



Collier County Public Schools

**2018-2019
HIGH SCHOOL
Course Information Book**





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Dr. Kamela Patton
Superintendent of Schools

THE DISTRICT SCHOOL BOARD OF COLLIER COUNTY

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

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Report Number:
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VISION STATEMENT

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

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

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

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

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

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**Graduation Requirements for ALL Cohorts
Students Entering Grade Nine in the 2014-2015 School Year and Forward**

	24 Credit Standard Diploma	Scholar Designation	Merit Designation	18 Credit ACCEL
ENGLISH	4 credits in ELA I, II, III, IV ELA honors, AP, AICE, IB, and dual enrollment may satisfy this requirement	4 credits in ELA I, II, III, IV ELA honors, AP, AICE, IB, and dual enrollment may satisfy this requirement	4 credits in ELA I, II, III, IV ELA honors, AP, AICE, IB, and dual enrollment may satisfy this requirement	4 credits in ELA I, II, III, IV ELA honors, AP, AICE, IB, and dual enrollment may satisfy this requirement
MATHEMATICS	4 credits, one of which must be Algebra 1 or its equivalent and one of which must be geometry or its equivalent <ul style="list-style-type: none"> Algebra 1* and Geometry* EOC results constitute 30% of final course grade Must pass Algebra 1 EOC or a comparative score on the PERT to earn a standard diploma Industry certifications that lead to college credit may substitute for up to two math credits (except for Algebra 1 and Geometry) 	4 credits, one of which must be Algebra 1 or its equivalent and one of which must be geometry or its equivalent <ul style="list-style-type: none"> Algebra 1* and Geometry* EOC results constitute 30% of final course grade Pass Geometry EOC Must pass Algebra 1 EOC or a comparative score on the PERT to earn a standard diploma Earn 1 credit in Algebra 2 1 credit in Statistics or an equally rigorous mathematics course (level 3 courses) 	4 credits, one of which must be Algebra 1 or its equivalent and one of which must be geometry or its equivalent <ul style="list-style-type: none"> Algebra 1* and Geometry* EOC results constitute 30% of final course grade Must pass Algebra 1 EOC or a comparative score on the PERT to earn a standard diploma Industry certifications that lead to college credit may substitute for up to two math credits (except for Algebra 1 and Geometry) 	4 credits, one of which must be Algebra 1 or its equivalent and one of which must be geometry or its equivalent <ul style="list-style-type: none"> Algebra 1* and Geometry* EOC results constitute 30% of final course grade Must pass Algebra 1 EOC or a comparative score on the PERT to earn a standard diploma Industry certifications that lead to college credit may substitute for up to two math credits (except for Algebra 1 and Geometry)
SCIENCE	3 credits in science one of which must be Biology 1, two equally rigorous, and two of three which must have a laboratory component <ul style="list-style-type: none"> Biology 1 EOC results constitute 30% of final course grade Industry certifications that lead to college credit may substitute for up to one science credit (except for Biology 1) An identified rigorous Computer Science course with a related industry certification substitutes for up to one science course (except for Biology 1) 	3 credits in science one of which must be Biology 1, two equally rigorous, and two of three which must have a laboratory component <ul style="list-style-type: none"> Biology 1 EOC results constitute 30% of final course grade Pass the Biology EOC. A student is exempt if enrolled in AP, IB, or AICE and earns the minimum score to earn college credit 1 credit in chemistry or physics 1 credit in a course equally rigorous to chemistry or physics 	3 credits in science one of which must be Biology 1, two equally rigorous, and two of three which must have a laboratory component <ul style="list-style-type: none"> Biology 1 EOC results constitute 30% of final course grade Industry certifications that lead to college credit may substitute for up to one science credit (except for Biology 1) An identified rigorous Computer Science course with a related industry certification substitutes for up to one science course (except for Biology 1) 	3 credits in science one of which must be Biology 1, two equally rigorous, and two of three which must have a laboratory component <ul style="list-style-type: none"> Biology 1 EOC results constitute 30% of final course grade Industry certifications that lead to college credit may substitute for up to one science credit (except for Biology 1) An identified rigorous Computer Science course with a related industry certification substitutes for up to one science course (except for Biology 1)

**Graduation Requirements for ALL Cohorts
Students Entering Grade Nine in the 2014-2015 School Year and Forward**

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

***SPECIAL NOTE:** 30% not applicable if enrolled in Algebra 1, Geometry, or Algebra 2 in the 2014-2015 SY

The Purpose of a Four-Year Plan

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

Parent Involvement

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

Student Involvement

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

How the Plan Is Developed

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

The students' tentative course request(s) involve many factors including, but not limited to the consideration of test scores, student's overall academic record, teacher and staff recommendations, student related interests, and A.P. Potential after the PSAT is administered in grade 10.

- The students will take the tentative course requests home for their parents to have an opportunity to review the courses that the students selected and which were recommended by counselors and teachers.
- After the parents and students have reviewed the tentative course requests, the students will return it, with parents' signatures, to the counselors or teachers.
- The beginning of the four-year plan is developed in detail at this time. Every effort will be made to encourage students to select electives that will benefit their choice of career path.
- The balance of the four-year plan will be developed more fully through conferences scheduled by the high school counseling staff throughout the high school years.

Special and Optional High School Programs

Advanced Placement (AP) Program

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

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

Dual Enrollment

Dual Enrollment is a program that allows high school students to simultaneously earn college or vocational credit toward a postsecondary diploma, certificate, or degree at a Florida public institution while also earning credit toward a high school diploma. Dual Enrollment courses are free to students who attend a Florida public college, technical center, or university; this includes registration, matriculation, or laboratory fees for courses taken through Dual Enrollment. Instructional materials (such as books) are provided to public school students free of charge; however, students enrolled in home education programs or nonpublic secondary schools must provide their own materials. To qualify for Dual Enrollment, a

student must meet the criteria that are established by the Student Progression Plan of CCPS and which are included in the Inter-institutional Articulation Agreement with the other institution.

Early Admission Program

Early admission shall be a form of Dual Enrollment through which eligible secondary students enroll in a postsecondary institution on a full-time basis in courses that are creditable toward the high school diploma and the associate or baccalaureate degree. Students enrolled pursuant to this subsection shall be exempt from the payment of registration, tuition, and laboratory fees. Unique programs exist at Florida Gulf Coast University, the Accelerated Collegiate Experience, and Florida SouthWestern State College, the Collegiate High School and Collegiate Science Institute. Interested students should speak with the school counselor for additional information.

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

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

Advanced International Certificate of Education (AICE)

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

The Cambridge AICE program emphasizes the importance of critical thinking skills and communications in today's global world. Interested students are encouraged to speak with their school counselor for more details. For further information visit the University of Cambridge AICE website at: www.cie.org.uk

AICE (Advanced International Certificate of Education) Diploma Requirements:

- Seven credits to include one exam from each subject group and Global Perspectives AS level (cohort 2014 and beyond)
- Advanced Subsidiary (AS) Level exams passed count as one credit
- Advanced (A) Level exams passed count as two credits

Correspondence Credit

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

Only seniors may be approved to take a correspondence course to be applied toward meeting graduation requirements. Only those correspondence courses meeting District curriculum equivalency may be taken for credit. Any course exceptions must be approved by the Executive Director, Secondary Programs. Transfer students may apply all previously earned correspondence credit toward meeting graduation requirements when such credit has been accepted by a public high school or a school accredited by the AdvancED or its regional equivalent from which they have transferred. The number of credits that may be earned in Florida Virtual School (on-line) toward meeting the high school graduation requirements is unlimited.

Credit from other Educational Institutions

Students in grades nine through twelve may earn a maximum of one (1) elective high school credit by passing high school coursework through another educational institution. The educational institution must possess accreditation through AdvancED, or another comparable organization, that allows the program to award high school credit. Accreditation to offer college courses does not enable an educational institution to award high school credit. Grades in these courses will not be weighted at the local or state level for GPA or class rank purposes, regardless of how the other educational institution classifies the course.

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

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

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

This section does not apply to Dual Enrollment or Florida Virtual School courses.

Teenage Parent Program (TAPP)

This alternative program provides individual education and support services, including childcare for pregnant students and those who are parents to earn a high school diploma. For additional information concerning the Teenage Parent Program, see your school counselor.

Beacon High School

This alternative program provides 11th and 12th grade students who are unlikely to succeed in a traditional high school with a competency-based course of study enabling them to earn credits, recover credits, or make up credits for a standard high school diploma. For additional information concerning Beacon High School, see your school counselor.

Florida Virtual School (FLVS)

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

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

1. Beginning with 9th grade students in 2011-2012, one complete online course must be successfully completed to meet graduation requirements. Please check with your school counselor on the definition of "complete course." The course can be taken during or after the school day, or during summer school. Middle school students who successfully complete an online high school course have met the requirement.
2. Per FLVS memo in June 2011, **students may only register for up to three FLVS courses at one time**
3. Students must be enrolled as full-time students and cannot take fewer than seven credits (eight at Lorenzo Walker Technical High School). Total courses must add up to seven credits (or eight for Lorenzo Walker Technical High School). For example a student might enroll in six face-to-face courses and one online course; or five on campus courses and two Dual Enrollment courses off-campus.
4. Priority for placement in school labs will be given to students who have not met the online course requirement.
5. Students may not withdraw from a CCPS course to take a FLVS course or other online course after the established deadlines. A student must be assigned to a FLVS teacher or either before the school year or semester begins or within the first ten days of either semester to be able to withdraw from a CCPS face-to-face course. Should a student drop a virtual course (FLVS or Collier Online Virtual Education COVE after the drop add period the student will receive a WP or WF which is placed onto the student's academic record.
6. Students may take online courses through FLVS, Collier Virtual School or other online provider accredited to award high school credit (pending clarification from FLDOE with regards to other online providers).
7. Parents of students who are enrolled in CCPS schools can choose to withdraw from their home school and enroll in the full-time Florida Virtual Public or Collier Virtual Program to receive an accredited standard high school diploma. Please see your school counselor for further information.
8. The principal of the school determines placement for all students.

High School Courses taken in Middle School

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

- Middle school students in grade 8 may take Algebra 1, Algebra 1 Honors, and Geometry Honors any first or second year foreign language course (not including Pre-AICE or AICE), Introduction to Information Technology, Keyboarding and Business Skills, Computer and Business Skills, Computing for College and Careers, and

Culinary Arts 1 to earn high school credit. Cambridge Secondary students may take Pre-AICE Global Perspectives in grade 8.

- Middle school students in grade 6 and 7 may also take the courses identified above, with the exception of Pre-AICE Global Perspectives, but must have the permission of the middle school principal.
- Students in grade 8 may take Health Opportunities through Physical Education (HOPE) through Collier Online Virtual Education (COVE) or Florida Virtual School (FLVS) starting at the beginning of grade 8 to earn high school credit without seeking additional approval.
- Students may enroll in the following elective FLVS courses the first day after completing eighth grade. Approved courses include Fitness Lifestyle Design, Life Management Skills, Personal Fitness, Critical Thinking and Study Skills, Driver Education (age requirement), Psychology, and Sociology.
 - The high school, not the middle school, counselor is responsible for the approval of these courses.
 - Students must change their FLVS account to reflect their high school before approval will be granted.

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

General Educational Development (GED®) Test Program

The District School Board of Collier County, in compliance with legislation, will make available the General Educational Development (GED®) Test to students who are 16 years of age, who are withdrawn from high school, and who meet all the prescribed requirements. GED preparation classes are offered at various locations and online. To register for GED classes which prepare you for the exam, call (239) 377-1319. A State of Florida GED® Diploma is awarded upon successful completion of the GED® Test. To register to take the GED test register with GED Testing Services at www.GED.com. Accommodations are available for students with disabilities. To apply for accommodations on the computer based GED® test, you must:

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

For more information on accommodations, go to:

www.gedtestingservice.com/testers/computer-accommodations

Students who pass the GED® Test will receive a GED® Diploma and may participate in graduation ceremonies sponsored by Adult Education.

After School High School Credit Recovery

This program provides competency-based coursework for high school students to recover up to 2 failed core courses per school year in order to earn a standard high school diploma and graduate with his/her cohort. Students must not have a pattern of excessive absenteeism, habitual truancy, or a history of disruptive behavior. For additional information concerning the After School High School Credit Recovery program, see your school counselor.

Lorenzo Walker Technical High School

The Lorenzo Walker Technical High School (LWTHS) is open to students from throughout Collier County. All LWTHS students are required to take rigorous academic courses that qualify them for admission to four-year university programs and meet the Bright Futures scholarship criteria; students also specialize in a career area that earns dual enrollment high school credit and a postsecondary career completion certificate. All courses include significant use of technology; honors and academic Dual Enrollment are available.

Career Programs available to students at LWTHS will include:

- Accounting Operations
- Air-Conditioning, Refrigeration and Heating Technology
- Automotive Collision Repair Technology
- Automotive Service Technology
- Commercial Foods & Culinary Arts
- Dental Assisting
- Digital Media/Multimedia Design
- Drafting

- Entrepreneurship
- E-Commerce Marketing
- E-Marketing
- Legal Administrative Specialist
- Marine Service Technology
- Medical Administrative Specialist
- Multimedia Design
- Network Support Services
- Pharmacy Technician
- Practical Nursing
- Veterinary Assistant
- Welding Technologies

Enrollment in LWTSH requires a completed application to be submitted by email to LWHAdmissions@collierschools.com; by mail to c/o LWH Admissions Committee Box # 135, 5775 Osceola Trail, Naples, FL 34109, or dropped off at MLK Administration Center. Enrollment is limited to 150 students per grade level. All students whose most recent FSA Reading and Math Scores are a Level 2 or higher are eligible for admission; students whose English Language Arts (ELA) score is a Level 1, and students who do not have statewide assessment scores, may qualify for admission based upon a review of their academic history, (e.g. grades, prior year test scores, extenuating circumstances). Students are strongly encouraged to enroll as ninth graders, but on a limited basis students may be admitted in the tenth through twelfth grades. Interested students or parents should call (239) 377-3330 for additional information.

Immokalee Technical College (iTECH) Dual Enrollment Program

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

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

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

Dual Enrollment students who earn grades of A, B, or C in postsecondary career education certificate courses will receive .04 Dual Enrollment bonus points per half-credit. Successful coursework in these programs help prepare students for employment and will propel students to advanced standing at Florida public technical colleges. It may also lead to advanced standing at many Florida colleges through articulation agreements.

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

School Counselors

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

Furthermore, school counselors:

- Give personal attention to each student in accordance with individual needs
- Assist the student in understanding his/her environment so that wise career choices may be made.
- Help the student select appropriate studies and training in high school
- Help the student become aware of the available course offerings and to guide the student and parents in appropriate course selections

- Discover the educational, vocational, social, and emotional needs of the student and to assist in meeting those needs
- Provide in-depth information regarding educational opportunities related to career and academic interests after high school graduation

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

Throughout the instructional programs in the District's high schools, students have opportunities to expand their knowledge of various careers and to participate in simulated and/or actual vocational experiences. Specialized on-the-job training programs are also offered through career and technical education courses described in this publication. Students may also participate in career-related organizations as part of each school's activities program.

The school counselors have many materials that may help students to know themselves better and to become informed about the many types of work and jobs that are available. These services are a valuable aid in planning a future.

Volunteer/Community Service Hours

(See CCPS Administrative Procedure 2370D)

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

Requirements for Documenting Volunteer/Community Service Hours

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

Criteria for Documenting Volunteer/Community Service Hours for the Bright Futures Scholarship

The student must:

- Obtain prior approval from his/her school counselor** to ensure that the community service site meets the criteria and that the student will receive community service hours for volunteering.
- Volunteer services to a local non-profit community agency that meets the following guidelines:
 - All services are of an altruistic nature, unpaid, and not for personal gain
 - All services are supervised by an approved adult representative of the agency
 - Service does not interrupt a student's regularly scheduled school day
 - Service must be completed by the last term of the student's senior year
 - The site is related to service, humanitarian/caring, community needs and does not involve:
 - direct supervision/ownership/operation by a family member
 - the presence of illegal substances or unsafe conditions
 - the use of students for financial gain
 - The student will be responsible for identifying a social, civic or professional area of interest as well as:
 - Developing a plan for personal involvement in addressing the issue or learning about the professional area, as well as evaluating and reflecting on such experience through a paper/reflection.
- Obtain documentation of service hours from the site supervisor, on agency letterhead, of student hours, dates of service and service activities.

The service hours will be placed on the student's transcript after an evaluation is completed by the school counselor.

Policies and Procedures

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

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

Grade Level Progression

A student's progression from one grade and/or within a course sequence will be based on the student's mastery of course specific standards, specifically in English Language Arts, mathematics, science and social studies. A minimum of 17.0 credits and a 1.9 GPA is required to progress to grade 12. Mid-year promotion to grade 12 requires, at minimum, 20.5 credits and a 2.0 GPA. The minimum state weighted GPA required for graduation is 2.0.

Schedule Changes

Course Withdrawal

Students who wish to withdraw from a one credit high school course should submit a course change form to the Counseling Office within the first ten days of the course. Students attending a school (LWTHS) on block scheduling should submit a course change form to the Counseling Office within the first five days of the course. Students who wish to withdraw from a half credit high school course should submit a course change form to the Counseling Office within the first five days of the course. Students attending a school (LWTHS) on block scheduling who wish to withdraw from a half credit high school course should submit a course change form to the Counseling Office within the first three days of the course. There are no schedule changes after the 5/10 day drop add period and no penalty for withdrawing within the 5/10 drop add period.

If a student withdraws after the second quarter of a one credit course, he/she receives a grade of A, B, C, D, or F for a half-credit version of the course.

This policy applies to all high school courses, including **high school courses taken by middle school students.**

Academic Level Changes

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

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

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

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

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

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

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

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

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

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

Placement Parameters

The students' tentative course request(s) involve many factors including but not limited to the consideration of test scores, student's overall academic record, teacher and staff recommendations, student related interests, and A.P. Potential after the PSAT is administered in grade 10.

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

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

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

A parent may override the course recommendations that are made after review of placement parameters and other information. To exercise this option, a parent should complete the *Course Placement Override Form*. The form may be obtained from the Counseling Office of each middle school and high school.

In order to comply with Florida statute regarding reading or mathematics instruction for students who score at Level 1 or 2 on the statewide ELA and/or mathematics assessment, the Intensive/Remediation Course Waiver (HB 7069) form is to be used to waive intensive courses.

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

Prerequisites and Grade Level Requirements

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

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

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

Course Sequence

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

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

Column A	Column B
*AP Statistics and Probability and Statistics are duplicate credits. A student may earn credit in only one of the courses.	
AP/AICE English: Language and Composition Dual Enrollment Equivalent	English 3 Honors or AP/AICE English: Language and Composition Dual Enrollment Equivalent

AP/AICE English: Literature and Composition Dual Enrollment Equivalent	English 4 Honors or AP/AICE English: Literature and Composition Dual Enrollment Equivalent
AP/AICE French Language Dual Enrollment Equivalent	French 1-5 or AP/AICE French Language Dual Enrollment Equivalent
AP/AICE French Literature Dual Enrollment Equivalent	French 1-5 or AP/AICE French Literature Dual Enrollment Equivalent
AP/AICE Spanish Language Dual Enrollment Equivalent	Any non-AP Spanish course or AP/AICE Spanish Language Dual Enrollment Equivalent
AP/AICE Spanish Literature Dual Enrollment Equivalent	Any non-AP Spanish course or AP/AICE Spanish Literature Dual Enrollment Equivalent
AP Statistics* Dual Enrollment Equivalent	Probability and Statistics* Dual Enrollment Equivalent
AP Calculus AB Dual Enrollment Equivalent	Calculus Dual Enrollment Equivalent
AP Calculus BC Dual Enrollment Equivalent	Calculus, AP Calculus AB Dual Enrollment Equivalent
AP/AICE Biology Dual Enrollment Equivalent	Biology Honors or AP/AICE Biology Dual Enrollment Equivalent
AP/AICE Chemistry Dual Enrollment Equivalent	C Dual Enrollment Equivalent Chemistry Honors or AP/AICE Chemistry Dual Enrollment Equivalent
AP/AICE Physics B Dual Enrollment Equivalent	Physics Honors or AP/AICE Physics Dual Enrollment Equivalent
AP/AICE Dual Enrollment Equivalent United States History	American History Honors or AP/AICE United States History Dual Enrollment Equivalent
AP World History or AICE European History Dual Enrollment Equivalent	World History Honors or AP World History or AICE European History Dual Enrollment Equivalent
AP United States Government and Politics Dual Enrollment Equivalent	American Government Honors Dual Enrollment Equivalent
AP/AICE Microeconomics Dual Enrollment Equivalent	Economics Honors or AP/AICE Microeconomics Dual Enrollment Equivalent
AP/AICE Macroeconomics Dual Enrollment Equivalent	Economics Honors or AP/AICE Macroeconomics Dual Enrollment Equivalent
any Honors math course other than Algebra 1 Honors	Algebra 1 Honors
Pre-Calculus, Discrete Math, any Calculus course	Algebra 2 or Algebra 2 Honors, Integrated Math 3
Discrete Math or any Calculus course	Pre-Calculus
A foreign language course	a lower number course in the same foreign language
Any high school science course	Integrated Science Honors

Advanced Studies Agreement for Advanced Placement and Cambridge AICE Coursework

AP/AICE Course: _____

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

Teacher Recommending AP/AICE Placement: _____

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

ADVANCED STUDIES AGREEMENT

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

1. I understand that Advanced Placement and Cambridge AICE courses are college-level courses receiving 0.04 weighting per semester if the final grade is a "C" or better.
2. I understand that Advanced Placement and Cambridge AICE courses are a full term/year commitment.
3. I understand that the Advanced Placement exams are given in May of each year and that the Cambridge AICE exams are scheduled using an international calendar. I understand that Cambridge AICE exams for Pre-AICE, AS, or A level courses **can occur outside** of the 180 school day year calendar.
4. I understand that I am required to complete an exam for each Advanced Placement course(s) and/or each Cambridge AICE (AS or A) course(s) in my schedule. Both the Advanced Placement exam and the Cambridge AICE exam fees are paid for by the Collier County School District as long as I have not previously taken the same exam.
5. Any student who fails to arrive on time for an AP or Cambridge AICE exam or who misses an exam will be required to reimburse CCPS for the exam fees. (Cabinet approved 3/22/10) (Approved by Jon Fishbane, 12/2/11)
6. I understand that student performance for a semester course for Advanced Placement will be evaluated at 9 weeks. For a Cambridge AICE or Advanced Placement full-year course, student performance will be evaluated at semester. If my performance is "D" or below, the school reserves the right to change my schedule to an honors or regular course.
7. I understand Advanced Placement exam scores of 3 or higher may allow me to earn college credit. I understand that passing a Cambridge AICE AS or A level course may allow me to earn college credit. Refer to the specific college catalog to determine what the college will accept.
8. I have carefully thought through my schedule, extracurricular activities, my interests and future goals. **I am committed to completing the Advanced Placement and/or Cambridge AICE course(s).**
9. *I understand that once I make this commitment there may be circumstances under which it would not be possible for me to drop the class without facing the consequence of either a withdrew passing or withdrew failing depending on how I am doing in the course. If I leave the course for a level change, then I understand the grade received to the point of the change will be transferred into the new course. If I am experiencing difficulty in an Advanced Placement or Cambridge AICE course, a conference must be held with the student, parent and teacher. There may be periods when difficult material is being taught – giving up is not the answer. Seeking help and learning new study methods usually remedies the temporary frustration level.*

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

Student Signature: _____ **Date:** _____

Parent Signature: _____ **Date:** _____

Administrator: _____ **Date:** _____

Please Note:

Advanced Placement - CCPS requires each student involved in the Advanced Placement Program to take his or her AP exam(s) on the date and at the time established by the CollegeBoard. CCPS will pay all regular exam fees assessed by the CollegeBoard. Collier County Public Schools has no control over the date or time an AP exam is scheduled. A student may not request to change either the date or the time of an exam.

Cambridge - CCPS requires each student involved in the Cambridge program to take his or her Pre-AICE, AS, or A exam(s) on the date and the time established by the University of Cambridge International Examinations. CCPS will pay all regular exam fees assessed by the University of Cambridge International Examinations. Collier County Public Schools has no control over the date or time the Cambridge AICE exam is scheduled. A student may not request to change either the date or the time of an exam.

DUAL ENROLLMENT AND EARLY ADMISSIONS AGREEMENT

1. I understand that I am responsible for providing my high school with a copy of my schedule before the beginning of both the fall and spring semesters.
2. I understand that I will also provide a copy of my schedule to my home high school Media Specialist to check out the textbook(s) necessary. If the textbook is not available, I will be provided with a voucher within a reasonable period of time.
3. I understand that the college will provide my grades by the end of the semester. I may need to meet with my school counselor to retrieve my grades online.
4. I understand that I am ineligible to repeat a course until after high school graduation
5. I understand that it is my responsibility to notify and send transcripts of dual enrollment courses to the post- secondary institution that I plan on attending.
6. I understand that Collier County Schools will pay for books ONLY. All other supplies, including the need for a calculator, are my responsibility.
7. I understand that I must return my textbook(s) to the Media Specialist at my home school within five days of the end of the semester before I can check-out the following semester's textbook(s).
8. I understand that any textbook(s) not returned within 5 days of the end of the college semester will potentially result in non-issuance of graduation tickets until all textbook(s) obligations are satisfied.
9. I understand that I may not add or drop courses without counselor approval. Furthermore, because CCPS rules require full-time enrollment I may be required to return to my home high school and be assigned a course for which I may not receive credit.
10. At Florida SouthWestern State College (FSW) students are not permitted to drop courses after the end of the college "drop/add" period. Students with extenuating circumstances wanting to withdraw after the end of the drop/add period must follow the late drop petition process outlined in the college catalog.
11. At FSW an Early Admissions student with permission from his/her assigned school, who drops or withdraws from a Dual Enrollment course and falls below 12 credit hours, must return to the assigned high school for class assignment by the Principal or designee and will lose his/her Early Admissions full-time status.
12. At FSW student who enrolls as high school Dual Enrollment must present minimum passing scores on all sections of placement testing to continue enrollment beyond 12 credit hours pursuant to s. 1008.30 (4) (a), Florida Statutes.
13. At Florida Gulf Coast University students who have enrolled may withdraw only due to extenuating circumstances approved by both the Accelerated Collegiate Experience director and the Executive Director, Secondary Programs or designee. Please allow adequate time for a request to withdraw due to extenuating circumstances.
14. I understand that if I drop out of a course I must return to my high school for a class assignment.
15. I understand that I must maintain both the college required and the high school GPA to remain in the program.
16. I understand, per Florida statute 1007.271, that I may lose the opportunity to continue in a dual enrollment course if I become disruptive to the learning process.
17. I understand that as a student attending a postsecondary institution I am considered an adult and therefore have the right to privacy regarding my educational rights at the postsecondary school.

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

Student Name – PRINT

Student Signature

Student Telephone Number

Student email address

Parent Name – PRINT

Parent/Guardian Signature

Parent Telephone Number

Parent email address

School Counselor Signature

Date

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

Student Name _____

Student ID Number _____

Courses requested on FLVS: _____

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

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

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

Parent/Guardian Signature

Date

Student Signature

Date

School Counselor Signature

Date

Course Selection Information

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

Following the charts are brief course descriptions. These are intended to provide a very brief summary of each official Florida Department of Education course description. The FLDOE Course Descriptions are available online at www.cpalms.org.

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

Art				
COURSE NUMBER	COURSE NAME	WEIGHT	PLACEMENT PARAMETERS	PREREQUISITE / GRADE LEVEL
0100330	Art History and Criticism 1 (PF)	H		
0100340	Art History and Criticism 2 (PF)	H		
0101300	2-D Studio Art 1 (PF)	U		
0102300	Ceramics/Pottery 1 (PF)	U		
0102310	Ceramics/Pottery 2 (PF)	U	C or better in Ceramics/Pottery 1	Ceramics/Pottery 1
0102320	Ceramics/Pottery 3 Honors (PF)	H	C or better in Ceramics/Pottery 2	Ceramics/Pottery 2 Teacher Recommendation
0108370	Digital Art Imaging 1 (PF)	U	C or better in 2-D Studio Art 1	2-D Studio Art 1
0108380	Digital Art Imaging 2 (PF)	U	C or better in Digital Art Imaging 1	Digital Art Imaging 1
0108390	Digital Art Imaging 3 Honors (PF)	H	C or better in Digital Art Imaging 2	Digital Art Imaging 2
0106320	AICE Art and Design - Graphic Design – (AS Level)	AP	Concurrent or previous enrollment in a graphic design course	Digital Art Imaging 3 Honors
0104335	Drawing 1 (PF) – ½ credit	U	2-D Studio Art 1 or teacher recommendation	This course, Drawing, is to be taken semester 1
0104340	Drawing 1(PF)	U	C or better in 2-D Studio Art 1 or teacher recommendation	2-D Studio Art 1
0104350	Drawing 2 (PF)	U	C or better in Drawing 1	Drawing 1
0104365	Painting 1 (PF) – ½ credit	U	2-D Studio Art 1 or teacher recommendation	This course, Painting, is to be taken semester 2 after completion of Drawing 1
0104370	Painting 1 (PF)	U	C or better in 2-D Studio Art	2-D Studio Art 1
0104380	Painting 2 (PF)	U	C or better in Painting 1	Painting 1
0104390	Painting 3 Honors (PF)	H	C or better in Painting 2	Painting 2
0107410	Film 1 (PF)	U		
0107420	Film 2 (PF)	U	C or better in Film 1	Film 1
0107430	Film 3 Honors (PF)	H	C or better in Film 2	Film 2
0108310	Creative Photography 1 (PF)	U	C or better in 2-D Studio Art 1 or teacher recommendation	2-D Studio Art 1
0108320	Creative Photography 2 (PF)	U	C or better in Creative Photography 1	Creative Photography 1
0108330	Creative Photography 3 Honors (PF)	H	C or better in Creative Photography 2	Creative Photography 2
0111310	Sculpture 1 (PF)	U	C or better in Art 2-D Studio Art 1, concurrent enrollment in a visual arts course, or by teacher recommendation	Completion of the following: • Ceramics/Pottery
0111320	Sculpture 2 (PF)	U	C or better in Sculpture 1	Sculpture 1
0111330	Sculpture 3 Honors (PF)	H	C or better in Sculpture 2	Sculpture 2 Teacher Recommendation
0109310	Portfolio 1 (PF)	H	Concurrent or previous enrollment in a visual arts course	1 credit in art
0109320	Portfolio 2 (PF)	H	C or better in Portfolio 1	Portfolio 1
0109330	Portfolio 3 (PF)	H	C or better in Portfolio 2	Portfolio 2
0104300	Advanced Placement Studio Art- Drawing Portfolio (PF)	AP	Concurrent or previous enrollment in a visual arts course Teacher Recommendation	2 credits in art
0109350	Advanced Placement Two-Dimensional Design Portfolio (PF)	AP	Concurrent or previous enrollment in a visual arts course Teacher Recommendation	2 credits in art
0109355	Advanced Placement Studio Art 2-D Design Portfolio Innovation Course	AP	Teacher Recommendation	2 credits in art

0109360	Advanced Placement Three- Dimensional Design Portfolio (PF)	AP	Concurrent or previous enrollment in a visual arts course Teacher Recommendation	2 credits in art
PF – Course meets graduation requirement for Performing Fine Arts credit.				

Art Course Descriptions

0100330 ART HISTORY AND CRITICISM 1 HONORS

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

0100340 ART HISTORY AND CRITICISM 2 HONORS

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

0101300 TWO-DIMENSIONAL STUDIO ART 1

Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in drawing, painting, printmaking, collage, and/or design. Students practice, sketch, and manipulate the structural elements of art to improve mark-making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials. This course will meet the graduation requirement for Performing Fine Arts graduation credit.

0102300 CERAMICS/POTTERY 1

Students explore how space, mass, balance, and form combine to create aesthetic forms or utilitarian products and structures. Instructional focus will be on ceramics and/or pottery. Media may include, but are not limited to, clay and/or plaster, with consideration of the workability, durability, cost, and toxicity of the media used. Student artists consider the relationship of scale (i.e., hand-held, human, monumental) through the use of positive and negative space or voids, volume, visual weight, and gravity to create low/high relief or freestanding structures for personal intentions or public places. They explore sharp and diminishing detail, size, position, overlapping, visual pattern, texture, implied line, space, and plasticity, reflecting craftsmanship and quality in the surface and structural qualities of the completed art forms. Students in the ceramics and/or pottery art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials. This course will meet the graduation requirement for Performing Fine Arts graduation credit.

0102310 CERAMICS/POTTERY 2

Students explore spatial relationships through the use of nonobjective, abstract, or representational forms, products, or structures. Instructional focus should be on ceramics and/or pottery. Processes and techniques for substitution may include, but are not limited to, wheel-thrown clay, glaze formulation and application. Media may include, but are not limited to, clay and/or plaster with consideration of the workability, durability, cost, and toxicity of the media used. Ceramic and/or pottery artists experiment with and manipulate space-producing devices, including overlapping, transparency, interpenetration, vertical and horizontal axis, inclined planes, disproportionate scale, fractional or abstracted representation, and spatial properties of the structural art elements. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the ceramics and/or pottery art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials. This course will meet the graduation requirement for Performing Fine Arts graduation credit.

0102320 CERAMICS/POTTERY 3 HONORS

Students communicate a sense of 4-D, motion, and/or time, based on creative use of spatial relationships and innovative treatment of space and its components. Instruction may include content in ceramics, pottery, or other related media. Students address 4-D, the inter-relatedness of art and context, and may also include installation or collaborative works, virtual realities, light as a medium (i.e., natural, artificial, or reflective), or flexible, entered, or activated space. Other concepts for exploration include tension, compression or expansion, intrusions or extrusions, grouping, proximity, containment, closure, contradiction, and continuity. Ceramic and/or pottery artists experiment with processes, techniques, and media, which may include, but are not limited to, casting and kiln-firing techniques, and mold making. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the ceramics and/or pottery art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. The course incorporates hands-on activities and consumption of art materials. This course will meet the graduation requirement for Performing Fine Arts graduation credit.

0108370 DIGITAL ART IMAGING 1

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

0108380 DIGITAL ART IMAGING 2

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

0108390 DIGITAL ART IMAGING 3 HONORS

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

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

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

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

0104340 DRAWING 1

Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in drawing. Students practice, sketch, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials. This course will meet the graduation requirement for Performing Fine Arts graduation credit.

0104350 DRAWING 2

Students develop and refine technical skills and create 2-D compositions with a variety of media in drawing. Student artists sketch, manipulate, and refine the structural elements of art to improve mark-making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process,

students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials. This course will meet the graduation requirement for Performing Fine Arts graduation credit.

0104370 PAINTING 1

Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in painting. Students practice, and manipulate the structural elements of art to improve mark-making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials. This course will meet the graduation requirement for Performing Fine Arts graduation credit.

0104380 PAINTING 2

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

0104390 PAINTING 3 HONORS

Students demonstrate proficiency in the conceptual development of content in painting to create self-directed or collaborative 2-D artwork suitable for inclusion in a portfolio. Students produce works that show evidence of developing craftsmanship and quality in the composition. Through the critique process, students evaluate and respond to their own work and that of their peers. Through a focused investigation of traditional techniques, historical and cultural models, and individual expressive goals, students begin to develop a personal art style. This course incorporates hands-on activities and consumption of art materials. This course will meet the graduation requirement for Performing Fine Arts graduation credit.

0107410 FILM 1

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

0107420 FILM 2

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

0107430 FILM 3 HONORS

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

0108310 CREATIVE PHOTOGRAPHY 1

Students explore the aesthetic foundations of art making using beginning photography techniques. This course may include, but is not limited to, color and/or black and white photography via digital media and/or traditional photography. Students become familiar with the basic mechanics of a camera, including lens and shutter operation, compositional foundations, printing an image for display, and evaluating a successful print. Student photographers may use a variety of media and materials, such as 35mm black and white film, single lens reflex camera, digital camera, darkroom, computer application, filters, various papers, digital output, photogram, cyanotypes, Sabatier effect, and pinhole photography.

Craftsmanship and quality are reflected in the surface of the prints and the care of the materials. Photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials. This course will meet the graduation requirement for Performing Fine Arts graduation credit.

0108320 CREATIVE PHOTOGRAPHY 2

Students experiment with a variety of photographic media and techniques, and make connections with historical and contemporary photographers to develop a focused body of work. This course may include, but is not limited to, researching the history of photography, making connections to contemporary and community photographers, critiquing with varied techniques, and experimenting with a variety of photographic media. Processes and techniques include, but are not limited to, handcrafted pinhole cameras, hand-tinted photographs, mixed media, cyanotypes, medium format, photo collage, cross-processing, creative filters, infrared and slide film, night photography, macro, panoramic, and/or digital output via a variety of media. Craftsmanship and quality are reflected in the surface of the prints, care of the materials, attention to compositional conventions, and expression of ideas and feelings. Photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials. This course will meet the graduation requirement for Performing Fine Arts graduation credit.

0108330 CREATIVE PHOTOGRAPHY 3 HONORS

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

0111310 SCULPTURE 1

Students explore how space, mass, balance, and form combine to create aesthetic forms or utilitarian products and structures. Media may include, but are not limited to, clay, wood, plaster, and paper maché with consideration of the workability, durability, cost, and toxicity of the media used. Student artists consider the relationship of scale (i.e., hand-held, human, monumental) through the use of positive and negative space or voids, volume, visual weight, and gravity to create low/high relief or freestanding structures for personal intentions or public places. They explore sharp and diminishing detail, size, position, overlapping, visual pattern, texture, implied line, space, and plasticity, reflecting craftsmanship and quality in the surface and structural qualities of the completed art forms. Students in the sculpture studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials. This course will meet the graduation requirement for Performing Fine Arts graduation credit.

0111320 SCULPTURE 2

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

0111330 SCULPTURE 3 HONORS

Students communicate a sense of 4-D, motion, and/or time, based on creative use of spatial relationships and innovative treatment of space and its components. Students address 4-D, the inter-relatedness of art and context, and may also include installation or collaborative works, virtual realities, light as a medium (i.e., natural, artificial, or reflective), or flexible, entered, or activated space. Sculpture artists experiment with processes, techniques, and media. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the sculpture studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials. This course will meet the graduation requirement for Performing Fine Arts graduation credit.

0109310 PORTFOLIO DEVELOPMENT: DRAWING-HONORS

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

0109320 PORTFOLIO DEVELOPMENT: TWO DIMENSIONAL DESIGN HONORS

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

0109330 PORTFOLIO DEVELOPMENT: THREE-DIMENSIONAL DESIGN-HONORS

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

0104300 ADVANCED PLACEMENT ART-DRAWING PORTFOLIO

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

0109350 ADVANCED PLACEMENT STUDIO ART TWO-DIMENSIONAL DESIGN PORTFOLIO

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

approaches to representation, abstraction and expression may be part of the student's portfolio. This course will meet the graduation requirement for Performing Fine Arts graduation credit.

0109355 ADVANCED PLACEMENT STUDIO ART TWO-DIMENSIONAL DESIGN PORTFOLIO INNOVATION COURSE

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

0109360 ADVANCED PLACEMENT STUDIO ART THREE-DIMENSIONAL DESIGN PORTFOLIO

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

Career and Technical Education						
COURSE NUMBER	COURSE NAME	WEIGHT	GRAD REQ	OCP	PREREQUISITE/ GRADE LEVEL	BRIGHT FUTURES PROGRAM
3-D Animation Technology 8718100						
8718110	3-D Animation Technology 1	U	PA	A		8718100
8718120	3-D Animation Technology 2	U	PA	B		8718100
8718130	3-D Animation Technology 3	U	PA	B		8718100
8718140	3-D Animation Technology 4	U	PA	C		8718100
8718150	3-D Animation Technology 5	U	PA	C		8718100
Accounting Applications 8302100						
Certifications: Microsoft Office, Intuit Quickbooks						
8207310	Digital Information Technology	U	PA			8302100
8203310	Accounting Applications 1	H	VO	Z	BTE Core	8302100
8203320	Accounting Applications 2	H	VO	B	Accounting Applications 1	8302100
8203330	Accounting Applications 3	H	VO	C	Accounting Applications 2	8302100
8203340	Accounting Applications 4	H	VO	C	Accounting Applications 3	8302100
0502400	AICE Accounting I – (AS Level)	AP			Teacher Recommendation	
8200410	Business Cooperative Education. – OJT	U	VO	Z	Accounting Applications 1 and concurrent enrollment in the Accounting Operations program	8200410
Administrative Office Specialist 8212500						
Certifications: Microsoft Office, Intuit Quickbooks, Certified Internet Business Associate						
8207310	Digital Information Technology	U	PA			8302100
8212110	Administrative Office Technology 1	U	VO	Z	Any Business Education Course	8212500
8212120	Business Software Applications 1	U	VO	B	Any Business Education Course	8212500
8209510	Digital Design 1	U	PA	C	Any Business Education Course	8212500
8212410	Administrative Office Technology 2	U	VO	D	Any Business Education Course	8212500
8212160	Business Software Applications 2	U	VO	Z	Any Business Education Course	8212500
2102326	PRE-AICE Business Studies IGCSE Level)	H	EL			
2102324	AICE Business Studies 1 (AS Level)	AP	EL			
2102325	AICE Business Studies 2 (A Level)	AP	EL			
Aerospace Technologies 8600080 (Courses count as an equally rigorous science course)						
Certifications: Autodesk. Aerospace Technician.						
8600580	Aerospace Technologies I (PA)	U	EQ	Z		8600080
8600680	Aerospace Technologies II	U	EQ	Z	Aerospace Technologies I	8600080
8601780	Aerospace Technologies III	H	EQ	Z	Aerospace Technologies II	8600080
8601900	Advanced Applications in Technology (PA)	H	PA	Z	Aerospace Technologies III	8601900
8601800	Work Based Experience-Engineering and Technology – OJT	U	VO	Z		8600080
Career and Technical Education						

COURSE NUMBER	COURSE NAME	WEIGHT	GRAD REQ	OCP	PREREQUISITE/ GRADE LEVEL	BRIGHT FUTURES PROGRAM
Allied Health Assisting 8417130 (NAF Academy Sequence) Certifications: Certified Medical Administrative Assistant, Certified EKG Technician Registered Phlebotomy Technician						
8417100	Health Science Anatomy & Physiology1	H	EQ	Z		8417130
8417110	Health Science Foundations	H	VO	A	Health Science Anatomy & Physiology	8417130
8417131	Allied Health Assisting 3	U	VO	B	Health Science Anatomy & Physiology and Health Science Foundations	8417130
8400410	Health Science Education Cooperative – OJT	U	VO	Z	Completion of Health Science Anatomy & Physiology and 2	8400410
Course Substitutions: Health Science Anatomy and Physiology may be substituted for Anatomy & Physiology and for one science credit						
Applied Information Technology 9003400 (NAF Academy Sequence) Certifications: Adobe Certified Associate in Photoshop, Dreamweaver, Premier Pro & Flash, Internet Business Associate Certification, Microsoft Office Specialist						
8207310	Digital Information Technology	U	PA	A		9003400
9003420	Web Technologies	H	PA	B		9003400
9003430	IT Systems & Applications	H	VO	B		9003400
9003440	Database Essentials	H	VO	C		9003400
9003450	Programming Essentials	H	VO	D		9003400
0200440	AICE Applied Information and Communication Technology 1 (AS Level)	AP	EL			
0200450	AICE Applied Information and Communication Technology 2 (A Level)	AP	EL			
9000100	Information Technology Directed Study	U	VO	Z		9001000
Aquaculture 8004100 (Course counts as Equally Rigorous Science Course) Certifications: Agricultural Technician Certification						
8106810	Agriscience Foundation's 1	H	EQ	Z		8004100
8112010	Aquaculture 2	H	EQ	Z	Agriscience Foundations 1	8004100
8112020	Aquaculture 3	H	EQ	A	Aquaculture 2	8004100
Aviation / Unmanned Aircraft Systems 9505100 Certifications: FAA Private Pilot, FAA Ground School, Small UAS Safety Certification, Agricultural Unmanned Aircraft Systems Specialist Certification						
9540610	Private Pilot Ground School	H	VO	A		9505100
ATF1103	Private Pilot Operations (5 College Credits) – full year	Dual Enrollment	VO	N/A	Principles of Aeronautical Science	N/A
ASC1000	Principles of Aeronautical Science (3 college credits)- 1 semester	Dual Enrollment	VO	N/A	Private Pilot Ground School	N/A
ASC2560	Unmanned Aircraft Systems (3 college credits)- 1 semester	Dual Enrollment	VO	N/A	Private Pilot Ground School	N/A
Biomedical Sciences 8708100 Industry Certification: Biotechnician Assistant						
8708110	Principles of Biomedical Sciences	H	EQ	Z		8708100
8708120	Human Body Systems	H	EQ	Z	Prin of Biomed	8708100

8708130	Medical Interventions	H	EQ	Z	Human Body Systems	8708100
8708140	Biomedical Innovation	H	VO	A	Medical Interventions	8708100
Career and Technical Education						
COURSE NUMBER	COURSE NAME	WEIGHT	GRAD REQ	OCP	PREREQUISITE/ GRADE LEVEL	BRIGHT FUTURES PROGRAM
Building Trades and Construction Design Technology 8722000						
Certifications: NCCER Carpentry- Level 1, NCCER Construction Technology, NCCER CORE Certification						
8722010	Building Trades and Construction Design Technology 1	U	VO	Z		8722000
8722020	Building Trades and Construction Design Technology 2	U	VO	A	Building Trades and Construction Design Technology 1	8722000
8722030	Building Trades and Construction Design Technology 3 (PA)	H	PA	Z	Building Trades and Construction Design Technology 2	8722000
8722040	Building Trades and Construction Design Technology 4	U	VO	B	Building Trades and Construction Design Technology 3	8722000
8601900	Advanced Technology Applications (PA)	H	PA	Z		8601900
8700400	Architecture and Construction Cooperative Education – OJT	U	VO	Z	Completion of at least one course in program	8700400
Computer Programming 9007300 (Database Application Development & Programming)						
Certifications: Internet Business Associate, COMPTIA A+, JAVA Script, Microsoft Technology Associate						
8207310	Digital Information Technology	U	PA	A		9007300
9007210	Foundation of Programming	H	VO	D	Introductory Course Not Required	9007300
9007220	Procedural Programming	H	VO	B	Foundation of Programming	9007300
9007230	Object-Oriented Programming Fundamentals	H	VO	C	Foundation of Programming	9007300
0200435	PRE-AICE Computer Studies	H				
0200420	AICE Computing 1 (AS Level)	AP				
0200430	AICE Computing 2 (A Level)	AP				
0200320	Advanced Placement Computer Science	AP		Z	Foundation of Programming	
0200325	Advanced Placement Computer Science- Innovation Course	AP		Z	Foundation of Programming	
0200335	AP Computer Science Principles	AP			Foundation of Programming	
9000420	Information Technology Cooperative Education-OJT	U	VO	Z	Completion of at least one course in Computer Programming	9000420
9000100	Information Technology Directed Study	U	VO	Z	11 & 12 grade only Multiple Credits	9000100
Criminal Justice Operations 8918000						
Certifications: Accredited Legal Secretary, Private Security License						
8918010	Criminal Justice Operations 1	U	VO	Z		8918000
8918020	Criminal Justice Operations 2	U	VO	Z	Criminal Justice Operations 1	8918000
8918030	Criminal Justice Operations 3	H	VO	A	Criminal Justice Operations 2	8918000
8918040	Criminal Justice Operations 4	H	VO	Z	Criminal Justice Operations 3	8918000

8918031	Private Security Officer	H	VO	A	Criminal Justice Operations 3	8918031
9101100	Dispatcher: Police, Fire, Ambulance (1.5 credit course)	U	VO	A	Criminal Justice Operations 2	9101000
8900410	Law, Public Safety, and Security Cooperative Education – OJT	U	VO	Z	Criminal Justice Operations 1 and concurrent enrollment in Criminal Justice Operations program	8900410

Career and Technical Education

COURSE NUMBER	COURSE NAME	WEIGHT	GRAD REQ	OCP	PREREQUISITE/ GRADE LEVEL	BRIGHT FUTURES PROGRAM
Culinary Arts 8800500 (NAF Academy Sequence)						
Certifications: National Pro Start Certificate of Achievement, Certified Food Protection Manager (SERVSAFE)						
8800510	Culinary Arts 1	U	VO	A		8800500
8800520	Culinary Arts 2 (PA)	U	PA	B	Culinary Arts 1	8800500
8800530	Culinary Arts 3 (PA)	H	PA	C	Culinary Arts 2	8800500
8800540	Culinary Arts 4	H	VO	D	Culinary Arts 3	8800500
8800420	Hospitality and Tourism Cooperative OJT	U	VO	Z	Completion of at least one course in program	8800420
8801000	Hospitality and Tourism Directed Study	U	VO	Z	Completion of at least one course in program	8801000
Digital Design 8209600 (NAF Academy Sequence)						
Certifications: ADOBE Associate in Photoshop, Dreamweaver, Flash, & Premier Pro						
8207310	Digital Information Technology	U	PA			8209600
8209510	Digital Design 1	U	PA	B	Business CORE	8209600
8209520	Digital Design 2	H	PA	Z	Digital Design 1	8209600
8209530	Digital Design 3	H	PA	C	Digital Design 2	8209600
8209540	Digital Design 4	H	PA	Z	Digital Design 3	8209600
8200430	Arts, A/V Technology and Communication Cooperative Education-OJT	U	VO	Z	Digital Design 1 and concurrent enrollment in the Digital Design program	8200430
1100460	AICE Media Studies – (AS Level)	AP			Teacher Recommendation	1100460
0109355	AP Studio Art 2-D Design Portfolio Innovation	AP	PA		Teacher Recommendation	
Diversified Education						
Certifications: Microsoft Office Specialist, Internet Business Associate						
8303010	Diversified Career Technology Principles	U	VO	D		8303000
8303020	Diversified Career Technology Applications	U	VO	Z		8303000
8303030	Diversified Career Technology Management	U	VO	Z		8303000
8300310	Workplace Essentials (.5) Credit	U	VO	D		8300310
8300320	Practical Arts General	U	VO	Z		8300320
8300330	Workplace Technology Applications (.5) Credit	U	VO	Z		8300330

0500300	Executive Internship 1					
8300420	Cooperative Diversified Education – OJT	U	VO	Z	Completion of the first course in any job preparatory program	8300420
8300430	Career and Technical Education (Internship)	U	VO	Z	Completion of one related course	8300430
8601800	Work-based Experience	U	VO	Z	Completion of the first course and concurrent enrollment in the second course of a technology program (8600000-8699999)	8601800
0500370	Volunteer Community Service	U		Z		
Early Childhood Education 8405100 Certifications: Early Childhood Professional Certificate, Child Development Associate, Microsoft Office Specialist						
8405110	Early Childhood Education NEW 1	U	VO	A		8405100
8405120	Early Childhood Education NEW 2	U	VO	B	Early Childhood Education NEW 1	8405100
8405130	Early Childhood Education NEW 3	H	PA	C	Early Childhood Education NEW 2	8405100
8405140	Early Childhood Education NEW 4	H	VO	D	Early Childhood Education NEW 3	8405100
8500410	Education and Training Cooperative Education – OJT	U	VO	Z	Early Childhood 1 and concurrent enrollment in the Early Childhood Education program	8500410
Engineering Pathways 9400300 (Project Lead the Way) (NAF Academy Sequence) Certifications: Florida Engineering CORE, Autodesk, NOCTI Engineering Technology						
8600520	Principles of Engineering	H	PA	Z	Completion of or Concurrent enrollment in Algebra	9400300
8600530	Digital Electronics	H	PA	Z	Completion of or Concurrent enrollment in Algebra	9400300
8600550	Introduction to Engineering Design	H	PA	Z	Completion of or Concurrent enrollment in Algebra	9400300
8600560	Computer Integrated Manufacturing	H	PA	Z	Completion of or Concurrent enrollment in Algebra	9400300
8600590	Civil Engineering and Architecture	H	PA	Z	Completion of or Concurrent enrollment in Algebra	9400300
8600650	Engineering Design and Development	H	PA	Z	Completion of or Concurrent enrollment in Algebra	9400300
8601900	Advanced Technology Applications	H	PA	Z	Upon completion of three Engineering Technology courses	9400300
Career and Technical Education						
COURSE NUMBER	COURSE NAME	WEIGHT	GRAD REQ	OCP	PREREQUISITE/ GRADE LEVEL	BRIGHT FUTURES PROGRAM
8600620	Aerospace Engineering	H	PA	Z	Upon completion of three Engineering Technology courses	9400300

8601800	Work Based Experience- Engineering and Technology	U	VO	Z		8601800
Entrepreneurship 8812100						
Certifications: Internet Business Associate, Microsoft Office Specialist, Intuit QuickBooks						
8812110	Principles of Entrepreneurship	U	PA	Z		8812100
8812120	Business Management and Law	H	VO	A		8812100
8812000	Business Ownership (INCubatoredu@CCPS)	H	PA	B		8812100
8300430	Guided Workplace-Learning (Internship)	U	VO	Z	Completion of one related course	8300430
Finance 8815100						
Certifications: Microsoft Office Specialist, Intuit QuickBooks, NOCTI General Management Certification						
8207310	Digital Information Technology	U	PA	A		8815100
8203310	Accounting Applications 1	H	VO	B	BTE Core	8815100
8815110	Financial Operations OR	H	VO	C		8815100
2102370	AP Macroeconomics (.5)	AP	EC		Teacher Recommendation	8815100
2102360	AP Microeconomics (.5)	AP	EC		Teacher Recommendation	8815100
2102365	Microeconomics Innovation Course (.5)	AP	EC		Teacher Recommendation	8815100
0502390	PRE-AICE Accounting (IGCSE Level)	EL				
0502400	AICE Accounting 1 (AS Level)	EL				
0502410	AICE Accounting 2 (A Level)	EL				
8815130	Financial Internship OR	VO		C		8815100
8501420	Finance Cooperative Education -OJT	VO		C		8815100
Exercise Science 8417000 (NAF Academy Sequence)						
Certifications: Certified Medical Administrative Assistant, Certified EKG Technician Registered Phlebotomy Technician						
8417100	Health Science Anatomy & Physiology 1	H	EQ	Z		8417000
8417110	Health Science Foundations	H	VO	A	Health Science Anatomy & Physiology	8417000
8417120	Exercise Science 3	H	VO	B	Health Science Anatomy & Physiology and Health Science Foundations	8417000
8400410	Health Science Education Cooperative – OJT	U	VO	Z	Completion of Health Science Anatomy & Physiology and 2	8400410
Course Substitutions: Health Science Anatomy and Physiology may be substituted for Anatomy & Physiology and for one science credit						
Career and Technical Education						
COURSE NUMBER	COURSE NAME	WEIGHT	GRAD REQ	OCF	PREREQUISITE/ GRADE LEVEL	BRIGHT FUTURES PROGRAM
Hospitality and Tourism 8845100 (NAF Academy Sequence)						
Certifications: Internet Business Associate, Microsoft Office Specialist, Certified Front Desk Supervisor, Certified Food Protection Manager						
8850110	Introduction to Hospitality and Tourism	U	VO	A		8845100
8845140	Computer Technology for Travel and Tourism	U	VO	B	Introduction to Hospitality and Tourism	8845100
8845130	Hospitality and Tourism Internship	U	VO	Z	Introduction to Hospitality and Tourism	8845100

8800420	Hospitality and Tourism Cooperative OJT	U	VO	Z	Introduction to Hospitality and Tourism	8845100
8845120	Travel and Tourism Marketing Management	H	VO	C	Introduction to Hospitality and Tourism	8845100
2102400	PRE-AICE Travel and Tourism (IGCSE Level)	H				
2102410	AICE Travel and Tourism 1 (AS Level)	AP				
2102420	AICE Travel and Tourism 2 (A Level)	AP				
Journalism 8771100						
Certifications: Adobe Associate in Photoshop, Microsoft Office Specialist, Microsoft Office Master						
1006300	Journalism	U	PA	Z		8771100
8771110	Industrial Communications	U	PA	A		8771100
8209510	Digital Design 1	U	PA	B		8771100
8200430	Arts, A/V Technology and Communication Cooperative Education-OJT	U	VO	Z	Completion of at least one course in this program	8200430
8200400	Arts, A/V Technology and Communication Directed Study	U	VO	Z	Completion of at least one course in this program Teacher Approval	8200400
Marketing, Management and Entrepreneurship Principles 9200500						
Certifications: Microsoft Office Specialist, Adobe Associate in Photoshop, Internet Business Associate, National Professional Certification in Retail Management						
8827110	Marketing Essentials	U	PA	Z		9200500
8827120	Marketing Applications	U	PA	A	Marketing Essentials	9200500
8827130	Marketing Management	U	PA	B	Marketing Applications	9200500
8800410	Marketing Cooperative Education – OJT	U	VO	Z	Marketing Essentials and concurrent enrollment in Marketing Applications	8800410
8812000	Business Ownership	H	PA	A	Entrepreneurship or Marketing Courses	9200500
Medical Laboratory Assisting 8417200 (NAF Academy Sequence)						
Certifications: Certified Medical Administrative Assistant, Certified EKG Technician Registered Phlebotomy Technician						
8417100	Health Science Anatomy & Physiology	H	EQ	Z		8417200
8417110	Health Science Foundations	H	VO	A		8417200
Career and Technical Education						
COURSE NUMBER	COURSE NAME	WEIGHT	GRAD REQ	OCF	PREREQUISITE/ GRADE LEVEL	BRIGHT FUTURES PROGRAM
8417211	Medical Laboratory Assisting 3	H	VO	B	Health Science Anatomy & Physiology and Health Science Foundations	8417200
8400410	Health Science Education Cooperative – OJT	U	VO	Z	Completion of Health Science Anatomy & Physiology and 2	8400410
Course Substitutions: Health Science Anatomy and Physiology may be substituted for Anatomy & Physiology and for one science credit						
Nursing Assistant (Acute and Long Term Care) 8417210						
Certifications: Certified Medical Administrative Assistant, Certified EKG Technician Registered Phlebotomy Technician, Certified Nursing Assistant						
8417100	Health Science Anatomy & Physiology	H	VO	Z		8417210
8417110	Health Science Foundations	H	VO	A		8417210

8417211	Nursing Assistant 3	H	VO	B	Health Science Anatomy & Physiology & 2	8417210
8400410	Health Science Education Cooperative – OJT	U	VO	Z	Completion of Health Science Anatomy & Physiology and 2	8417210
Course Substitutions: Health Science Anatomy and Physiology may be substituted for Anatomy & Physiology and for one science credit						
Solar Energy Technology 8006100 Certifications: Energy Industry Fundamentals Certificate						
8006110	Energy Industry Fundamentals	H	VO	Z		8006110
8006120	Introduction to Alternative Energy	H	EQ	Z	Energy Foundations or Energy Industry Fundamentals	8006110
8006130	Solar Energy Technician	H	VO	A	Introduction to Alternative Energy	8006110
8601900	Advanced Technology Applications	H	PA	Z		8601900
9700420	Energy Cooperative Education- OJT	U	VO	Z	Completion of at least one course in this program	9700420
Sport, Entertainment & Recreation Marketing 8827400 (NAF Academy Sequence) Certifications: Internet Business Associate, Microsoft Office Specialist						
8827410	Sport, Recreation, and Entertainment Essentials	U	VO	Z		8827400
8827420	Sport, Recreation, and Entertainment Applications (PA)	U	PA	A	Sport, Recreation and Entertainment Essentials	8827400
8827430	Sport, Recreation, and Entertainment Marketing Management	H	VO	B	Sport, Recreation and Entertainment Applications	8827400
8827440	Sport, Recreation, and Entertainment Internship	U	VO	Z	Any Sport, Recreation and Entertainment program course.	8827440
8800410	Marketing Cooperative Education – OJT	U	VO	Z	Sport, Recreation and Entertainment Essentials and concurrent enrollment in Sports, Entertainment and Recreation Marketing Management	8800410
Career and Technical Education						
COURSE NUMBER	COURSE NAME	WEIGHT	GRAD REQ	OCP	PREREQUISITE/ GRADE LEVEL	BRIGHT FUTURES PROGRAM
Principles of Teaching Program 8909000 Certifications: Microsoft Office Specialist. Para Pro Assessment						
8909010	Introduction to Teacher Profession	U	VO	A		8909000
8909020	Human Growth and Development	U	VO	B	Introduction to Teacher Profession	8909000
8909030	Foundations of Curriculum and Instruction	H	VO	Z	Human Growth and Development	8909000
8909040	Principles of Teaching Internship	U	VO	Z	Foundations of Curriculum and Instruction	8909000
Technical Design 8401000- Program replaces Drafting and Illustrative Design 8600800 Certifications: Autodesk						
8401010	Technical Design 1	H	PA	Z		8600800
8401020	Technical Design 2	H	PA	Z	Technical Design 1	8600800
8401030	Technical Design 3	H	PA	A	Technical Design 2	8600800
8601900	Advanced Technology Applications	H	PA	Z	Technical Design 3	8601900

8601800	Work Based Experience- Engineering and Technology	U	VO	Z	Completion of at least one course in sequence	8601800
Television Production 8772100						
Certifications: Adobe Certified Associate in Premier Pro, Adobe Certified Expert Premier Pro						
8772110	Television Production 1	U	PA	Z		8772100
8772120	Television Production 2	U	PA	Z	Television Production 1	8772100
8772130	Television Production 3	H	VO	A	Television Production 2	8772100
8772140	Television Production 4	H	VO	Z	Television Production 3	8772100
1100460	AICE Media Studies 1 (AS Level)	AP				
1100470	AICE Media Studies 2 (A Level)	AP				
8200430	Arts, A/V Technology and Communication Cooperative Education-OJT	U	VO	Z	Completion of any TV Production Course	8200430
Web Application Development & Programming 9007500						
Certifications: Adobe Certified Associate in Dreamweaver & Flash, Microsoft Certified Solutions Developer (MSCD)- Web Applications, Microsoft Office Specialist						
8207310	Digital Information Technology	U	PA	A		9007500
9007210	Foundations of Programming	H	VO	Z		9007500
9007220	Procedural Programming	H	VO	B	Foundations of Programming	9007500
9007230	Object Oriented Programming	H	VO	C	Procedural Programming	9007500
9007510	Web Programming	H	VO	Z	Any Programming course	9007500
9007520	JavaScript Programming	H	VO	Z	Any Programming course	9007500
9007530	PHP Programming	H	VO	D	Any Programming course	9007500
Career and Technical Education						
COURSE NUMBER	COURSE NAME	WEIGHT	GRAD REQ	OCP	PREREQUISITE/ GRADE LEVEL	BRIGHT FUTURES PROGRAM

Industry Certification and On-Line Course Waivers

Career Education (CTE) Programs and Course Descriptions

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

<p>Online Course Requirements: A student may satisfy the on-line course requirement by earning an industry certification that is included in the Career and Professional Academy Funding. For specific certification names see http://www.fldoe.org/core/fileparse.php/8904/urlt/1516icfl.pdf .</p>
<ul style="list-style-type: none"> • Autodesk Certification • Adobe Certifications • Cisco Certifications • CompTIA Certifications • Microsoft Certifications • Oracle Certifications • CIW Certifications
<p>Course Codes for Industry Certification Credit Waiver- Students who have earned certifications listed below may use those certifications as two math or one science course toward graduation requirements. Note: Substituted courses may not be eligible for university admission.</p>
<p>Industry Certification Waiver Mathematics- 1200998 and 1200999</p>
<p>Industry Certification Waiver Science- 2000999</p>
<ul style="list-style-type: none"> • ADOBE010 Adobe Certified Associate- Dreamweaver • ADOBE011 Adobe Certified Associate- Flash • ADESK002 Autodesk Certified User- AutoCAD • ADESK008 Autodesk Certified User- Revit Architecture • ADESK011 Autodesk Certified User AutoCAD Inventor • ADESK021 Autodesk Certified Professional- AutoCAD • ADESK023 Autodesk Certified Professional- AutoCAD Civil 3D • ADESK024 Autodesk Certified Professional- AutoCAD Inventor • ADESK025 Autodesk Certified Professional- Revit Architecture • CERHB001 Biotechnician Assistant • COMPT001 CompTIA A+ • COMPT006 CompTIA Network+ • FEDAA004 FAA Aviation Mechanic Technician – Airframe • FEDAA010 FAA Aviation Maintenance Technician – Powerplant • FEDAA011 FAA Private Pilot • FEDAA013 FAA Ground School • FLFBR001 Agriculture Technician Certification • FDMQA030 911 Public Safety Telecommunicator • MICRO070 MTA- Database Administration Fundamentals • MICRO080 Microsoft Technology Associate (MTA) - HTML5 Application Developer Fundamentals • MICRO101 Microsoft Technology Associate (MTA) - Software Testing Fundamentals • MICRO102 Microsoft Technology Associate (MTA) - Mobility and Devices Fundamentals • NCCER008 NCCER Construction Technology • NATHA007 Certified Phlebotomy Technician • NREAF001 Foodservice Management Professional • NRAEF002 National Pro-Start Certificate • NRAEF003 ServSafe Professional Certified Food Service Protection Manager • NRFSP001 Certified Food Safety Manager • TAFLP002 Professional Legal Secretary (PLS) • USINS001 Small UAS Safety Certification

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

Formal articulation and dual enrollment agreements have been established with local institutions of higher education (e.g., Florida Gulf Coast University, Edison Community College, Hodges University, Embry Riddle University, Keiser University,

Lorenzo Walker Institute of Technology and Immokalee Technical Center) as well as statewide articulations to ensure that students receive credit or advanced standing if enrolling in these institutions.

3-D Animation Technology

8718110 3-D Animation Technology 1

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

8718120 3-D Animation Technology 2

This course focuses on animation modeling.

8718130 3-D Animation Technology 3

This course focuses on rendering 3-D animation.

8718140 3-D Animation Technology 4

This course focuses on advanced animation and theory.

Accounting Technology

8207310 DIGITAL INFORMATION TECHNOLOGY (PA)

This course is designed to provide an introduction to information technology concepts and careers as well as the impact information technology has on the world, people, and industry and basic web design concepts. The content includes information technology career research; operating systems and software applications; electronic communications including e-mail and Internet services; basic HTML, DHTML, and XML web commands and design; and emerging technologies and web page design. This course will meet the graduation requirement for Performing Fine Arts graduation credit.

8203310 ACCOUNTING APPLICATIONS 1

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

8203320 ACCOUNTING APPLICATIONS 2

This course is designed to continue the study of accounting principles. The content includes voucher systems, cash receipts, petty cash, payroll records, and internal control systems. The use of computers is required.

8203330 ACCOUNTING APPLICATIONS 3

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

0502400 AICE ACCOUNTING I – AS LEVEL

The Cambridge International AS and A Level Accounting syllabus enables learners to apply their accounting knowledge and understanding in order to analyses and present information, give reasoned explanations, and make judgments and recommendations. The syllabus covers topics such as the recording of financial information, accounting principles and control systems, and the preparation of final accounts for a variety of different organizations and businesses. Learners find out about raising capital by shares and loans, ratio analysis and cost accounting, and also study the preparation of cash flow statements, cash flow analysis, the repayment of share capital, and standard costing and investment appraisal, among many other topics.

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

8203340 ACCOUNTING APPLICATIONS 4

This course continues the application of accounting principles to various entities. The content of this honors course includes double-entry accounting principles; methods of recording business transactions' preparation and analysis of various documents and financial statements; payroll records and tax forms; accounting control systems; account and transactions analysis inventory methods; the aging process; depreciation; and the application of accounting principles to various entities. This course stresses the understanding and demonstration of work-based accounting simulations in the following elements of the accounting industry: planning, management, finance, technical and production skills, underlying principles of technology, analyzing, and ethics. This course prepares students for employment as an Accounting Associate or Bookkeeper and is articulated to Edison College.

8200410 BUSINESS COOPERATIVE EDUCATION – OJT

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

Administrative Office Specialist

8207310 DIGITAL INFORMATION TECHNOLOGY (PA)

This course is designed to provide an introduction to information technology concepts and careers as well as the impact information technology has on the world, people, and industry and basic web design concepts. The content includes information technology career research; operating systems and software applications; electronic communications including e-mail and Internet services; basic HTML, DHTML, and XML web commands and design; and emerging technologies and web page design. This course will meet the graduation requirement for Performing Fine Arts graduation credit.

8212110 ADMINISTRATIVE OFFICE TECHNOLOGY 1

This course is designed to assist with administrative and general office duties in a support capacity. This course explores and expands the core competencies in the areas of personal and professional development and promotes application of higher level office procedures tasks and communications skills through the use of technology.

8212120 BUSINESS SOFTWARE APPLICATIONS 1

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

8209510 DIGITAL DESIGN 1 (PA)

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

8212410 ADMINISTRATIVE OFFICE TECHNOLOGY 2

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

8212160 BUSINESS SOFTWARE APPLICATIONS 2

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

2102326 PRE-AICE BUSINESS STUDIES (IGCSE LEVEL)

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

2102324 AICE BUSINESS STUDIES 1 (AS LEVEL)

The purpose of this course is to encourage students: to understand and appreciate the nature and scope of business and its role in society; to develop critical understanding of organizations, the markets they serve and the process of adding value - this should involve consideration of the internal workings and management of organizations and, in particular, the process of decision-making in a dynamic external environment; to be aware that business behavior can be studied from a range of stakeholders including customer, manager, creditor, owner/shareholder and employee; to be aware of the economic, environmental, ethical, governmental, legal, social and technological issues associated with business activity; to develop the following skills: decision-making and problem solving in the light of evaluation; the quantification and management of information, where appropriate; effective communication. The emphasis should be on the application of concepts and issues to the local (USA) context where appropriate.

2102325 AICE BUSINESS STUDIES 2 (A LEVEL)

The purpose of this course is to encourage students: to understand and appreciate the nature and scope of business and its role in society; to develop critical understanding of organizations, the markets they serve and the process of adding value - this should involve consideration of the internal workings and management of organizations and, in particular, the process of decision-making in a dynamic external environment; to be aware that business behavior can be studied from a range of stakeholders including customer, manager, creditor, owner/shareholder and employee; to be aware of the economic, environmental, ethical, governmental, legal, social and technological issues associated with business activity; to develop the following skills: decision-making and problem solving in the light of evaluation; the quantification and

management of information, where appropriate; effective communication. The emphasis should be on the application of concepts and issues to the local (USA) context where appropriate. It is assumed that the content and skills of AICE Business Studies 1 have been mastered before starting this course.

Aerospace Technology

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

8600580 AEROSPACE TECHNOLOGIES I (EQ)

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

8600680 AEROSPACE TECHNOLOGIES II (EQ)

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

8601780 AEROSPACE TECHNOLOGIES III (EQ)

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

8601900 ADVANCED APPLICATIONS IN TECHNOLOGY (PA)

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

8601800 WORK-BASED EXPERIENCES, ENGINEERING & TECHNOLOGY EDUCATION OJT

Technology education students will have the opportunity to gain real world practical, first-hand exposure in broad occupational clusters or industry sectors through a structured, compensated or uncompensated, work-based experience. The technology education/work-based experience is designed to give the student learners and opportunity to apply and integrate the knowledge, skills, and abilities acquired during their school-based experience to actual work situations.

Allied Health Assisting

8417100 HEALTH SCIENCE ANATOMY & PHYSIOLOGY (EQ)

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

8417110 HEALTH SCIENCE FOUNDATIONS

This course is part of the Secondary Health Core designed to provide the student with an in depth knowledge of the health care system and associated occupations. Emphasis is placed on communication and interpersonal skills, use of technology, ethics and the development of critical thinking and problem solving skills.

8417131 ALLIED HEALTH ASSISTING 3

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

8400410 HEALTH SCIENCE EDUCATION COOPERATIVE-OJT

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

Applied Information Technology

8207310 DIGITAL INFORMATION TECHNOLOGY (PA)

This course is designed to provide an introduction to information technology concepts and careers as well as the impact information technology has on the world, people, and industry and basic web design concepts. The content includes information technology career research; operating systems and software applications; electronic communications including e-mail and Internet services; basic HTML, DHTML, and XML web commands and design; and emerging technologies and web page design. This course will meet the graduation requirement for Performing Fine Arts graduation credit.

9003420 WEB TECHNOLOGIES (PA)

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

9003430 IT SYSTEMS AND APPLICATIONS

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

9003440 DATABASE ESSENTIALS

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

9003450 PROGRAMMING ESSENTIALS

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

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

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

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

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

9000100 INFORMATION TECHNOLOGY DIRECTED STUDY

The purpose of this course is to provide additional training experience in a career program. The student will develop a project or projects that must be approved by the teacher. Students will be expected to develop and prepare a presentation describing the outcome of the selected project(s).

Aquaculture

8106810 AGRISCIENCE FOUNDATIONS (EQ)

This course is designed to develop competencies in the areas of agricultural history and the global impact of agriculture; career opportunities; scientific and research concepts; biological and physical science principles; environmental principles; agriscience safety; principles of leadership; and agribusiness, employability, and human relations skills in agriscience. Laboratory-based activities are an integral part of this course. These include the safe use and application of appropriate technology, scientific testing and observation equipment.

8112010 AQUACULTURE 2 (EQ)

This course is designed to develop competencies in the areas of nature and origin, career opportunities, biological principles, safety, water quality, seed production, market outlets, rules and regulations, technological advances, problem solving and leadership employability communication and human relations skills.

8112020 AQUACULTURE 3 (EQ)

This course is designed to develop competencies in the area of management and use of water, the propagation and rearing of seed, producing aquaculture species, control of diseases, pests and water quality problems, harvesting and processing, marketing and transportation, management skills and leadership, employability, communication and human relation skills.

Aviation

9540610 Private Pilot Ground School

The Private Pilot Ground School course prepares students for entry into the aviation industry. Students explore career opportunities and requirements of a professional aviation pilot/mechanic. Students study general shop safety, fundamentals of flight, FAA regulations, meteorology, aircraft communications, propulsion, and navigation systems, flight planning, communication and analytical skills, applied sciences, safe aircraft operation and principles, flight training processes, and airport environments.

ASC1000 PRINCIPLES OF AERONAUTICAL SCIENCE

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

ASC2560 UNMANNED AIRCRAFT SYSTEMS

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

ATF1103 PRIVATE PILOT OPERATIONS

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

Biomedical Sciences

8708110 Principles of Biomedical Science (EQ)

Students investigate the human body systems and various health conditions. This course is designed to provide an overview of all the courses in the Biomedical Sciences program and lay the scientific foundation for subsequent courses. Students are introduced to human physiology, medicine, research processes and bioinformatics. Key biological concepts including homeostasis, metabolism, inheritance of traits, and defense against disease are embedded in the curriculum. Engineering principles including the design process, feedback loops, and the relationship of structure to function are also incorporated.

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental quality, and safety procedures will be an integral part of this course. Students will interact with materials and primary sources of data or with secondary sources of data to observe and understand the natural world. Students will develop an understanding of measurement error, and develop the skills to aggregate, interpret, and present the data and resulting conclusions. Equipment and supplies will be provided to enhance these hands-on experiences for students. A minimum of 20% of classroom time will be dedicated to laboratory experiences.

8708120 Human Body Systems (EQ)

Students examine the interactions of body systems as they explore identity, communication, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real world cases and often play the role of biomedical professionals to solve medical mysteries.

8708130 Medical Interventions (EQ)

Students investigate the variety of interventions involved in the prevention, diagnosis and treatment of disease as they follow the lives of a fictitious family. The course is a "How-To" manual for maintaining overall health and homeostasis in the body as students explore: how to prevent and fight infection; how to screen and evaluate the code in human DNA; how to prevent, diagnose and treat cancer; and how to prevail when the organs of the body begin to fail. Through these

scenarios, students are exposed to the wide range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.

8708140 Biomedical Innovation

In this capstone course, students apply their knowledge and skills to answer questions or solve problems related to the biomedical sciences. Students design innovative solutions for the health challenges of the 21st century as they work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health.

Building Trades and Construction Design Technology

8722010 BUILDING TRADES AND CONSTRUCTION DESIGN TECHNOLOGY 1

The purpose of this course is to develop the competencies essential to the building construction industry. These competencies include skills and knowledge related to safety practices, understanding all aspects of the industry, the use of hand and power tools, employability skills, human relations and leadership skills and related construction theory. Students will be expected to complete the core competencies as required for industry certification.

8722020 BUILDING TRADES AND CONSTRUCTION DESIGN TECHNOLOGY 2

The purpose of this course is to develop the competencies necessary for the building construction and repair industry. These competencies relate to communication and computer skills, construction components, materials and hardware, blueprints, specifications and construction documents. Students will complete the core requirements for certification and will begin working on NCCER certification for construction or carpentry.

8722030 BUILDING TRADES AND CONSTRUCTION DESIGN TECHNOLOGY 3 (PA)

The purpose of this course is to develop the competencies necessary for the building construction and repair industry. These competencies relate to entrepreneurship, building codes and regulations, and construction drawing and documents. Students are expected to complete hands on construction experiences, complete the selected NCCER certification and earn OSHA safety certifications.

8722040 BUILDING TRADES AND CONSTRUCTION DESIGN TECHNOLOGY 4

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

8601900 ADVANCED TECHNOLOGY APPLICATIONS (PA)

Students will have the opportunity to develop a project from “vision” to “reality”. Working in teams to design, engineer, manufacture, construct, test, redesign, test again, and then produce a finished “project”. This would involve using all of the knowledge previously learned, not only in technology education but across the curriculum.

8700400 INDUSTRIAL COOPERATIVE EDUCATION- OJT

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

Computer Programming – (Database Application Development & Programming)

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

8207310 DIGITAL INFORMATION TECHNOLOGY (PA)

This course is designed to provide an introduction to information technology concepts and careers as well as the impact information technology has on the world, people, and industry and basic web design concepts. The content includes information technology career research; operating systems and software applications; electronic communications including e-mail and Internet services; basic HTML, DHTML, and XML web commands and design; and emerging technologies and web page design. This course will meet the graduation requirement for Performing Fine Arts graduation credit.

9007210 FOUNDATIONS OF PROGRAMMING

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

9007220 PROCEDURAL PROGRAMMING

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

9007230 OBJECT ORIENTED PROGRAMMING FUNDAMENTALS

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

0200435 PRE-AICE COMPUTER STUDIES IGCSE LEVEL

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

0200420 AICE COMPUTING 1 (AS LEVEL)

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

0200430 AICE COMPUTING 2 (A LEVEL)

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

0200320 ADVANCED PLACEMENT COMPUTER SCIENCE

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

0200325 ADVANCED PLACEMENT COMPUTER SCIENCE

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

0200335 ADVANCED PLACEMENT COMPUTER SCIENCE

AP Computer Science Principles introduces the students to the foundations of computer science with a focus on how computing powers the world. Along with the fundamentals of computing, you will learn to analyze data, create technology that has a practical impact, and gain a broader understanding of how computer science impacts people and society. The course is organized around 7 important concepts in computer science: creativity, abstraction, data and information, algorithms, programming, the internet, and global impact.

9000420 INFORMATION TECHNOLOGY COOPERATIVE EDUCATION- OJT

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

9000100 INFORMATION TECHNOLOGY DIRECTED STUDY

The purpose of this course is to provide additional training experience in a career program. The student will develop a project or projects that must be approved by the teacher. Students will be expected to develop and prepare a presentation describing the outcome of the selected project(s).

Criminal Justice Operations

8918010 CRIMINAL JUSTICE OPERATIONS 1

This is the first course in a sequence of four. It is designed to allow the first year student to explore the opportunities available within the criminal justice system including law enforcement, the court system, and the correctional system. The content includes career opportunities in these fields: court system, correctional system, interpersonal and communication skills, and employability skills.

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

8918020 CRIMINAL JUSTICE OPERATIONS 2

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

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

8918030 CRIMINAL JUSTICE OPERATIONS 3

This course is to introduce the student to the crime scene safety, conducting criminal investigations, conducting forensic processing, and complete property control procedures. Students will conduct a traffic crash investigation completing the proper report forms. Computer skills as well as job related math skills will be performed. Enhancing the awareness of human diversity will be instructed.

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

8918040 CRIMINAL JUSTICE 4

Track 1 is composed of standards which are related to earning the Public Service Aide Certification. This will include traffic crash investigation; including working with witnesses, courtroom demeanor and testimony, the public service aide roll in crime investigation and preparation of reports.

Track 2 is composed of standards which are related to the administrative aspects of the legal system focusing on communication of legal knowledge, technical skills, leadership and supervision.

9101100 DISPATCHER: POLICE, FIRE, AMBULANCE

This is a one and ½ credit course. The purpose of this course is to prepare students for certification as a dispatcher as defined in Florida Statute 365.172(3)(a).

8918031 PRIVATE SECURITY OFFICER

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

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

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

The purpose of this course is to provide the on-job-training component when the cooperative method of instruction is used to prepare students for employment in public service occupations. On-job experiences are provided as a part of a job preparatory program which will develop occupational competencies required for employment in the occupation chosen by the student as a career choice or to provide experiences that further develop the competencies acquired by the student in an in-school job preparatory program. The student must be paid for work performed.

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

Culinary Arts

8800510 CULINARY ARTS 1

This course covers the history of the food service industry and careers in that industry. Also covered are state mandated guidelines for food service and how to attain food handler training certification; safety in the workplace; employability skills; leadership/teamwork skills; care and use of commercial culinary equipment; basic food science; basic nutrition; and following recipes in food preparation labs.

8800520 CULINARY ARTS 2 (PA)

In this course students will learn and perform front-of-the-house and back-of-the-house duties. Students will prepare quality food products and present them creatively; demonstrate safe, sanitary work procedures; understand food science principles related to cooking and baking; and utilize nutrition concepts when planning meals/menus. This course will meet the graduation requirement for Performing Fine Arts graduation credit.

8800530 CULINARY ARTS 3 (PA)

In this course the student will research career opportunities in professional cooking/baking; follow guidelines on food selection, purchasing, and storage; and use communication skills. Students will prepare and present a variety of advanced food products; create centerpieces; and research laws specific to the hospitality industry (including handling of alcohol). Also covered are management skills; how to develop a business plan; and utilization of technology in the workplace. Students will be knowledgeable about food safety manager training/certification training programs that are acceptable in Florida. This course will meet the graduation requirement for Performing Fine Arts graduation credit.

8800540 CULINARY ARTS 4

In this course students will prepare various meals and food products including those for individuals with various nutritional needs and/or dietary restrictions. The relationship between nutrition and wellness will be examined. Cost control techniques and profitability will be covered as well as analysis of food establishment menus. Students will also demonstrate basic financial literacy skills.

8800420 HOSPITALITY AND TOURISM COOPERATIVE OJT

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

880100 HOSPITALITY AND TOURISM DIRECTED STUDY

The purpose of this course is to provide additional training experience in a related program. The student will develop a project or projects that must be approved by the teacher. Students will be expected to develop and prepare a presentation describing the outcome of the selected project(s).

Digital Design

8207310 DIGITAL INFORMATION TECHNOLOGY

This course is designed to provide an introduction to information technology concepts and careers as well as the impact information technology has on the world, people, and industry and basic web design concepts. The content includes information technology career research; operating systems and software applications; electronic communications including e-mail and Internet services; basic HTML, DHTML, and XML web commands and design; and emerging technologies and web page design. This course will meet the graduation requirement for Performing Fine Arts graduation credit.

8209510 DIGITAL DESIGN 1 (PA)

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

8209520 DIGITAL DESIGN 2 (PA)

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

8209530 DIGITAL DESIGN 3 (PA)

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

8209540 DIGITAL DESIGN 4

This course is designed to develop advanced industry-standard skills required for careers in the digital publishing industry. The content includes the use of a variety of software and equipment, including digital video cameras and video/audio editing software.

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

This course is designed to provide the on-job-training component when the cooperative method of instruction is used to prepare students for employment in business occupations. On-job experiences are provided as part of a job preparatory program which will develop occupational competencies required for employment in the occupation chosen by the student as a career choice or to provide experiences that further develop the competencies acquired by the student in an in-school job preparatory program. The student must be paid for work performed.

1100460 AICE MEDIA STUDIES – AS LEVEL

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

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

0109355 ADVANCED PLACEMENT STUDIO ART THREE-DIMENSIONAL DESIGN PORTFOLIO

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

Diversified Education

8303010 DIVERSIFIED CAREER TECHNOLOGY PRINCIPLES

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

8303020 DIVERSIFIED CAREER TECHNOLOGY APPLICATIONS

This course is designed to enable each student to apply environmental, health, and safety skills; professional, legal, and ethical responsibilities; financial management skills; leadership skills, social, legal and economic aspects of employment, international economic principals, components of a business plan; decision making skills to life and career goals; technical skills and the functions of management.

8303030 DIVERSIFIED CAREER TECHNOLOGY MANAGEMENT

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

8300310 WORKPLACE ESSENTIALS (.5) CREDIT

This course offers coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in Diversified Education; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order

reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Diversified Education career cluster. This program offers a broad foundation of knowledge and skills to prepare students for employment and or a focus on entrepreneurial ship skills.

8300320 PRACTICAL ARTS GENERAL

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

8300330 WORKPLACE TECHNOLOGY APPLICATIONS (.5) CREDIT

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

0500300 EXECUTIVE INTERNSHIP 1

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

8300420 COOPERATIVE DIVERSIFIED EDUCATION - OJT

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

8300430 CAREER AND TECHNICAL EDUCATION (INTERNSHIP)

The purpose of this course is to provide students with the opportunity to gain practical, first-hand knowledge in broad occupational clusters or industry sectors through a structured internship experience. This internship is designed to give students an opportunity to integrate occupational and applied academic learning and to apply knowledge and skills learned in a classroom to actual work situations not generally available through paid employment.

To enroll in the internship, a student must be currently enrolled in or has completed a career course/program (including Technology Education). Students will be allowed a maximum of 450 total hours at the workplace-learning site, regardless of the number of credits earned.

8601800 WORK-BASED EXPERIENCE

Technology education students will have the opportunity to gain real world practical, first-hand exposure in broad occupational clusters or industry sectors through a structured, compensated or uncompensated, work-based experience. The technology education/work-based experience is designed to give the student learners and opportunity to apply and integrate the knowledge, skills, and abilities acquired during their school-based experience to actual work situations. This course is not intended to be used as a job preparatory, specific skill development activity such as found in youth apprenticeship programs.

0500370 VOLUNTEER SCHOOL/COMMUNITY SERVICE

The purpose of this course is to provide an opportunity for students to be engaged in activities that help them to develop an appreciation for the concept of service to the school or community. In this issues approach, students are expected to examine topics, make informed judgments and apply problem-solving skills within a context of how they might best serve a local school or community. Teachers are challenged to encourage students to plan for the future and to act in the present. This course is not designed for students to be utilized as teacher or office aides.

Early Childhood Education

Note: This program is approved by the Florida Department of Children and Families (DCF) as meeting the training requirements for child care personnel/ preschool teachers, 65C-22.003. The regulatory requirements that must be met to in this program are included in the Early Childhood Professional Certificate (ECPC) Program Guidelines. More information regarding the requirements of this program can be found at <http://fldoe.org/academics/career-adult-edu/career-tech-edu/edu-training.stml> .

8405110 (NEW) EARLY CHILDHOOD EDUCATION 1

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

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

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

8405120 (NEW) EARLY CHILDHOOD EDUCATION 2

This course covers competencies on professionalism, community resources, the importance of relationship skills and communicating with children's families, use of technology in the child care profession, and observing and recording methods.

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

8405130 (NEW) EARLY CHILDHOOD EDUCATION 3 (PA)

This course includes competencies in developing lesson plans, child development theories, factors that affect the development of a child, and developmentally appropriate practices and activities for infants/toddlers, preschoolers, and school-age children. Also covered are components on working with students with special needs, classroom management techniques and creating optimum environments for all children. This course will meet the graduation requirement for Performing Fine Arts graduation credit.

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

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

8405140 (NEW) EARLY CHILDHOOD EDUCATION 4

In this course students will acquire competence in the areas of creating a successful developmentally appropriate curriculum, mentoring, developing the ability to motivate children, recognizing cultural differences when planning activities, including children with special needs, recent trends and issues in early childhood education, and professionalism.

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

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

0500540 PRE-AICE CHILD DEVELOPMENT (IGCSE LEVEL)

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

8500410 FAMILY AND CONSUMER SCIENCES EDUCATION – OJT

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

Engineering Pathways

8600520 PRINCIPLES OF ENGINEERING (PA)

This course exposes students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. Students will employ engineering and scientific concepts in the solution of engineering design problems. In addition, they will learn to use 3D solid modeling design software to design solutions to problems. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions, document the process, and communicate the results.

8600530 DIGITAL ELECTRONICS (PA)

This is a course in applied logic that encompasses the application of electronic circuits and devices. Students are exposed to the design process of combinational and sequential logic design, teamwork, communication methods, engineering standards, and technical documentation. Computer simulation software is used to design and test digital circuitry prior to the actual construction of circuits and devices.

8600550 INTRODUCTIONS TO ENGINEERING DESIGN (PA)

This course helps students understand the field of engineering/engineering technology and prepares them for postsecondary engineering programs by developing a more in-depth mastery of the required knowledge and skills in mathematics, science, and technology. Through problem-based learning strategies, students study key engineering topics, including mechanisms, energy sources, energy applications, machine control, fluid power, statics, material properties, material testing, statistics, and kinematics. Exploring various technology systems and manufacturing processes help students learn how engineers and technicians use math, science and technology in an engineering problem solving process to benefit people. The course also includes concerns about social and political consequences of technological change.

8600560 COMPUTER INTEGRATED MANUFACTURING (PA)

This course applies principles of robotics and automation. The course builds on computer solid modeling skills developed in Introduction to Engineering Design, and Design and Drawing for Production. Students use CNC equipment to produce actual models of their three-dimensional designs. Fundamental concepts of robotics used in automated manufacturing, and design analysis are included. This course will meet the graduation requirement for Performing Fine Arts graduation credit.

8600590 CIVIL ENGINEERING AND ARCHITECTURE (PA)

This course provides an overview of the fields of Civil Engineering and Architecture, while emphasizing the interrelationship and dependence of both fields on each other. Students use state of the art software to solve real world problems and communicate solutions to hands-on projects and activities. This course covers topics such as the Roles of Civil Engineers and Architects, Project Planning, Site Planning, Building Design, and Project Documentation and Presentation. This course will meet the graduation requirement for Performing Fine Arts graduation credit.

8600650 ENGINEERING DESIGN AND DEVELOPMENT (PA)

The purpose of this course is to serve as a capstone course to provide students with the opportunity to develop a solution to a design problem from start to finish. Students work in teams to design, engineer, create a prototype, perform product testing, and then produce a finished product. This would involve using ALL of the knowledge previously learned, not only in technology education, but across the curriculum. Students will be expected to create and deliver a formal report on the project.

8600620 AEROSPACE ENGINEERING (PA)

This course is intended to engage students in analyzing and designing solutions to engineering design problems related to aerospace information systems, astronautics, rocketry, propulsion, the physics of space science, space life sciences, the biology of space science, principles of aeronautics, structures and materials, and systems engineering. Students work in teams, exploring hands-on projects and activities to learn the characteristics of aerospace engineering and work on major problems to be exposed to the various situations that aerospace engineers face in their careers.

8601900 ADVANCED TECHNOLOGY APPLICATIONS (PA)

Students will have the opportunity to develop a project from "vision" to "reality". Working in teams to design, engineer, manufacture, construct, test, redesign, test again, and then produce a finished "project". This would involve using all of the knowledge previously learned, not only in technology education but across the curriculum.

8601800 WORK-BASED EXPERIENCES, ENGINEERING & TECHNOLOGY EDUCATION OJT

Technology education students will have the opportunity to gain real world practical, first-hand exposure in broad occupational clusters or industry sectors through a structured, compensated or uncompensated, work-based experience. The technology education/work-based experience is designed to give the student learners and opportunity to apply and integrate the knowledge, skills, and abilities acquired during their school-based experience to actual work situations.

Entrepreneurship

8812110 PRINCIPALS OF ENTREPRENEURSHIP (PA)

This course provides instruction in the basic principles of entrepreneurship including the role of the entrepreneur, entrepreneurship as a career, ethics in business, and the principles of marketing, financing, and managing a business.

8812120 BUSINESS MANAGEMENT AND LAW

This course is designed to provide an introduction to business management techniques. Topics include human relations, decision making, communication techniques, business law concepts, and characteristics of the American enterprise system.

8812000 BUSINESS OWNERSHIP (PA)

The purpose of this course is to prepare students as entrepreneurs, present entrepreneurship as a career path that is worth consideration, provide students with the skills needed to realistically evaluate their potential as a business owner, and develop the fundamental knowledge and skills necessary to start and operate a business.

8300430 GUIDED WORKPLACE-LEARNING (INTERNSHIP)

The purpose of this course is to provide students with the opportunity to gain practical, first-hand knowledge in broad occupational clusters or industry sectors through a structured internship experience. This internship is designed to give students an opportunity to integrate occupational and applied academic learning and to apply knowledge and skills learned in a classroom to actual work situations not generally available through paid employment.

To enroll in the internship, a student must be currently enrolled in or has completed a career course/program (including Technology Education). Students will be allowed a maximum of 450 total hours at the workplace-learning site, regardless of the number of credits earned.

Finance

8207310 INFORMATION TECHNOLOGY (PA)

This course is designed to provide an introduction to information technology concepts and careers as well as the impact information technology has on the world, people, and industry and basic web design concepts. The content includes information technology career research; operating systems and software applications; electronic communications including e-mail and Internet services; basic HTML, DHTML, and XML web commands and design; and emerging technologies and web page design. This course will meet the graduation requirement for Performing Fine Arts graduation credit.

8203310 ACCOUNTING APPLICATIONS 1

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

2102360 ADVANCED PLACEMENT MICROECONOMICS

The purpose of this course is to provide students the opportunity to acquire a comprehensive understanding of the way in which society organizes to utilize its limited resources to satisfy unlimited wants and the distinguishing characteristics of other types of economic systems with particular attention to the American mixed market system. The student will analyze the behavior of individual households, firms and markets, how prices and outputs are determined in those markets, and how the price mechanism allocates resources and distributes income. Appropriate skills will be developed around the concepts of scarcity, opportunity costs, productivity, economic systems and institutions, exchange, money, and interdependence. Reference should be made to the current Advanced Placement course description for Microeconomics published annually by the College Board.

2102365 ADVANCED PLACEMENT MICROECONOMICS- INNOVATION COURSE

The purpose of this course is to provide students the opportunity to acquire a comprehensive understanding of the way in which society organizes to utilize its limited resources to satisfy unlimited wants and the distinguishing characteristics of other types of economic systems with particular attention to the American mixed market system. The student will analyze the behavior of individual households, firms and markets, how prices and outputs are determined in those markets, and how the price mechanism allocates resources and distributes income. Appropriate skills will be developed around the concepts of scarcity, opportunity costs, productivity, economic systems and institutions, exchange, money, and interdependence. Students will be required to earn an Industry Certification in Microsoft Excel. Reference should be made to the current Advanced Placement course description for Microeconomics published annually by the College Board.

2102370 ADVANCED PLACEMENT MACROECONOMICS

The purpose of this course is to provide the opportunity for students to gain a thorough understanding of the principles of economics that apply to an economic system as a whole. Particular emphasis will be laid upon the study of national income and price determination and developing students' familiarity with economic performance measures, economic growth, and international economics. Students will study comparative advantage to determine the basis on which mutually advantageous trade can take place between countries. Appropriate skills will be developed around the concepts of gross national product, gross domestic product, monetary vs. fiscal policy, aggregate demand and aggregate supply, and various aspects of international finance. Reference should be made to the current Advanced Placement course description for Macroeconomics published annually by the College Board.

8815110 FINANCIAL OPERATIONS

This course presents basic topics in macro and microeconomics, and the principles and practices of banking, credit, and consumer lending in the United States. Additional emphasis is placed on money, credit and banking, economic growth and stability, use of limited resources, characteristics of different economic systems and institutions, taxation and budgeting, labor management relations, and sales. Students become familiar with the major functions of banks and other financial intermediaries, central banking by the Federal Reserve System, and modern trends in the finance industry. The students are also introduced to credit functions, principles of credit risk evaluation, loan creation, debt collection, and stocks and bonds.

8815130 FINANCIAL INTERNSHIP

The financial internship course provides students with authentic learning experiences in which they demonstrate human relations, technical, communication, and career development skills through entry level employment in the financial services industry. Through hands-on project management, major tasks outlined in a training plan, mentors supervise student learning in specific skill attainment and professional development. Students earn high school credit and financial compensation.

8815120 PERSONAL FINANCIAL PLANNING

This course develops an awareness of the need for care and organization in planning for the wise use of economic resources and financial products available through a study of savings, credit, insurance, banking, investing and financial goals. The students are also made aware of the career opportunities offered by lending institutions.

0502390 PRE-AICE ACCOUNTING (IGCSE LEVEL)

The Cambridge IGCSE Accounting course introduces learners to the theory and concepts of accounting and the ways in which accounting is used in a variety of modern economic and business contexts. Students focus on the skills of recording, reporting, presenting and interpreting financial information and build an ideal foundation both for further study and for a future career within the profession.

0502400 AICE ACCOUNTING 1 (AS LEVEL)

The Cambridge International AS Level Accounting course enables learners to apply their accounting knowledge and understanding in order to analyze and present information, give reasoned explanations, and make judgments and recommendations. The syllabus covers topics such as the recording of financial information, accounting principles and control systems, and the preparation of final accounts for a variety of different organizations and businesses. Learners find out about raising capital by shares and loans, ratio analysis and cost accounting, and also study the preparation of cash flow statements, cash flow analysis, the repayment of share capital, and standard costing and investment appraisal, among many other topics.

0502410 AICE ACCOUNTING 2 (A LEVEL)

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

Exercise Science

8417100 HEALTH SCIENCE ANATOMY & PHYSIOLOGY(EQ)

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

8417110 HEALTH SCIENCE FOUNDATIONS

This course is part of the Secondary Health Core designed to provide the student with an in depth knowledge of the health care system and associated occupations. Emphasis is placed on communication and interpersonal skills, use of technology, ethics and the development of critical thinking and problem solving skills.

8417120 Exercise Science 3

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

8400410 HEALTH SCIENCE EDUCATION COOPERATIVE - OJT

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

Hospitality and Tourism

8850110 INTRODUCTION TO HOSPITALITY AND TOURISM

The purpose of this course is to introduce students to the skills necessary for success in the hospitality and tourism industry. Students will also have the opportunity to learn hospitality and tourism terminology and the mathematical, economic, marketing, and sales fundamentals of the industry.

8845140 COMPUTER TECHNOLOGY FOR TRAVEL AND TOURISM

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

8845130 HOSPITALITY AND TOURISM INTERNSHIP

The Hospitality and Tourism Internship course provides students the opportunity to demonstrate human relations, communications, and employability skills necessary for entry-level employment in the travel and tourism industry. Additionally, it will enhance the instruction and competencies developed through classroom instruction.

8800420 HOSPITALITY AND TOURISM COOPERATIVE OJT

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

8845420 TRAVEL AND TOURISM MARKETING MANAGEMENT

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

2102400 PRE-AICE TRAVEL AND TOURISM (IGCSE LEVEL)

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

2102410 AICE TRAVEL AND TOURISM 1 (AS LEVEL)

The purpose of this course is to encourage students to appreciate the scale and importance of the travel and tourism industry in the world and recognize the positive and negative impacts the industry may have on people, environments and economies. Students discover that the travel and tourism industry is dynamic in nature and how the industry responds to change: for example, external factors such as changing consumer needs and expectations and developments in technology.

2102420 AICE TRAVEL AND TOURISM 2 (A LEVEL)

The purpose of this course is to encourage students to appreciate the scale and importance of the travel and tourism industry in the world and recognize the positive and negative impacts the industry may have on people, environments and economies. Students discover that the travel and tourism industry is dynamic in nature and how the industry responds to change: for example, external factors such as changing consumer needs and expectations and developments in technology. It is assumed that the content and skills of AICE Travel and Tourism 1 have been mastered before starting this course.

Journalism

1006300 JOURNALISM

See course description in English/Language Art Section

8771110 INDUSTRIAL COMMUNICATIONS (PA)

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

8209510 DIGITAL DESIGN 1 (PA)

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

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

This course is designed to provide the on-job-training component when the cooperative method of instruction is used to prepare students for employment in business occupations. On-job experiences are provided as part of a job preparatory program which will develop occupational competencies required for employment in the occupation chosen by the student as a career choice or to provide experiences that further develop the competencies acquired by the student in an in-school job preparatory program. The student must be paid for work performed.

8200400 ARTS, A/V TECHNOLOGY AND COMMUNICATION DIRECTED STUDY

The purpose of this course is to provide additional training experience in a career program. The student will develop a project or projects that must be approved by the teacher. Students will be expected to develop and prepare a presentation describing the outcome of the selected project(s). The experience is designed to enhance employability skills of the student.

Marketing, Management and Entrepreneurship Principles

8827110 MARKETING ESSENTIALS (PA)

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

8827120 MARKETING APPLICATIONS (PA)

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

8827130 MARKETING MANAGEMENT (PA)

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

8800410 MARKETING COOPERATIVE EDUCATION - OJT

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

8812000 BUSINESS OWNERSHIP (PA)

The purpose of this course is to prepare students as entrepreneurs, present entrepreneurship as a career path that is worth consideration, provide students with the skills needed to realistically evaluate their potential as a business owner, and develop the fundamental knowledge and skills necessary to start and operate a business.

Medical Laboratory Assisting

8417100 HEALTH SCIENCE ANATOMY & PHYSIOLOGY(EQ)

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

8417110 HEALTH SCIENCE FOUNDATIONS

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

8417201 MEDICAL LABORATORY ASSISTING 3

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

8400410 HEALTH SCIENCE EDUCATION COOPERATIVE - OJT

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

Nursing Assistant (Acute and Long Term Nursing)

8417100 HEALTH SCIENCE ANATOMY & PHYSIOLOGY(EQ)

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

8417110 HEALTH SCIENCE FOUNDATIONS

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

8417211 NURSING ASSISTANT 3

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

8400410 HEALTH SCIENCE EDUCATION COOPERATIVE - OJT

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

Solar Energy Technology

8006110 ENERGY INDUSTRY FUNDAMENTALS

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

8006120 INTRODUCTION TO ALTERNATIVE ENERGY (EQ)

This course is designed to develop competencies in the areas of energy history and the global impact of renewable and non-renewable resources; career opportunities; scientific and research concepts; biological and physical science principles; environmental principles; and solar energy safety. Laboratory-based activities are an integral part of this course. These include the safe use and application of appropriate technology, scientific testing and observation equipment.

8006130 SOLAR ENERGY TECHNICIAN

This course is designed to develop competencies in the areas of energy history and the global impact of renewable and non-renewable resources; career opportunities; scientific and research concepts; biological and physical science principles; environmental principles; and solar energy safety. Laboratory-based activities are an integral part of this course. These include the safe use and application of appropriate technology, scientific testing and observation equipment.

8601900 ADVANCED TECHNOLOGY APPLICATIONS (PA)

Students will have the opportunity to develop a project from “vision” to “reality”. Working in teams to design, engineer, manufacture, construct, test, redesign, test again, and then produce a finished “project”. This would involve using all of the knowledge previously learned, not only in technology education but across the curriculum.

9700420 ENERGY COOPERATIVE EDUCATION – OJT

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

Sports, Recreation, and Entertainment Marketing

8827410 SPORT, RECREATION, AND ENTERTAINMENT ESSENTIALS

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

8827420 SPORT, RECREATION, AND ENTERTAINMENT APPLICATIONS (PA)

This course is designed to build upon the experiences and content of Sport, Recreation and Entertainment Essentials 1. The student will be provided with an in-depth study of sport, recreation, and entertainment marketing in a free enterprise society and provide the knowledge, skills, and attitudes required for employment in a variety of sport, recreation, and entertainment marketing occupations. This course will meet the graduation requirement for Performing Fine Arts graduation credit.

8827430 SPORT, RECREATION, AND ENTERTAINMENT MARKETING MANAGEMENT

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

8827440 SPORT, RECREATION, AND ENTERTAINMENT INTERNSHIP

The Sport, Recreation, and Entertainment Internship course provides students with authentic learning experiences in which they demonstrate human relations, technical, communication, and career development skills through entry level employment in the financial services industry. Through hands-on project management, major tasks outlined in a training plan, mentors supervise student learning in specific skill attainment and professional development. Students earn high school credit and financial compensation.

8800410 MARKETING COOPERATIVE EDUCATION-OJT

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

Principles of Teaching Program

8909010 INTRODUCTION TO TEACHER PROFESSION

This course is designed to focus on the profession of teaching and related careers – history, purposes, issues, ethics, laws and regulations, roles, and qualifications. Emphasis is placed on identifying the current, historical, philosophical and social perspectives of American education, including trends and issues. During the course students will participate in a minimum of 20 hours of guided observations and field experiences in multiple settings to help them assess their personal interest in pursuing careers in this field and to identify effective learning environments. Students will begin the development of a working portfolio to be assembled upon completion of the program. The course is also designed for students to learn about leadership and skill opportunities afforded through participation in CTSO activities.

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

8909020 HUMAN GROWTH AND DEVELOPMENT

This course prepares students to understand the nature of human development from conception through adolescence and the connection of the students' development and plans for working with students. Emphasis is placed on theories of physical, cognitive, and psychosocial development, the effect of heredity and the environment, the role of caregivers and the family, health and safety concerns, and contemporary issues. Students will participate in a minimum of 30 hours of planned, guided observations of children from birth through adolescence in a variety of settings to help students further

understand theories of human development. Students will continue to develop the components of his or her working portfolio to be assembled upon completion of the program.

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

8909030 FOUNDATIONS OF CURRICULUM AND INSTRUCTION

This course is designed for students to develop the knowledge and skills of curriculum delivery models in response to the developmental needs of all children. Students will develop various instructional materials and activities to promote learning, classroom management strategies, and a supportive classroom environment. Students will research and understand the basic theories of motivation that increase student engagement which is tied to student learning. Students will participate in a minimum of 50 hours of guided observations and field experiences to critique and develop classroom lessons. Students will continue to develop the components of a working portfolio to be assembled upon completion of the program.

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

8909040 PRINCIPLES OF TEACHING INTERNSHIP

The course is designed for students to apply their knowledge in real world education settings. Students must complete a minimum of 150 hours of internship in an approved setting based on students' area of interests. The internship is designed for students to work with a mentor teacher to provide daily supervision and provide the students the opportunities to integrate content and pedagogical knowledge. Students will be observed by the instructor using the local school district's approved formal observation process during the internship. The student will submit a completed portfolio by the end of the course for feedback.

8900410 EDUCATION AND TRAINING – OJT

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

Technical Design

8401010 TECHNICAL DESIGN 1 (PA)

This course provides students with instruction in the characteristics and evolution of technology, underlying principles of design, and fundamental knowledge and skills in the use of illustration and drafting software. Included in the content is the use of essential application software.

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

8401020 TECHNICAL DESIGN 2 (PA)

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

8401030 TECHNICAL DESIGN 3 (PA)

In addition to exploring the implications of applying technologies, this course provides students with instruction in advanced imaging techniques relative to both static and animated illustrations. In addition to learning more advanced techniques, students will have an opportunity to research a project, design an appropriate solution, and present their results.

8601900 ADVANCED TECHNOLOGY APPLICATIONS (PA)

Students will have the opportunity to develop a project from “vision” to “reality”. Working in teams to design, engineer, manufacture, construct, test, redesign, test again, and then produce a finished “project”. This would involve using all of the knowledge previously learned, not only in technology education but across the curriculum.

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

8601800 WORK-BASED EXPERIENCES, ENGINEERING & TECHNOLOGY EDUCATION - OJT

Technology education students will have the opportunity to gain real world practical, first-hand exposure in broad occupational clusters or industry sectors through a structured, compensated or uncompensated, work-based experience. The technology education/work-based experience is designed to give the student learners and opportunity to apply and integrate the knowledge, skills, and abilities acquired during their school-based experience to actual work situations.

Television Production

The purpose for this program is to prepare students for initial employment as television production operators; television broadcast technicians, camera operator, all other professional/para-professional technicians, video engineers, audio recording engineers. The content will include but is not limited to communications skills; leadership skills; human relations and employability skills; safe and efficient work practices; and preparation to assume responsibility for overall production of television student activities including: scripts, lighting; filming and directing, electronic news gathering, and field production. A student who complete the applicable competencies at any occupational completion point may either continue with the training program or exit as an occupational completer.

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

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

8772130 TELEVISION PRODUCTION 3 See program description above.

8772140 TELEVISION PRODUCTION 4 See program description above.

1100460 AICE MEDIA STUDIES – AS LEVEL

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

1100470 AICE MEDIA STUDIES – A LEVEL

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

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

This course is designed to provide the on-job-training component when the cooperative method of instruction is used to prepare students for employment in business occupations. On-job experiences are provided as part of a job preparatory program which will develop occupational competencies required for employment in the occupation chosen by the student as a career choice or to provide experiences that further develop the competencies acquired by the student in an in-school job preparatory program. The student must be paid for work performed.

Web Application Development & Programming

8207310 INFORMATION TECHNOLOGY (PA)

This course is designed to provide an introduction to information technology concepts and careers as well as the impact information technology has on the world, people, and industry and basic web design concepts. The content includes information technology career research; operating systems and software applications; electronic communications including e-mail and Internet services; basic HTML, DHTML, and XML web commands and design; and emerging technologies and web page design. This course will meet the graduation requirement for Performing Fine Arts graduation credit.

9007210 FOUNDATIONS OF PROGRAMMING

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

9007220 PROCEDURAL PROGRAMMING

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

9007230 OBJECT ORIENTED PROGRAMMING FUNDAMENTALS

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

9007510 WEB PROGRAMMING

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

9007520 JAVASCRIPT PROGRAMMING

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

9007530 PHP PROGRAMMING

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

English Language Arts

COURSE NUMBER	COURSE NAME	WEIGHT	PLACEMENT PARAMETERS	PREREQUISITE/ GRADE LEVEL
1001310	English 1	U		9 th grade students
1001320	English 1 Honors	H	Satisfactory score on statewide assessment or higher and middle school teacher recommendation	9 th grade students
1001340	English 2	U		10 th grade students who have completed English 1
1001350	English 2 Honors	H	A in English 1 with teacher recommendation, or successful completion of English 1 Honors Satisfactory score or higher on statewide assessment	10 th grade students who have completed one of the following: <ul style="list-style-type: none"> • English 1 • English 1 Honors
1001370	English 3	U		11 th grade students who have completed English 2
1001380	English 3 Honors	H	A in English 2 with teacher recommendation or successful completion of English 2 Honors Satisfactory score or higher on statewide assessment	11 th grade students who have completed one of the following: <ul style="list-style-type: none"> • English 2 • English 2 Honors
1001400	English 4	U	12 th grade students not placed in English 4 Honors	12 th grade students who have completed 11 th grade English English 3
1001405	English 4: Florida College Prep	U	State wide assessment reading level 2 or 3 AND PERT Reading between 84 and 105 OR SAT below 440 OR below 24 on new SAT reading subtest OR ACT Reading below 19	12 th grade students who have completed English 3
1001410	English 4 Honors	H	A in English 3 with teacher recommendation or successful completion of English 3 Honors Satisfactory score or higher on statewide assessment	12 th grade students who have completed one of the following: <ul style="list-style-type: none"> • English 3 • English 3 Honors
1001420	Advanced Placement English: Language and Composition	AP	Teacher Recommendation	11 th or 12 th grade students English 2 Honors
1001430	Advanced Placement English: Literature and Composition	AP	Teacher Recommendation	12 th grade students who have completed one of the following: <ul style="list-style-type: none"> • English 3 Honors • Advanced Placement English: Language and Composition
1700500	Advanced Placement Capstone Seminar	AP	Teacher Recommendation	11 th grade students who have completed

1700510	Advanced Placement Capstone Research	AP	Teacher Recommendation	12 TH Grade students who have completed Advanced Placement Capstone Seminar
1001550	AICE English Language (AS Level)	AP	**	
1001551	AICE English Language 2 (A Level)	AP	**	
1005370	AICE English Literature 1 (AS Level)	AP	**	
1001480	Advanced Communications Methodology	H	Concurrent or previous enrollment in English Honors	
0400370	Acting 1 (PF)	U		
0400380	Acting 2 (PF)	U		Acting 1
1020830	Classical Literature Honors	H	B or higher in previous English or English Honors. Teacher Recommendation	
1007330	Debate 1 (PF)	U		
1007340	Debate 2 (PF)	U		Debate 1
1007350	Debate 3 (PF)	H	Concurrent or previous enrollment in English Honors	Debate 2
1007360	Debate 4 (PF)	H	Concurrent or previous enrollment in English Honors	Debate 3
1009300	Writing 1 (0.5)	U		9 th or 10 th grade
1009310	Writing 2 (0.5)	U		9 th or 10 th grade
1009320	Creative Writing 1 (0.5)	U		
1009330	Creative Writing 2 (0.5)	U		Creative Writing 1
1009350	Play Writing	U		
1009400	AICE English General Paper 1(AS Level)	AP	**	
0400300	Introduction to Drama (PF)	U		
0400310	Theatre 1 (PF)	U		
0400320	Theatre 2 (PF)	U		Drama 1
0400330	Theatre 3 Honors (PF)	H		Drama 2
0400340	Theatre 4 Honors (PF)	H		Drama 3
0400345	PRE-AICE Drama IG Level	H		
0400410	Technical Theater: Design and Production (PF)	U		
0400700	Musical Theatre 1	U		
0400710	Musical Theatre 2	U		Musical Theatre 1
0400720	Musical Theatre 3	U		Musical Theatre 2

0900310	Humanities 1	H	Concurrent or previous enrollment in English Honors	
0900320	Humanities 2	H	Concurrent or previous enrollment in English Honors	Humanities 1
1006300N	Journalism 1 (Newspaper) (PF)	U		
1006300Y	Journalism 1 (Yearbook) (PF)	U		
1006310N	Journalism 2 (Newspaper)	U		Journalism 1 (Newspaper)
1006310Y	Journalism 2 (Yearbook)	U		Journalism 1 (Yearbook)
1006320N	Journalism 3 (Newspaper)	U		Journalism 2 (Newspaper)
1006320Y	Journalism 3 (Yearbook)	U		Journalism 2 (Yearbook)
1006330N	Journalism 4 (Newspaper)	U		Journalism 3 (Newspaper)
1006330Y	Journalism 4 (Yearbook)	U		Journalism 3 (Yearbook)
1006331N	Journalism 5 (Newspaper)	H		Journalism 4 (Newspaper)
1006331Y	Journalism 5 (Yearbook)	H		Journalism 4 (Yearbook)
1006332N	Journalism 6 (Newspaper)	H		Journalism 5 (Newspaper)
1006332Y	Journalism 6 (Yearbook)	H		Journalism 5 (Yearbook)
1006333N	Journalism 7 (Newspaper)	H		Journalism 6 (Newspaper)
1006333Y	Journalism 7 (Yearbook)	H		Journalism 6 (Yearbook)
1006334N	Journalism 8 (Newspaper)	H		Journalism 7 (Newspaper)
1006334Y	Journalism 8 (Yearbook)	H		Journalism 7 (Yearbook)
1008320	Reading Honors (0.5)	H		
1008350	Reading for College Success (0.5)	U		
1004300	Semantics and Logic (0.5)	H	Concurrent or previous enrollment in English Honors	
1007300	Speech 1 (PF)	U		
1007310	Speech 2 (PF)	U		Speech 1
1000400	Intensive Language Arts	U	Below satisfactory Reading score on statewide assessment. Word Recognition Task \leq 30 th percentile	9th, 10th, 11th, or 12th grade students who do not meet satisfactory standards on the state assessment and score \leq 30th percentile on the Word Recognition Task.
1000410	Intensive Reading	U	Below satisfactory Reading score on statewide assessment. Word Recognition Task $>$ 30 th percentile.	9th, 10th, 11th, or 12th grade students who do not meet satisfactory standards on the state assessment.

1002380	Developmental Language Arts Through ESOL	U	CELLA proficiency level students with less than one year with a score between 605-743 OR WIDA ACCESS 2.0 for ELLs score range from 0-2.9	9 th , 10 th , 11 th , or 12 th grade CELLA proficiency level students with less than one year with a score between 605-743 OR WIDA ACCESS 2.0 for ELLs score range from 0-2.9
PF: Course meets graduation requirement for Performing Fine Arts				

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

English/Language Arts Course Descriptions

1001310 ENGLISH 1

The purpose of this course is to provide grade 9 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

1001320 ENGLISH 1 HONORS

The purpose of this course is to provide grade 9 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

1001340 ENGLISH 2

The purpose of this course is to provide grade 10 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

1001350 ENGLISH 2 HONORS

The purpose of this course is to provide grade 10 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language in preparation for college and career readiness.

1001370 ENGLISH 3

The purpose of this course is to provide grade 11 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

1001380 ENGLISH 3 HONORS

The purpose of this course is to provide grade 11 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language in preparation for college and career readiness.

1001400 ENGLISH 4

The purpose of this course is to provide grade 12 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

1001405 ENGLISH 4 FLORIDA COLLEGE PREP

This course incorporates reading and writing study through writing a variety of informative texts using grade-level writing craft and through the in-depth reading and analysis of informational selections in order to develop critical reading and writing skills necessary for success in college courses. This course prepares students for successful completion of Florida college English courses.

1001410 ENGLISH 4 HONORS

The purpose of this course is to provide grade 12 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

1001420 ADVANCED PLACEMENT ENGLISH: LANGUAGE AND COMPOSITION

http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html

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

1001430 ADVANCED PLACEMENT ENGLISH: LITERATURE AND COMPOSITION

http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html

The course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

1700500 ADVANCED PLACEMENT CAPSTONE SEMINAR

http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html

AP Capstone Seminar is a year-long course that has students investigate real-world issues from multiple perspectives. Students learn to synthesize information from different sources, develop their own lines of reasoning in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team.

1700510 ADVANCED PLACEMENT CAPSTONE RESEARCH

http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html

In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of 4000-5000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense.

1001550 AICE ENGLISH LANGUAGE (AS Level)

<http://www.cie.org.uk/programmes-and-qualifications/cambridge-international-as-and-a-level-english-language-and-literature-as-level-only-8695/>

The purpose of this course is to provide students with an understanding of the semantic, structural, and rhetorical resources of the English language as they relate to the principles of effective writing. The course also provides a variety of writing opportunities calling for the use of different styles and tones.

1001551 AICE ENGLISH LANGUAGE 2 (A Level)

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

1005370 AICE ENGLISH LITERATURE 1 (AS Level)

<http://www.cie.org.uk/programmes-and-qualifications/cambridge-international-as-and-a-level-english-literature-9695/>

The purpose of this course is to engage students in the careful reading and critical analysis of imaginative literature of various styles, genres, and periods, thus developing independent critical competency in the study of literature and fostering a high level of achievement in reading, writing, and speaking. Students will also acquire an understanding of the resources of the language and of the writer's craft.

1001480 ADVANCED COMMUNICATIONS METHODOLOGY HONORS

The purpose of this course is to enable students to highly refine communication and critical-thinking skills important for success in college and career readiness.

0400370 ACTING 1

Through improvisation, simple scripted scenes, performance projects, and/or practical application, students learn to identify what makes performances believable and explore the tools used to create, articulate, and execute them. Upon completion of this course, students have a strong foundation for future scene work, script analysis, and play production. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course will meet the graduation requirement for Performing Fine Arts graduation credit.

0400380 ACTING 2

Students examine the various dimensions of characters through analysis, discussion, and classroom performance, working with scripts from a variety of time periods and cultures. They learn to break down a scene from a character's point of view, and also learn to sustain a character and build the relationship between actor and audience. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course will meet the graduation requirement for Performing Fine Arts graduation credit.

1020830 CLASSICAL LITERATURE HONORS

The purpose of this course is to enable students, using texts of high complexity, to develop knowledge of classical literature through advanced integrated educational experiences of reading, writing, speaking and listening, and language. Emphasis will be on representative classical literature, with its varied cultural influences, highlighting the major genres, themes, issues, and influences associated with the literary period.

1007330 DEBATE 1

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

1007340 DEBATE 2

The purpose of this course is to continue to develop students' awareness, understanding, and application of language arts as it applies to oral communication concepts and strategies for public debate in a variety of given settings. Some work outside of the regular school day may be required. This course will meet the graduation requirement for Performing Fine Arts graduation credit.

1007350 DEBATE 3

The purpose of this course is to continue to develop students' awareness, understanding, and application of language arts as it applies to oral communication concepts and strategies for public debate in a variety of given settings. Some work outside of the regular school day may be required. This course will meet the graduation requirement for Performing Fine Arts graduation credit.

1007360 DEBATE 4 HONORS

The purpose of this course is to apply advanced oral communication concepts and strategies for public debate in a variety of given settings. Some work outside of the regular school day may be required. This course will meet the graduation requirement for Performing Fine Arts graduation credit.

1009300 WRITING 1

The purpose of this course is to enable students to develop and use grade level 9-10 writing and language skills in a variety of writing formats for argumentative, informative, and narrative purposes to ensure preparation for college and career readiness.

1009310 WRITING 2

The purpose of this course is to enable students to develop and use grade level 11-12 writing and language skills in a variety of writing formats for argumentative, informative, and narrative purposes to ensure preparation for college and career readiness.

1009320 CREATIVE WRITING 1

The purpose of this course is to enable students to develop and use grade 9-10 writing and language skills for creative expression in a variety of literary forms. Studying and modeling a variety of genres will be emphasized at this level of creative writing.

1009330 CREATIVE WRITING 2

The purpose of this course is to enable students to develop and use grade 11-12 writing and language skills for creative expression in a variety of literary forms. Studying and modeling a variety of genres will be emphasized at this level of creative writing.

1009350 PLAY WRITING

The purpose of this course is to enable students to develop and use writing and language skills for play writing in a variety of public performance formats.

1009400 AICE ENGLISH GENERAL PAPER 1 (AS Level)

The purpose of this course is to encourage students to make cross-curricular links; to develop a maturity of thought appropriate to students at this level; and to achieve an understanding and usage of the English language which enables them to express arguments, ideas and opinions in a reflective and academic manner. An awareness of the wider implications of particular issues will enhance the quality of the student's response to the questions; the English 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.

<http://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-international-as-and-a-level-general-paper-as-level-only-8021/>

0400300 INTRODUCTION TO DRAMA

Students explore various performance, technical, and administrative aspects of theatre. Students learn about basic characterization through physical activity, reading selected theatre literature, reading and writing theatrical reviews, and analysis of such tools as scripts, costuming, and theatrical makeup. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom. This course will meet the graduation requirement for Performing Fine Arts graduation credit.

0400310 THEATRE 1

This course is designed for students with little or no theatre experience, and promotes enjoyment and appreciation for all aspects of theatre. Classwork focuses on the exploration of theatre literature, performance, historical and cultural

connections, and technical requirements. Improvisation, creative dramatics, and beginning scene work are used to introduce students to acting and character development. Incorporation of other art forms in theatre also helps students gain appreciation for other art forms, such as music, dance, and visual art. This course will meet the graduation requirement for Performing Fine Arts graduation credit.

0400320 THEATRE 2

This course is designed for students with a year of experience or more, and promotes enjoyment and appreciation for all aspects of theatre through opportunities to build significantly on existing skills. Classwork focuses on characterization, playwriting, and playwrights' contributions to theatre; while improvisation, creative dramatics, and scene work are used to help students challenge and strengthen their acting skills and explore the technical aspect of scene work. This course will meet the graduation requirement for Performing Fine Arts graduation credit.

0400330 THEATRE HONORS 3

This course is designed for students with significant experience in theatre, and promotes depth of engagement and lifelong appreciation for theatre through a broad spectrum of teacher-assigned and self-directed study and performance. Students regularly reflect on aesthetics and issues related to and addressed through theatre, and create within various aspects of theatre in ways that are progressively more innovative. In keeping with the rigor expected in an accelerated setting, students assemble a portfolio that showcases a significant body of work representing personal vision and artistic growth over time; mastery of theatre skills and techniques in one or more areas; and evidence of significant oral and written analytical and problem-solving skills based on their structural, historical, and cultural knowledge. This course will meet the graduation requirement for Performing Fine Arts graduation credit.

0400340 THEATRE HONORS 4

This course is designed for students with extensive experience in theatre, and promotes significant depth of engagement and lifelong appreciation for theatre through a broad spectrum of primarily self-directed study and performance. In keeping with the rigor expected in an accelerated setting, students assemble a portfolio that showcases a significant body of work representing personal vision and artistic growth over time; mastery of theatre skills and techniques in one or more areas; and evidence of sophisticated oral and written analytical and problem-solving skills based on their structural, historical, and cultural knowledge. This course will meet the graduation requirement for Performing Fine Arts graduation credit.

0400345 PRE-AICE DRAMA IG

<http://www.cie.org.uk/programmes-and-qualifications/cambridge-pre-u-drama-and-theatre-9801/>

Through practical and theoretical study, learners develop an understanding and enjoyment of drama, developing group and individual skills and studying ways to communicate ideas and feelings to an audience. They learn how to discover the performance possibilities of a text and other stimuli, and devise dramatic material of their own. Learners also develop their performance skills, the demonstration of which will form part of the final assessment.

0400410 STAGECRAFT 1

Students focus on developing the basic tools and procedures for creating elements of technical theatre, including costumes, lighting, makeup, properties (props), publicity, scenery, and sound. Technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials are central to success in this course. Students explore and learn to analyze dramatic scripts, seeking production solutions through historical, cultural, and geographic research. Students also learn the basics of standard conventions of design presentation and documentation; the organizational structure of theatre production and creative work in a collaborative environment; and the resulting artistic improvement. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom. This course will meet the graduation requirement for Performing Fine Arts graduation credit.

0400700 MUSICAL THEATRE 1

Students' course work focuses on, but is not limited to, acting, vocal performance, dance, non-dance movement, and staging, which transfer readily to performances in musicals and other venues. Students survey the evolution of music in theatre from ancient Greece to modern Broadway through a humanities approach and representative literature. Music theatre students explore the unique staging and technical demands of musicals in contrast to non-musical plays. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course will meet the graduation requirement for Performing Fine Arts graduation credit.

0400710 MUSICAL THEATRE 2

Students learn from the styles and techniques used by well-known singer-actor-dancers and choreographers to build a performance portfolio for auditions and/or interviews. Students examine the contributions of major writers, composers,

lyricists, and choreographers of musical theatre and learn to analyze the structures, stories, and settings of musical theatre exemplars to understand how those components serve the story and concept. Students extend their dance and movement techniques required to sing and dance at the same time. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course will meet the graduation requirement for Performing Fine Arts graduation credit.

0400720 MUSICAL THEATRE 3

Students refine their audition techniques and performance/audition portfolio, and consider the contributions of musical theatre in the community and beyond. Students select a number of pieces to showcase their abilities and become conversant about individuals who, currently and in the past, are considered major contributors to the field. Students refine their dance and movement techniques required to sing and dance for long periods of time in rehearsals and performance. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course will meet the graduation requirement for Performing Fine Arts graduation credit.

0900310 HUMANITIES (to 1500) HONORS

The purpose of this course is to enable students to examine, understand, and respond to creative efforts of individuals and societies through interdisciplinary study of the arts and their connections to areas such as history, literature, philosophy, and religion from early civilizations to 1500, including ancient Greece and Rome, the Byzantine empire, and medieval European society.

0900320 HUMANITIES 2 (SINCE 1500) HONORS

The purpose of this course is to enable students to examine, understand, and respond to creative efforts of individuals and societies through interdisciplinary study of the arts and their connections to areas such as history, literature, philosophy, and religion since 1500, including the Renaissance, the Scientific Revolution, and the Enlightenment, among others.

1006300N JOURNALISM 1 (Newspaper)

1006310N JOURNALISM 2 (Newspaper)

1006320N JOURNALISM 3 (Newspaper)

1006330N JOURNALISM 4 (Newspaper)

1006331N JOURNALISM 5 (Newspaper)

1006332N JOURNALISM 6 (Newspaper)

1006333N JOURNALISM 7 (Newspaper)

1006334N JOURNALISM 8 (Newspaper)

The purpose of this course is to enable students to develop and extend fundamental skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to develop further knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media.

1006300Y JOURNALISM 1 (Yearbook)

1006310Y JOURNALISM 2 (Yearbook)

1006320Y JOURNALISM 3 (Yearbook)

1006330Y JOURNALISM 4 (Yearbook)

1006331Y JOURNALISM 5 (Yearbook)

1006332Y JOURNALISM 6 (Yearbook)

1006333Y JOURNALISM 7 (Yearbook)

1006334Y JOURNALISM 8 (Yearbook)

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

1008320 READING HONORS

The course emphasizes advanced reading comprehension and vocabulary study using a variety of grade appropriate texts encompassing a range of complexity. Students enrolled in the course will engage in research, write in response to reading, and cite evidence to answer text dependent questions both orally and in writing. The course provides extensive opportunities for students to collaborate with their peers.

1008350 READING FOR COLLEGE SUCCESS

This course is targeted for students who are not "college-ready" in reading. This course incorporates reading and analysis of informational selections to develop critical reading skills necessary for success in college courses. This course prepares students for successful completion of Florida college English language arts courses requiring extensive grade-level reading. The benchmarks reflect the Florida College Competencies necessary for entry-level college courses.

1004300 SEMANTICS AND LOGIC

The purpose of this course is to provide students' knowledge of the principles of semantics and logic using texts of high complexity and advanced integrated language arts study.

1007300 SPEECH 1

The purpose of this course is to develop students' beginning awareness, understanding, and application of language arts as it applies to oral communication concepts and strategies in a variety of given settings. This course will meet the graduation requirement for Performing Fine Arts graduation credit.

1007310 SPEECH 2

The purpose of this course is to continue developing students' awareness, understanding, and application of language arts as it applies to oral communication concepts and formats. This course will meet the graduation requirement for Performing Fine Arts graduation credit.

1000400 INTENSIVE LANGUAGE ARTS

The purpose of this course is to provide instruction that enables students to accelerate the development of reading and writing skills and to strengthen those skills so they are able to successfully read and write grade level text independently. Instruction emphasizes reading comprehension, writing fluency, and vocabulary study through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity. This course may be repeated for multiple credits if, on subsequent offerings, the required level of student's proficiency demonstrates the need. Course selection will be determined by FSA ELA performance data and FAIR-FS data. The single period course will be in addition to Intensive Reading.

1000410 INTENSIVE READING

The purpose of this course is to provide instruction that enables students to accelerate the development of reading and writing skills and to strengthen those skills so they are able to successfully read and write grade level text independently. Instruction emphasizes reading comprehension, writing fluency, and vocabulary study through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity. Texts used for instruction focus on a wide range of topics, including content-area information, in order to support students in meeting the knowledge demands of increasingly complex text. Students enrolled in the course will engage in interactive text-based discussion, question generation, and research opportunities. They will write in response to reading and cite evidence when answering text dependent questions orally and in writing. The course provides extensive opportunities for students to collaborate with their peers. Scaffolding is provided as necessary as students engage in reading and writing increasingly complex text and is removed as the reading and writing abilities of students improve over time. This course may be repeated for multiple credits if the required level of student's proficiency demonstrates the need. Course selection will be determined by FSA ELA performance data and FAIR-FS data. The course will be linked to English 1, 2, 3, or 4.

1002380 DEVELOPMENTAL LANGUAGE ARTS THROUGH ESOL

The purpose of this course is to provide students who are native speakers of languages other than English instruction enabling students to accelerate the development of reading, writing, listening, speaking and language skills and to strengthen these skills so they are able to successfully read and comprehend grade level text independently. Instruction emphasizes reading comprehension and vocabulary through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity. Texts used for instruction focus on a wide range of topics, including content-area information, in order to support students in meeting the knowledge demands of increasingly complex text.

English Speakers of Other Languages (ESOL) Course Descriptions

This course is an optional 3rd period designed for 9-12th grade English Language Learner students. This course will emphasize language development in listening, speaking, reading and writing for beginning level English Language Learner (ELL) students with one year or less in the ELL program. The purpose of this course is to provide students who are native speakers of languages other than English instruction enabling students to accelerate the development of reading, writing, listening, speaking and language skills and to strengthen these skills so they are able to successfully read and comprehend grade level text independently. Instruction emphasizes reading comprehension and vocabulary through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and

levels of complexity. Texts used for instruction focus on a wide range of topics, including content-area information, in order to support students in meeting the knowledge demands of increasingly complex text.

Exceptional Student Education	
COURSE NUMBER	COURSE NAME
7900010	Therapeutic Instructional Support
7900030	Hospital/Homebound Instructional Services
7910120	Access English 1
7910125	Access English 2
7910130	Access English 3
7910135	Access English 4
7912065	Access Geometry
7912070	Access Liberal Arts Mathematics
7912075	Access Algebra 1
7912080	Access Algebra 1A
7912090	Access Algebra 1B
7912095	Access Algebra 2
7915010	Specially Designed Physical Education
7915015	Access Health Opportunities Through Physical Education (HOPE): 9-12
7915020	Access Personal Fitness
7919010	Driver Education for Special Learners
7920011	Access Chemistry
7920015	Access Biology
7920020	Access Earth/Space Science
7920022	Access Physical Science
7920025	Access Integrated Science 1
7920050	Access Health and Safety
7921015	Access United States Government
7921022	Access Economics w/ Financial Literacy
7921025	Access United States History
7921027	Access World History
7960010	Transition Planning
7963010	Preparation for Adult Living
7963040	Expanded Skills: 9-12
7963050	Expanded Core Competencies: 9-12
7963060	Orientation and Mobility: 9-12
7963070	Unique Skills Social and Emotional: 9-12
7963080	Learning Strategies: 9-12
7963130	Unique Skills: 9-12
7963140	Self Determination
7966010	Physical Therapy
7966020	Occupational Therapy
7966030	Speech Therapy
7966040	Language Therapy

7967010	Access Visual and Performing Arts
7967015	Access Drawing 1
7967020	Access Theatre 1
7967025	Access Two-Dimensional Studio Art 1
7980040	Preparation for Entrepreneurship/Self-Employment
7980110	Career Preparation: 9-12
7980120	Career Experiences: 9-12
7980130	Career Placement: 9-12
7980150	Supported Competitive Employment
7980190	Technology Education

Exceptional Student Information and Course Descriptions

The courses in this section may be used towards a standard diploma – access points option, for students who have significant cognitive disabilities and are taking the Florida Standards Alternate Assessment (FSAA). The courses in this section may be offered for multiple credits based on individual student mastery of the access points or essential understandings. Accordingly, an entire course may not be mastered in one year, allowing a student to earn multiple credits in a single course. Additionally, equivalent general education courses may be substituted for ESE courses.

These courses are designed to provide students with access to general curriculum through the access points at the participatory, supported and independent level through the Essential Understandings (EUs): both of which reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. Individual students may perform at one level across all areas, or at several different levels, depending on the course requirements and individual strengths.

Access Level Courses – Core Content

7910120 ACCESS ENGLISH 1

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

7910125 ACCESS ENGLISH 2

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

7910130 ACCESS ENGLISH 3

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

7910135 ACCESS ENGLISH 4

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

7912065 ACCESS GEOMETRY

The purpose of this course is to develop the geometric concepts and processes that can be used to analyze and solve a variety of routine and non-routine real-world and mathematical problems. Additionally, the course is intended to extend students' geometric experiences and have them explore more complex geometric situations.

7912070 ACCESS LIBERAL ARTS MATH

The purpose of this course is to develop the algebraic and geometric concepts and processes that can be used to analyze and solve a variety of routine and non-routine real-world and mathematical problems. The content should include, but not be limited to: content-related vocabulary; operations using real numbers in real-world problems; patterns, relations, and functions, including tables, sequences, and graphs; graphs to summarize data and predict outcomes; variables and their impact on outcomes; and properties of size, shape, position, and space and varied solution strategies to solve real-world problems.

7912075 ACCESS ALGEBRA 1

The purpose of this course is to develop the algebraic concepts and processes that can be used to analyze and solve a variety of routine and non-routine real-world and mathematical problems. The content should include, but not be limited to: content-related vocabulary; operations using real numbers in real-world problems; patterns, relations, and functions, including tables, sequences, and graphs; graphs to summarize data and predict outcomes; variables and their impact on outcomes; and varied solution strategies to solve real-world problems.

7912080 ACCESS ALGEBRA 1A

The purpose of this course is to develop the algebraic concepts and processes that can be used to analyze and solve a variety of routine and non-routine real-world and mathematical problems. The content should include, but not be limited to: Content-related vocabulary; operations using real numbers in real-world problems; patterns, relations, and functions, including tables, sequences, and graphs; graphs to summarize data and predict outcomes; variables and their impact on outcomes; and varied solution strategies to solve real-world problems.

7912090 ACCESS ALGEBRA 1B

The purpose of this course is to develop the algebraic concepts and processes that can be used to analyze and solve a variety of routine and non-routine real-world and mathematical problems. The content should include, but not be limited to: Content-related vocabulary; operations using real numbers in real-world problems; patterns, relations, and functions, including tables, sequences, and graphs; graphs to summarize data and predict outcomes; variables and their impact on outcomes; and varied solution strategies to solve real-world problems.

7912095 ACCESS ALGEBRA 2

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of Algebra 2. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations. Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

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

The content is intended to develop or expand the student's understanding of: physical activity, components of physical fitness, nutrition and wellness planning, diseases and disorders, health advocacy, first aid/CPR, alcohol, tobacco, and drug prevention, human sexuality, including abstinence and HIV, cognitive abilities, lifetime fitness, movement, responsible behaviors and values.

7920011 ACCESS CHEMISTRY 1

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of Chemistry. Understanding the characteristics of and dynamic relationship between the building blocks of matter, life, and the environment improves the ability to predict how we impact our surroundings and prepares us to respond to and interact with the forces and objects of nature. The content should include, but not be limited to: scientific investigation, physical and chemical properties of matter, physical and chemical changes of matter, atomic theory, chemical patterns and periodicity, conservation of energy, and interaction of matter and energy and properties of fundamental forces.

7920015 ACCESS BIOLOGY 1

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of Biology I. Understanding the diverse characteristics of and dynamic relationship between life forms, processes, and the environment improves the ability to predict how we develop, maintain health, and impact our surroundings. The content of this course should include, but not be limited to: biological processes, cell structure and function, health-related issues and concerns, physiological processes, characteristics and classifications of plants and animals, plant and animal development, adaptation, and inter-relationships, plant, animal, and environment inter-relationships, renewable and non-renewable resources, and scientific investigation.

7920020 ACCESS EARTH/SPACE SCIENCE

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of Earth/Space Science. Understanding the dynamic relationship between the environment, the Earth and the universe improves the ability to predict how we impact our surroundings and prepares us to respond to and interact with the forces and objects of nature. The content should include, but not be limited to: Earth systems, structures, and processes, natural forces and their effect on Earth and the universe, the transfer of energy and matter, the dynamic nature of the geosphere, the water cycle, weather, and climate, investigative methodology and renewable and non-renewable energy resources.

7920022 ACCESS PHYSICAL SCIENCE

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of Physical Science. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations.

7920025 ACCESS INTEGRATED SCIENCE 1

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of Integrated Science. Understanding the characteristics of and dynamic relationship between energy, matter, life and the environment improves the ability to predict how we impact our surroundings and prepares us to respond to and interact with the forces and objects of nature. The content should include, but not be limited to: biological, physical, and chemical characteristics of matter, characteristics of energy transmission, practical application of electric and magnetic phenomena, interaction of matter and energy, and characteristics of life and equilibrium of Earth's biotic community.

7921015 ACCESS UNITED STATES GOVERNMENT

Access United States Government consists of Civics, Government and Geography content area strands. The content is intended to develop or expand the student's understanding of: origins and purposes of government, law, and the American political system, roles, rights, and responsibilities of United States citizens, principles, functions, and organization of government, United States foreign policy, characteristics, distribution, and migration of human populations, and human actions that can impact the environment.

7921022 ACCESS ECONOMICS WITH FINANCIAL LITERACY

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of Economics with Financial Literacy. The primary content emphasis for this course pertains to the exploration of the concepts and processes of the national economic systems and includes topics such as currency, banking, and the fundamental concepts relevant to major economic systems.

7921025 ACCESS UNITED STATES HISTORY

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

7921027 ACCESS WORLD HISTORY

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of World History. This course includes an exploration of the development of world civilizations and societies and also has students examine the history of civilizations and societies of North and South America.

Transition and Career Education Courses

7960010 TRANSITION PLANNING

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

7963010 PREPARATION FOR ADULT LIVING

The purpose of this course is to enable students with disabilities to gain the knowledge and skills needed for post-school adult living. Focus areas for this course include activities designed to increase student understanding and/or experience as they relate to: adult living arrangements, financial management, citizenship and community involvement, self-determination/self-advocacy, personal and social competencies, personal health and safety and career planning.

7963140 SELF-DETERMINATION

The purpose of this course is to enable students with disabilities to apply self-determination and self-advocacy skills in school, home, community, and employment settings. Students will increase self-awareness of personal abilities and develop an understanding of the impact of their own disability on learning and on other areas of life.

7980040 PREPARATION FOR ENTREPRENEURSHIP/SELF-EMPLOYMENT

The purpose of this course is to prepare students with disabilities to pursue entrepreneurship/self-employment. Students will acquire skills needed to explore their potential as entrepreneurs and develop necessary skills to plan and operate a business with support and assistance.

7980110 CAREER PREPARATION: 9-12

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

7980120 CAREER EXPERIENCES: 9-12

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

7980130 CAREER PLACEMENT: 9-12

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

7980150 SUPPORTED COMPETITIVE EMPLOYMENT

The purpose of this course is to provide customized training through paid employment for students with disabilities to facilitate progress toward attaining measurable postsecondary goals in a customized, paid employment situation. This course will enable students to apply career knowledge and skills to perform work-related behaviors in a paid employment situation with needed supports and assistance.

7980190 TECHNOLOGY EDUCATION

The purpose of this course is to enable students with disabilities to apply knowledge and skills regarding the safe and appropriate use of technology in the school, workplace, and community. Students will investigate careers in technology.

Special Skills, Miscellaneous and Elective Courses

7900010 THERAPEUTIC INSTRUCTIONAL SUPPORT

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

7900030 HOSPITAL/HOMEBOUND INSTRUCTIONAL SERVICES

The purpose of this course is to enable students with disabilities to acquire skills when served in a hospital or homebound setting in order to achieve the Annual Goals and Short-Term Objectives or Benchmarks specified in the student's Individual Educational Plan (IEP).

7915010 SPECIALLY DESIGNED PHYSICAL EDUCATION

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

7915020 ACCESS PERSONAL FITNESS

The purpose of this course is to provide students with the knowledge, skills and values the need to become healthy and physically active for a lifetime. This course addresses both the health and skill-related components of physical fitness which are critical for students' success.

7919010 DRIVER EDUCATION FOR SPECIAL LEARNERS

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

7920050 ACCESS HEALTH AND SAFETY

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of health related curriculum. Students will learn a variety of factors that can positively or negatively impact their health and how they can develop short and/or long term goals including implementing data-informed strategies to achieve personal health goals.

7963040 EXPANDED SKILLS: 9-12

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

7963050 EXPANDED CORE COMPETENCIES: 9-12

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

7963060 ORIENTATION AND MOBILITY: 9-12

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

7963070 UNIQUE SKILLS SOCIAL AND EMOTIONAL: 9-12

The purpose of this course is to enable students with disabilities to acquire and generalize skills related to self-management and interpersonal relationships in educational, home, community, and employment settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

7963080 LEARNING STRATEGIES: 9-12

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

7963130 UNIQUE SKILLS: 9-12

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

7967010 ACCESS VISUAL AND PERFORMING ARTS

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

7967015 ACCESS DRAWING 1

The purpose of this course is to enable students with disabilities to experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in drawing.

7967020 ACCESS THEATRE 1

The purpose of this course is to enable students with disabilities to develop an appreciation of all aspects of theatre. Classwork focuses on the exploration of performance, improvisation, creative dramatics and acting. Incorporation of other art forms in theatre also helps students gain appreciation for other art forms, such as music, dance, and visual art.

7967025 ACCESS TWO-DIMENSIONAL STUDIO ART 1

The purpose of this course is to enable students with disabilities to experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in drawing, painting, printmaking, collage, and/or design.

Therapy

7966010 PHYSICAL THERAPY

The purpose of this course is to provide instruction to students who have physical disabilities, including sensorimotor or neuromuscular deficits that substantially limit one or more major life activities and require adaptation of the school environment or curriculum in order to benefit from an educational program. The content shall include, but not be limited to: maintaining, restoring, or enhancing motor and sensory skills, use of adaptive equipment and assistive devices and promoting independence in mobility and management of health-related functions.

7966020 OCCUPATIONAL THERAPY

The purpose of this course is to provide instruction to students who's physical, motor or neurological deficits result in significant dysfunction in daily living or academic learning skills to the extent that they require adaptation of the school environment or curriculum in order to benefit from an educational program. The content shall include, but not be limited to: maintaining, restoring, or enhancing motor and sensory skills, use of adaptive equipment and assistive devices and promoting independence in activities of daily living.

7966030 SPEECH THERAPY

The purpose of this course is to provide students exhibiting communication disorders that negatively impact their ability to benefit from the educational process, appropriate instruction in the communication skills necessary for academic learning, social interaction and vocational success. The content shall include, but not be limited to: articulation therapy, fluency therapy and voice therapy.

7966040 LANGUAGE THERAPY

The purpose of this course is to provide students exhibiting language disorders that negatively impact their ability to benefit from the educational process appropriate instruction in language skills, both oral and written, necessary for academic learning, social interaction and vocational success. The content shall include, but not be limited to: form, including phonology, syntax, and morphology, content, including semantics and function, including pragmatics.

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

Available Online through C.O.V.E. (Collier Online Virtual Education)				
1506320	HOPE – Health Orientation Through Physical Education Variation (1.0)	online	U	Grade of C or higher in Core Courses
1501300	Personal Fitness	online	U	Grade of C or higher in Core Courses
1900300	Driver Education – Classroom Only	online	U	None

Health, Physical, and Driver Education Course Descriptions

Students may satisfy their 1.0 Physical Education credit requirement through taking Health Opportunities through Physical Education (HOPE).

Personal Fitness paired with a .5 elective Option may be utilized when student has successfully completed an approved pathway - If a student is enrolled in Marching Band, Dance Techniques, or ROTC please discuss with your school counselor your options for completing this requirement.

3026010 HOPE-PHYSICAL EDUCATION – CORE (Health and Physical Education Certification Required)

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

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

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

3026020 AICE PHYSICAL EDUCATION – (AS LEVEL)

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

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

1506320 HOPE-PHYSICAL EDUCATION VARIATION (Physical Education Certification Required)

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

- Components of Health and Wellness
- Components of Physical Fitness
- Nutrition and Fitness Planning
- Decision-making and Goal Setting
- Self-Esteem Building
- Health Advocacy

- Internet Safety
- Alcohol, Tobacco, and Drug Prevention
- Bullying, Harassment and Dating Violence Prevention
- Abstinence, HIV/AIDS, STD Prevention
- Land and Water Safety/First Aid/CPR/AED Awareness
- Fitness Testing and Personal Health Planning

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

0800300 HEALTH 1 - LIFE MANAGEMENT SKILLS

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

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

- Responsible decision-making
- Goal-setting, including personal health and individual wellness planning
- Positive emotional development, including the prevention of depression and suicide
- Communication, interpersonal and coping skills, including prevention of violence, gangs, and bullying
- Nutrition and physical activity
- Tobacco, alcohol, and other drug use and abuse
- Safety education, including cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED), first aid for obstructed airway, and injury prevention including CPR, AED, general first aid, and injury prevention
- Prevention of child abuse and neglect
- Human sexuality, including abstinence from sexual activity, and teen pregnancy prevention
- Disease prevention and control, including HIV/AIDS and other STIs
- Analyzing health information and consumer knowledge
- Health-related community resources
- Health advocacy skills
- Internet Safety
- Dating Violence

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

0800320 FIRST AID AND SAFETY

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

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

0800370 PARENTING 1

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

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

- Healthy lifestyle and pre and post natal care
- Stages of physical, social, cognitive, and emotional development of infants
- Positive emotional development of mother
- Communication, interpersonal and coping skills
- Responsible decision-making
- Parenting skills and care-giving including prevention of child abuse and neglect and infant mortality

- Family relationships including parental rights and responsibilities
- Child care, safety, and hygiene
- Disease prevention and control common infant illnesses
- Health-related community resources
- Consumer skills

0800380 PARENTING 2

This course provides students with skills and information to enable them to care for and nurture the toddler and preschool-age child. Emphases are placed on child safety, nutrition, and growth and development. Additional content includes care of the sick or injured child, parental rights and responsibilities, consumer skills, and building positive family relationships. The content should include, but is not limited to, the following:

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

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

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

1501300 PERSONAL FITNESS

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

1501310 FITNESS LIFESTYLE DESIGN

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

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

1501320 FITNESS ISSUES FOR ADOLESCENCE

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

1501340 WEIGHT TRAINING 1

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

1501350 WEIGHT TRAINING 2

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

501360 WEIGHT TRAINING 3

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

1501380 PERSONAL FITNESS TRAINER

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

1501390 COMPREHENSIVE FITNESS

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

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

1501410 POWER WEIGHT TRAINING 1

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

1502410 INDIVIDUAL AND DUAL SPORTS 1

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

1502420 INDIVIDUAL AND DUAL SPORTS 2

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

1502430 INDIVIDUAL AND DUAL SPORTS 3

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

1502470 RECREATIONAL ACTIVITIES

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

1502490 CARE AND PREVENTION OF ATHLETIC INJURIES

The purpose of this course is to enable students to develop knowledge of the anatomy and physiology related to athletic injuries and skills related to the nature, prevention, care, and rehabilitation of athletic injuries.

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

1503310 BASKETBALL

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

1503315 BASKETBALL 2

The purpose of this course is to provide more in-depth instruction of the fundamental skills, tactics, rules and etiquette in basketball. Introduction to systems of play will be included to enhance the student's understanding. Advanced skills and drills which directly affect student's physical and cognitive abilities will be covered. Students will participate in advanced individual and team techniques in relationship to basketball strategy. Participate in course activities will continue to enhance healthy behaviors that influence students to participate in physical activities throughout their life.

1503320 SOCCER

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

1503330 SOFTBALL

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

1503350 TEAM SPORTS 1

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

1503360 TEAM SPORTS 2

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

issues, benefits of participation, fitness activities, assessment of skills and fitness assessments. Additional activities may include, lacrosse, rugby, speedball, netball, team handball, and quidditch,

1503400 AEROBICS 1

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

1503410 AEROBICS 2

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

1504500 TENNIS 1

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

1505500 VOLLEYBALL 1

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

1505510 VOLLEYBALL 2

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

1505520 VOLLEYBALL 3

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

1900300 DRIVER EDUCATION/TRAFFIC SAFETY – CLASSROOM

Major concepts/content:

The purpose of this classroom course is to introduce students to the highway transportation system and to teach strategies that will develop driving knowledge both written and practical and relevant in today's society. It will also provide an in-depth study of the scope and nature of accident risks and their solutions.

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

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

Classroom instruction only.

Course Requirements

After successfully completing this course, the student will:

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

1900310 DRIVER EDUCATION/TRAFFIC SAFETY - CLASSROOM AND LABORATORY

Major concepts/content:

The purpose of this course is to introduce students to the highway transportation system and to strategies that will develop driving knowledge both written and practical and relevant in today's society. It will also provide an in-depth practical experience through simulations and in-vehicle practice for those meeting the permitting requirements.

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

- vehicle control and traffic procedure
- defensive strategies for driving
- natural laws and their application to driving
- energy efficient and safe enjoyable vehicle ownership
- physical and mental factors

- legal and moral obligations
- knowledge of motorcycle operations and interactions in the system
- planning for safe travel to include map studies
- the effects of alcohol and other drugs on driving performance
- distracted driving; risks and consequences
- seat belt safety

Course Requirements

After successfully completing this course, the student will:

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

Junior Reserve Officers Corps (JROTC)

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

ROTC WAIVER NUMBERS

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

Junior Reserve Officers Training Corps Course Descriptions

1801300 LEADERSHIP EDUCATION AND TRAINING 1

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

1801310 LEADERSHIP EDUCATION AND TRAINING 2

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

1801320 LEADERSHIP EDUCATION AND TRAINING 3

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

1801330 LEADERSHIP EDUCATION AND TRAINING 4

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

2400300 LEADERSHIP SKILLS DEVELOPMENT

The purpose of this course is to teach leadership skills, parliamentary procedure, problem solving, decision making, communication skills, group dynamics, time and stress management, public speaking, human relations, public relations, team building, and other group processes. The content should include, but not be limited to, study in self-understanding, the development in such areas as goal setting, self-actualization, and assertiveness, and the study of organizational theories and management.

2400310 LEADERSHIP TECHNIQUES

This course will provide an in-depth study of the leadership techniques of decision-making, problem solving, meeting skills, communication, group conflict reduction, time and stress management, evaluation, team building, group dynamics, motivational strategy, and the role of leadership in a democratic society.

Suggested Mathematics Course Sequence

Placement Parameters	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Students performing at the Inadequate or Below Satisfactory Level (Level 1 or 2 on FSA/EOC)	Pre-Algebra (Scores Level 1 or 2 on FSA)	Algebra 1A/1B	Skinny 1B Liberal Arts Math 1 Informal Geometry Geometry Intensive Math Algebra 1 Repeat	Informal Geometry Geometry Regular Liberal Arts Math 1 Liberal Arts Math 2 Algebra 2 Math for College Readiness Math for College Success	Geometry (not recommended for Seniors) Liberal Arts Math 1 Liberal Arts Math 2 Algebra 2 Math for College Readiness (.5 credit) Math for College Success
	Algebra 1 Algebra 1A/1B (Scores Level 1 or 2 on EOC)	Skinny 1B Liberal Arts Math 1 Informal Geometry Intensive Math Algebra 1 Repeat	Informal Geometry Geometry Regular	Math for College Readiness Math for College Success Liberal Arts Math 1 Liberal Arts Math 2 Geometry Algebra 2	Math for College Readiness Math for College Success (.5 credit) Liberal Arts Math 1 Liberal Arts Math 2 Algebra 2
Students performing at the Satisfactory Level (Scored Level 3 on FSA/EOC)	Pre-Algebra (Scores Level 3 on FSA)	Algebra 1 Algebra 1A/1B	Geometry Informal Geometry	Geometry Liberal Arts Math 2 <i>(after Geometry but before Algebra 2)</i> Algebra 2	Math for College Readiness Math for College Success (.5 credit) Algebra 2 Advanced Topics in Mathematics Probability & Statistics
	Algebra 1 Algebra 1A/1B (Scores Level 3 on EOC)	Geometry	Liberal Arts Math 2 Algebra 2	Algebra 2 Probability & Statistics Advanced Topics in Mathematics Dual-Enrollment Course	Dual-Enrollment Course
Students performing at the Proficient or Mastery Level (Scored Level 4 or 5 on FSA/EOC)	Pre-Algebra (Scores Level 4 or 5 on FSA)	Algebra 1 Algebra 1 Honors	Geometry Geometry Honors	Algebra 2 Algebra 2 Honors	Pre-Calculus Honors Probability & Statistics Honors Dual-Enrollment Course
	Algebra 1 Algebra 1 Honors (Scores Level 4 or 5 on EOC)	Geometry Geometry Honors	Algebra 2 Algebra 2 Honors	Pre-Calculus Honors Probability & Statistics Honors AP Statistics Dual-Enrollment Course	AP Calculus AB/BC AP Statistics Pre-Calculus Dual-Enrollment Course

High School Mathematics Course Descriptions

Algebra 1 and its equivalent courses

1200310 ALGEBRA 1 REGULAR AND 1200320 ALGEBRA 1 HONORS

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

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

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

The critical areas are as follows:

Unit 1 - Relationships Between Quantities and Reasoning with Equations: By the end of eighth grade students have learned to solve linear equations in one variable and have applied graphical and algebraic methods to analyze and solve systems of linear equations in two variables. This unit builds on these earlier experiences by asking students to analyze and explain the process of solving an equation. Students develop fluency writing, interpreting, and translating between various forms of linear equations and inequalities, and using them to solve problems. They master the solution of linear equations and apply related solution techniques and the laws of exponents to the creation and solution of simple exponential equations. All of this work is grounded on understanding quantities and on relationships between them.

Unit 2 - Linear and Exponential Relationships: In earlier grades, students define, evaluate, and compare functions, and use them to model relationships between quantities. In this unit, students will learn function notation and develop the concepts of domain and range. They explore many examples of functions, including sequences; they interpret functions given graphically, numerically, symbolically, and verbally, translate between representations, and understand the limitations of various representations. Students build on and informally extend their understanding of integer exponents to consider exponential functions. They compare and contrast linear and exponential functions, distinguishing between additive and multiplicative change. Students explore systems of equations and inequalities, and they find and interpret their solutions. They interpret arithmetic sequences as linear functions and geometric sequences as exponential functions.

Unit 3 - Descriptive Statistics: This unit builds upon students prior experiences with data, providing students with more formal means of assessing how a model fits data. Students use regression techniques to describe and approximate linear relationships between quantities. They use graphical representations and knowledge of the context to make judgments about the appropriateness of linear models. With linear models, they look at residuals to analyze the goodness of fit.

Unit 4 - Expressions and Equations: In this unit, students build on their knowledge from unit 2, where they extended the laws of exponents to rational exponents. Students apply this new understanding of number and strengthen their ability to see structure in and create quadratic and exponential expressions. They create and solve equations, inequalities, and systems of equations involving quadratic expressions.

Unit 5 - Quadratic Functions and Modeling: In this unit, students consider quadratic functions, comparing the key characteristics of quadratic functions to those of linear and exponential functions. They select from among these functions to model phenomena. Students learn to anticipate the graph of a quadratic function by interpreting various forms of quadratic expressions. In particular, they identify the real solutions of a quadratic equation as the zeros of a related quadratic function. Students expand their experience with functions to include more specialized functions—absolute value, step, and those that are piece wise-defined.

Geometry and its equivalent courses

1200310 GEOMETRY AND 1206320 GEOMETRY HONORS

The fundamental purpose of these courses is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. For example, transformations are emphasized early in this course. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school standards. The Standards for Mathematical Practice apply throughout each course and, together

with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

The critical areas, organized into five units are as follows:

Unit 1 - Congruence, Proof, and Constructions: In previous grades, students were asked to draw triangles based on given measurements. They also have prior experience with rigid motions: translations, reflections, and rotations and have used these to develop notions about what it means for two objects to be congruent. In this unit, students establish triangle congruence criteria, based on analyses of rigid motions and formal constructions. They use triangle congruence as a familiar foundation for the development of formal proof. Students prove theorems using a variety of formats and solve problems about triangles, quadrilaterals, and other polygons. They apply reasoning to complete geometric constructions and explain why they work.

Unit 2 - Similarity, Proof, and Trigonometry: Students apply their earlier experience with dilation and proportional reasoning to build a formal understanding of similarity. They identify criteria for similarity of triangles, use similarity to solve problems, and apply similarity in right triangles to understand right triangle trigonometry, with particular attention to special right triangles and the Pythagorean theorem. Students develop the Laws of Sines and Cosines in order to find missing measures of general (not necessarily right) triangles, building on students work with quadratic equations done in the first course. They are able to distinguish whether three given measures (angles or sides) define 0, 1, 2, or infinitely many triangles.

Unit 3 - Extending to Three Dimensions: Students' experience with two-dimensional and three-dimensional objects is extended to include informal explanations of circumference, area and volume formulas. Additionally, students apply their knowledge of two-dimensional shapes to consider the shapes of cross-sections and the result of rotating a two-dimensional object about a line.

Unit 4 - Connecting Algebra and Geometry Through Coordinates: Building on their work with the Pythagorean theorem in 8th grade to find distances, students use a rectangular coordinate system to verify geometric relationships, including properties of special triangles and quadrilaterals and slopes of parallel and perpendicular lines, which relates back to work done in the first course. Students continue their study of quadratics by connecting the geometric and algebraic definitions of the parabola.

Unit 5 - Circles With and Without Coordinates: In this unit students prove basic theorems about circles, such as a tangent line is perpendicular to a radius, inscribed angle theorem, and theorems about chords, secants, and tangents dealing with segment lengths and angle measures. They study relationships among segments on chords, secants, and tangents as an application of similarity. In the Cartesian coordinate system, students use the distance formula to write the equation of a circle when given the radius and the coordinates of its center. Given an equation of a circle, they draw the graph in the coordinate plane, and apply techniques for solving quadratic equations, which relates back to work done in the first course, to determine intersections between lines and circles or parabolas and between two circles.

Algebra 2 and its equivalent courses

1200330 ALGEBRA 2 REGULAR AND 1200340 ALGEBRA 2 HONORS

Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

The critical areas for this course, organized into five units, are as follows:

Unit 1 - Polynomial, Rational, and Radical Relationships: This unit develops the structural similarities between the system of polynomials and the system of integers. Students draw on analogies between polynomial arithmetic and base-ten computation, focusing on properties of operations, particularly the distributive property. Students connect multiplication of polynomials with multiplication of multi-digit integers, and division of polynomials with long division of integers. Students identify zeroes of polynomials, including complex zeroes of quadratic polynomials, and make connections between zeroes of polynomials and solutions of polynomial equations. The unit culminates with the fundamental theorem of algebra. A central theme of this unit is that the arithmetic of rational expressions is governed by the same rules as the arithmetic of rational numbers.

Unit 2 - Trigonometric Functions: Building on their previous work with functions, and on their work with trigonometric ratios and circles in Geometry, students now use the coordinate plane to extend trigonometry to model periodic phenomena.

Unit 3 - Modeling with Functions: In this unit students synthesize and generalize what they have learned about a variety of function families. They extend their work with exponential functions to include solving exponential equations with logarithms. They explore the effects of transformations on graphs of diverse functions, including functions arising in an application, in order to abstract the general principle that transformations on a graph always have the same effect regardless of the type of the underlying function. They identify appropriate types of functions to model a situation, they adjust parameters to improve the model, and they compare models by analyzing appropriateness of fit and making judgments about the domain over which a model is a good fit. The description of modeling as “the process of choosing and using mathematics and statistics to analyze empirical situations, to understand them better, and to make decisions” is at the heart of this unit. The narrative discussion and diagram of the modeling cycle should be considered when knowledge of functions, statistics, and geometry is applied in a modeling context.

Unit 4 - Inferences and Conclusions from Data: In this unit, students see how the visual displays and summary statistics they learned in earlier grades relate to different types of data and to probability distributions. They identify different ways of collecting data— including sample surveys, experiments, and simulations—and the role that randomness and careful design play in the conclusions that can be drawn.

Unit 5 - Applications of Probability: Building on probability concepts that began in the middle grades, students use the languages of set theory to expand their ability to compute and interpret theoretical and experimental probabilities for compound events, attending to mutually exclusive events, independent events, and conditional probability. Students should make use of geometric probability models wherever possible. They use probability to make informed decisions.

Statistics and its equivalent courses

1202340 PRE-CALCULUS HONORS

The purpose of this course is to enable students to develop concepts and skills in advanced algebra, analytic geometry and trigonometry. The content shall include, but not be limited to: functions and their inverses, polynomials, rational functions, exponential and logarithmic functions, trigonometric functions, analytic trigonometry, vectors, parametric equations, complex numbers, conic sections and limits.

1210300 PROBABILITY & STATISTICS WITH APPLICATIONS HONORS

The purpose of this course is to present an in-depth study of probability & inferential statistics, with an emphasis on real-world application. Topics shall include but not be limited to: descriptive statistics, the normal distribution, data analysis, data collection, probability models and inferential statistics. Earning credit in this course precludes earning credit in Advanced Placement Statistics.

1202310 ADVANCED PLACEMENT CALCULUS AB

The course description for this Advanced Placement courses is located on the College Board site at http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html.

1202320 ADVANCED PLACEMENT CALCULUS BC

The course description for the Advanced Placement courses is located on the College Board site at http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html.

1210320 ADVANCED PLACEMENT STATISTICS

The course description for the Advanced Placement courses is located on the College Board site at http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html

1202352 AICE MATH 1 (AS Level)

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

Remediation Courses

1200400 INTENSIVE MATHEMATICS

For each year in which a student scores at Level 1 or 2 on the state assessment, the student should receive remediation by completing an intensive mathematics course the following year or having the remediation integrated into the student's required mathematics course. This course should be tailored to meet the needs of the individual student. Appropriate benchmarks should be identified to develop an appropriate curriculum.

This is a **0.5 credit course**, for elective credit. Credit in this course may be earned multiple times.

1200410 MATH FOR COLLEGE SUCCESS AND 1200700 MATH FOR COLLEGE READINESS

These courses are targeted for students who are not yet “college ready” in mathematics or simply need some additional instruction in content to prepare them for success in college level mathematics. This course incorporates the Florida Standards for Mathematical Practices as well as the following Florida Standards for Mathematical Content: Expressions and Equations, The Number System, Functions, Algebra, Geometry, Number and Quantity, Statistics and Probability, and the Florida Standards for High School Modeling. The standards align with the Mathematics Postsecondary Readiness Competencies deemed necessary for entry-level college courses.

Other Mathematics Courses

1207300 LIBERAL ARTS MATHEMATICS 1

The purpose of this course is to enable students to develop basic concepts and skills in Algebra and Geometry. Topics shall include but not be limited to: simplifying expressions, solving equations, identifying and interpreting functions, linear functions and inequalities, systems of equations, polynomial expressions, solving radical and rational equations, representing and analyzing data, properties of triangles and congruence, similar figures, transformations, circles, area of polygons, surface area and volume. **While this course can be used as one of the four math credits needed towards earning a Florida high school diploma, acceptance into a Florida State University System or Florida College institution, and a math credit towards the Bright Futures Scholarship, it is not considered rigorous enough to be considered as a math credit towards admission to a national NCAA eligible program.**

1207310 LIBERAL ARTS MATHEMATICS 2

The purpose of this course is to enable students to extend the concepts and skills in Algebra and Geometry in order to form a solid foundation for Algebra 2. Topics shall include but not be limited to: linear equations, quadratic functions, polynomial functions, radical functions, exponential and logarithmic functions, rational functions, sequences and series, comparing functions and probability and statistics. **While this course can be used as one of the four math credits needed towards earning a Florida high school diploma, acceptance into a Florida State University System or Florida College institution, and a math credit towards the Bright Futures Scholarship, it is not considered rigorous enough to be considered as a math credit towards admission to a national NCAA eligible program.**

1206300 INFORMAL GEOMETRY

The fundamental purpose of the course in Informal Geometry is to extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. For example, transformations are emphasized early in this course. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school standards. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

The critical areas, organized into five units are as follows:

Unit 1 - Congruence, Proof, and Constructions: In previous grades, students were asked to draw triangles based on given measurements. They also have prior experience with rigid motions: translations, reflections, and rotations and have used these to develop notions about what it means for two objects to be congruent. In this unit, students establish triangle congruence criteria, based on analyses of rigid motions and formal constructions. Students informally prove theorems—using a variety of formats—and solve problems about triangles, quadrilaterals, and other

polygons. They apply reasoning to complete geometric constructions and explain why they work.

Unit 2 - Similarity, Proof, and Trigonometry: Students apply their earlier experience with dilations and proportional reasoning to build a formal understanding of similarity. They identify criteria for similarity of triangles, use similarity to solve problems, and apply similarity in right triangles, with particular attention to special right triangles and the Pythagorean Theorem.

Unit 3 - Extending to Three Dimensions: Students' experience with two-dimensional and three-dimensional objects is extended to include informal explanations of circumference, area and volume formulas.

Unit 4 - Connecting Algebra and Geometry Through Coordinates: Building on their work with the Pythagorean theorem in 8th grade to find distances, students use a rectangular coordinate system to verify geometric relationships, including properties of special triangles and quadrilaterals and slopes of parallel and perpendicular lines, which relates back to work done in the first course.

Unit 5 - Circles With and Without Coordinates: In this unit students study the Cartesian coordinate system and use the distance formula to write the equation of a circle when given the radius and the coordinates of its center. Given an equation of a circle, they draw the graph in the coordinate plane, and apply techniques for solving quadratic equations, which relates back to work done in the first course, to determine intersections between lines and circles or parabolas. **While this course can be used as one of the four math credits needed towards earning a Florida high school diploma, it is not rigorous enough to be considered as a math credit towards admission to the Florida State University System or a NCAA eligible program, and it cannot be used as a math credit for the Bright Futures Scholarship.**

1298310 ADVANCED TOPICS IN MATHEMATICS

The purpose of this course is to enable students to develop concepts and skills in advanced algebra, analytic geometry and trigonometry. Topics shall include, but not be limited to: functions and their graphs, polynomial functions, rational functions, conics, exponential and logarithmic functions, trigonometry, complex numbers, matrices, and sequences and probability.

Music

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

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

1302390	Orchestra 4 (PF)	U	C or better in Orchestra 3 Teacher Recommendation	Orchestra 3
1302400	Orchestra 5 Honors (PF)	H	B or better in Orchestra 4 Teacher Recommendation/Audition	11th and 12th grade only, Orchestra 4
1302410	Orchestra 6 Honors (PF)	H	B or better in Orchestra 5 Teacher recommendation/Audition	11th and 12th grade only, Orchestra 5
1303300	Chorus 1 (PF)	U	Little or no previous experience in Chorus	
1303310	Chorus 2 (PF)	U	C or better in Chorus 1 or completion of one to three years of middle school chorus and Teacher recommendation/audition	Chorus 1
1303320	Chorus 3 (PF)	U	C or better in Chorus 2 or successful completion of three years of middle school chorus, and Teacher recommendation/audition **Additional criteria below	Chorus 2
1303330	Chorus 4 (PF)	U	C or better in Chorus 3 Teacher Recommendation	Chorus 3
1303340	Chorus 5 Honors (PF)	H	B or better in Chorus 4 Teacher Recommendation/Audition	11th and 12th grade only, Chorus 4
1303350	Chorus 6 Honors (FP)	H	B or better in Chorus 5 Teacher Recommendation/Audition	11th and 12th grade only, Chorus 5
1303360	Chorus Register-Specific 1 (PF)	U		
1303370	Chorus Register – Specific 2 (PF)	U	C or better in Chorus High/Low Range 1 Teacher Recommendation	Chorus High/Low Range 1
1303380	Chorus Register – Specific 3 (PF)	U	C or better in Chorus High/Low Range 2 - Teacher Recommendation	Chorus High/Low Range 2
1303390	Chorus Register – Specific 4 (PF)	H	C or better in Chorus High/Low Range 3 - Teacher Recommendation	Chorus High/Low Range 3
1303400	Vocal Techniques 1 (PF)	U		
1303410	Vocal Techniques 2 (PF)	U	C or better in Vocal Techniques 1	Vocal Techniques 1
1303440	Vocal Ensemble 1 (PF)	U	Concurrent enrollment in a chorus course	Audition
1303450	Vocal Ensemble 2 (PF)	U	C or better in Vocal Ensemble 1, and concurrent enrollment in a chorus course	Vocal Ensemble 1 Audition
1303460	Vocal Ensemble 3 (PF)	U	C or better in Vocal Ensemble 2 to the 3 rd Level	Vocal Ensemble 2
1303470	Vocal Ensemble 4 Honors (PF)	H	C or better in Vocal Ensemble 3 to the 4 th Level	Vocal Ensemble 3
1300300	Music Theory 1 (PF)	U		Teacher recommendation
1300340	World Music (PF)	U		
1300330	Advanced Placement Music Theory (PF)	AP		1-2 Credits in music and teacher recommendation
1300430	Pre-AICE Music IG	H		
1300395	AICE Music 1 (AS Level)	AP	Completion with a B or higher in a level 3 music course. Concurrent	Completion with a B or higher in a level 3 music

			enrollment in a band/orchestra/chorus class.	course and teacher recommendation
1300396	AICE Music 2 (AS Level)	AP	Completion with a B or higher in a level 3 music course. Concurrent enrollment in a band/orchestra/chorus class.	Completion with a B or higher in a level 3 music course and teacher recommendation
1300397	AICE Music 3 (A Level)	AP	Completion with a B or higher in a level 3 music course. Concurrent enrollment in a band/orchestra/chorus class.	Completion with a B or higher in a level 3 music course and teacher recommendation
0400700	Musical Theatre 1 (PF)	U		
0400710	Musical Theatre 2	U	C or better in Musical Theatre 1	Musical Theatre 1
0400720	Musical Theatre 3	U	C or better in Musical Theatre 2	Musical Theatre 2
1301320	Guitar 1 (PF)	U		
1301330	Guitar 2 (PF)	U	C or better in Guitar 1	Guitar 1
1301340	Guitar 3 (PF)	U	C or better in Guitar 2	Guitar 2
1301350	Guitar 4 Honors (PF)	H	C or better in Guitar 3	Guitar 3
1301360	Keyboard 1 (PF)	U		
1301370	Keyboard 2 (PF)	U	C or better in Keyboard 1	Keyboard 1
1304300	Music Technology and Sound Engineering 1(PF)	U		Teacher recommendation
1304310	Music Technology and Sound Engineering 2(PF)	H	C or better in Music Technology and Sound Engineering 1	Music Technology and Sound Engineering 1
0300310	Dance Techniques 1 (PF)	U	Membership in a band auxiliary unit, cheerleading squad, or administrative approval	Audition and teacher recommendation
0300320	Dance Techniques 2 (PF)	U	C or better in Dance Techniques 1	Dance Techniques 1
0300330	Dance Techniques 3	H	C or better in Dance Techniques 2	Dance Techniques 2
0300334	Dance Techniques 4	H	C or better in Dance Techniques 3	Dance Techniques 3
1305300	Eurhythmics 1 (PF)	U	Membership in a band auxiliary unit, cheerleading squad, or administrative approval	Audition and teacher recommendation
1305310	Eurhythmics 2 (PF)	U	C or better in Eurhythmics 1 and concurrent membership in a band auxiliary unit, cheerleading squad, or administrative approval	Eurhythmics 1
1305320	Eurhythmics 3 (PF)	U	C or better in Eurhythmics 2 and concurrent membership in a band auxiliary unit, cheerleading squad, or administrative approval	Eurhythmics 2
1305330	Eurhythmics 4 (PF)	U	C or better in Eurhythmics 3 and concurrent membership in a band auxiliary unit, cheerleading squad, or administrative approval	Eurhythmics 3

PF: Course meets the graduation requirement for Performing Fine Arts credit

****Band/Orchestra/Chorus 3: Freshman placed into Level 3 should have successfully completed 3 years of middle school band/orchestra/chorus and are approved to do so by the HS Director. Because of the higher level of this class, 9th grade students should also meet the requirements below:**

- **Past Participation in the middle school honors concerts or**
- **Participation in the Artis — Naples Youth Orchestra or**
- **Private lessons or**
- **Audition/participation in All-State**

Music Course Descriptions

1302300 BAND 1

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

1302310 BAND 2

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

1302320 BAND 3

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

1302330 BAND 4

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

1302340 BAND HONORS 5

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

1302350 BAND HONORS 6

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

1302420 INSTRUMENTAL TECHNIQUES 1

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

1302430 INSTRUMENTAL TECHNIQUES 2

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

1302440 INSTRUMENTAL TECHNIQUES 3

Students in this intermediate-level class develop their musical and technical skills further on a specific instrument, and expand their technical and performance skills, enhanced by historical and cultural background knowledge of the music. Students explore more demanding solo literature, etudes, and technical exercises with increasing

independence. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom which lead to a grade. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from the school or an outside source. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet the graduation requirement for Performing Fine Arts graduation credit.

1302450 INSTRUMENTAL TECHNIQUES 4

Students in this advanced class refine their musicianship and performance skills on a specified instrument. Students prepare for post-secondary and community music experiences and develop artistry independently through a variety of advanced solos, etudes, and excerpts. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom which lead to a grade. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from the school or an outside source. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet the graduation requirement for Performing Fine Arts graduation credit.

1302460 INSTRUMENTAL ENSEMBLE 1

Students with little or no experience in an instrumental ensemble develop basic musicianship and ensemble performance skills through the study of basic, high-quality music in diverse styles. Student musicians focus on building foundational music techniques, music literacy, listening skills, and aesthetic awareness. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source. This course will meet the graduation requirement for Performing Fine Arts graduation credit.

Students with little or no experience in an instrumental ensemble develop basic musicianship and ensemble performance skills through the study of basic, high-quality music in diverse styles. Student musicians focus on building foundational music techniques, music literacy, listening skills, and aesthetic awareness. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom which lead to a grade. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from the school or an outside source. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet the graduation requirement for Performing Fine Arts graduation credit.

1302500 JAZZ ENSEMBLE 1

As registration in Jazz Band requires concurrent enrollment in a band course, participation in Marching Band is a requirement to be in a high school jazz program. Students with experience on an instrument suited for jazz ensemble explore the fundamentals of performance practices, improvisation, and music theory through a diverse repertoire of high-quality jazz literature. Students learn the basics of foundational jazz styles, use chord symbols, develop knowledge of musical structure, and study the history of jazz and its iconic musicians. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom which lead to a grade. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from the school or an outside source. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet the graduation requirement for Performing Fine Arts graduation credit.

1302510 JAZZ ENSEMBLE 2

As registration in Jazz Band requires concurrent enrollment in a band course, participation in Marching Band is a requirement to be in a high school jazz program. Students with jazz experience become conversant with basic chord progressions and the scale/chord relationship, strengthen aural skills, and learn to improvise and compose melodies over progressions as they rehearse, perform, and study high-quality jazz ensemble literature. Musicians study jazz history and become familiar with the cultural context of various compositions and artists. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom which lead to a grade. Students in this class may need to obtain (e.g., borrow, rent, purchase) from the school or an outside source. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet the graduation requirement for Performing Fine Arts graduation credit.

1302520 JAZZ ENSEMBLE 3

As registration in Jazz Band requires concurrent enrollment in a band course, participation in Marching Band is a requirement to be in a high school jazz program. Students with considerable jazz experience become conversant with more complex forms and harmonic progressions, and strengthen their aural and improvisational skills as they rehearse, perform, and study high-quality jazz ensemble literature. Musicians apply their theory skills to arranging, transposition, and composing; and study various periods, cultural contexts, compositions, and artists in jazz history. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom which lead to a grade. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from the school or an outside source. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet the graduation requirement for Performing Fine Arts graduation credit.

1302530 JAZZ ENSEMBLE 4 HONORS

As registration in Jazz Band requires concurrent enrollment in a band course, participation in Marching Band is a requirement to be in a high school jazz program. Students with considerable jazz experience become conversant with more complex forms and harmonic progressions, and strengthen their aural and improvisational skills as they rehearse, perform, and study high-quality jazz ensemble literature. Musicians apply their theory skills to arranging, transposition, and composing; and study various periods, cultural contexts, compositions, and artists in jazz history. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom which lead to a grade. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from the school or an outside source. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet the graduation requirement for Performing Fine Arts graduation credit.

1302360 ORCHESTRA 1

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

1302370 ORCHESTRA 2

Students who have at least one year of orchestral experience study, rehearse, and perform high-quality orchestra literature. Rehearsals focus on the development of critical listening skills, basic string techniques, music literacy, ensemble skills, and aesthetic awareness in the context of relevant history and cultures. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom which lead to a grade. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from the school or an outside source. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet the graduation requirement for Performing Fine Arts graduation credit.

1302380 ORCHESTRA 3

Students build on previous orchestral experience through the study and performance of high-quality orchestra literature. Rehearsals focus on the strengthening of critical listening skills, musicianship, string techniques, ensemble skills, and aesthetic awareness in the context of relevant history and cultures. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom which lead to a grade. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet the graduation requirement for Performing Fine Arts graduation credit.

1302390 ORCHESTRA 4

Students with intermediate-level proficiency in string techniques, music literacy, critical listening skills, and musicianship study, rehearse, and perform high-quality orchestra literature. Student musicians strengthen their reflective, analytical, and problem-solving skills to self-diagnose solutions to performance challenges based on their structural, historical, and cultural understanding of the music. Public performances may serve as a culmination of

specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom which lead to a grade. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet the graduation requirement for Performing Fine Arts graduation credit.

1302400 ORCHESTRA 5 HONORS

Students with considerable orchestral experience advance their string and ensemble performance techniques, music literacy, music theory, and aesthetic engagement through high-quality orchestra literature. Student musicians use reflection and problem-solving skills to improve performance significantly based on structural, cultural, and historical understanding of the music. Focus will be on independent interpretation of level 4+ orchestra music; refinement of tone production and performance techniques, musical form, style periods and aesthetic perceptions. The student will keep a portfolio and will meet with the music director to discuss the requirements of this honors course.

Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom which lead to a grade. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet the graduation requirement for Performing Fine Arts graduation credit.

1302410 ORCHESTRA 6 HONORS

Students with substantial orchestral experience focus on mastery of advanced music skills, techniques, and processes through study, rehearsal, and performance of high-quality orchestra literature. Advanced string players self-diagnose and consider multiple solutions to artistic challenges based on background knowledge of the repertoire, and explore creativity through composition, arranging, and/or use of technology. Focus will be on the independent interpretation of level 5+ orchestra music; refinement of tone production and performance techniques, musical form, style periods and aesthetic perceptions. The student will keep a portfolio and will meet with the music director to discuss the requirements of this course. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom which lead to a grade. Public performances may serve as a culmination of specific instructional goals. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet the graduation requirement for Performing Fine Arts graduation credit.

1303300 CHORUS 1

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

1303310 CHORUS 2

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

1303320 CHORUS 3

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

Schools Secondary Grading Manual. This course will meet the graduation requirement for Performing Fine Arts graduation credit.

1303330 CHORUS 4

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

1303340 CHORUS 5 HONORS

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

1303350 CHORUS 6 HONORS

This year-long, very advanced class is designed for students who have demonstrated a capacity for developing very advanced listening/aural skills and performance techniques, as well as very advanced knowledge of vocal techniques, musical literacy, ensemble skills, and related musical knowledge. Chorus VI focuses on managing, mastering, and refining these skills and techniques through a variety of high-quality choral literature at a high level of aesthetic engagement. Musical independence and student leadership are promoted through significant opportunities for peer mentoring, solo work, and participation as a performer, conductor, or coach in a small or large ensemble. The student will keep a portfolio and will meet with the music director to discuss the requirements of this honors course. This course requires students to participate in extra rehearsals and performances beyond the school day, which lead to a grade. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet the graduation requirement for Performing Fine Arts graduation credit.

1303360 CHORUS REGISTER - SPECIFIC 1

Students in this entry-level class focus on the rehearsal, performance, and study of high-quality music literature for singers of a similar voice range. As they address the technical needs of singers in a specific range of notes, they learn beginning music theory, musicianship, and choral performance skills. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom which lead to a grade. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet the graduation requirement for Performing Fine Arts graduation credit.

1303370 CHORUS REGISTER - SPECIFIC 2

Students with prior choral or vocal instruction focus on developing skills to perform high-quality literature with singers in a similar vocal range. Through two- and three-part music, students build musicianship and choral ensemble skills. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom which lead to a grade. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet the graduation requirement for Performing Fine Arts graduation credit.

1303380 CHORUS REGISTER - SPECIFIC 3

Students continue to build on previous choral experience to develop skills to perform increasingly challenging, high-quality literature for singers in a similar vocal range. As singers explore two-, three-, and four-part literature in its historical and cultural context, they enhance their musicianship and choral ensemble skills. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom which lead to a grade. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet the graduation requirement for Performing Fine Arts graduation credit.

1303390 CHORUS REGISTER - SPECIFIC 4 HONORS

Students build and refine technical and expressive skills through the study, rehearsal, and performance of high-quality literature for singers in a similar vocal range. As singers explore three- and four-part literature in its historical and cultural context, they develop advanced musicianship and choral ensemble skills. In keeping with the rigor expected in an Honors course, students undertake independent study that includes synthesis of learning and experience. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom which lead to a grade. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet the graduation requirement for Performing Fine Arts graduation credit.

1303400 VOCAL TECHNIQUES 1

Students in this entry-level class focus on the development of musical and technical skills on a specific voice through etudes, scales, and selected music literature. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills to be more disciplined performers. Graded public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom which lead to a grade. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet the graduation requirement for Performing Fine Arts graduation credit.

1303410 VOCAL TECHNIQUES 2

Students in this novice-level class continue to develop musical and technical skills on a specific voice through developmentally appropriate solo literature, etudes, scales, and exercises. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills necessary to be more disciplined performers. Graded public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom which lead to a grade. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet the graduation requirement for Performing Fine Arts graduation credit.

1303440 VOCAL ENSEMBLE 1

Students with little or no experience in a vocal ensemble develop basic musicianship and ensemble performance skills through the study of basic, high-quality music in diverse styles. Student musicians focus on building foundational music techniques, music literacy, listening skills, and aesthetic awareness. Graded public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom which lead to a grade. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet the graduation requirement for Performing Fine Arts graduation credit.

1303450 VOCAL ENSEMBLE 2

Students with previous vocal ensemble experience continue building musicianship and performance skills through the study of high-quality music in diverse styles. Student musicians learn to self-assess and collaborate as they rehearse, perform, and study relevant musical styles and time periods. Graded public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom which lead to a grade. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet the graduation requirement for Performing Fine Arts graduation credit.

1303460 VOCAL ENSEMBLE 3

Students strengthen vocal ensemble performance skills, music literacy, and analytical skills through the study of high-quality music in diverse styles. Student musicians learn to self-assess and collaborate as they rehearse, perform, and study relevant history and cultures. Graded public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom which lead to a grade. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet the graduation requirement for Performing Fine Arts graduation credit.

1303470 VOCAL ENSEMBLE 4 HONORS

Students with extensive vocal ensemble experience refine their critical listening, music literacy, and ensemble skills through the study, rehearsal, and performance of high-quality, advanced literature. Students use reflection and

problem-solving skills with increasing independence to improve their performance and musical expressivity. Graded public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom which lead to a grade. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet the graduation requirement for Performing Fine Arts graduation credit.

1300300 MUSIC THEORY 1

Students learn how music is constructed and developed, and acquire a basic understanding of the structural, technical, and historical elements of music. Student theorists develop basic ear-training, keyboard, and functional singing skills, and engage in the creative process through individual and collaborative projects. Graded public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom which lead to a grade. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet the graduation requirement for Performing Fine Arts graduation credit.

1300340 MUSIC OF THE WORLD

Students explore the musical traditions of 20th- and 21st-century American and global communities around the world through study of current trends, focusing on the function of music within various cultures (e.g., jazz, world drumming, mariachi, soul, gamelan, Bollywood, digital). Students examine and report on human activities involving music, technology- and culture-related influences on music, and the sounds and structures of music composition. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom which lead to a grade. This course will meet the graduation requirement for Performing Fine Arts graduation credit.

1300330 ADVANCED PLACEMENT MUSIC THEORY

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

1300430 PRE-AICE Music (IGCSE Level)

Cambridge IGCSE Music syllabus learners listen to, perform and compose music, encouraging aesthetic and emotional development, self-discipline and, importantly, creativity. As a result, learners enhance their appreciation and enjoyment of music, an achievement that forms an ideal foundation for future study and enhances life-long musical enjoyment. Learners study music of all styles; each style is placed in its historical and cultural context, and they are encouraged to be perceptive, sensitive and critical when listening.

1300395 AICE MUSIC 1 (AS Level)

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

1300396 AICE MUSIC 2 (AS Level)

Cambridge International AS Music learners develop an appreciation of, and an informed critical response to, music of the Western tradition from at least two genres and periods. Learners discover how to listen attentively and responsively to develop a better understanding of the musical processes at work; they also learn how to communicate this understanding, supporting their judgments by evidence-based argument. As part of the course, learners are encouraged to develop their own creative and interpretative skills through the disciplines of composing

and performing in Western and/or non-Western traditions. This leads, in turn, to a deeper understanding of music in its wider cultural context. Candidates will be required to perform music from any tradition that reflects a single focus, e.g. one substantial piece or a group of pieces which reflect a common theme, style or purpose, on any instrument (or voice). Because of the performance component of this course, it is strongly recommended that students are concurrently enrolled in a performance course such as band, orchestra or chorus. This course will meet the graduation requirement for Performing Fine Arts graduation credit.

1300397 AICE MUSIC 3 (A Level)

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

0400700 MUSICAL THEATRE 1

Students' course work focuses on, but is not limited to, acting, vocal performance, dance, non-dance movement, and staging, which transfer readily to performances in musicals and other venues. Students survey the evolution of music in theatre from ancient Greece to modern Broadway through a humanities approach and representative literature. Music theatre students explore the unique staging and technical demands of musicals in contrast to non-musical plays. Graded public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom which lead to a grade. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet the graduation requirement for Performing Fine Arts graduation credit.

0400710 MUSICAL THEATRE 2

Students learn from the styles and techniques used by well-known singer-actor-dancers and choreographers to build a performance portfolio for auditions and/or interviews. Students examine the contributions of major writers, composers, lyricists, and choreographers of musical theatre and learn to analyze the structures, stories, and settings of musical theatre exemplars to understand how those components serve the story and concept. Students extend their dance and movement techniques required to sing and dance at the same time. Graded public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom which lead to a grade. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet graduation requirement for Performing Fine Arts graduation credit.

0400720 MUSICAL THEATRE 3

Students refine their audition techniques and performance/audition portfolio, and consider the contributions of musical theatre in the community and beyond. Students select a number of pieces to showcase their abilities and become conversant about individuals who, currently and in the past, are considered major contributors to the field. Students refine their dance and movement techniques required to sing and dance for long periods of time in rehearsals and performance. Graded public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet graduation requirement for Performing Fine Arts graduation credit.

1301320 GUITAR 1

Students with little or no experience develop basic guitar skills and knowledge, including simple and full-strum chords, bass lines and lead sheets, barre and power chords, foundational music literacy and theory, major scales, simple finger-picking patterns, and ensemble skills for a variety of music. Beginning guitarists explore the careers and music of significant performers in a variety of styles. Graded public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom which lead to a grade. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

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

1301330 GUITAR 2

Students with previous guitar experience build on their skills and knowledge, adding chords, new strumming and finger-picking patterns, movable major and minor scales, basic music theory, more complex bass lines and lead sheets, and ensemble skills for a variety of music. Beginning guitarists explore the careers and music of significant performers. Graded public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom which lead to a grade. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet the graduation requirement for Performing Fine Arts graduation credit.

1301340 GUITAR 3

Students with previous experience strengthen their guitar skills and knowledge, adding a variety of chords; refining finger-picking and strumming patterns; reading notation in 1st, 2nd, and 5th position; and learning stylistic nuances, left-hand technique, and alternative fingering. Guitarists readily use tablature and standard notation, study the work of significant musicians, and develop significant self-assessment skills. Graded public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom which lead to a grade. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet the graduation requirement for Performing Fine Arts graduation credit.

1301350 GUITAR 4 HONORS

Students with considerable experience broaden their guitar skills and knowledge, adding left- and right-hand techniques and stylistic nuances; work with classical etudes and ensemble performance literature; and become familiar with modes and jazz chords. Guitarists extend their reading and theory skills and add to their knowledge of significant musicians through history. In keeping with the rigor expected in an Honors course, students undertake independent study that includes synthesis of learning and experience. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet the graduation requirement for Performing Fine Arts graduation credit.

1301360 KEYBOARD 1

Students build fundamental piano techniques while learning to read music, acquire and apply knowledge of basic music theory, and explore the role of keyboard music in history and culture. Beginning pianists develop skills in analytical listening and explore musical creativity in the form of basic improvisation and basic composition. Graded public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom which lead to a grade. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet the graduation requirement for Performing Fine Arts graduation credit.

1301370 KEYBOARD 2

Students build on previous piano techniques and skills through reading music, acquiring and applying knowledge of music theory, and exploring the role of keyboard music in history and culture. Students learn repertoire from various styles and time periods, exploring the historical influence keyboards have had on music performance and composition. Students explore the basic tools of music technology (i.e., MIDI keyboards). Graded public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom which lead to a grade. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet the graduation requirement for Performing Fine Arts graduation credit.

1304300 MUSIC TECHNOLOGY AND SOUND ENGINEERING 1

Students explore the fundamental applications and tools of music technology and sound engineering. As they create and learn its terminology, students also learn the history and aesthetic development of technology used to capture, create, and distribute music. Graded public performances may serve as a resource for specific instructional goals.

Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom which lead to a grade. This course will meet the graduation requirement for Performing Fine Arts graduation credit.

1304310 MUSIC TECHNOLOGY AND SOUND ENGINEERING 2

Students build on previous experience with the fundamentals of music technology and sound engineering to integrate their knowledge of traditional musical elements with past and current technologies used to capture, create, mix, and present music. They explore the creative and aesthetic implications of music technology and sound engineering through class work. Graded public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom which lead to a grade. This course will meet the graduation requirement for Performing Fine Arts graduation credit.

0300310 DANCE TECHNIQUES 1

In most cases, this course is used for auxiliary units in Marching Bands. As Marching Band is a component of the overall band program, participation in Marching Band is a requirement to be enrolled for this purpose. Students in this year-long, entry-level course, designed for those having no prior dance instruction, learn foundational skills in two or more dance styles. Their development of fundamental dance technique is enriched and enlivened through study of works by a variety of diverse artists, developing genre-specific movement vocabulary and dance terminology, and building knowledge and skills related to somatic practices, dance composition, analysis of effort and outcomes, dance history and culture, collaborative work, and rehearsal and performance protocols. This course may require students to participate in extra rehearsals and performances beyond the school day.

0300320 DANCE TECHNIQUES 2

In most cases, this course is used for auxiliary units in Marching Bands. As Marching Band is a component of the overall band program, participation in Marching Band is a requirement to be enrolled for this purpose. Students in Dance Techniques II, a year-long course, build on previously acquired knowledge and fundamental technical skills in two or more dance forms, focusing on developing the aesthetic quality of movement in the ensemble and as an individual. This course may require students to participate in extra rehearsals and performances beyond the school day.

0300330 DANCE TECHNIQUES 3 Honors

In most cases, this course is used for auxiliary units in Marching Bands. As Marching Band is a component of the overall band program, participation in Marching Band is a requirement to be enrolled for this purpose. Students in this year-long, intermediate-level course, designed for dancers who have mastered the basics in two or more dance forms, build technical and creative skills with a focus on developing the aesthetic quality of movement in the ensemble and as an individual. **Special Note:** Two or more forms, genres, styles, or techniques of dance (e.g., modern, ballet, jazz, folk, tap, hip-hop, ballroom) must be addressed in this course; aerobics instruction is not suitable for this course. This course may require students to participate in extra rehearsals and performances beyond the school day. **Honors and Advanced Level Course Note:** Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

0300334 DANCE TECHNIQUES 4 Honors

In most cases, this course is used for auxiliary units in Marching Bands. As Marching Band is a component of the overall band program, participation in Marching Band is a requirement to be enrolled for this purpose. Students in this year-long, advanced dance techniques class build on skills learned in previous dance classes to improve their performance in two or more dance styles. During the class, students perform sequences of increasing complexity to advance their technical skills. **Special Note:** Two or more forms, genres, styles, or techniques of dance (e.g., modern, ballet, jazz, folk, tap, hip-hop, ballroom) must be addressed in this course; aerobics instruction is not suitable for this course. This course may require students to participate in extra rehearsals and performances beyond the school day. Students who enjoy the challenges and successes of this course may wish to take an accelerated dance class in the future. **Honors and Advanced Level Course Note:** Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

1305300 EURHYTHMICS 1

Participation in the Marching Band is a requirement to be in a high school eurhythmics program. Student dancers and color guard artists develop basic skills in performing and evaluating choreographed performances as an

independent ensemble and in cooperation with a music ensemble. Emphasis is placed on dance, equipment manipulation, precision, and the relationship between music and dance. Graded public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom which lead to a grade. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet the graduation requirement for Performing Fine Arts graduation credit.

1305310 EURHYTHMICS 2

Participation in the Marching Band is a requirement to be in a high school eurhythmics program. Student dancers and color guard artists build on previous experience to perform and evaluate choreographed performances as an independent ensemble and in cooperation with a music ensemble. Students focus on strengthening dance skills, equipment manipulation, precision, and the relationship between music and dance. Graded public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom which lead to a grade. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet the graduation requirement for Performing Fine Arts graduation credit.

1305320 EURHYTHMICS 3

Participation in the Marching Band is a requirement to be in a high school eurhythmics program. Student dancers and color guard artists strengthen their performance and evaluative skills, and explore the basic processes of designing choreography for an independent ensemble or in cooperation with music ensemble. Students develop more sophisticated dance skills and equipment manipulation. Graded public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom which lead to a grade. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet the graduation requirement for Performing Fine Arts graduation credit.

1305330 EURHYTHMICS 4

Participation in the Marching Band is a requirement to be in a high school eurhythmics program. Student dancers and color guard artists develop advanced skills in creating, performing, and evaluating choreographed performances as an independent ensemble and in cooperation with a music ensemble. Coursework focuses on dance, equipment manipulation, precision, and analysis of the relationship between music and dance. Graded public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom which lead to a grade. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet the graduation requirement for Performing Fine Arts graduation credit.

0400710 Musical Theatre 2

Students learn from the styles and techniques used by well-known singer-actor-dancers and choreographers to build a performance portfolio for auditions and/or interviews. Students examine the contributions of major writers, composers, lyricists, and choreographers of musical theatre and learn to analyze the structures, stories, and settings of musical theatre exemplars to understand how those components serve the story and concept. Students extend their dance and movement techniques required to sing and dance at the same time. Graded public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom which lead to a grade. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet the graduation requirement for Performing Fine Arts graduation credit.

0400720 Musical Theatre 3

Students refine their audition techniques and performance/audition portfolio, and consider the contributions of musical theatre in the community and beyond. Students select a number of pieces to showcase their abilities and become conversant about individuals who, currently and in the past, are considered major contributors to the field. Students refine their dance and movement techniques required to sing and dance for long periods of time in rehearsals and performance. Graded public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Suggested grading guidelines can be found in the Collier County Public Schools Secondary Grading Manual. This course will meet the graduation requirement for Performing Fine Arts graduation credit.

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

Peer Counseling Course Descriptions

1400300 PEER COUNSELING 1

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

1400310 PEER COUNSELING 2

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

1400320 PEER COUNSELING 3

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

1400330 PEER COUNSELING 4

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

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

Research Course Descriptions

1700362 PRE-AICE GLOBAL PERSPECTIVES

The purpose of this course is to enable students to develop the ability to think critically about a range of topics that stretch across traditional subject boundaries. This course provides opportunities for students to engage in discussions, question generation and research to discover global, national and local perspectives.

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

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

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

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

1700372 AICE THINKING SKILLS (AS Level)

Thinking Skills develops a specific set of intellectual skills, independent of subject content, reflecting the need voiced by universities and employers for more mature and sophisticated ways of thinking. The Thinking Skills syllabus also enables students to approach their other subjects with an improved ability to understand, analyze and resolve

problems. As a result, students will find the course of great benefit when preparing for higher education and for a wide range of careers, including law, scientific research, social science, journalism, medicine, business, accounting and engineering. The Thinking Skills syllabus encourages free and open debate, critical and investigative thinking, and informed and disciplined reasoning. <http://www.cie.org.uk/programmes-and-qualifications/cambridge-international-as-and-a-level-thinking-skills-9694/>

1700374 AICE THINKING SKILLS 2 (A Level)

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

Science Course Progression

State Assessment Scores during 8 th grade year	9 th		10 th		11 th		12 th
State Reading Assessment level is: 1 to 2	<ul style="list-style-type: none"> Integrated Science 1 (EQ) Earth Space Science (EQ) 	Consider teacher recommendations and state assessment data- for 10 th grade placement.	<ul style="list-style-type: none"> Biology 1 (Bi) 	Consider teacher recommendations and state assessment data- for 11 th grade placement.	<ul style="list-style-type: none"> Physical Science (EQ) Chemistry 1 (EQ) Physics 1 (EQ) Applied Science* (EQ) 	Consider teacher recommendations and state assessment data- for 12 th grade placement.	<ul style="list-style-type: none"> Chemistry 1 (EQ) Physics 1 (EQ) Applied Science* (EQ)
State Reading Assessment level is: 3 to 4	<ul style="list-style-type: none"> Earth/Space Science honors (EQ) 		<ul style="list-style-type: none"> Biology 1 honors (Bi) 		<ul style="list-style-type: none"> Chemistry 1 (EQ) Chemistry 1 honors (EQ) Applied Science* (EQ) 		<ul style="list-style-type: none"> Physics 1 (EQ) Physics 1 honors (EQ) Applied Science* (EQ)
State Reading Assessment level is: 4 to 5	<ul style="list-style-type: none"> Biology 1 honors (Bi) 		<ul style="list-style-type: none"> Chemistry 1 (EQ) Chemistry 1 honors (EQ) 		<ul style="list-style-type: none"> Physics 1 (EQ) Physics 1 honors (EQ) Applied Science* (EQ) 		<ul style="list-style-type: none"> AP Biology (Bi) AP Chemistry (EQ) AP Physics 1 or 2 (EQ) AP Environmental Science (EQ) Applied Science* (EQ)
State Reading Assessment level is: 4 to 5	<ul style="list-style-type: none"> Biology 1 honors (Bi) 		<ul style="list-style-type: none"> Chemistry 1 honors (EQ) AP Biology (EQ) 		<ul style="list-style-type: none"> Chemistry 1 honors (EQ) Physics 1 honors (EQ) AP Biology (EQ) AP Chemistry (EQ) AP Physics 1 or 2 (EQ) AP Environmental Science (EQ) Applied Science* (EQ) 		<ul style="list-style-type: none"> Chemistry 1 honors (EQ) Physics 1 honors (EQ) AP Biology (EQ) AP Chemistry (EQ) AP Physics 1 or 2 (EQ) AP Environmental Science (EQ) Applied Science* (EQ)
State Reading and Math Assessment level is: 4 to 5	<ul style="list-style-type: none"> AP Environmental Science (EQ) 		<ul style="list-style-type: none"> Chemistry 1 honors (EQ) AP Biology (EQ) 		<ul style="list-style-type: none"> Chemistry 1 honors (EQ) Physics 1 honors (EQ) AP Biology (EQ) AP Chemistry (EQ) AP Physics 1 or 2 (EQ) Applied Science* (EQ) 		<ul style="list-style-type: none"> Chemistry 1 honors (EQ) Physics 1 honors (EQ) AP Biology (EQ) AP Chemistry (EQ) AP Physics 1 or 2 (EQ) AP Environmental Science (EQ) Applied Science* (EQ)
Cambridge / AICE					<ul style="list-style-type: none"> AICE Science Courses (Biology, Chemistry, Physics, and Marine Science). 		<ul style="list-style-type: none"> AICE Science Courses (Biology, Chemistry, Physics, Environmental, and Marine Science).

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

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

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

SCIENCE DEPARTMENT

COURSE NUMBER	COURSE NAME	FDOE CCD CODES	WEIGHT	PLACEMENT PARAMETERS	PREREQUISITE/ GRADE LEVEL
2001310	Earth/Space Science	EQ	U	9 th Grade Placement based on: <ul style="list-style-type: none"> FSA Reading Level 1 to 2 	
	Integrated Science 1			<ul style="list-style-type: none"> FSA Reading Level 1 to 2 	
2001320	Earth/Space Science Honors	EQ	H	9 th Grade Placement based on: <ul style="list-style-type: none"> FSA Reading Level 3 to 4 	
2000310	Biology 1	Bi	U	<ul style="list-style-type: none"> FSA Reading Level 1 to 3 	<ul style="list-style-type: none"> 10th grade and above
2000320	Biology 1 Honors	Bi	H	9 th Grade Placement based on: <ul style="list-style-type: none"> State FSA Reading Assessments: Level 4 to 5 	8 th Grade <ul style="list-style-type: none"> Successful completion of Algebra 1 9 th grade <ul style="list-style-type: none"> successful completion of Earth Space Honors
2000340	AP Biology	Bi	AP	<ul style="list-style-type: none"> Level 4 or 5 on Biology EOC Level 4 or 5 on FSA Reading Assessment Teacher Recommendation 	<ul style="list-style-type: none"> 10th grade and above
2000321	AICE Biology 1** (AS Level)	Bi	AP		<ul style="list-style-type: none"> 11th grade and above
2003310	Physical Science	EQ	U	<ul style="list-style-type: none"> Completion of Biology course Level 1 or 2 on Algebra EOC 	
2003320C	Physical Science Honors	EQ	H		
2003340	Chemistry 1	EQ	U	<ul style="list-style-type: none"> Completion of Biology course Level 3 or higher on Algebra EOC 	
2003350	Chemistry 1 Honors	EQ	H	<ul style="list-style-type: none"> Concurrent enrollment in or successful completion of LAM2 	<ul style="list-style-type: none"> Completion of Biology course
2003370	AP Chemistry	EQ	AP	Teacher Recommendation AND Concurrent enrollment in or successful completion of Algebra 2 Honors	Successful completion of Chemistry 1 or Chemistry 1 Honors
2003371	AICE Chemistry 1** (AS Level)	EQ	AP	Teacher Recommendation AND Concurrent enrollment in or successful completion of Algebra 2 Honors	<ul style="list-style-type: none"> 11th grade and above
2003380	Physics 1	EQ	U	<ul style="list-style-type: none"> Completion of 1 Bi course. Level 3 or higher on Algebra EOC 	<ul style="list-style-type: none"> 11th grade and above

2003390	Physics 1 Honors	EQ	H		<ul style="list-style-type: none"> Completion of 1 Bi course. AND <ul style="list-style-type: none"> Completion of one of the following: <ol style="list-style-type: none"> Algebra 2 Algebra 2 Honors
2003431	AICE Physics** (AS Level)	EQ	AP		<ul style="list-style-type: none"> 11th grade and above
2003421	AP Physics 1	EQ	AP	Teacher Recommendation	<ul style="list-style-type: none"> Completion of Algebra 2 Honors
2003422	AP Physics 2	EQ	AP	Teacher Recommendation	<ul style="list-style-type: none"> Completion of Algebra 2 Honors
2000360	Anatomy and Physiology Honors	EQ	H	<p>11th or 12th grade only</p> <ul style="list-style-type: none"> Completion of 1 BI course. AND <ul style="list-style-type: none"> Completion of other science graduation requirements (see course progression document). 	<p>11th or 12th grade only</p> <ul style="list-style-type: none"> Completion of 1 Bi course. AND <ul style="list-style-type: none"> Completion of other science graduation requirements (see course progression document).
2001380	AP Environmental Science	EQ	AP	<p>9th Grade Placement based on:</p> <ul style="list-style-type: none"> State FSA Reading Assessment: level 4 to level 5 student enrolled in Geometry in 9th grade <p>10th – 12th grade placement</p> <ul style="list-style-type: none"> State FSA Reading Assessment: level 4 to level 5 	
2001381	AICE Environmental Management (AS Level)	EQ	AP		<ul style="list-style-type: none"> 11th grade and above
2002500	Marine Science 1	EQ	U		<p>11th or 12th grade only</p> <ul style="list-style-type: none"> Completion of 1 Bi course. AND <ul style="list-style-type: none"> Completion of other science graduation requirements (see course progression document).
2002510	Marine Science 1 Honors	EQ	H		<p>11th or 12th grade only</p> <ul style="list-style-type: none"> Completion of 1 Bi course. AND <ul style="list-style-type: none"> Completion of other science graduation requirements (see course progression document).
2002515	AICE Marine Science 1** (AS Level)	EQ	AP		<ul style="list-style-type: none"> 11th grade and above Completion of 1 BI Course
2002535	AICE Marine Science 2** (A Level)	EQ	AP		<ul style="list-style-type: none"> 11th grade and above Completion of 1 BI Course

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

Natural Science courses are defined as: Earth/Space Science courses, Biology courses, Chemistry courses, Physics courses, Physical Science courses.

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

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

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

High School Science

Laboratory Experiences

Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

Science Instructional Practices

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

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

Science Course Descriptions

2002400 Integrated Science 1

The purpose of this course is to provide exploratory experiences, laboratory and real-life applications in the physical and life sciences, with an emphasis on biological science. The content should include, but not be limited to, the following:

- safety and the nature of science
- physical properties of the sun
- the universe and the solar system
- the earth-moon system
- history and space exploration
- formation of land forms and basic mountain types
- fundamentals of plate tectonics
- formation of rivers and water systems
- transfer of energy on Earth
- hydrologic and biogeochemical cycles
- matter, energy, and chemical processes of life
- cells: biology, reproduction, and communication
- genetics: principles, molecular basis, diversity, and biotechnologies
- levels of organization, classification, and taxonomy
- structure, function, and reproduction of plants, animals, and microorganisms
- behavior of organisms
- interdependence of organisms, humans, and the environment
- biological selection, adaptations, and changes through time
- matter: its classification, structure, and changes
- atomic theory
- the periodic table
- chemical formulas, chemical reactions
- density
- kinetic and potential energy

2001310 EARTH/SPACE SCIENCE

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

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

- development, and satellite imagery
- types of soils and erosion -renewable and nonrenewable energy resources

2001320 EARTH/SPACE SCIENCE HONORS

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

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

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

2000310 BIOLOGY 1

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

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

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

2000320 BIOLOGY 1 HONORS)

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

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

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

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

2000321 AICE BIOLOGY 1 (AS Level)

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

2000340 AP BIOLOGY

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes — energy and communication, genetics, information transfer, ecology, and interactions.

2003310 PHYSICAL SCIENCE

The purpose of this course is to provide opportunities to study the concepts of matter, energy, and forces, and their applications through exploratory investigations and activities.

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

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

2003320 PHYSICAL SCIENCE HONORS

The purpose of this course is to provide opportunities to study the concepts of matter, energy, and forces, and their applications through exploratory investigations and activities.

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

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

2003340 CHEMISTRY 1

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

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

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

- behavior of gases
- dynamics of energy
- chemistry of life

2003350 CHEMISTRY 1 HONORS

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

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

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

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

2003370 ADVANCED PLACEMENT CHEMISTRY

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

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

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

2003371 AICE CHEMISTRY 1 (AS Level)

The purpose of this course is to provide an understanding of the composition and properties of matter, the changes associated with matter, and to encourage the application of this knowledge to social, environmental, economic, and technological concerns.

2003380 PHYSICS 1

The purpose of this course is to provide opportunities to study the concepts, theories, and laws governing the interaction of matter, energy, and forces, and their applications through exploratory investigations and activities. This course shall include laboratory investigations which incorporate the use of measurement, problem solving, laboratory apparatus, safety procedures, and experimental procedures. This course should also include the use of mathematical processes, graphical representation, and data analysis.

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

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

2003390 PHYSICS 1 HONORS

The purpose of this course is to provide opportunities to study the concepts, theories, and laws governing the interaction of matter, energy, and forces, and their applications through exploratory investigations and activities. This course shall include laboratory investigations which incorporate the use of measurement, problem solving, laboratory apparatus, safety procedures, and experimental procedures. This course should also include the use of mathematical processes, graphical representation, and data analysis.

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

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

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

2003431 AICE PHYSICS (AS Level)

The purpose of this course is to provide opportunities to study the concepts, theories, and laws governing the interaction of matter, energy, and forces, and their applications through exploratory investigations and activities.

2003421 ADVANCED PLACEMENT PHYSICS 1

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

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

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

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

See College Board Course overview for AP Physics 2.

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

2000350 ANATOMY AND PHYSIOLOGY

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

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

- implementation of scientific habits of mind
- application of scientific knowledge, methodology, and historical context to solve problems
- use of laboratory technologies
- terminology
- cells and tissues
- homeostasis
- human genetics, growth, and development
- body composition, structure, and function
- internal and external changes and responses
- connections between anatomy, physiology, medicine, technology, society, and the environment

2000360 ANATOMY AND PHYSIOLOGY HONORS

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

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

- implementation of scientific habits of mind
- application of scientific knowledge, methodology, and historical context to solve problems
- use of laboratory technologies
- terminology
- cells and tissues
- homeostasis
- human genetics, growth, and development
- body composition, structure, and function
- internal and external changes and responses
- connections between anatomy, physiology, medicine, technology, society, and the environment

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

2001380 ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE

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

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

- Demonstrate understanding of the interrelationships of the natural world.
- Identify and analyze environmental problems, both natural and human-generated.
- Evaluate the relative risks associated with natural and human-generated environmental problems.
- Analyze alternative solutions for resolving and/or preventing environmental problems.
- Use the scientific method to solve problems, employ metric measurements, and demonstrate safe and effective use of laboratory instruments.
- Identify the effects of technology on air, water, and land quality and identify possible solutions for negative impacts.
- Develop understanding of how human population growth and human development affect local human, vegetative, and wildlife communities, and impact other natural resources.
- Describe methods which individuals and industries can employ to conserve natural resources and energy.
- Compare the effects of different methods of conservation in various parts of the world.
- Identify examples of environmental planning and waste management that have been used in the local community and explain their impact.

- Analyze the present and future effects of various preservation or conservation efforts on the local community.

2001381 AICE ENVIRONMENTAL MANAGEMENT (AS Level)

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

2002500 MARINE SCIENCE 1

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

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

- the nature of science
- the origins of the oceans
- the chemical, physical, and geological aspects of the marine environment
- ecology of various sea zones
- marine communities
- the diversity of marine organisms
- characteristics of major marine ecosystems
- characteristics of major marine phyla/divisions
- the interrelationship between man and the ocean

2002510 MARINE SCIENCE 1 HONORS

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

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

- the nature of science
- the origins of the oceans
- the chemical, physical, and geological aspects of the marine environment
- ecology of various sea zones
- marine communities
- the diversity of marine organisms
- characteristics of major marine ecosystems
- characteristics of major marine phyla/divisions
- the interrelationship between man and the ocean

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

2002515 AICE MARINE SCIENCE 1 (AS Level)

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

2002535 AICE MARINE SCIENCE 2 (A Level)

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

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

2020910 ASTRONOMY SOLAR/GALACTIC HONORS

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

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

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

- space exploration
- the sun as a representative star
- historical astronomy
- astronomical instruments
- astronomical coordinate systems

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

2002480 FORENSIC SCIENCE 1

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

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

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

2000440 GENETICS HONORS

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

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

Social Studies

COURSE NUMBER	COURSE NAME	WEIGHT	PLACEMENT PARAMETERS	PREREQUISITE/ GRADE LEVEL
2100310	United States History	U		
2100320	United States History Honors	H	A in World History with teacher recommendation	Completion of one of the following: <ul style="list-style-type: none"> • World History • World History Honors
2100330	AP United States History	AP	Teacher Recommendation	
2100500	AICE US History (AS Level)	AP	Cambridge International recognizes only one history course (US, European, or International) for an AICE diploma.	
2109310	World History	U		
2109320	World History Honors	H	Concurrent enrollment in English 2 Honors	
2109321	PRE-AICE World History	H	Teacher Recommendation	
2109420	AP World History	AP	Teacher Recommendation	
2106310	United States Government	U		
2106320	United States Government Honors (.5)	H	A in U.S. History with teacher recommendation	Completion of one of the following: <ul style="list-style-type: none"> • United States History • United States History Honors
2106420	AP United States Government and Politics (.5)	AP	Teacher Recommendation	
2106430	AP Comparative Government & Politics (.5)	AP	Teacher Recommendation	
2102335	Economics with Financial Literacy(.5)	U		
2102345	Economics Honors with Financial Literacy Honors (.5)	H	A in U.S. History with teacher recommendation	Completion of one of the following: <ul style="list-style-type: none"> • United States History • United States History Honors
2102360	AP Microeconomics (.5)	AP	Teacher Recommendation	
2102370	AP Macroeconomics (.5)	AP	Teacher Recommendation	
2100400	History of the Vietnam War (.5)	U		
2109350	Contemporary History (.5)	U		
2109380	AP European History	AP	Teacher Recommendation	
2109371	AICE European History (AS Level)	AP	Cambridge International recognizes only one history course (US, European, or International) for an AICE diploma.	

2103300	World Cultural Geography	U		
2103400	AP Human Geography	AP	Teacher Recommendation	
2103410	AICE Geography 1 – (AS Level)	AP	Teacher Recommendation	
2106440	International Relations	U		
2106445	International Relations 2	H	Teacher Recommendation	
2100490	AICE International History (AS Level)	AP	Cambridge International recognizes only one history course (US, European, or International) for an AICE diploma.	
2106350	Law Studies (.5)	U		
2106370	Comprehensive Law Studies	U		
2106375	Comprehensive Law Honors	H		
2106380	Legal Systems and Concepts (.5)	U		
2106390	Court Procedures	U		
2106468	Constitutional Law Honors	H		
2107300	Psychology 1 (.5)	U		
2107310	Psychology 2 (.5)	U		Psychology 1
2107350	AP Psychology	AP	Teacher Recommendation	
2107360	AICE Psychology 1 (AS Level)	AP		
2107370	AICE Psychology 2 (A Level)	AP	AICE Psychology 1	
2108300	Sociology (.5)	U		
2108310	AICE Sociology 1 (AS Level)	AP		
2108320	AICE Sociology 2 (A Level)	AP	AICE Sociology 1	
2104330	Community Service	U		

Social Studies Course Descriptions

2100310 UNITED STATES HISTORY

The purpose of this course is to enable students to understand the development of the United States within the context of history with a major focus on the post-Reconstruction period. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings. Appropriate concepts and skills will be developed relating to the following content: review of U.S. History prior to 1880; significant events and trends in the development of United States culture and institutions; the impact of expansion on the United States; the origin of United States documents, ideals, and characteristics; the changing role of the U.S. Constitution; political, social, and economic conflicts and resolutions; the technological and urban transformation of the United States; changes in lifestyles of United States citizens; changes in United States foreign policy from regional to global; the cyclical characteristics of United States economic development; and contemporary domestic and foreign issues that affect the United States.

2100320 UNITED STATES HISTORY HONORS

The purpose of this course is to provide the opportunity to acquire an in-depth and comprehensive understanding of the chronological development of the American people, with a major focus on the post-Reconstruction period, by examining the political, economic, social, religious, military, scientific, and cultural events that have affected the nation. Implicit in this is an understanding of the historical method, the inquiry process, historical reasoning and interpretation, and the issues of external validity. Appropriate concepts and skills will be developed in connection with the following content: review of U.S. History prior to 1880; geographic-history development in time-space; an analysis

of the significant turning points and trends in the development of American culture and institutions; the impact of expansion on the United States; the origin and development of American documents, ideals, and characteristics; an understanding of the relationship between idealism and reality in the development of the United States Constitution and Bill of Rights; the use of interpretation in the changing role of the Constitution over the centuries; political, social, and economic conflicts and resolutions; an analysis of sectionalism as a force in American life over the centuries; comparison of the technological and urban transformations of our nation in the nineteenth and twentieth centuries; interpretations of the changes in lifestyles through the centuries; an analysis of the changes in foreign policy from regional to global; an evaluation of the cycles characteristic of American economic development through the centuries; and an analysis of contemporary domestic and foreign issues with projected scenarios through the 21st century.

2100330 ADVANCED PLACEMENT UNITED STATES HISTORY

The purpose of this course is to have students develop historical thinking skills and ability to think conceptually about U.S. history from approximately 1491 to the present. Seven themes provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places. Reference should be made to the current Advanced Placement course description for United States History published annually by the College Board.

2100500 AICE US HISTORY (AS Level)

The purpose of this course is to enable students to understand the development of the United States within the context of history with a major focus on the transformation of the USA from an isolated agrarian society of the 1840's to the world's leading superpower. Students will demonstrate an understanding of the complexity of issues and themes within a United States historical period, and distinguish and assess different approaches to, interpretations of, and opinions about the United States past. The course explicitly encourages the development of two fundamental historical skills, the construction of clear, concise, logical and relevant arguments and the evaluation and interpretation of source materials as historical evidence within the context of United States history.

2109310 WORLD HISTORY

The purpose of this course is to enable students to understand their connections to the development of civilizations by examining the past to prepare for their future as participating members of a global community. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures, and humanities to solve problems in academic, civic, social, and employment settings. The content should include, but not be limited to, the following: time-space relationships, prehistory, the rise of civilization, cultural universals, the development of religion and the impact of religious thought, the evolution of political systems and philosophies, the interactions between science and society, the development of nationalism as a global phenomenon, the origin and course of economic systems and philosophies, the influence of significant historical figures and events, and contemporary world affairs.

2109320 WORLD HISTORY HONORS

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

2109321 PRE-AICE WORLD HISTORY

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

2109420 ADVANCED PLACEMENT WORLD HISTORY

The purpose of this course is to have students investigate the content of world history from approximately 8000 BCE to the present for significant events, individuals, developments, and processes in six historical periods, and develop and use the same thinking skills and methods employed by historians when they study the past. The course also provides five themes that students explore throughout the course in order to make connections among historical developments in different times and places. Reference should be made to the current Advanced Placement course description for World History published annually by the College Board.

2106310 AMERICAN GOVERNMENT

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

2106320 AMERICAN GOVERNMENT HONORS

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

2106420 ADVANCED PLACEMENT UNITED STATES GOVERNMENT AND POLITICS

The purpose of this course is to have students investigate the content of world history from approximately 8000 BCE to the present for significant events, individuals, developments, and processes in six historical periods, and develop and use the same thinking skills and methods employed by historians when they study the past. The course also provides five themes that students explore throughout the course in order to make connections among historical developments in different times and places. Reference should be made to the current Advanced Placement course description for World History published annually by the College Board.

2106430 ADVANCED PLACEMENT COMPARATIVE GOVERNMENT AND POLITICS

The purpose of this course is to introduce students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures; policies; and the political, economic and social challenges among six selected countries: Great Britain, Mexico, Russia, Iran, China and Nigeria. Additionally, students examine how different governments solve similar problems by comparing the effectiveness of approaches to many global issues. Reference should be made to the current Advanced Placement course description for Comparative Government and Politics published annually by the College Board.

2102335 ECONOMICS WITH FINANCIAL LITERACY

The purpose of this course is to provide students with the knowledge and decision-making tools necessary for understanding how society organizes its limited resources to satisfy its wants. Students will gain understanding of choices they must make as producers, consumers, investors, and taxpayers. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. The content should include but not be limited to the following: currency, banking, and monetary policy; the fundamental concepts relevant to the major economic systems; the global market and economy; major economic theories and economists; the role and influence of the government and fiscal policies; economic measurements, tools, and methodology; financial and investment markets; and the business cycle.

2102345 ECONOMICS WITH FINANCIAL LITERACY HONORS

The purpose of this course is to provide students the opportunity to acquire a comprehensive understanding of the way in which society organizes to utilize its limited resources to satisfy unlimited wants and the distinguishing characteristics of other types of economic systems with particular attention to the American mixed market system. The major emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Appropriate concepts and skills will be developed in connection with the following content: use of economic reasoning and principles in reaching decisions in the market place. Necessary to that understanding are the role and impact of economic wants; productive resources; scarcity and choices; opportunity costs and trade-offs; economic incentives; specialization comparative advantage; division of labor; interdependence; how a market functions; the role of pricing and price determination; types of market failures; saving and investment; the role and function of currency, banking, and monetary policy; labor, supply and demand; the fundamental concepts relevant to the major economic systems; the global market and economy, major economic theories and economists; the role and influence of the government and fiscal policies; economic measurements, tools, and methodology; financial and investment markets; and the business cycle.

2102360 ADVANCED PLACEMENT MICROECONOMICS

The purpose of this course is to provide students the opportunity to acquire a comprehensive understanding of the way in which society organizes to utilize its limited resources to satisfy unlimited wants and the distinguishing characteristics of other types of economic systems with particular attention to the American mixed market system. The student will analyze the behavior of individual households, firms and markets, how prices and outputs are determined in those markets, and how the price mechanism allocates resources and distributes income. Appropriate skills will be developed around the concepts of scarcity, opportunity costs, productivity, economic systems and institutions, exchange, money, and interdependence. Reference should be made to the current Advanced Placement course description for Microeconomics published annually by the College Board.

2102370 ADVANCED PLACEMENT MACROECONOMICS

The purpose of this course is to provide the opportunity for students to gain a thorough understanding of the principles of economics that apply to an economic system as a whole. Particular emphasis will be laid upon the study of national income and price determination and developing students' familiarity with economic performance measures, economic growth, and international economics. Students will study comparative advantage to determine the basis on which mutually advantageous trade can take place between countries. Appropriate skills will be developed around the concepts of gross national product, gross domestic product, monetary vs. fiscal policy, aggregate demand and aggregate supply, and various aspects of international finance. Reference should be made to the current Advanced Placement course description for Macroeconomics published annually by the College Board.

2100400 THE HISTORY OF THE VIETNAM WAR

This course provides students the opportunity to acquire an understanding of the chronological development of the Vietnam War by examining the political, economic, social, religious, military and cultural events that affected the war. Topics include, but are not limited to: an analysis of the events and causes of America's initial involvement; an analysis of the United States military effort and makeup in the war; an evaluation of the role of the United States home front; interpretations of the effects of media, film and literature during and after the war; a judgment of the crucial decisions made during the Vietnam War and an analysis of the effects of the Vietnam War on the contemporary world. The intent of the course is for students to be engaged in investigations, debates, research projects and oral interviews with people who experienced first-hand the seminal events of the conflict and to learn how to critically examine data from multiple perspectives to draw inferences and test generalizations.

2109350 CONTEMPORARY HISTORY

Contemporary History is a unique program which has as its primary focus the opportunity for students to gain an in-depth understanding of our modern world. The content should include, but not be limited to the following: world events and trends in the last half of the 20th century with emphasis on the past two decades; the historical antecedents of contemporary political, social, economic, and religious problems; the influence of significant historical and contemporary figures and events on the present; and projections of current trends and movements.

2109380 ADVANCED PLACEMENT EUROPEAN HISTORY

The purpose of this course is to develop students' understanding of European history from approximately 1450 to the present. Students investigate the content of European history for significant events, individuals, developments, and processes in four historical periods, and develop and use the same thinking skills and methods employed by historians when they study the past. The course also provides five themes that students explore throughout the course in order to make connections among historical developments in different times and places. Reference should be made to the current Advanced Placement course description for European History published annually by the College Board.

2109371 AICE EUROPEAN HISTORY (AS Level)

The purpose of this course is to enable students to understand the developments that shaped Modern European History. This will be achieved with a holistic understanding of Europe as a geographic region from 1789 to 1939. Europe's key developments will be studied in relation to the wider European context and with attention focused on the broader issues (revolution, nationalism, imperialism, war and totalitarianism) that helped shape European history.

2103300 WORLD CULTURAL GEOGRAPHY

The purpose of this course is to assist the student in acquiring an understanding of the interrelationships between people and their environment. Appropriate concepts and skills will be developed in connection with an investigation into the relationship between physical geography, natural resources, and the economic, political, social, cultural, religious, and historical aspects of human activity.

2103400 ADVANCED PLACEMENT HUMAN GEOGRAPHY

The purpose of this course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to analyze human social organization and its environmental consequences. They also learn about the methods and tools geographers use in the science and practice. Students will have the opportunity to understand the following concepts related to the course: regions and their development, population studies, cultural concepts and spatial representation, political geography, land use, urbanization, issues related to space, place and scale, and economic geography. Reference should be made to the current Advanced Placement course description for Human Geography published annually by the College Board.

2103410 AICE GEOGRAPHY 1 – (AS Level)

The Geography syllabus builds upon skills gained at Cambridge IGCSE (or equivalent) level study. Learners widen their knowledge and understanding of the subject, while developing their investigative abilities and their evaluation and decision-making skills. The syllabus is wide-ranging and comprises a variety of options. For example, learners can study topics such as hydrology and fluvial geomorphology, atmosphere and weather, rocks and weathering, population change and settlement dynamics. The syllabus considers a range of environments, from tropical to arid, and learners can also study subjects such as environmental management, global interdependence and economic transition.

<http://www.cie.org.uk/programmes-and-qualifications/cambridge-international-as-and-a-level-geography-9696/>

2106440 INTERNATIONAL RELATIONS

International Relations provides students with the opportunity to learn how to meaningfully prepare for and participate effectively in a global community, understanding the nature of the modern national state, national goals, and how nations communicate and negotiate change in the increasingly globalized world. This course will serve as an introduction to the nation-state system, the role of power politics in a complicated military arena, and how foreign policy shapes change around the world. Further, students will investigate international organizations whose mission is to promote world peace, educational opportunities for all, and the role of women and diversity within and among nations.

2106445 INTERNATIONAL RELATIONS II

International Relations provides students with the opportunity to examine the historical antecedents, current relationships and future outlook of selected countries and to understand their role in an increasingly complex, interdependent world. Students will investigate the origins of the nation-state system, factors that influence relations among nations, ways that various governments conduct foreign policy, reasons for the disparity of wealth among nations, and the role of international organizations in promoting world peace. Students will be expected to research major issues impacting the current development of the selected nations and regions as well as to project the future impact of world demographic trends. The goal is for students to learn how to function effectively within the global community by gaining a deeper understanding of the interdependence now existing between all nations. This is a state designated Level 3 course with the rigor and expectation of college study.

2100490 AICE INTERNATIONAL HISTORY (AS Level)

The purpose of this course is to enable students to understand the major international issues and their connection to the past which have shaped the world since the Second World War. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to develop a historical perspective on many of the most important issues of the contemporary world. The course encourages teacher and students to view the study of history from 1945 to 1991 as a series of questions to be explored and analyzed, while explicitly encouraging the development of two fundamental historical skills, the construction of explanations and the use of source materials.

2106350 LAW STUDIES

The purpose of this course is for students to learn that the American legal system is the foundation of American society. In order to function effectively in society, students need to examine those laws that have an impact on citizens' lives and be provided with an introduction to fundamental civil and criminal justice procedures. The content should include, but not be limited to, the following: the need for law; the basis for our legal system, civil and criminal law; adult and juvenile courts; family and consumer law; causes and consequences of crime; individual rights and responsibilities, and careers in the legal system.

Special Note: Credit in this course precludes credit in Comprehensive Law Studies.

2106370 COMPREHENSIVE LAW STUDIES

The purpose of this course is for students to learn that the American legal system is the foundation of American society. Students will examine the components and processes associated with the American legal system and will undertake a comprehensive examination of the civil and criminal justice systems. The content should include, but not be limited to the following: historical antecedents for law; reasons for law; civil and criminal laws; social values and their impact on the establishment and interpretation of laws; causes and consequences of crime; comparison of adult and juvenile systems; the significance of the Bill of Rights to the American legal system; family and consumer law; individual rights and responsibilities under the law; and the importance of the adversarial relationship to American jurisprudence.

Special Note: Credit in this course precludes credit in Law Studies or Legal systems and Concepts.

2106375 COMPREHENSIVE LAW HONORS

The purpose of this course is for students to learn that the American legal system is the foundation of American society. Students will examine the components and processes associated with the American legal system and the comprehensive examination of the civil and criminal justice systems. Content should include, but is not limited to, the historical antecedents and purpose for laws, the impact of social values on the establishment and interpretation of laws, causes and consequences of crime, evaluation of the adult and juvenile justice systems, significance of the Bill of Rights to the American legal system and elements of constitutionalism, civil and criminal law, family and consumer law, rights and responsibilities under the law, and the adversarial versus inquisitorial systems of justice. This course will incorporate the development of a written appellate brief addressing a contemporary legal question and the presentation of oral arguments to defend their position legally.

2106380 LEGAL SYSTEMS AND CONCEPTS

The purpose of this course is for students to learn that the American legal system is the foundation of American society. They will examine the American legal system and the nature of specific rights granted under the United States Constitution. The content should include, but not be limited to the following: the need for law; historical antecedents for law; the basis for the American legal system; constitutional rights and responsibilities; comparison of the adult and juvenile justice system; the value of law in society; precedent-setting cases involving individual rights; the importance of the adversarial relationships in American jurisprudence; social values and their impact on interpretations of the law; and roles involving individual rights in the criminal justice system.

Special Note: Credit in this course precludes credit in Comprehensive Law Studies

2106390 COURT PROCEDURES

The purpose of this course is to help students develop their ability to function effectively in society by understanding the judicial systems of the United States and Florida. The content should include, but not be limited to the following: the structure, processes and procedures of county, circuit, and federal courts; civil and criminal procedures; juvenile law; the rights of the accused; evolution of court procedures; comparative legal systems and career choices in the judicial system.

2106468 CONSTITUTIONAL LAW 1 HONORS

Students will have the opportunity to research and apply the major legal precedents and evolving judicial interpretations associated with the United States Constitution. Content should include, but is not limited to, the evaluation of historical and contemporary constitutional dilemmas through an analysis of legal documents, processes and cases; an examination of the evolution of constitutional government from ancient times to the present; a historical review of the British legal system and its role as a framework for the U.S. Constitution; the arguments in support of our republican form of government, as they are embodied in the Federalist Papers; an examination of the constitution of the state of Florida, its current amendment process, and recent amendments approved by Florida voters; a comparison between the constitutional frameworks of other nations with that of the United States; a review and application of major Supreme Court decisions and the impact of both majority and minority opinions; the understanding of constitutional concepts and provisions establishing the power of the courts including separation of powers, checks and balances, the rule of law, an independent judiciary, and judicial review; and appellate processes and procedures to address constitutional questions. This course will incorporate the development of a written appellate brief addressing a contemporary constitutional question and the presentation of oral arguments to defend their position legally.

2107300 PSYCHOLOGY 1

The purpose of this course is to provide students the opportunity, through the study of psychology, to acquire an understanding of and appreciation for human behavior, behavior interaction and the progressive development of individuals. This will better prepare them to understand their own behavior and the behavior of others. The content should include, but not be limited to the following: major theories and orientations of psychology; psychological methodology; memory and cognition; self-concept development; human growth and development; personality; motivation and desire; intelligence; conditioning and learning; abnormal behavior; psychological therapies; stress/coping strategies; emotion and frustration; and mental health.

2107310 PSYCHOLOGY 2

The purpose of this course is to provide students with an understanding of and appreciation for human behavior, behavior interaction, and the progressive development of individuals which will better prepare them to understand their own behavior and the behavior of others. The content should include, but not be limited to the following: statistical research; psychobiology; motivation and emotion; sensation and perception; states of consciousness; psychological testing and social psychology.

2107350 ADVANCED PLACEMENT PSYCHOLOGY

The purpose of the Advanced Placement course in Psychology is to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Advanced Placement Psychology is a challenging course that is meant to be the equivalent of a freshman college course and can earn students college credit. Solid reading and writing skills, along with a willingness to devote considerable time to homework and study, are necessary to succeed. Students will have the opportunity to understand psychological facts, principle and phenomena associated with each of the major sub-fields within psychology. They will learn about the methods psychologists use in their science and practice. The course traces the emergence of scientific psychology in the nineteenth century from its roots in philosophy and physiology and covers the development of the major "schools" of psychology. Reference should be made to the current Advanced Placement course description for Psychology published annually by the College Board.

2107360 AICE PSYCHOLOGY 1 (AS Level)

The purpose of this course is to provide an introduction to psychological concepts, theories, research findings, and applications; to create an understanding of the range and limitations of psychological theory and practice; to encourage student to explore and understand the relationship between psychological findings and everyday life; to develop skills of analysis, interpretation, application and evaluation; to promote an appreciation and understanding of individual, social and cultural diversity; to develop an understanding of ethical issues in psychology including the moral and ethical implications of psychological research; to explore and understand the relationship between psychological findings and social, cultural and contemporary issues; to study psychological principles, perspectives and applications; and to encourage the development of the skill of communication.

2107370 AICE PSYCHOLOGY 2 (A Level)

The purpose of this course is to provide an introduction to psychological concepts, theories, research findings, and applications; to create an understanding of the range and limitations of psychological theory and practice; to encourage student to explore and understand the relationship between psychological findings and everyday life; to develop skills of analysis, interpretation, application and evaluation; to promote an appreciation and understanding of individual, social and cultural diversity; to develop an understanding of ethical issues in psychology including the moral and ethical implications of psychological research; to explore and understand the relationship between psychological findings and social, cultural and contemporary issues; to study psychological principles, perspectives and applications; and to encourage the development of the skill of communication. It is assumed that the content and skills of AICE Psychology have been mastered before starting this course.

2108300 SOCIOLOGY

The purpose of this course is to provide, through the study of sociology, an opportunity to acquire an understanding of group interaction and its impact on individuals in order that they may have a greater awareness of the beliefs, values, and behavior patterns of others. In an increasingly interdependent world, students need to recognize how group behavior affects both the individual and society. The content should include, but not be limited to the following: understanding human behavior; the characteristics of social groups; cultural diversity; cultural conformity and adaptation; social structure, social institutions, agents of socialization, the role of adolescents and adults in our society; norms and values as they relate to effective group functions; understanding social problems; deviance and social control; and social stratification.

2108310 AICE SOCIOLOGY 1 (AS Level)

The purpose of this course is to offer students the opportunity not only to explore the processes that are shaping current trends, but also to develop an understanding of the complexity and diversity of human societies and their continuities with the past. The AS Level provides a solid grounding in the central ideas and approaches in Sociology.

2108320 AICE SOCIOLOGY 2 (A Level)

The purpose of this course is to offer students the opportunity not only to explore the processes that are shaping current trends, but also to develop an understanding of the complexity and diversity of human societies and their continuities with the past. Students can choose to explore a variety of important areas of sociological enquiry including education, family, religion, and crime and deviance. It is assumed that the content and skills of AICE Sociology 1 have been mastered before starting this course.

2104330 VOLUNTEER SCHOOL/COMMUNITY SERVICE

The purpose of this course is to provide an opportunity for students to be engaged in activities that help them to develop an appreciation for the concept of service to the school or community. In this issues approach, students are expected to examine topics, make informed judgments and apply problem-solving skills within a context of how they might best serve a local school or community. Teachers are challenged to encourage students to plan for the future and to act in the present. This course is not designed for students to be utilized as teacher or office aides.

World Languages				
COURSE NUMBER	COURSE TITLE	WEIGHT	PLACEMENT PARAMETERS	PREREQUISITE
0701320	French 1	U		
0701394	Pre-AICE French Language 1	H	** Honors student. Teacher Recommendation	
0701330	French 2	U	Placement of native speakers based on assessment	French 1
0701396	Pre-AICE French Language 2	H	** "B" or above in Pre AICE French 1	Pre AICE French 1
0701340	French 3	H	Placement of native speakers based on assessment	French 2
0701398	Pre-AICE French Language 3	H	**"B" or above in Pre AICE French 2	Pre AICE French 2
0701350	French 4	H	Placement of native speakers based on assessment	French 3
0701380	Advanced Placement French Language and Culture	AP	"B" or above in French 3, 4 and/or 5 Placement of native speakers based on assessment Teacher Recommendation	Completion of one or more of the following: • French 3 • French 4
0705320	Italian 1	U		
0705330	Italian 2	U	Placement of native speakers based on assessment	Italian 1
0705340	Italian 3	H	Placement of native speakers based on assessment "B" or above in Italian 2	Italian 2
0705350	Italian 4	H	Placement of native speakers based on assessment "B" or above in Italian 3	Italian 3
0705380	Advanced Placement Italian Language and Culture	AP	"B" or above in Italian 3, 4 and/or 5 Placement of native speakers based on assessment Teacher Recommendation	Completion of one or more of the following: • Italian 3 • Italian 4
0706300	Latin 1	U		
0706310	Latin 2	U		Latin 1
0708340	Spanish 1	U		
0708532	Pre-AICE Spanish Language 1	H	** Honors student. Teacher Recommendation	
0708350	Spanish 2	U	Placement of native speakers based on assessment	Spanish 1
0708534	Pre-AICE Spanish Language 2	H	** "B" or above in Pre AICE Spanish 1	Pre AICE Spanish 1
0708360	Spanish 3	H	Placement of native speakers based on assessment	Spanish 2
0708536	Pre-AICE Spanish Language 3	H	** "B" or above in Pre AICE Spanish 2	Pre AICE Spanish 2
0708370	Spanish 4	H	"B" or above in Spanish 3 Placement of native speakers based on assessment	Spanish 3
0708380	Spanish 5	H	"B" or above in Spanish 4 Placement of native speakers based on assessment	Spanish 4
0708400	Advanced Placement Spanish Language	AP	Teacher Recommendation "B" or above in Spanish 3, 4 and/or 5	Completion of one or more of the following: • Spanish 3 • Spanish 4 • Spanish 5 • Spanish for Spanish Speakers

0708530	AICE Spanish Language (A Level)	AP	Teacher Recommendation	
0708538	AICE Spanish Language (AS Level)	AP	Teacher Recommendation	
0708410	Advanced Placement Spanish Literature	AP	Teacher Recommendation	Completion of Advanced Placement Spanish Language
0709310	Spanish for Spanish Speakers 2	U	Placement of native speakers based on assessment	
0709320	Spanish for Spanish Speakers 3	H	Placement of native speakers based on assessment	

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

World Language Course Descriptions

0701320 FRENCH 1

The purpose of this course is to introduce students to French language and culture while developing communication skills and exploring the diversity of the French-speaking world. A variety of vocabulary and grammatical structures will be presented to students in order to develop oral proficiency and literacy skills.

0701394 PRE-AICE FRENCH LANGUAGE 1

The purpose of this course is to cover the first portion of the International General Certificate of Secondary Education (IGCSE) syllabus written and administered by the University of Cambridge's International Examinations Program. The purpose of this course is to enable students to be able to acquire proficiency in French through a linguistic, communicative and cultural approach to language learning. Emphasis is placed on the development of listening, speaking, reading and writing skills and on the acquisition of the fundamentals of applied grammar.

0701330 FRENCH 2

The purpose of this course is to reinforce and expand on the oral proficiency, literacy skills and cultural perspectives acquired by students in French 1. Student success will be measured through reading and writing practices, listening and speaking opportunities, vocabulary development and cultural knowledge.

0701396 PRE-AICE FRENCH LANGUAGE 2

The purpose of this course is to cover the second portion of the International General Certificate of Secondary Education (IGCSE) syllabus written and administered by the University of Cambridge's International Examinations Program. The purpose of this course is to enable students to be able to acquire proficiency in French through a linguistic, communicative and cultural approach to language learning. Emphasis is placed on the development of listening, speaking, reading and writing skills and on the acquisition of the fundamentals of applied grammar.

0701340 FRENCH 3

The purpose of this course is to master and expand the oral proficiency, literacy skills, vocabulary, grammatical structures and cultural perspectives acquired by students in French 2. In addition, components including genuine literary selections, viewing opportunities, speaking and writing practices will form an integral part of this course.

0701398 PRE-AICE FRENCH LANGUAGE 3

Pre-AICE French Language III covers the last portion of the International General Certificate of Secondary Education (IGCSE) syllabus written and administered by the University of Cambridge's International Examinations Program. The purpose of this course is to enable students to acquire a higher proficiency in French through a linguistic, communicative and cultural approach to language learning. Emphasis is placed on the development of listening, speaking, reading and writing skills and on the acquisition of the fundamentals of applied grammar.

0701350 FRENCH 4

This course will focus on listening and reading for understanding and analysis of short literary works. Students will continue to master and expand the oral proficiency, literacy skills, vocabulary, grammatical structures and cultural perspectives acquired by students in French 3. Students will experience and interpret various genres of literature, write extensively and demonstrate communicative competence through a variety of situations.

0701380 ADVANCED PLACEMENT FRENCH LANGUAGE AND CULTURE

There will be great emphasis on reading and grammar throughout this course. In addition, students will develop the following:

- A. the ability to understand spoken French in various contexts;
- B. a French vocabulary sufficiently ample for reading newspaper and magazine articles, literary texts, and other non-technical writings without dependence on a dictionary; and
- C. the ability to express themselves coherently, resourcefully, and with reasonable fluency and accuracy in both written and spoken French.

This college level course follows recommendation of the Committee on Foreign Languages of the Advanced Placement Program and prepares the student for the Advanced Placement French Language Examination of the College Entrance Board. The AP French Language Exam is administered as part of this course.

0705320 ITALIAN 1

The purpose of this course is to introduce students to Italian language and culture while developing communications skills and exploring the diversity of the Italian-speaking world. A variety of vocabulary and grammatical structures will be presented to students in order to develop oral proficiency and literacy skills.

0705330 ITALIAN 2

The purpose of this course is to reinforce and expand on the oral proficiency, literacy skills and cultural perspectives acquired by students in Italian 1. Student success will be measured through reading and writing practices, listening and speaking opportunities, vocabulary development and cultural knowledge.

0705340 ITALIAN 3

The purpose of this course is to reinforce and expand on the oral proficiency, literacy skills and cultural perspectives acquired by students in Italian 2. In addition, components including genuine literary selections, viewing opportunities, speaking and writing practices will form an integral part of this course.

0705350 ITALIAN 4

The purpose of this course is to expand the skills previously acquired in Italian 3. The content will include more advanced language structures and vocabulary development as well as a focus on listening, speaking, reading and writing through regular practice and assessment.

0705380 ADVANCED PLACEMENT ITALIAN LANGUAGE AND CULTURE

This course covers the equivalent of a third-year college course in advanced Italian writing and conversation. It encompasses aural/oral skills, reading comprehension, grammar, and composition. The use of Italian for active communication is emphasized with the following objectives:

- A. the ability to comprehend formal and informal spoken Italian;
- B. the acquisition of vocabulary and a grasp of structure to allow the easy, accurate reading of newspaper and magazine articles, as well as of modern literature in Italian;
- C. the ability to compose expository passages; and
- D. the ability to express ideas orally with accuracy and fluency.

This college level course follows recommendations of the Committee on Foreign Languages of the Advanced Placement Program and prepares the student for the Advanced Placement Italian Language Examination of the College Entrance Board. The AP Italian Language Exam is administered as part of this course.

0706300 LATIN 1

Latin 1 introduces students to the target language and its culture. The student will develop a thorough understanding of the written language as well as of the influence the language and culture has had on other world languages, culture, government, arts and laws. Emphasis is placed on proficient understanding in the reading of the language. An introduction to writing is also included as well as culture, connections, comparisons, and communities.

Special Note: Latin students will focus more on reading and interpreting written passages rather than using oral modes of communication.

0706310 LATIN 2

Major Concepts/Content:

Latin 2 expands the skills acquired by students in Latin 1. Specific content includes, but is not limited to, expansion of vocabulary and translation skills through comprehension of selected readings. Vocabulary and grammar stresses activities which are important to prepare for translating the works of authentic authors in the target language. In

presentational speaking and presentational writing, Latin students will present projects and reports of the research they have done about the culture, arts, history, politics, literature and mythology of the target language in English.

Special Note: Latin students will focus more on reading and interpreting written passages rather than using oral modes of communication.

0708340 SPANISH 1

The purpose of this course is to introduce students to Spanish language and culture while developing communication skills and exploring the diversity of the Spanish-speaking world. A variety of vocabulary and grammatical structures will be presented to students in order to develop oral proficiency and literacy skills.

0708532 PRE-AICE SPANISH LANGUAGE 1

The purpose of this course is to cover the first portion of the International General Certificate of Secondary Education (IGCSE) Language (Spanish) syllabus written and administered by the University of Cambridge's International Examinations Program. The purpose of this course is to enable students to begin to acquire proficiency in Spanish through a linguistic, communicative and cultural approach to language learning. Emphasis is placed on the development of listening, speaking, reading and writing skills and on the acquisition of the fundamentals of applied grammar.

0708350 SPANISH 2

The purpose of this course is to cover the second portion of the International General Certificate of Secondary Education (IGCSE) syllabus written and administered by the University of Cambridge's International Examinations Program. The purpose of this course is to reinforce and expand on the oral proficiency, literacy and cultural perspectives acquired by students in Spanish 1. Student success will be measured through reading and writing practices, listening and speaking opportunities, vocabulary development and cultural knowledge.

0708534 PRE-AICE SPANISH LANGUAGE 2

The purpose of this course is to enable students to begin to acquire proficiency in Spanish through a linguistic, communicative and cultural approach to language learning. Emphasis is placed on the development of listening, speaking, reading and writing skills and on the acquisition of the fundamentals of applied grammar.

0708360 SPANISH 3

The purpose of this course is to master and expand the oral proficiency, literacy skills, vocabulary, grammatical structures and cultural perspectives acquired by students in Spanish 2. In addition, components including genuine literary selections, viewing opportunities, speaking and writing practices will form an integral part of this course.

07085366 PRE-AICE SPANISH LANGUAGE 3

Pre-AICE Spanish Language III covers the last portion of the International General Certificate of Secondary Education (IGCSE) syllabus written and administered by the University of Cambridge's International Examinations Program. The purpose of this course is to enable students to acquire a higher proficiency in Spanish through a linguistic, communicative and cultural approach to language learning. Emphasis is placed on the development of listening, speaking, reading and writing skills and on the acquisition of the fundamentals of applied grammar.

0708370 SPANISH 4

The purpose of this course is to master and expand the oral proficiency, literacy skills, vocabulary, grammatical structures and cultural perspectives acquired by students in Spanish 3. Students will experience and interpret various genres of literature, write extensively and demonstrate communicative competence through a variety of situations.

0708380 SPANISH 5

The purpose of this course is to master and expand the oral proficiency, literacy skills, vocabulary, grammatical structures and cultural perspectives acquired by students in Spanish 4. Students will continue to develop communication skills through oral reports on literary and cultural topics, current events and personal experiences. Reading selections will include various literary genres as well as newspaper and magazine articles. Regular writing assignments will reflect use and mastery of specialized vocabulary and grammatical structures.

0708400 ADVANCED PLACEMENT SPANISH LANGUAGE and CULTURE

This course covers the equivalent of a third-year college course in advanced Spanish writing and conversation. It encompasses aural/oral skills, reading comprehension, grammar, and composition. The use of Spanish for active communication is emphasized with the following objectives:

- A. the ability to comprehend formal and informal spoken Spanish;
- B. the acquisition of vocabulary and a grasp of structure to allow the easy, accurate reading of newspaper and magazine articles, as well as of modern literature in Spanish;
- C. the ability to compose expository passages; and
- D. the ability to express ideas orally with accuracy and fluency.

This college level course follows recommendations of the Committee on Foreign Languages of the Advanced Placement Program and prepares the student for the Advanced Placement Spanish Language Examination of the College Entrance Board. The AP Spanish Language Exam is administered as part of this course.

0708530 AICE SPANISH LANGUAGE (A Level)

The purpose of this course is to develop students' ability to understand and communicate confidently and clearly in speech and written language. Students will be encouraged to read widely, to use relevant vocabulary, employ correct grammar, spelling and punctuation. The students will develop the ability to analyze, synthesize, make inferences, and organize arguments and ideas logically.

0708538 AICE SPANISH LANGUAGE (AS Level)

The purpose of this course is to develop students' ability to understand and communicate confidently and clearly in speech and written language. Students will be encouraged to read widely, to use relevant vocabulary, employ correct grammar, spelling and punctuation. The students will develop the ability to analyze, synthesize, make inferences, and organize arguments and ideas logically.

0708410 ADVANCED PLACEMENT SPANISH LITERATURE and CULTURE

The course uses a thematic approach to introduce students to representative texts from Peninsular Spanish, Latin American and United States Hispanic Literature. Students develop proficiencies in their critical reading and analytical writing skills.

This course will provide students with the skills and experience:

- A. to analyze and interpret literature and poetry;
- B. to use appropriate language to determine how a theme is treated in a literary selection/poem; and
- C. to analyze critical commentary about a particular literary work.

This college level course follows recommendations of the Committee on Foreign Languages of the Advanced Placement Program and prepares the student for the Advanced Placement Spanish Literature Examination of the College Entrance Board. The AP Spanish Literature Exam is administered as part of this course.

0709310 SPANISH FOR SPANISH SPEAKERS 2

The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their home language by reinforcing and acquiring skills in listening, speaking, reading, and writing, including the fundamentals of Spanish grammar. The course content will reflect the cultural values of Spanish language and societies. The course will enable students to gain a better understanding of the nature of their own language as well as other languages to be acquired.

0709320 SPANISH FOR SPANISH SPEAKERS 3

The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their home language by reinforcing and acquiring skills in listening, speaking, reading, and writing, including the fundamentals of Spanish grammar. The course content will reflect the cultural values of Spanish language and societies. The course will enable students to gain a better understanding of the nature of their own language as well as other languages to be acquired.