(3)(c)2.a.(1); and
  - 2012-2013 – Earn a passing score on the Biology EOC Assessment in order to earn course credit.
- D. One credit each in United States History and World History and one-half credit each in United States Government and Economics.

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## EXCEPTIONAL STUDENT EDUCATION DIPLOMA OPTIONS

### Exceptional Student Education Diploma – Independent Level – Option 1

Independent level students, who are working toward a Special Diploma and taking the Florida Alternate Assessment, are considered to be capable of meeting their own needs as well as working and living successfully in their communities as adults without overt support from others. To meet graduation requirements, students must have earned 26 credits, or 30 block schedule credits. Beginning the 2010-11 school year for entering 9<sup>th</sup> grade special diploma students taking 7000 level courses or higher, the following credits are required:

<u>Subject Area</u>	<u>Credits</u>
Language Arts and/or Reading	4
Mathematics	4
Science	4
Social Studies	4
Performing or Fine Arts	1
Physical Education	1 (a)
Career Education	4 (b)
Electives**	4
<b>Total Credits</b>	<b>26</b>

(a) Personal Fitness, Regular Physical Education, Adaptive Physical Education, or Specially Designed Physical Education fulfills the credit requirement for Physical Education and shall be indicated on the student's IEP. The use of Physical Education and Health Sunshine State Standards (SSS) or SSS Access Points is required.

(b) Career Education may include Career Research and Decision Making, CTE classes and/or 7000 Career classes. Life Management and Transition and Self Determination are not required for the Class of 2012 and beyond however, students are strongly encouraged to enroll in courses satisfying the IDEA requirement for the transition of students from school to post-school activities. Transition and self determination skills must be included within other course content and identified on the IEP.

\*\*Students are strongly encouraged to enroll in vocational courses satisfying the IDEA requirement for the transition of students from school to post-school activities

### Special Diploma – Independent Level – Option 2

Students who are working toward a Special Diploma and taking FCAT or those students who are appropriately educated at the Independent Level taking the FAA, are considered to be capable of meeting their own needs, working and living successfully in their communities as adults without overt support from others. To meet graduation requirements, students must have 12 specific credits. For special diploma students taking 7000 level courses or higher, the following credits are required:

<b><u>Subject Area</u></b>	<b><u>Credits</u></b>
Language Arts/Reading	2
Mathematics	2
Science	2
Social Studies	2
Physical Education	1
Life Management and Transition	.5
Self Determination	.5
Career Placement	1
Electives	1
<b>Total</b>	<b>12</b>

Additionally, the following requirements are in place:

- IEP goals and objectives written specifically for Option 2;
- Complete graduation plan;
- 22 community and employment competencies;
- 18 weeks of continuous employment at an average of 20 hours per week.

ESE students may begin Option 2 community based employment on or after their 16th birthday. Option 2 is an individually designed, flexible option based on mastery of employment and community competencies. Under this option, students will be successfully employed in paid jobs in the community as a requirement for graduation. Option 2 is a competency-based diploma in which skills are learned and mastered on the job. The guidelines and requirements are defined in the manual for Special Diploma Option 2.

### **Special Certificate of Completion**

Exceptional education students, except students eligible for the Gifted Student Program, working towards a Standard Diploma, may participate in all commencement exercises without having passed the Florida Comprehensive Assessment Test (FCAT) or receiving an FCAT Waiver. These students must have all required credits and will receive a Certificate of Completion.

Certificate of Completion will be available to ESE students who are working towards a Standard Diploma but cannot successfully pass the FCAT or meet the alternative waiver requirement. To be awarded a Certificate of Completion a student must earn the minimum number of credits and pass the specific standard diploma courses designated by the School Board. Exceptional Education Students will be allowed to participate in all commencement exercises when they have completed the required 26/30 credits even if they have not successfully passed the FCAT or met the alternative requirements.

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## **ACCELERATED PROGRAMS**

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

### **COLLEGE LEVEL WORK**

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

#### **1. Advanced Placement**

Advanced Placement (AP) is the enrollment of an eligible secondary student in courses offered by

the AP Program administered by the College Board. Course descriptions and course examinations are prepared by the College Board. Examinations are administered at high school sites in May of each year at a fee established by the College Board. Students who successfully complete the course work in an Advanced Placement class receive credit toward high school graduation. Postsecondary credit for an AP course shall be awarded at Florida public colleges/universities to students who score a minimum of 3 on a 5-point scale on the corresponding AP exam. Although most colleges and universities grant advanced placement and/or credit to students presenting AP Examination grades of 3 or higher, policies on awarding college credit are the decision of the individual institution. All students enrolled in an AP course are required to take the AP exam. Students shall be exempt from the payment of any fees for administration of the exam regardless of whether or not the student achieves a passing score on the exam. (s.1007.27(6), F.S.)

### **Brevard Public Schools Advanced Placement Diploma**

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

## **2. Dual Enrollment (Academic, Vocational)**

The dual enrollment program is defined as the enrollment of an eligible secondary student in a postsecondary course creditable toward high school completion and a career and technical certificate or an associate of arts or baccalaureate degree. Qualified students may take college level courses while still in high school by co-enrolling in a community college, college or university, subject to entrance requirements of the individual institution and the terms of the articulation agreement between the School Board and the postsecondary institution. For additional information about requirements to enroll in dual enrollment courses at a specific institution, please contact your guidance counselor.

High School credits are awarded for approved dual enrollment courses successfully completed by a student provided that the following conditions are met:

- a. The course is academic in nature and may be applied toward an academic degree (physical education and college preparatory courses are specifically excluded); or the course is a vocational course or program approved by school district and the postsecondary institution.
- b. The student has demonstrated readiness to engage in postsecondary academic work.
- c. The student has been recommended by a counselor to participate.
- d. The principal has given prior approval for the student to participate and has approved the specific courses in which the student is enrolled, in accordance with the approved list of courses jointly agreed upon by the school district and college.

The State Board of Education has determined the number of postsecondary credit hours earned through dual enrollment that will satisfy the requirements for high school graduation. A list of the dual enrollment courses and their high school credit and subject equivalencies is available at [www.facts.org](http://www.facts.org). College preparatory instruction and physical education courses that focus on the physical execution of a skill rather than the intellectual attributes of the activity are ineligible for inclusion in the dual enrollment program. The awarding of college credit is a decision of the college, not of the district or high school principal.

Students may take courses during school hours, after school hours and during the summer term. Dual enrollment students are exempt from the payment of registration, tuition and lab fees. Required textbooks will be issued free of charge to public school dual enrollment students for use during the term. All textbooks issued to the students must be returned to the school before textbooks can be issued for the next term. Purchase of workbooks, lab manuals, and other recommended materials are the responsibility of the students. Students in dual enrollment may not drop or withdraw from a course without first obtaining permission from the principal.

Note specific requirements below per articulation agreement with Brevard Community College:

- a. 3.0 cumulative unweighted GPA for A.A. degree academic dual enrollment courses
- b. 2.5 cumulative unweighted GPA for A.S./A.A.S. degree technical dual enrollment courses
- c. 2.0 cumulative unweighted GPA for vocational certificate dual enrollment courses

Students must maintain an overall GPA of 2.0 in dual enrollment coursework and continue to meet initial eligibility requirements to maintain their dual enrollment status.

### 3. **Early Admission**

The early admission program is in lieu of the senior year of high school and is available only in the fall semester for students on the 26 credit track. Early admissions shall be in the form of dual enrollment through which eligible secondary students enrolling in an eligible postsecondary institution in courses that are creditable towards the high school diploma and the associate or baccalaureate degree. Early admissions students enrolled in a state university in Florida with whom Brevard Public Schools has an articulation agreement are exempt from the payment of registration, tuition, textbook costs and lab fees.

Early admission is available to students who have completed the following:

- a. Their junior year;
- b. All required courses for high school graduation with the exception of (1) one high school credit in English, (2) one high school credit in science, (3) one high school credit in social studies, (4) one high school credit in math, and (5) 0.5 high school credit in Performing Arts. These must be completed at the college;
- c. Met the grade point average and other admission requirements of the community college, college or university they plan to attend;
- d. Been recommended by a high school counselor and received prior approval of the high school principal.

Students participating in the early admissions program must successfully complete two semesters of college with a minimum of 24 hours of college credits earned with an overall unweighted grade point average of 2.0 or higher and meet the high school graduation requirements.

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

### 4. **International Baccalaureate (IB)**

The International Baccalaureate (IB) Program is the curriculum whereby students are enrolled in a

program of study offered through the IB Program administered by the IB Office. The State Board of Education has established rules that specify the cutoff scores and IB Examination that will be used to grant postsecondary credit at community colleges and universities. Students shall be exempt from payment of any fees for administration of the examinations regardless of whether or not the student achieves a passing score on the examination. (s.1007.27(8), F.S.)

**5. Advanced International Certificate of Education Program (AICE)**

The Advanced International Certificate of Education (AICE) Program is the enrollment of eligible secondary students in a program of study offered through the Advanced International Certificate of Education Program administered by the University of Cambridge Local Examinations Syndicate. The specific course for which the student receives credit is determined by the community college or university that accepts the student for admission. Students shall be exempt from the payment of any fees for administration of the examinations regardless of whether or not the student achieves a passing score on the examination. (s.1007.27(9), F.S.)

Note: Any student who earns 9 or more credits from one or more of the acceleration mechanisms provided for in this section is exempt from any requirement of a public postsecondary educational institution mandating enrollment during a summer term.

**6. Advance Standing Credit Program**

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

**DISTANCE LEARNING**

Full-time students may enroll in courses offered by distance (on-line or correspondence) learning programs. Courses may be taken through distance learning provided that (1) the principal approves the course(s) prior to enrollment, (2) the course content is comparable to the district-adopted course(s), and (3) if applicable, the course or courses are received on an official transcript as defined by the State Uniform Transfer of High School Credits Rule, FS 1003.25(3). The principal shall award credit for successful course completion. Exceptions due to extenuating circumstances must be approved by the Superintendent or his designee.

Florida Virtual School (FLVS) offers fully accredited, online courses aligned with Florida's Sunshine State Standards. The district school board will allow students to enroll in appropriate courses and award credit for successful completion of such courses. FLVS courses may be taken during or after the normal school day and during the summer. Students who wish to enroll in FLVS as part of the regular school day must submit a written request to the school principal.

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**DISTRICT VIRTUAL INSTRUCTION PROGRAM**

Beginning with the 2009-2010 school year, each school district shall provide eligible students within its boundaries the option of participating in a virtual instruction program. The program shall be full-time for students enrolled in kindergarten through grade 12. Section 1002.45(5), F.S. states that a student may enroll in a virtual instruction program provided by the school district in which he or she resides if the student meets at least one of the following conditions:

1. The student has spent the prior school year in attendance at a public school in this state and was enrolled and reported by a public school district for funding during the preceding October and

- February for purposes of the Florida Education Finance Program surveys.
2. The student is a dependent child of a member of the United States Armed Forces who was transferred within the last 12 months to this state from another state or from a foreign country pursuant to the parent's permanent change of station orders.
  3. The student was enrolled during the prior school year in a school district virtual instruction program under this section or a K-8 Virtual School Program under s.1002.415, Florida Statutes.
  4. The student has a sibling who is currently enrolled in a school district virtual instruction program and that sibling was enrolled in such program at the end of the prior school year.

### GRADING SCALE

The following grading scale has been established by Florida Statute 1003.437 and is used in all Brevard County secondary schools.

90 - 100	=	A
80 - 89	=	B
70 - 79	=	C
60 - 69	=	D
0 - 59	=	F

To average semester grades, the teacher doubles the average of each grading period, adds the semester exam grade and divides by five. The teacher may use either numerical averages or letter grades with the following values assigned: A = 4 points; B = 3 points; C = 2 points; D = 1 point; F = 0 points. Final grades are assigned according to the following scale:

3.50	-	4.0	=	A
2.50	-	3.49	=	B
1.50	-	2.49	=	C
0.50	-	1.49	=	D
0.00	-	0.49	=	F

### GRADE POINT AVERAGE (GPA)

#### UNWEIGHTED GPA

The cumulative unweighted grade point average includes all courses taken for credit. It is calculated for high school graduation purposes with the exception of those courses retaken under the Grade Forgiveness Policy.

Grade	All Courses
A	4
B	3
C	2
D	1
F	0

## WEIGHTED GPA

The cumulative weighted grade point average includes additional weight for Dual Enrollment, Advanced Placement (AP), International Baccalaureate (IB), and Advanced International Certificate of Education (AICE) courses, as well as Level III (Advanced) high school courses. Note: School districts must weight dual enrollment courses the same as advanced placement courses when grade point averages are calculated. Alternative grade calculation or weighting systems that discriminate against dual enrollment courses are prohibited.

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

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## HONOR GRADUATES / VALEDICTORIAN / SALUTATORIAN

Any student with a minimum of a 3.50 cumulative weighted GPA at the end of the first semester during the year prior to graduation shall be declared an honor graduate provided that the student maintains a comparable level of performance during the second semester. All high school course grades earned in grades 7-12 are to be included in the grade point average for the determining honor graduates with the following exceptions:

- A. Adult education
- B. Pass/fail grades (transfer students)
- C. On-the-job
- D. Lowest grade for a course that is repeated

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

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

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## HIGH SCHOOL GRADING SYSTEM – RANK-IN-CLASS

Rank-in-class shall be for the purpose of college admissions and scholarship applications. The release of such individual student information shall be in accordance with School Board Policy 8330. Rank-in-class

shall be computed on a cumulative unweighted GPA. State universities in Florida recalculate a student's grade point average for admissions purposes in accordance with Florida statute and rule.

Upon student or parent request, for purposes of admissions to colleges and universities that are not a part of the Florida state system, and for certain scholarship applications, the rank-in-class procedures utilizing only academic subjects on a weighted basis shall be used.

A student selecting one of the three-year graduation options must be included in the overall class ranking for his/her graduation year based on the relative ranking of his/her cumulative GPA. These students are also eligible for consideration as valedictorian, salutatorian, and the Talented 20 Program. If the student meets all the requirements, he/she is also eligible for a National Merit Scholarship, a Bright Futures Scholarship, and participation in college athletics.

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## FACTS.ORG

FACTS.org (Florida Academic Counseling and Tracking for Students) is Florida's official online student advising system. Middle school students, high school students, college students, parents and counselors can use the services provided on the website to help plan and track educational progress in Florida. FACTS.org is provided free by the Florida Department of Education to help students make informed choices about their education.

With FACTS.org, students are able to:

- Determine career objectives
- Evaluate high school progress
- See high school course summary and grades
- Learn about the higher education opportunities in Florida
- Apply to college online
- Choose the right major for college
- Identify scholarship opportunities

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## OFFICE OF STUDENT SERVICES

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

- Attendance
- Child abuse and neglect prevention services
- Dropout prevention
- English for Speakers of Other Languages (ESOL)
- Foreign exchange programs
- Guidance and counseling
- Homeless/children in transition
- Missing children
- Nonimmigrant students
- Safe schools program
- School counseling
- Student records

- Health services
- Home education
- Student-parent program
- Vision and hearing screening

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## **BRIGHT FUTURES SCHOLARSHIPS**

The Bright Futures Scholarship Program is the umbrella program for three state-funded scholarships: the Florida Academic Scholars, the Florida Medallion Scholars, and the Florida Gold Seal Vocational Scholars Awards. These awards are based on academic achievement and community service earned in grades 9-12. Students should see their counselors or visit the district's Secondary Programs web site for additional information: <http://secondarypgms.brevard.k12.fl.us/bright.html>. The Florida Academic Scholars Award requires 75 hours of community service in addition to specific academic requirements. Students completing the three-year graduation options are eligible for a Bright Futures Scholarship if they meet all the requirements.

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## **TESTING**

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

### **CREDIT BY EXAMINATION**

Students may receive high school credit on the basis of examinations in the following courses required for high school graduation: Algebra 1, United States History, economics, English 3, and World History. Tests are administered in November and March, by appointment, at the district office. Students may take up to two exams on any one testing date but may not be enrolled in the course(s) being tested. Students interested in this option should consult with and register through their guidance counselor. Additional information is available through the Office of Secondary Programs at the school district or the Office of Accountability, Testing, and Evaluation.

### **NEXT GENERATION SUNSHINE STATE STANDARDS (NGSSS)**

The FCAT Next Generation Sunshine State Standards (NGSSS) test is a criterion-referenced test. This test assesses student achievement on the knowledge and skills described in the state curriculum framework called the Next Generation Sunshine State Standards. All tenth grade students take the FCAT Writing test. All eleventh grade students take the FCAT Science test. All ninth and tenth grade students take the FCAT Reading Test. Tenth grade students must score a 300 on the Reading and Math sections of the FCAT as part of the requirements for graduation from a Florida public high school. Students who do not score 300 on either portion of the FCAT required for graduation have additional opportunities to take the FCAT Retake Test(s) before graduation. Students may also enroll for a 13<sup>th</sup> year of public education should they need additional instruction to successfully pass the FCAT Retake Test(s). An Algebra 1 End-of-Course assessment is required for freshmen entering during the 2010-2011 school year. A passing score on this assessment will be required for graduation beginning with the 2011-2012 cohort class of freshmen. A Biology End-of-Course assessment will be required for all students enrolled in Biology in 2011-12 and will be included as part of a student's course grade. Freshman entering high school in 2012-13 will be required to take the Biology End-of-Course assessment upon completion of their

first Biology course or completion of the three-course Integrated Science sequence. A passing score on this assessment will be required for graduation beginning with the 2012-13 cohort class of freshmen.

### **CONCORDANT SCORES**

A student may also meet the FCAT graduation requirement by attaining a score on the ACT or SAT that is comparable to the FCAT passing score. (Students new to the public school system in Grade 12 must pass the Reading portion of the FCAT, and may use alternative ACT or SAT scores, but do not need to have taken FCAT three times to use the alternate scores.)

	Reading	Math
FCAT	300	300
SAT	420	340
ACT	18	15

Effective beginning 2010-2011

### **FLORIDA ALTERNATE ASSESSMENT (FAA)**

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

### **PRELIMINARY SCHOLASTIC ASSESSMENT TEST / NATIONAL MERIT SCHOLARSHIP QUALIFYING TEST (PSAT/NMSQT)**

This test is administered by the College Board and functions as practice for SAT I, as competition for scholarships, as a signal to colleges to mail recruitment information, and as a clear-cut feedback about skills needed for college success. The test is usually administered in October to eleventh graders but ninth and tenth graders may also take the test. Eleventh grade PSAT scores are used to determine NMSQT semifinalists. It is recommended that college-bound students consider taking this test earlier in their high school career to maximize their performance on future college placement tests. See your counselor for details and testing date.

### **PLAN**

The PLAN® program helps tenth graders build a solid foundation for future academic and career success and provides information needed to address school districts' high-priority issues. It is a comprehensive guidance resource that helps students measure their current academic development, explore career/training options, and make plans for the remaining years of high school and post-graduation years. PLAN can help all students—those who are college-bound as well as those who are likely to enter the workforce directly after high school.

As a "pre-ACT" test, PLAN is a powerful predictor of success on the ACT. At the same time, many schools recognize the importance of PLAN testing for all students, as it focuses attention on both career preparation and improving academic achievement.

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

## **COLLEGE ENTRANCE and/or PLACEMENT TESTS**

**Scholastic Assessment Test I (SAT I):** A reasoning test that measures developed verbal and mathematical reasoning abilities and process writing abilities related to successful performance in college.

**ACT:** A curriculum-based test that measures the skills necessary for college coursework in English, mathematics, reading and science reasoning.

**Scholastic Assessment Test II (SAT II):** Subject tests that are designed to measure knowledge and the ability to apply that knowledge in specific subject areas.

**Advanced Placement/ International Baccalaureate/ Advanced International Certificate of Education Programs:** A series of college level subject area tests taken after the completion of AP/IB/AICE coursework in high school.

**College Level Examination Program (CLEP):** A program of exams in undergraduate college courses. Students may earn advanced standing.

**College Placement Tests (CPT):** A series of content specific exams in reading, math and writing to determine if students are in need of additional remediation prior to beginning college level courses.

## **COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA)**

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

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## **POST-HIGH SCHOOL EDUCATION**

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

- Type of educational program available
- High school subjects required for admission
- Specific admission tests required
- Length of time needed for completion of program
- Cost of schooling
- Financial aid available
- Housing facilities
- Location, size, and the accrediting agency of the school

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## **ADMISSION TO TWO AND FOUR YEAR COLLEGES AND UNIVERSITIES**

Admission to college is based upon an evaluation of one's grade point average (GPA), standardized test scores (SAT I or ACT), recommendations, and personal data (which may include a written essay). Colleges usually determine GPA status based on the following core academic courses: English, social studies, foreign language, laboratory science, and mathematics beginning with Algebra I. Depending on individual college requirements, other courses may be included in determining the GPA. Students can best prepare for college and college entrance tests by taking Level 3 or higher classes. Minimum college entrance course recommendations, in grades 9 through 12 are listed:

- 4 years of English (language arts)
- 3 years of social studies
- 2 years of a foreign language
- 3 years of science
- 4 years of math (Algebra 1 and higher)

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

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

**A highly informative source for Florida college admissions can be found at [www.facts.org](http://www.facts.org).**

### **What Colleges Require**

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

- An application fee, usually nonrefundable. Many colleges will waive this fee under special circumstances. See your counselor for details.
- An official application form providing information about your background, previous education, and college plans.
- An official high school transcript of your courses, final grades and test scores.
- One or more standardized admission tests. The most common tests used are SAT I, SAT II and ACT. Visit [www.collegeboard.com](http://www.collegeboard.com) and [www.act.org](http://www.act.org) for further information on these tests. (Plan to take these tests at least six weeks before the college's application deadline to allow enough time for the score report to reach the college.)
- One or more letters of recommendation from a teacher and/or counselor. Generally, the colleges are interested in what you have accomplished in high school and what kind of school citizen you are; however, some institutions may also accept recommendations from a member of the clergy, alumnus, or adult member of the community. As a courtesy you should give people ample time to complete the recommendations and meet the college deadline.
- A personal essay or autobiographical statement is required by some institutions, particularly four-year private colleges. This is your chance to express your individuality in a way that will set you apart from other applicants.
- An interview with a college admissions officer is in your best interest. This is your chance to express personally your background, your interests and goals and why you are interested in the college. It is also a time for you to ask questions to get the information you need about a college in order to make an informed decision.

### **College Admission Testing Calendar:**

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

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

## CAREER AND TECHNICAL EDUCATION (CTE)

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

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

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

CTE programs include:

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

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

1. **Business Technology Education**, including accounting, web design, digital design, office technology and business management programs.
2. **Health Science Education**, such as nursing assisting and health and wellness.
3. **Family and Consumer Sciences**, which includes consumer and homemaking programs as well as occupational fields such as culinary arts, fashion production, and early childhood education.
4. **Industrial Education**, which includes a wide range of technical/trade areas including TV production, automotive technology, marine service tech, and CAD drafting.
5. **Marketing Education**, including business ownership, general merchandising and management.
6. **Public Service Education**, including criminal justice courses and teacher assisting programs.
7. **Technology Education**, which concerns the materials, processes, and technologies, used in engineering, manufacturing, construction, GIS (Geospatial/Geographic Information Systems), communication, and other industries.


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

Gold Seal, a component of Florida's Bright Futures Scholarship Program, rewards students for their academic and technical achievements during high school by providing funding to pursue postsecondary education and career goals in Florida. Students who complete at least three credits in a job preparatory


CTE program and meet other academic requirements may qualify for the **Florida Gold Seal Vocational Scholarship**.

A wide variety of CTE programs and technical dual enrollment courses are available on the high school and community college campuses. CTE-CHOICE programs are available to students, through application, in grades 10-12, providing the requested CTE courses are not already offered at their regular high school. Additional information is available at [www.ctebrevard.com](http://www.ctebrevard.com) and is provided by each school through program information inserts.

## High School CTE Program Offerings by Location

	Astronaut	Bayside	Cocoa	Cocoa Beach	Eau Gallie	Edgewood	Heritage	Melbourne	Merritt Island	Palm Bay	Rockledge	Satellite	Space Coast	Titusville	Viera
<b>BUSINESS TECHNOLOGY EDUCATION</b>															
Accounting Operations	●	●	●	●						●			●		
Administrative Assistant								●	●				●		
Business Supervision and Management						●									
Digital Design	●	●			●			●		●				●	
Medical Administrative Specialist						●									
New Media Technology				●			●								
PC Support Services		●	●			●									
Web Design	●		●	●			●	●	●	●				●	
<b>FAMILY &amp; CONSUMER SCIENCES</b>															
Culinary Arts		●	●					●	●	●				●	
Early Childhood Education				●				●	●		●			●	
Fashion Design Services				●	●			●		●	●		●		
Interior Design Services											●			●	
Family and Consumer Sciences Semester Courses	●			●		●		●		●	●	●	●	●	●
Food Science Technology						●	●	●		●	●	●			
<b>HEALTH SERVICE OCCUPATIONS</b>															
Dental Aide															●
Health and Wellness			●	●		●									
Nursing Assistant	●	●					●		●	●				●	
<b>INDUSTRIAL EDUCATION</b>															
A/C Refrigeration and Heating													●		
Automation & Production Technology						●									
Auto Collision Repair/Refinishing			●												
Automotive Service Technology				●		●		●		●	●		●		
Drafting											●		●		
Marine Service Technology				●											
Television Production		●			●		●						●	●	●
<b>MARKETING EDUCATION</b>															
Marketing		●		●				●			●	●		●	
<b>PUBLIC SERVICE EDUCATION</b>															
Criminal Justice									●	●					
Environmental Studies						●									
Teacher Assisting				●									●		

## High School CTE Program Offerings by Location

	Astronaut	Bayside	Cocoa	Cocoa Beach	Eau Gallie	Edgewood	Heritage	Melbourne	Merritt Island	Palm Bay	Rockledge	Satellite	Space Coast	Titusville	Viera
<b>TECHNOLOGY EDUCATION</b>															
Communications Technology		●								●		●			●
Construction Technology	●						●			●					
Drafting/Illustrative Design Technology	●	●	●		●	●		●	●			●			
Engineering Technology	●	●			●		●		●				●		
Geospatial/Geographic Information Systems (GIS)				●											
Pathways to Engineering-Aerospace								●							
<b>POSTSECONDARY/VOCATIONAL DUAL ENROLLMENT</b>															
Culinary Operations (PSAV)		●	●					●		●				●	
Drafting and Design (CCC)					●										
Early Childhood Education (CCC)								●	●			●			●
Patient Care Assisting (PSAV)	●	●					●		●	●				●	
<b>CAREER ACADEMY THEMES</b>															
Business and Finance	●						●								●
Digital Arts & Media															●
Engineering	●	●						●					●		
Fine Arts					●			●				●			
Health Sciences	●													●	
Hospitality & Tourism								●		●					
International Business				●											
Law									●	●					
Teaching Professions													●		
Technology			●						●						
Wellness			●		●	●									

Office of Career and Technical Education ● (321) 633-1000, ext. 380 ● [www.ctebrevard.com](http://www.ctebrevard.com) revised October 2010

**COURSE DESCRIPTIONS BASED ON  
EAU GALLIE HIGH SCHOOL OFFERINGS**

Some sequences listed in District Portion only include options offered at over half of Brevard County's high schools. This section lists all of the courses offered specifically at Eau Gallie High School.

**Courses listed in this font are courses specific to a choice program offered at Eau Gallie High School, including AICE courses and Career and Technical Education Courses.**

## BASIC EDUCATION COURSE DESCRIPTIONS

Course	State Level	Number	Description	Meets Req. for	Course Length/ Credit
<b>ART &amp; DRAMA</b>					
All courses listed in this section will meet performing fine arts graduation requirement. Students must demonstrate mastery of appropriate performance standards to receive credit in all courses.					
Art 2D/3D	2	0101360X	This course enables students to communicate ideas and concepts through advanced two- and three-dimensional design and composition, and develop appreciation of exemplars in varied cultures and historical periods.	Performing Fine Arts/ Elective	1.0 Credit
Ceramics/ Pottery 1	2	0102300X	Offers the student in-depth opportunity to explore three-dimensional craft and its visual, tactile, and expressive qualities. Contemporary design and aesthetic values shall be established by the creative application of hand built, wheel, and sculpture techniques.	Performing Fine Arts/ Elective	1.0 Credit
Ceramics/ Pottery 2	2	0102310X	Gives students an understanding of the ceramic process. Content includes the investigation of the relationship among art elements and compositional principles, the function of ceramics/pottery in society, the history of ceramics/pottery and its relationship to other processes and periods, the criterion for making aesthetic merits of ceramic art, and the practice of successful forming techniques.	Performing Fine Arts/ Elective	1.0 Credit
Ceramics/ Pottery 3	3	0102320X			
Drawing & Painting 1	2	0104320X	Acquaints students with the fundamentals of art. The student will develop skills in using media (crayon, craypas, tempera, pen and ink, water color, felt tip), working with stimulus (imaginary scenes, abstractions, geometric forms, still life), understanding elements (line, color, shape, space, volume and texture), and applying principles of art (balance, variation, emphasis, contrast, proportion, rhythm and repetition). <u>This course is open to any student and is considered as preparatory to more advanced art courses.</u>	Performing Fine Arts/ Elective	1.0 Credit

Course	State Level	Number	Description	Meets Req. for	Course Length/ Credit																																																												
Drawing & Painting 2	2	0104330X	Extends the experiences of the student from Drawing and Painting I. Continues to emphasize composition and creative visual design in mixed media, color theory, and critical thinking skills as the relationship between the elements and principles of art is studied.	Performing Fine Arts/ Elective	1.0 Credit Each																																																												
Drawing & Painting 3	3	0104400X				<b>AICE Art and Design I</b>	3	01013705	Enables students to communicate ideas or concepts through the use of design and composition while making critical judgments and showing an appreciation and cultural awareness of the world around them. It is concerned with independent visual perception and aesthetic execution in the development of an idea, theme or subject. Students will demonstrate their ability to select and control materials while analytically recording from direct observation and personal experience.	Performing Fine Arts/ Elective  *** Teacher Approval Required	1.0 Credit	<b>Portfolio I</b>	2	0109310X	Drama 1	2	0400310X	Includes theater arts, literature, theater history, theater operations, acting and interpretation, stage production and management.  Drama II and III – Students must have taken Drama I to be in this class. This class is more technique and production oriented.  Designed for students with performance experience. After school rehearsals and performance are required. <b>Audition Required.</b>	Performing Fine Arts/ Elective	1.0 Credit Each	Drama 2	2	0400320X	Drama 3	2	0400330X	Drama 4	3	0400340X	Stagecraft I	2	0400410X	The purpose of this course is to enable students to develop fundamental skills in stagecraft and apply them through practical experiences. After school work is required. <b>Audition Required.</b>	Performing Fine Arts/ Elective	1.0 Credit Each	Stagecraft II	2	0400420X	Stagecraft III	2	0400430X	Stagecraft IV	3	0400440X	<b>EXPLORATORY TEACHING</b>						Exploratory Teaching I	2	0500340X	The purpose of this course is to provide students with knowledge and skills of effective teaching and teacher responsibilities in a variety of areas.  Juniors and Seniors only.	Elective	1.0 Credit Each	<b>FOREIGN LANGUAGE</b>						French 1	2	0701320X
<b>AICE Art and Design I</b>	3	01013705	Enables students to communicate ideas or concepts through the use of design and composition while making critical judgments and showing an appreciation and cultural awareness of the world around them. It is concerned with independent visual perception and aesthetic execution in the development of an idea, theme or subject. Students will demonstrate their ability to select and control materials while analytically recording from direct observation and personal experience.	Performing Fine Arts/ Elective  *** Teacher Approval Required	1.0 Credit																																																												
<b>Portfolio I</b>	2	0109310X				Drama 1	2	0400310X	Includes theater arts, literature, theater history, theater operations, acting and interpretation, stage production and management.  Drama II and III – Students must have taken Drama I to be in this class. This class is more technique and production oriented.  Designed for students with performance experience. After school rehearsals and performance are required. <b>Audition Required.</b>	Performing Fine Arts/ Elective	1.0 Credit Each	Drama 2	2	0400320X	Drama 3	2	0400330X				Drama 4	3	0400340X	Stagecraft I	2	0400410X	The purpose of this course is to enable students to develop fundamental skills in stagecraft and apply them through practical experiences. After school work is required. <b>Audition Required.</b>	Performing Fine Arts/ Elective	1.0 Credit Each	Stagecraft II	2	0400420X				Stagecraft III	2	0400430X	Stagecraft IV	3	0400440X	<b>EXPLORATORY TEACHING</b>						Exploratory Teaching I	2	0500340X	The purpose of this course is to provide students with knowledge and skills of effective teaching and teacher responsibilities in a variety of areas.  Juniors and Seniors only.	Elective	1.0 Credit Each	<b>FOREIGN LANGUAGE</b>						French 1	2	0701320X	Enables students to begin acquiring proficiency in a modern language. Emphasis	Elective	1.0 Credit Each
Drama 1	2	0400310X	Includes theater arts, literature, theater history, theater operations, acting and interpretation, stage production and management.  Drama II and III – Students must have taken Drama I to be in this class. This class is more technique and production oriented.  Designed for students with performance experience. After school rehearsals and performance are required. <b>Audition Required.</b>	Performing Fine Arts/ Elective	1.0 Credit Each																																																												
Drama 2	2	0400320X																																																															
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Drama 4	3	0400340X																																																															
Stagecraft I	2	0400410X	The purpose of this course is to enable students to develop fundamental skills in stagecraft and apply them through practical experiences. After school work is required. <b>Audition Required.</b>	Performing Fine Arts/ Elective	1.0 Credit Each																																																												
Stagecraft II	2	0400420X																																																															
Stagecraft III	2	0400430X																																																															
Stagecraft IV	3	0400440X																																																															
<b>EXPLORATORY TEACHING</b>																																																																	
Exploratory Teaching I	2	0500340X	The purpose of this course is to provide students with knowledge and skills of effective teaching and teacher responsibilities in a variety of areas.  Juniors and Seniors only.	Elective	1.0 Credit Each																																																												
<b>FOREIGN LANGUAGE</b>																																																																	
French 1	2	0701320X	Enables students to begin acquiring proficiency in a modern language. Emphasis	Elective	1.0 Credit Each																																																												

Course	State Level	Number	Description	Meets Req. for	Course Length/ Credit
Spanish 1 (On-line FLVS)	2	0708340X	is placed on conversing, understanding, and presenting information about areas of immediate need and interest. Cross-cultural understanding, connections with other subject area disciplines, and the ability to perform in an interdependent society are also stressed.		
French 2	2	0701330X	Enables students to continue acquiring proficiency in a modern language. There is continued emphasis on conversing, understanding, and presenting information while increasing language proficiency in more areas of content. Cross-cultural understanding and connections with other subject areas are reinforced. Real-life applications are emphasized. <b>To be successful in upper levels of foreign language study, satisfactory completion of the previous levels or of a teacher made examination for placement is necessary.</b>	Elective	1.0 Credit Each
Spanish 2	2	0708350X			
French 3 (must meet minimum enrollment to be added to schedule)	3	07013404			
<b>Pre-AICE Spanish Language 2</b>	3	07085344	Combines the 3 <sup>rd</sup> and 4 <sup>th</sup> year of the course into 1 year of intensive study. Continues to enhance proficiency in a modern language. Emphasis on conversing, understanding, and presenting information continues with an expanded exposure to literature in the target language. Cross-cultural understanding, connections with other subject area disciplines, and applications to real situations and communities continue to be emphasized.	Elective	1.0 Credit Each
<b>AICE Spanish Language</b>	3	07085305	Develops 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.	Elective	1.0 Credit Each
<b>Pre-AICE Latin Language 1</b>	2	07063824	Provides an understanding of some of the elements of Roman civilization, literature and language which have had an influence on Western civilization. The study of Latin prose and verse literature, in its social and historical context, receives the same emphasis as the study of the Latin language.	Elective	1.0 Credit

Course	State Level	Number	Description	Meets Req. for	Course Length/ Credit
<b>Pre-AICE Latin Language 2</b>	2	07063844	Provides an understanding of some of the elements of Roman civilization, literature and language which have had an influence on Western civilization. The study of Latin prose and verse literature, in its social and historical context, receives the same emphasis as the study of the Latin language.	Elective	1.0 Credit
<b>AICE Latin Language</b>	3	07063905	Enables students to enhance their proficiency in the foundation of Latin vocabulary and grammar and to expand their knowledge of classical culture including understanding and interpreting passages from Virgil and other selected Latin authors.	Elective	1.0 Credit
<b>Air Force JROTC</b>					
Air Force Junior Reserve Officers Training Corps	2	1800310X	Provides a means of self-analysis, basis for developing self-discipline, good citizenship, and character. <u>Each school's program is described on the insert sheets.</u> This program, open to both men and women, is designed to develop leadership potential for use in all fields of endeavor.	Elective	1.0 Credit
<b>LANGUAGE ARTS</b>					
Intensive Reading	N/A	1000410X	Provides remedial instruction and practice in reading skills. <b>Required for all 9-12 grade students who score Level 1, Level 2 or fail the FCAT Reading the previous year.</b>	Elective	Multiple
English 1	2	1001310X	Provides integrated educational experiences in reading, writing, listening, viewing, speaking, language and literature. The student will: 1) use reading strategies to construct meaning from a range of technical, informative and literary texts; 2) use process writing strategies to meet the needs of a variety of audiences, writers, and types of information being communicated; 3) select and use appropriate speaking, listening and viewing skills to clarify and interpret meaning in both formal and informal situations; 4) understand the common features of a variety of literary forms; 5) respond critically and aesthetically to literature; 6) demonstrate understanding and use of appropriate language for effective visual, oral, and written communication; 7) select and use a variety of electronic media to create, revise, retrieve, and verify information; 8) demonstrate understanding of the impact of mass media and the regulations that govern its use.	English	1.0 Credit Each
English Honors 1	3	10013204			
<b>Pre-AICE English Language</b>	3	10015604			
English 2	2	1001340X			
English Honors 2	3	10013504			
<b>Pre-AICE English Literature</b>	3	10053804			
English 3	2	1001370X			
English Honors 3	3	10013804			
English 4	2	1001400X			

Course	State Level	Number	Description	Meets Req. for	Course Length/ Credit
			<p>Brevard schools generally structure English 2 courses around World Literature and English 3 courses around American Literature. English 4 courses are structured around British Literature or Contemporary Literature/ Writing.</p> <p><b>Honors level courses</b> are for students seeking the demands of an advanced curriculum; work in and out of class will challenge the student to produce with more depth and breadth.</p> <p><b>AICE level courses</b> are considered college level classes and students have the opportunity to be awarded college credit by examination. As such, the curriculum deals with content that is complex, challenging and rigorous. Experiences in advanced courses are often more exploratory, experimental and open ended. Students will be expected to work independently and devote additional time and effort. Pre-AICE courses are designed to prepare students for the rigor they will experience in AICE.</p>		
<b>AICE Language</b>	3	10015505	<p>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. The content should include, but not be limited to, using the writing process for various purposes with attention to style and format, using effective listening, speaking, and viewing strategies in informal and formal situations, understanding the power of language as it impacts readers, writers, listeners, viewers, speakers, and society as a whole, responding critically and aesthetically to fiction and nonfiction, and the content specified by the Advanced International Certificate of Education program.</p>	English	1.0 Credit
<b>AICE Literature</b>	3	10053705	<p>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.</p>	English	1.0 Credit

Course	State Level	Number	Description	Meets Req. for	Course Length/ Credit
			Students will acquire an understanding of the resources of the language and of the writer's craft. The content will include completing an in-depth study of literary works and authors selected from the Advanced International Certificate of Education list of prescribed texts and authors for Literature in English. The student will learn to construct meaning using technical, informative, and imaginative texts. The writing process will be examined for various purposes with attention to style, format, and research. Effective listening, speaking, and viewing strategies in informal and formal situations will be addressed. Students will understand the power of language as it impacts readers, writers, listeners, viewers, speakers, and society as a whole. They will analyze literary texts with a focus on structures, styles, themes, and literary techniques and will respond critically and aesthetically to fiction and nonfiction. Literary texts will be studied in their context to history and society.		
<b>AICE General Paper</b> (takes place of English IV honors)	3	10093605	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.	Elective	1.0 Credit
Journalism 1 (newspaper)	2	1006300X	Provides instruction in writing and production skills related to various journalistic media. Includes news-gathering and writing; development of editorials; sports and feature articles; electronic design and production; and management of journalistic enterprises.	Practical Arts/ Elective	1.0 Credit Each
Journalism 2 (yearbook)	2	1006310X			
Journalism 3 (newspaper Yr. 2)	3	1006320X			

Course	State Level	Number	Description	Meets Req. for	Course Length/ Credit
Journalism 4 (yearbook Yr. 2)	3	1006330X			
Writing I Writing II	2 2	1009300X 1009310X	The purpose of this course is to enable students to develop and use fundamental writing and language skills for creative expression in a variety of essay formats. The content should include, but not be limited to analysis of model essays, impact of audience, purpose, and writing mode, writing process strategies, organization and support appropriate to text, various writing experiences and peer review techniques	English	.5 Credit Each
Mass Media	2	1006340X	Mass Media is a course concerning the production and impact of various styles and forms of mass media. This course challenges the student to rethink assumptions and critically question all aspects of popular culture including music, advertisements, television, film, photographs, paintings and digital technologies. Students should be familiar with computer use and essay writing to succeed.		
English for College Success	2	1001405X	Targets 12 <sup>th</sup> grade students whose placement scores are below the established cut score indicating they are not "college ready" in reading and writing. Successful completion of this course while in high school will exempt students from further CPT testing/postsecondary remediation in writing if they enroll in a community college within two years of completion	English	1.0
Developmental Language Arts	1	1002380X	The purpose of this course is to enable students who are native speakers of languages other than English to develop proficient listening, speaking, reading, and writing skills in the English language. Emphasis will be on acquisition of integrated English communication skills in a wide range of activities and content areas.	Elective	1.0 Credit
<b>MATHEMATICS</b>					
Algebra 1	2	1200310X	Develops the algebraic concepts and processes that can be used to solve a variety of real-world and mathematical problems.	Algebra I	1.0 Credit
Algebra 2	2	1200330X	Continues the study of algebra and its application to other mathematical and scientific fields. Students will use algebraic procedures and symbolism to solve problems; demonstrate an understanding of the geometry associated with functions; and understand algebraic concepts and their	Math	1.0 Credit

Course	State Level	Number	Description	Meets Req. for	Course Length/ Credit
			relationship to probability.		
Algebra 2 Honors Algebra 2 Honors (PreAICE section)			Continues the study of algebra with an emphasis on applications. Students will use algebraic procedures and symbolism to solve problems; demonstrate an understanding of the geometry associated with functions; and understand algebraic concepts and their relationship to probability.	Math	1.0 Credit
Algebra 1a	2	1200370X	Begins to develop algebraic concepts and processes that can be used to solve a variety of real world and mathematical problems. This is the second of a two-year sequence of courses, Algebra 1a and Algebra 1b. <b>Together, the two courses have the same requirements as Algebra 1 (1200310).</b>	Math	1.0 Credit Fulfills half of the Algebra 1 Graduation Requirement
Algebra 1b	2	1200380X	Continues to develop algebraic concepts and processes that can be used to solve a variety of real world and mathematical problems. This is the second of a two-year sequence of courses, Algebra 1a and Algebra 1b. <b>Together, the two courses have the same requirements as Algebra 1 (1200310).</b>	Math	1.0 Credit Fulfills half of the Algebra 1 graduation requirement
Liberal Arts Math	2	1208300X	The purpose of this course is to enable students to strengthen algebraic and geometric concepts and skills necessary for further study of mathematics	Math	1.0 Credit
Geometry	2	1206310X	Emphasizes critical thinking involving the discovery of relationships. Students will learn the fundamental properties of geometry, use geometric models to represent and solve problems, understand the algebra associated with coordinate geometry, and explore the relationships between plane and solid geometry.	Math	1.0 Credit
Geometry Honors	3	12063204	Provides a rigorous and in-depth study of geometry. Students will use geometric models to represent and solve problems; use and understand an axiomatic system; explore relationships between plane and solid geometry; demonstrate an understanding of the algebra associated with coordinate geometry; and be aware of the differences between Euclidean and non-Euclidean geometries.	Math	1.0 Credit
Pre-AICE Mathematics II	3	12098204	Designed for students enrolled in EGHS Cambridge Program. Content includes the benchmarks covered in Geometry Honors as well as AICE prerequisite skills. Credit in		

Course	State Level	Number	Description	Meets Req. for	Course Length/ Credit
			PreAICE II fulfills geometry graduation requirement.		
Advanced Topics	2	1298310X	The focus of the course is on discrete mathematics (probability, statistics, matrix algebra, etc.) combined with an introduction to trigonometry.	Math	1.0 Credit
Mathematics For College Readiness	2	1200700X	Strengthens the skill level of high school seniors who have completed Algebra 1, 2 and geometry and who wish to pursue credit generating mathematics courses at the college level.	Math	1.0 Credit
Probability and Statistics	3	12103004	Statistics is the study of the collection, organization and interpretation of data to include the planning of data collection in terms of the design of surveys and experiments.	Math	1.0 Credit
Pre-calculus	3	12023404	Emphasizes the study of functions and other skills needed for success in the study of calculus.	Math	1.0 Credit
Advanced Placement Calculus AB	3	12023105	Provides students an opportunity to study college level mathematics.	Math	1.0 Credit Each
Advanced Placement Calculus BC	3	12023205			
<b>AICE Mathematics</b>	<b>3</b>	<b>12023525</b>			
<b>MUSIC</b>					
Band 2	2	1302310X	Provides opportunities to develop musicianship skills through band and instrumental ensemble performance. Includes developing and refining fundamental skills. <u>Extra rehearsals and performances are required and selected students may be required to perform in the marching band.</u>	Performing Fine Arts/ Elective	1.0 Credit Each
Orchestra 1	2	1302360X	Develops musicianship skills related to the performance of basic orchestra literature. Includes development of fundamental skills, orchestral performance techniques, music literacy and appreciation. <u>Extra rehearsals and performances are required. Admission is by teacher approval.</u>	Performing Fine Arts/ Elective	1.0 Credit Each
Orchestra 3	2	1302380X			
Instrumental	2	1302440X	Provides beginning instrumental instruction in a class situation. Includes instruction in	Performing Fine Arts/	1.0 Credit

Course	State Level	Number	Description	Meets Req. for	Course Length/ Credit
Techniques 3			performance techniques related to given instruments with emphasis placed on music fundamentals, technical and listening skills.	Elective	Each
Jazz Ensemble 2	2	1302510X	Introduces, develops and applies knowledge of styles and performance techniques of varied contemporary and early jazz literature. Includes tone production, ensemble performance, stylistic interpretation and basic improvisational techniques. Membership is selected from Band 1-6 by audition. <u>Extra rehearsals and performances are required for these courses.</u>	Performing Fine Arts/ Elective	1.0 Credit Each
Jazz Ensemble 4	3	13025304			
Chorus 2 (9 <sup>th</sup> and 10 <sup>th</sup> Girls)	2	1303310X	Provides students with basic vocal production techniques and part-singing. Includes choral performance techniques, musical literacy, appreciation and listening. Designed for students who have limited vocal experience. <u>Extra rehearsals and performances are required.</u>	Performing Fine Arts/ Elective	1.0 Credit Each
Chorus 4 (Concert Choir Women)	2	1303330X	Serves as components of the principal performing group of the vocal division. Includes appropriate performance techniques, sight singing, and stylistic interpretation as it relates to the performance of choral literature. Students will be exposed to further in-depth study of the elements of music making to further develop their aesthetic sensibilities. <u>Extra rehearsals and performances are required. <b>Audition Required.</b></u>	Performing Fine Arts/ Elective	1.0 Credit Each
Chorus 6 (Finale)	3	13033504			
Vocal Ensemble 2 (Encore)	2	1303450X	Designed for the more advanced student of the choral division. <u>Membership is selected from Chorus 1-6 by audition.</u> Includes development of appropriate vocal performance techniques, stylistic interpretations of a variety of literature, and may include instrumental accompaniment and choreography. <u>Extra rehearsals and performances are required. <b>Audition</b></u>	Performing Fine Arts/ Elective	1.0 Credit Each

Course	State Level	Number	Description	Meets Req. for	Course Length/ Credit
			<u>Required.</u>		
Chorus H/L 2 (Men's Choir)	2	1303370X	The purpose of this course is to enable students to develop basic individual and ensemble skills in choral performance through preparation of varied high/low range high school literature. Emphasis will be placed on healthy and expressive singing, accurate interpretation of notation, and development of critical and aesthetic response to music.	Performing Fine Arts/ Elective	1.0 Credit Each
Advanced Placement Music Theory	3	13003305	Parallels basic college level music theory objectives, which include harmonic analysis, part writing, sight singing and musical dictation. Students must be able to demonstrate a visual and aural understanding of basic musical elements and compositional procedures before they can sign up for this course.	Performing Fine Arts/ Elective	1.0 Credit

**PHYSICAL EDUCATION And Health**

In order to comply with federal regulations, no physical education course will be closed to students on the basis of sex; however, some courses may have other requirements. Once students are enrolled in a class, they may be grouped by skills, or by sex, during a contact sport or activity.

Fitness Lifestyle Design	2	1501310X	The purpose of this course is to enable students to extend their knowledge of fitness concepts; design, implement, and evaluate a personal fitness program; and develop an individualized level of health-related fitness.	Elective	.5 Credit
First Aid and Safety	2	0800320X	The purpose of this course is to enable students to acquire skills in first aid, emergency care, and personal safety.	Elective	.5 Credit
Care & Prevention of Athletic Injuries	2	1502490X	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.	Elective	.5 Credit
Parenting I	2	0800370X	The purpose of this course is to enable students to develop the knowledge and skills that will prepare them to care for and nurture children.	Elective	1.0 Credit Each
Parenting II	2	0800380X			
Health for Expectant Parents	2	0800390X			

Course	State Level	Number	Description	Meets Req. for	Course Length/ Credit
Beginning Weight Training	2	1501340X	Provides students the opportunity to acquire knowledge and skills in weight training that may be used in physical fitness to improve muscular strength and endurance, and enhance their body image. Includes knowledge and assessment of muscular strength and endurance, knowledge of health problems associated with inadequate levels of muscular strength and endurance, knowledge of skeletal muscles, knowledge and application of biomedical and physiological principles to improve and maintain muscular strength and endurance, and knowledge of sound nutritional and safety practices related to weight training.	PE Elective	0.5 Credit
Intermediate Weight Training	2	1501350X	Stresses the implementation of personal weight-training programs and realization of personal goals.	PE Elective	0.5 Credit
Advanced Weight Training	3	1501360X	Helps students acquire knowledge and skills in power weight training (Olympic and power lifting) and improve or maintain health related physical fitness.	PE Elective	0.5 Credit
Beginning Power Weight Training	2	1501410X		PE Elective	0.5 Credit
Team Sports 1	2	1503350X	Improves the student's knowledge and application of skills, techniques, strategies, rules, safety practices and the opportunity to work on good sportsmanship. May include basketball, soccer, softball, volleyball, speedball, flag football, field or street hockey, lacrosse, rugby, and team handball.	PE Elective	0.5 Credit
Team Sports 2	2	1503360X	Provides students opportunities to acquire strategic knowledge of team sports, hone their skills in selected team sports, and maintain and improve their personal fitness. Strategies of team sports play, skill acquisition, and the maintenance and/or improvement of personal fitness will be stressed.	PE Elective	0.5 Credit
Basketball	2	1503310X	Provides students opportunities to acquire knowledge and skills that may be used in recreational pursuits throughout life, and to maintain and improve their physical fitness. Includes in-depth knowledge and application of skills, techniques, strategies, rules, and safety practices necessary to participate in basketball.	PE Elective	0.5 Credit
Beginning Aerobics	2	1503400X	Provides students the opportunity to develop an individual optimal level of cardiovascular fitness, while acquiring knowledge of cardiovascular fitness concepts, and learning the significance of cardiovascular fitness on	PE Elective	0.5 Credit

Course	State Level	Number	Description	Meets Req. for	Course Length/ Credit
			one's health.		
Beginning Volleyball	2	1505500X	Provides students with opportunities to acquire knowledge of skills in volleyball that may be used as a lifetime sport to maintain and/or improve their physical fitness.	PE Elective	0.5 Credit
Intermediate Volleyball	2	1505510X	Extends the acquisition of knowledge and development of skills in the sport of volleyball.	PE Elective	0.5 Credit
Beginning Tennis	2	1504500X	The purpose of this course is to enable students to develop basic-level knowledge and skills in tennis and to maintain or improve health-related fitness.	PE Elective	0.5 Credit Each
Intermediate Tennis	2	1504510X			
Advanced Tennis	2	1504520X			
HOPE - Physical Education Variation	2	1506320X	Develops and enhances healthy behaviors that influence lifestyle choices and student health and fitness. Also includes risk and benefits of varying fitness levels, mental and emotional health, stress management, coping skills, disease prevention and control, and risk factor assessments. <b>Meets the one credit Physical Education graduation requirement.</b>	Physical Education	1.0 Credit
<b>RESEARCH AND CRITICAL THINKING SKILLS</b>					
Critical Thinking Study Skills	2	1700370X	Provides students opportunities to develop test taking skills and demonstrates proficiency on standardized tests. Students will study vocabulary and word attack skills, apply critical thinking skills to mathematics, practice overall test taking strategies, and develop an understanding of college entrance examination formats.	Elective	0.5 Credit
Career Research and Decision Making	2	1700380X	Teaches students the skills necessary to make informed career choices and develop the skills needed to successfully plan and apply for college or a job.	Career Research & Decision Making	0.5 Credit
<b>AVID I</b>	2	1700390X	Advancement Via Individual Determination (AVID) is a college preparatory elective class that provides support for students in the AVID program through curricular and mentoring activities. This course is designed to enable students to develop and refine fundamental skills aligned with current curriculum. 1 full year fulfills Career Research and Decision Making graduation requirements.	Elective	1.0 Credit Each
<b>AVID II</b>	2	1700400X			
<b>AVID III</b>	2	1700410X			
<b>AVID IV</b>	2	1700420X			

Course	State Level	Number	Description	Meets Req. for	Course Length/ Credit
<b>AICE Thinking Skills</b>	3	17003725	The purpose of this course involves the development of a range of transferable thinking skills and processes. These skills are valuable and relevant within other subjects as well as being essential for further and higher education. It should engage students in the study of the language of reasoning by identifying reasons, evaluating reasoning of different kinds, recognizing and evaluating assumptions, clarifying expressions and ideas, and the production of reasoning appropriate to a given task.	Elective	1.0 Credit
<b>PreAICE Global Perspectives (10<sup>th</sup> Grade)</b>	3	17003624	PreAICE Global Perspectives has been designed to inspire, challenge and reward students. It takes individual learning seriously and enables students to study a program tailored to suit their own interests, enthusiasms and expertise. Furthermore, one of the key components of this class is the development of “independent learners” who are able to empower themselves through independent research and development of global issues. In addition, Cambridge Pre-U Principal Subjects develop learners’ critical thinking and problem solving skills, allowing them the opportunity to experience the real joy of studying a subject in depth, rather than in bite sized chunks. Finally, students will have the opportunity to work with thousands of students around the world, discussing the important global issues of the day through interactive email, instant messaging, and video conferences.	Elective	1.0
<b>AICE Global Perspectives I &amp; II (11<sup>th</sup> &amp; 12<sup>th</sup> grades) (mandatory 2 year program for AICE credit)</b>	3	17003645 17003665	The seminar-based Global Perspectives course helps students to follow and deconstruct arguments, 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. Students choose from within five broad themes: Practical Ethics, Economics, Environment, Technology and Culture. The emphasis is on giving them the tools to identify,	Elective	1.0 each year

Course	State Level	Number	Description	Meets Req. for	Course Length/ Credit
			evaluate and explore competing arguments and perspectives in a critical and disciplined way. Mastering these tools involves high-level skills which are valued in all academic subjects and indeed in employment. Cambridge Pre-U GPR has been specifically designed to prepare students for university study. It develops both deep understanding and independent learning skills – so students should have a head start once they're at university, making it easier for them to achieve their academic goals. Universities have told us they find it difficult to select the best students, those who are going to do well at university. They have welcomed Cambridge Pre-U and the skills of independent study it promotes. Universities have also welcomed the clarity of the Cambridge Pre-U grading system, which allows the most selective universities to distinguish between students who may receive the same grade at International A Level.		
Community Involvement	3	SOW20545	Dual enrollment course. Students must meet all DE guidelines.	Elective	.5 Credit
<b>SCIENCE</b>					
Biology 1	2	2000310X	Emphasizes exploratory experiences in the fundamental concepts of life. Includes scientific processes, structure and function of cells, genetics, classification and taxonomy, structure and function of plants and animals, ecological relationships, and biological changes through time. Experimental design and laboratory investigations are integral to these courses.	Science	1.0 Credit Each
Biology 1 Honors	3	20003204	This course develops students' skills in creative thinking, inquiry and problem solving and gives them excellent preparation for the next stage in their education. Course content includes: principles of biology, flowering plants, human physiology, genetics and heredity, organisms and their environment, diversity of organisms, evolution, micro-organisms and humans, and development of biological observations. Laboratory investigations are an integral part of this course and include the use of scientific inquiry, research, measurement, laboratory technologies, dissection and proper safety procedures.	Science	1.0 credit each
<b>Pre-AICE Biology</b>	3	20003224			

Course	State Level	Number	Description	Meets Req. for	Course Length/ Credit
<b>AICE Biology</b>	3	20003215	Cambridge AICE is a rigorous, internationally recognized pre-university curriculum and examination program designed for highly motivated, academically able students. This course is designed to enable students to develop fundamental skills aligned with current curriculum. The purpose of this course is to provide exploratory experiences, laboratory experience, and real-life applications in the biological sciences in an accelerated fashion. Course content includes: cell structure, biological molecules, enzymes, cell membranes and transport, cell and nuclear division, genetic control, transport in multicellular plants and mammals, gas exchange, infectious disease, immunity and ecology. The AICE biology course fosters creative thinking and problem-solving skills which are transferable to any future career path. AS & A2	Science	1.0 Credit
Anatomy and Physiology	2	2000350X	Emphasizes the structure and functions of the components of the human body. Includes cellular processes, organs and tissues, the skeletal, muscular, nervous, cardiovascular, respiratory, digestive, urinary, reproductive systems, and special senses. Laboratory activities are an integral part of this course. The course will not satisfy the graduation requirement in science.	Science Elective	1.0 Credit Each
<b>AICE Environmental Science</b>	3	20013815	Provides college level learning in environmental science and prepares the student to seek credit or appropriate placement in college environmental courses. Includes the interrelationships of the natural world, natural and man-made environmental problems, and solutions for resolving or preventing such problems.	Science Elective	1.0 Credit
Ecology	2	2000380X	The purpose of this course is to enable students to develop understanding of the natural relationships between organisms and other environmental factors.	Science Elective	1.0 Credit
Earth/Space Science	2	2001310X	The purpose of this course is to develop and apply concepts basic to the Earth, its materials, processes, history and environment in space	Science Elective	1.0 Credit
Experimental Science I	3	20023404	Science Research	Science Elective	1.0 Credit Each
Experimental Science II	3	20023504			

Course	State Level	Number	Description	Meets Req. for	Course Length/ Credit
Experimental Science III Experimental Science IV	3 3	20023604 20023704			
Integrated Science 1  Integrated Science 2  Integrated Science 3  Integrated Science 4	2  2  2  3	2002400X  2002420X  2002440X  20024604	Parallels international science courses and shows relationships among the sciences and with technology and society. Courses emphasize the development of reasoning, observation, and scientific analysis. Includes quantitative and qualitative chemistry, physics, biochemistry, genetics, geology, ecology, space science and evolutionary biology. Experimental design and laboratory investigations are integral to these courses. This sequence addresses all of the Sunshine State Standards for science.	Science	1.0 Credit Each
Forensic Science I  Forensic Science II	2  2	2002480X  2002490X	Forensic science is the study and application of science to matters of law. This course focuses on practices and analysis of physical evidence found at crime scenes. Various types of evidence will be analyzed (the crime scene, fingerprints, hair, fibers, toxins, blood, DNA, soil, handwriting, documents). Through case studies and hands-on laboratory investigations, students will use their inductive and deductive reasoning skills to conclude who committed the crime.	Science Elective	1.0 Credit Each
<b>AICE Marine Science 1</b>	3	20025355	AS level Marine Science provides a coherent and stimulating introduction to the science of marine environment. The content of the AS part of the course concentrates on the scientific study of the sea, its ecosystems and the impact of human activities that depend on the sea.	Science Elective	1.0 Credit Each
Chemistry 1  Chemistry 1 Honors  <b>Pre-AICE Chemistry</b>	2  3  3	2003340X  20033504  20033724	Emphasizes the study of composition, properties, and changes associated with matter. Includes measurement, classification and structure of matter, atomic theory, molecules, periodicity, chemical bonding, formula writing, nomenclature, chemical equations, stoichiometry, kinetic theory, gas laws, acids and bases, energy relationships, solids, liquids and solutions. Experimental design and laboratory investigations are an integral part of this course.	Science	1.0 Credit Each

Course	State Level	Number	Description	Meets Req. for	Course Length/ Credit
Chemistry II	3	20033604	This course provides an understanding of concepts essential for students pursuing a career path in the medical and health sciences, natural sciences, and biochemical sciences. This course is a continuation of chemistry I and covers topics that are emphasized in freshman/sophomore college courses. It includes the processes and fundamental concepts of chemistry such as: reaction kinetics, stoichiometry, gas laws, solutions, thermodynamics, equilibria, redox, acid-base theory and an introduction to organic chemistry.	Science Elective	1.0
Physics 1	2	2003380X	Emphasizes the theories and laws governing the interaction of matter, energy, and the forces of nature. Includes mechanics, thermodynamics, wave phenomenon, magnetism, nuclear physics and electricity. Experimental design and laboratory investigations are integral.	Science	1.0 Credit Each
Physics 1 Honors	3	20033904			
AP Physics C: Mechanics, Electricity & Magnetism	3	20034305	Provides college level learning in physics and prepares the student to seek credit and/or appropriate placement in college physics courses. Includes mechanics, electrostatics, electric circuits, and magnetism.	Science	1.0 Credit
<b>SOCIAL STUDIES</b>					
American History	2	2100310X	Examines the political, economic, religious, military, scientific, and cultural events that have affected the rise and growth of our nation. Emphasis is on events from Civil War/Reconstruction to the present.	American History	1.0 Credit Each
American History Honors	3	21003204			
<b>American History Honors (Pre-AICE section)</b>	3	21003204			
Florida History	2	2100350X	Students understand the development of the state of Florida within the context of history by examining connections to the past to prepare for the future as participating members of a democratic society. Students use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems related to the multifaceted issues that will face	Social Studies Elective	.05 Credit

Course	State Level	Number	Description	Meets Req. for	Course Length/ Credit
			them in the 21st century.		
Economics	2	2102310X	Involves the study of the major characteristics of the mixed market economic system in the United States and their role in this system as producers, consumers, savers, investors, resource owners, voters, and taxpayers.	Economics	0.5 Credit
Economics Honors	3	21023204			Each
World Culture Geography	2	2103300X	Students develop multicultural understanding and use geographical concepts and skills to acquire information and systematically apply decision-making processes to real-life situations. They will acquire an understanding of interrelationships between people and their environment.	Social Studies Elective	1.0 Credit Each
Introduction to Social Science	2	2104300X	Students acquire a basic understanding of the scope, focus and methodology of the social sciences through an overview of its various disciplines.	<b>Freshmen</b> Social Studies Elective	1.0 Credit
Ethics	2	2105350X	The purpose of this course is to help students develop the ability to make reasoned and ethical choices when confronted with the many complex, controversial moral dilemmas faced in today's society. Students will become acquainted with the foundations of ethical thought and theories as well as gain an insight into the process of moral development. Students will also identify typical fallacies in flawed moral arguments. Students will also be given the opportunity, both orally and in writing, to apply the skills they acquire to real life moral dilemmas.	Social Studies Elective	0.5 Credit
American Government	2	2106310X	Examines the American governmental structure and political behavior at the federal, state, and local level. Examines the effect of each level of government upon the individual citizen.	American Gov't	0.5 Credit Each
American Government Hon	3	21063204			
Pre-AP American Government	3	21063204			
AP US Government and Politics	3	21064205	Helps students acquire a critical perspective of politics and government in the United States.	American Gov't	0.5 Credit
Law Studies	2	2106350X	Examines the American criminal and civil justice systems and their relationship to the	Elective	0.5 Credit

Course	State Level	Number	Description	Meets Req. for	Course Length/ Credit
			individual and society. Includes origin and necessity of law; the concept of criminal and civil law; elements of criminal, consumer, family and school law; individual rights and responsibilities; and discrimination.		
Psychology 1	2	2107300X	Provides opportunities to examine human development, behavior, and behavioral interactions. Discussions of intelligence, learning, personality patterns, and motivation techniques may be included.	Elective	0.5 Credit
<b>AICE Psychology</b>	3	21073605	Helps students acquire an understanding of human behavior, interactions and development.	Elective	1.0 Credit
Sociology	2	2108300X	Examines group interactions and their impact on individuals to better understand the beliefs, values and behavior patterns of others.	Elective	0.5 Credit
World History	2	2109310X	Examines the political, social, economic, scientific, and cultural events that have affected human civilizations.	World History	1.0 Credit Each
World History Honors	3	21093204			
<b>Pre-AICE World History</b>	3	21093214			
<b>AICE European</b>	3	21093715	The A and AS Level History syllabus builds upon skills gained at IGCSE (or equivalent) level study. The emphasis is again on both historical knowledge and on the skills required for historical research. Students learn about cause and effect, continuity and change, similarity and difference, and use historical evidence as part of their studies. The flexible and wide-ranging syllabus covers six periods, ranging from the history of the Caribbean from 1794 to 1900, to international history from 1945 to 1991. Students can also study periods from European, Asian, African and American history. Centres choose which periods to focus on, allowing them to build a course that reflects student interest and staff specialisms, or which is relevant to the local or regional context	Social Studies Elective	1.0
Humanities I Humanities II	3 3	HUM22305 HUM22495	On-campus dual enrollment course. Students must meet all DE guidelines.	Social Studies Elective	0.5 Credit Each
<b>AICE Classical Studies</b>	3	09005005	The purpose of this course is the study of the civilizations of Greece and Rome in the Classical Period. The content of the course should actively seek to develop, but not be limited to, the following abilities and qualities:	Social Studies Elective	1.0 Credit

Course	State Level	Number	Description	Meets Req. for	Course Length/ Credit
			<p>enhance understanding of the idea that classical civilizations form the basis for the western traditions of art, literature, philosophy, political thought and science which have shaped the modern world; promote awareness that works of art, literature, and philosophy produced by the Greeks and Romans have an intrinsic interest and quality representing some of the highest achievements of mankind, the study of which is relevant to many issues of contemporary society; develop the idea that a multi-disciplinary approach of study, combining different types of study such as literature, art history, history, science and others, leads to an understanding of the relationship between different intellectual disciplines; provide student with an understanding and appreciation of selected aspects of Greek and Roman civilization; encourage students to make comparisons between the classical civilizations of Greece and Rome and contemporary Western society; expose student to a variety of subject matter, including original courses, archaeological evidence, interpretation and argument; develop candidates' abilities to analyze, interpret, organize and present information in a coherent and effective manner.</p>		

## CAREER AND TECHNICAL EDUCATION COURSE DESCRIPTIONS

Course	State Level	Number	Description	Meets Req. for	Course Length/ Credit
<b>DIGITAL DESIGN</b>					
Computing for College and Careers	2	8209020X	This program provides a broad foundation of knowledge and skills for employment in digital publishing. Content includes: experiences in computer generated art and text, graphic design, graphic production, electronic design skills, preparation of electronic layouts and illustrations, and electronic scanning, and development of specialized skills in multimedia presentations to include producing compact disks featuring a company's service, product, catalog, or other visual advertising and/or communications.	Elective	1.0 credit
New Media Design	2	8207410X		PFA/ Elective	1.0 credit
Digital Video Sound	2	8207420X		PFA/ Elective	1.0 credit
<b>WEB DESIGN / BUSINESS</b>					
Computing for College and Careers	2	8209020X	This program provides a broad foundation of knowledge and skills for employment in Web Internet Services. Content includes operating system commands and web document development, design, promotion and scripting. Also, the program focuses on a broad foundation of transferable skills and stresses understanding and demonstration of the elements of the web design industry. Web Design I focuses on Basic HTML and WYSIWYG (What You See Is What You Get) software. Web Design II focus on Advanced HTML, CSS, JAVASCRIPT, WYSIWYG software and Multimedia Applications. Web Design III continues to focus on Advanced HTML, CSS, JAVASCRIPT, WYSIWYG software and Multimedia Applications while focusing on leadership and advanced web page design	Elective	1.0 credit Each
Web Design 1	2	8207110X		PFA/ Elective	
Web Design 2	2	8207120X		PFA/ Elective	

**EARLY CHILDHOOD EDUCATION**

Early Childhood Education 1	2	8503211X	This four year vocational program prepares students for employment in child care centers or homes. Credit is given for the state mandated forty hour DCF course in Child Care and program completers receive the Child Development Associate (CDA). Instruction includes such topics as maintaining a safe, clean and healthy learning environment, principles of child development, rules and regulations that govern child care, growth and development of the total child, investigation of the various theories, and philosophies, programs and methods in Early Childhood Education. Students prepare learning centers, choose and construct learning materials and teach young children music, art, math, science, literacy, fine and gross motor skills. Students care for young children using techniques such as reflective listening, trust-building and problem solving to foster empathy, impulse control and anger management.	Elective	
Early Childhood Education 2	2	8503212X		PFA/ Elective	
Early Childhood Education 3	2	8503213X		PFA/ Elective	
Early Childhood Education 4	3	8503214X		Elective	

**FASHION DESIGN AND PRODUCTION**

Design Services Core	2	8506405X	This program is designed to develop competencies in the fashion industry including principles of design, textile characteristics and care, use of fashion tools and equipment, selection of fabric and construction of garments, with a full understanding of the elements and principles of design. Students study the history of fashion, use CAD to create fashion products, and create an original pattern for a garment, create window displays, design costumes, create a personal portfolio, tailor a garment and demonstrate skills to be a design assistant.	PFA/ Elective	1.0 Credit
Principles of Fashion Design Services	2	8506410X		PFA/ Elective	1.0 Credit
Pattern Design Techniques	2	8506420X		PFA/ Elective	1.0 Credit
Fashion Design Specialist	3	8506430X		PFA/ Elective	1.0 Credit

<b>DRAFTING/ILLUSTRATIVE DESIGN TECHNOLOGY</b>					
Drafting/ Illustrative Design Technology 1	2	8600810X	This program provides a broad understanding and skills related to drafting. The role of drafting in modern industry is examined, together with the societal and cultural implications of the advancing design technology. Specific content includes lettering, freehand technical sketching, orthographic drawing, geometric constructions, dimensioning, sectioning, pictorial representations, architectural drawing, and related topics, using computer-aided drafting and design (CADD) systems, as well as traditional drawing instruments, machines, and materials. Occupations, job requirements, career opportunities, entrepreneurship, employability and leadership skills are also included.	PFA/ Elective	1.0 Credit
Drafting/ Illustrative Design Technology 2	2	8600820X		PFA/ Elective	1.0 Credit
Drafting/ Illustrative Design Technology 3	3	8600830X		PFA/ Elective	1.0 Credit
<b>Autocad Fundamentals</b>	3	ETDC320X		PFA/ Elective	.5 Credit
<b>Architectural Drafting</b>	3	TARC120X		PFA/ Elective	.5 Credit
<b>ENGINEERING TECHNOLOGY</b>					
Engineering Technology 1	2	8600570X	This program provides a foundation of knowledge and technically oriented experiences in the study of the applications of engineering and its effect upon our lives and the choosing of an occupation. The content and activities will also include the study of entrepreneurship, safety, and leadership skills. Engineering Technology focuses on transferable skills and stresses understanding and demonstration of the technological tools, machines, instruments, materials, processes and systems in business and industry. <b>***Program completion = 4<sup>th</sup> SSNP science credit****</b>	PFA/ Elective	1.0 Credit
Engineering Technology 2	2	8600670X		PFA/ Elective	1.0 Credit
Engineering Technology 3	3	8601770X		PFA/ Elective	1.0 Credit
<b>AUTOMOTIVE SERVICE</b>					
Automotive Service Technology 1	2	8709410X	Prepares students for employment as automotive technicians, technician helpers, front end technicians, tune-up technicians, and brake technicians. The content includes communication skills, leadership skills, human relations and employability skills, safe and efficient work practices. Training includes automobile repairs, servicing automotive components, systems diagnostics training, the repair and overhaul of brake systems, and basic shop management and safety skills preparing them for ASE (Automotive Service Excellence) credential testing. Laboratory activities are an integral part of this program and provide instruction in troubleshooting and service in the following areas: drive trains; steering, suspension, brakes, and electrical systems; engine systems performance; and automotive accessories.	Elective	1.0 Credit Each
Automotive Service Technology 2	2	8709420X			
Automotive Service Technology 3	2	8709430X			

MARINE SERVICE TECHNOLOGY

Marine Service 1	2	8751010X	<p>Florida is number one in the U.S. for the number of registered boaters. This program prepares students for employment as marine service technicians. Eau Gallie has the only industry certified program in the state. The content includes communication skills, leadership skills, human relations and employability skills, safe and efficient work practices. It features “hands-on” training in servicing and repairs of electrical, mechanical, drive train, hydraulics, fuel and cooling systems of vessels small and large. You will learn boat rigging, trailer repair and preparation of new sales merchandise. Partnerships with major manufactures will allow you to receive factory certificate training. Students are encouraged to join the student organization known as SkillsUSA and may compete in marine mechanics.</p>	Elective	1.0 Credit Each
Marine Service 2	2	8751020X			
Marine Service 3	3	8751030X			