CCPS

Collier County Public Schools

2026-2027

HIGH SCHOOL

COURSE INFORMATION BOOK

Dr. Leslie C. Ricciardelli
Superintendent

THE DISTRICT SCHOOL BOARD OF COLLIER COUNTY

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This report has been prepared by The District School Board of Collier County.
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Coordinated by:
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December 11, 2025

VISION STATEMENT

Inspire students to achieve academic excellence.

The District School Board of Collier County does not discriminate on the basis of race, color, religion, national origin, sex (including sexual orientation and/or gender identity), 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: For matters involving Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, Age Discrimination in Employment Act, Title VII, and Florida's Educational Equity Act, contact Ms. Valerie Wenrich, Chief Human Resources Officer, at (239) 377-0351, or at 5775 Osceola Trail, Naples, Florida 34109.

Students: For matters involving (a) Florida's Education Act and Federal Title VI (race, religion, national origin issues), contact Ms. Rhoderica Washington, Director, Teaching and Learning, at (239) 377-0100, or at 5775 Osceola Trail, Naples, Florida 34109; and (b) Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, contact Ms. Jana Csenger, Coordinator of Psychological Services, at (239) 377-0521, or at 5775 Osceola Trail, Naples, Florida, 34109.

Title IX: For all Title IX related matters, whether involving employees and/or students, contact Ms. Valerie Wenrich, the District's Title IX Coordinator and Chief Human Resources Officer, at (239) 377-0351, or at 5775 Osceola Trail, Naples, Florida 34109.

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Purpose of the High School Course Book

This document is developed annually to provide students, parents and school staff with information related to high school. The document includes information about the courses offered in Collier County Public Schools (CCPS), state graduation requirements and other pertinent information to guide students' decision making in the development of a four-year plan for success in high school aligned to post-secondary college and/or career goals. Additional information may be found in the CCPS Student Progression Plan.

Standard Diploma Requirements

The following charts are developed and published by the Florida Department of Education (FDOE). This information is updated annually to reflect statutory changes.

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

Academic Advisement
Students Entering Grade 9 Prior to 2023-2024

What Students and Parents Need to Know

What options lead to a standard diploma?

Successful completion of one of the following options:

- 24 credits
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) curriculum
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL)
- Career and Technical Education (CTE) Pathway

(See section [s.] 1003.4282, Florida Statutes [F.S.])

What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 English Language Arts (ELA) or a concordant score
- Algebra 1 end-of-course (EOC) or a comparative score

A waiver of assessment results is granted by the Individual Educational Plan (IEP) team for students with disabilities. Additionally, students who have been enrolled in an English for Speakers of Other Languages (ESOL) program for less than two years may meet the requirement for grade 10 ELA by satisfactorily demonstrating grade level expectations of formative assessments.

Refer to Graduation Requirements for Florida's Statewide Assessments for concordant and comparative scores.

Students enrolled in the following courses must participate in the corresponding EOC assessment, which constitutes 30 percent of the final course grade*:

- Algebra 1
- Biology
- Geometry
- U.S. History

*Special note: Thirty percent not applicable if not enrolled in the course but passed the EOC (Credit Acceleration Program [CAP]).
(See s. 1008.22, F.S.)

What is the difference between the 18-credit ACCEL option and the 24-credit option?

- 3 elective credits instead of 8
- Physical Education is not required

What is the difference between the CTE Pathway option and the 24-credit option?

- At least 18 credits are required
- 4 elective credits instead of 8
  - 2 credits in CTE courses, must result in a program completion and industry certification
  - 1.5 credits in work-based learning programs; Physical Education is not required
- Fine and Performing Arts, Speech and Debate, CTE or Practical Arts is not required

24-Credit Standard Diploma Requirements

Available To All Students, Including Students With Disabilities

4 Credits ELA
• ELA 1, 2, 3, 4 • ELA honors, Advanced Placement (AP), AICE, IB and dual enrollment may satisfy this requirement
4 Credits Mathematics*
• One of which must be Algebra 1 and one of which must be Geometry • Industry Certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry) ** • An identified computer science*** credit may substitute for up to one mathematics credit (except for Algebra 1 and Geometry)
3 Credits Science*
• One of which must be Biology, two of which must be equally rigorous science courses • Two of the three required course credits must have a laboratory component • Industry Certifications that lead to college credit may substitute for up to one science credit (except for Biology)** • An identified computer science*** credit may substitute for up to one science credit (except for Biology)
3 Credits Social Studies
• 1 credit in World History • 1 credit in U.S. History • 0.5 credit in U.S. Government • 0.5 credit in Economics
1 Credit Fine and Performing Arts, Speech and Debate, Career and Technical Education, or Practical Arts*
1 Credit Physical Education*
• To include the integration of health
8 Elective Credits
Students must earn a 2.0 unweighted grade-point average (GPA) on a 4.0 scale for all cohort years and pass statewide, standardized assessments.

*Eligible courses are specified in the Florida Course Code Directory.
**Industry certifications for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute for mathematics and science credit.
***A computer science credit may not be used to substitute for both a mathematics and science credit.

Academic Advisement
Students Entering Grade 9 Prior to 2023-2024

What Students and Parents Need to Know

Scholar Diploma Designation

In addition to the requirements of s. 1003.4282, F.S., a student must satisfy the following requirements:

- Earn 1 credit in Algebra 2 or an equally rigorous course
- Pass the Geometry EOC
- Earn 1 credit in Statistics or an equally rigorous mathematics course
- Pass the Biology 1 EOC++
- Earn 1 credit in Chemistry or Physics
- Earn 1 credit in a course equally rigorous to Chemistry or Physics
- Pass the U.S. History EOC++
- Earn 2 credits in the same World Language
- Earn at least 1 credit in an AP, IB, AICE or a dual enrollment course

**Special note: A student is exempt from the Biology 1 or U.S. History EOC assessment if the student is enrolled in an AP, IB, or AICE Biology 1 or U.S. History course; takes the respective AP, IB or AICE assessment; and earns the minimum college credit.

Industry Scholar Diploma Designation

- Meet standard high school diploma requirements
- Attain one or more industry certifications from the list established (per s. 1003.492, F.S.)

What is CAP?

The CAP allows a student to earn high school credit if the student passes an AP examination, a College Level Examination Program (CLEP) or a statewide course assessment without enrollment in the course. The courses include:

- Algebra 1
- Biology
- Geometry
- U.S. History

What are the additional graduation options for students with disabilities?

Students, in collaboration with parents and the IEP team, may choose two additional standard diploma options available only to students with disabilities. Both allow students to substitute a CTE course with related content for one credit in ELA 4, mathematics, science and social studies (excluding Algebra 1, Geometry, Biology 1 and U.S. History). The two options are as follows:

- Students with a most significant cognitive disability may earn credits via access courses and be assessed via an alternate assessment.
- Students enrolled in the academic and employment option must earn at least 0.5 credit via paid employment in addition to meeting the standard diploma graduation requirements.

State University System

Admission into Florida's State University System (SUS) institutions is competitive. Prospective students should complete a rigorous course of study in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements (credit earned by industry certification does not count for SUS admission):

- High school graduation with a standard diploma, a minimum of a 2.5 GPA and admission test scores meeting minimum college-ready test scores per Board of Governors (BOG) Regulation 6.008
- 16 credits of approved college preparatory academic courses per BOG Regulation 6.002
- 4 English (3 with substantial writing)
- 4 Mathematics (Algebra 1 level and higher)
- 3 Natural Science (2 with substantial lab)
- 3 Social Science
- 2 World Language (sequential, in the same language or other equivalents)
- 2 approved electives

Florida College System

The 28 colleges of the Florida College System serve more than 650,000 students. Colleges offer affordable and stackable workforce credentials including certificate programs, associate in science degrees and associate in arts degrees, which transfer to a bachelor's degree program. All colleges also offer workforce bachelor's degree programs in areas of high demand. All Florida College System institutions have open-door admissions for students who earned a standard high school diploma or an equivalent diploma, or earned college credit.

Career and Technical Colleges and Centers

Florida also offers students 49 accredited career and technical colleges or centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.

Career, Adult and Technical Education
District Postsecondary Institutions

Where is information on financial aid located?

The Florida Department of Education's Office of Student Financial Assistance administers a variety of postsecondary educational state-funded grants and scholarships.

Office of Student Financial Assistance

For more detailed information on Graduation Requirements visit the Florida Department of Education's webpage at https://www.fldoe.org/schools/k-12-public-schools/sss/graduation-requirements/.

FLORIDA DEPARTMENT OF EDUCATION
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Academic Advisement
Students Entering Grade 9 in 2023-2024 and Thereafter

What Students and Parents Need to Know

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Refer to Graduation Requirements for Florida's Statewide Assessments for concordant and comparative scores.

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3 Credits Social Studies
• 1 credit in World History • 1 credit in U.S. History • 0.5 credit in U.S. Government • 0.5 credit in Economics
0.5 Credit in Personal Financial Literacy**
1 Credit Fine and Performing Arts, Speech and Debate, Career and Technical Education, or Practical Arts*
1 Credit Physical Education*
• To include the integration of health
7.5 Elective Credits
Students must earn a 2.0 unweighted grade-point average (GPA) on a 4.0 scale for all cohort years and pass statewide, standardized assessments.

*Eligible courses are specified in the Florida Course Code Directory.
**Industry certifications for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute for mathematics and science credit.
***A computer science credit may not be used to substitute for both a mathematics and science credit.
****This requirement was added for students entering grade nine 2023-2024 and thereafter.

Academic Advisement
Students Entering Grade 9 in 2023-2024 and Thereafter
What Students and Parents Need to Know

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- 16 credits of approved college preparatory academic courses per BOG Regulation 6.002
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Career, Adult and Technical Education
District Postsecondary Institutions

Where is information on financial aid located?

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Office of Student Financial Assistance

For more detailed information on Graduation Requirements visit the Florida Department of Education's webpage at https://www.fldoe.org/schools/k-12-public-schools/sss/graduation-requirements/.

*Students entering grade 9 in the 23-24 school year must earn one-half credit in personal financial literacy and money management and earn seven and one-half credits in electives

Four-Year High School Plan

A four-year high school plan is designed to assist a student in planning for the future. Middle school students will develop a four-year plan in 8th grade. 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 students' tentative course requests 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 AP potential.

High school counselors will meet with students to review the course selection process and schedule classes for the following school year. Students will take the tentative course requests home to review with their parents. The four-year plan will be revisited and adjusted in subsequent years.

The total high school curriculum is designed to have students ready for their 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 workforce. 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 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.

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. Students should speak with their 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.

AP Capstone (AP)

AP Capstone is a College Board program that equips students with independent research, collaborative teamwork, and communication skills that are valued by colleges.

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 in which CCPS holds a current interagency articulation agreement. This includes registration, matriculation, or laboratory fees for courses taken through Dual Enrollment. Instructional materials (textbooks) are provided to public school students free of charge; however, all other supplies, such as a calculator, are the responsibility of the student. 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 CCPS Student Progression Plan and are included in the Inter-institutional Articulation Agreement with the other institution. Part-time dual enrollment students may participate in both extra-curricular and co-curricular activities.

Early Admission Program

Early admission is 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). Interested students should speak with the school counselor for additional information. Early Admission students may participate in extracurricular activities.

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 the district's policy regarding weighting of Dual Enrollment classes.

Early admitted students are not permitted to attend classes at their home high school, nor are they permitted to participate in co-curricular or extracurricular activities.

For additional information concerning Dual Enrollment and Early Admission, see the 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 communication in today's global world. Interested students are encouraged to speak with their school counselor for more details.

AICE Diploma Requirements:

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

For further information visit the University of Cambridge AICE website at: www.cie.org.uk

Florida Virtual School (FLVS)

Students who are currently enrolled full-time in a district high school may use Florida Virtual School to supplement their school coursework. The Virtual Options Agreement must be completed and returned to the student's school counselor (see CCPS Student Progression Plan).

In assessing whether a course is an appropriate placement and required for graduation, 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 courses, regardless of whether the course is taken in a traditional setting or through the Florida Virtual School, other than those identified in the CCPS Student Progression Plan as available to middle school students.

1. It is recommended that core academic courses required for graduation be taken on campus.
2. Students may not withdraw from a CCPS course to take a FLVS course or other online course after the established deadlines. Students who wish to withdraw from a course must meet with their school counselor within the first 10 days of the course.
3. Students must meet with their school counselor regarding all FLVS requests that may affect their school day schedule.
4. A student must be assigned to a FLVS teacher either before the school year or semester begins or within the first 10 days of either semester to be able to withdraw from a CCPS face-to-face course.

High School Courses taken in Middle School

Middle school students may earn high school credit for courses that are identified in the CCPS Student Progression Plan as open to middle school students. For more information on approved courses, see the section entitled "High School Credit Course Options" in the CCPS Student Progression Plan.

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.

Career Dual Enrollment

Career Dual Enrollment at Collier County Public Schools provides eligible high school students the opportunity to participate in college-level career and technical education programs while earning both high school credit and postsecondary clock hours. Students gain hands-on training, industry-aligned skills, and preparation for high-demand careers in the local and regional workforce. Many programs offer opportunities to earn industry certifications and continue into advanced training or immediate employment after graduation.

LWTC offers the following career dual enrollment program options:

- Accounting Operations
- Automotive Collision Technology Technician
- Aviation Airframe Mechanics
- Avionics Systems Technician
- Building Construction Technologies
- Cosmetology
- Database Application Development and Programming
- Dental Assisting
- Digital Media/Multimedia Design
- Drafting
- Electronic Systems Integration and Automation
- Enterprise Desktop and Mobile Support Technology
- Heating, Ventilation, Air Conditioning & Refrigeration (HVAC/R)
- Marine Service Technologies
- Master Automotive Service Technology 1
- Medical Assisting
- Patient Care Technician
- Pharmacy Technician
- Practical Nursing
- Professional Culinary Arts & Hospitality
- Veterinary Assisting
- Welding Technology

Immokalee Technical College (iTECH) offers the following dual enrollment options:

- Automotive Service Technician
- Building Construction Technology
- CNC Production Specialist
- Commercial Foods and Culinary Arts
- Computer Systems & Information Technology
- Digital Media/Multimedia Design
- Early Childhood Education
- Accounting Operations

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, and life skill development.

Furthermore, school counselors:

- Give personal attention to each student in accordance with individual needs
- Assist students in understanding his/her environment so that wise career choices can be made
- Help students select appropriate studies and training in high school

- Help students become aware of the available course offerings and guide students and parents in appropriate course selections
- 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. All Florida K-12 students have access to Xello, a college and career planning tool, available to them via Canvas.

Volunteer Service or Paid Work Hours (See CCPS Procedures Manual 2370D)

Volunteer service or work hours are not a requirement to earn a Florida High School Diploma but are necessary for the following:

A. One Hundred (100) hours must be documented for the:
   1. Bright Futures Academic Scholar's Award

B. Seventy-five (75) hours must be documented for the:
   1. Bright Futures Medallion Award

C. Thirty (30) hours must be documented for the:
   1. Bright Futures Gold Seal Award

In addition to Bright Futures Scholarships, Volunteer service or paid work hours are recommended for local scholarships and other awards.

Criteria for Documenting Hours for the Bright Futures Scholarship and Other Scholarships

Students will submit proposals and log volunteer/work hours through the Service Hours Platform in the CCPS Portal. All proposals must be approved by parents/guardians and counselors prior to beginning any volunteer work.

Volunteer services to a local non-profit community agency must meet the following guidelines:

1. All services are altruistic, and not for personal gain
2. All services are supervised by an approved adult representative of the agency
3. Service does not interrupt a student's regularly scheduled school day
4. Service must be completed by the last term of the student's senior year
5. The site is related to service, humanitarian/caring, and community needs and does not involve:
   a. direct supervision/ownership/operation by a family member
   b. the presence of illegal substances or unsafe conditions
   c. the use of students for financial gain

The student will be responsible for identifying a social, civic, or professional area of interest, develop a plan for personal involvement in addressing the issue or learning about the professional area, and evaluate and reflect on such experience through a paper/reflection.

All volunteer service or paid work hours must be submitted before graduation to be used towards Bright Futures. Hours not submitted or completed before commencement will not be logged or submitted to the state.

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 and are subject to change. Please refer to the most recent, Board-approved CCPS 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

In order to withdraw from a high school course, a student should submit a course change form to the Counseling office within the first ten days of the course. Students attending a school on block scheduling should submit requests to the Counseling office within the first five days of the course. Course withdrawals are not guaranteed and are based on availability of alternate, grade-appropriate courses with available seats.

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/her 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.

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 Algebra1, 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 2nd 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 student's tentative course request(s) involves 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

Advanced Placement Potential after the PSAT is administered in grades 8, 9 and 10.

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

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

Placement parameters are set forth in this document. If no placement parameter is listed, any student may take the course as long as any prerequisite and or grade level requirements are satisfied.

A parent may request to 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.

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 Selection Information

The following pages contain charts that 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 OR GRADE LEVEL**
0100330	Art History and Criticism 1(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 Teacher Recommendation
0104340	Drawing 1(PF)	U	C or better in 2-D Studio Art 1 or teacher recommendation	None
0104350	Drawing 2 (PF)	U	C or better in Drawing 1	Drawing 1
0104360	Drawing 3 H (PF)	H	C or better in Drawing 2	Drawing 2 Teacher Recommendation
0104370	Painting 1 (PF)	U	C or better in 2-DStudio 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 Teacher Recommendation
0107410*	Film 1 (PF)	U		None
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 Teacher Recommendation
0108310	Creative Photography 1 (PF)	U		None
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 Teacher Recommendation
0111310	Sculpture 1 (PF)	U		None
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 Development: Drawing Honors (PF)	H	B or better in Drawing 3 Honors	2 credits in art
0109320	Portfolio Development: Two-Dimensional Design (PF)	H	B or better in Digital Art Imaging 3 Honors, Painting 3 Honors, or Creative Photography 3 Honors	2 credits in art
0109330	Portfolio Development: Three-Dimensional Design (PF)	H	B or better in Ceramics/Pottery 3 Honors or Sculpture 3 Honors	2 credits in art
0100300	Advanced Placement Art History (PF)	AP	Concurrent or previous enrollment in history or visual arts Honors Courses, Teacher Recommendation	Recommend 2 credits in art and/or history, but AP has no prerequisites for this course
0109350	Advanced Placement Two-Dimensional Design Portfolio (PF)	AP	Concurrent or previous enrollment in a visual arts course Teacher Recommendation	2 credits in art
0104300	Advanced Placement Studio Art- Drawing Portfolio (PF)	AP	Concurrent or previous enrollment in a visual arts Honors Course, Teacher Recommendation	2 credits in art
0109360	Advanced Placement Three- Dimensional Design Portfolio (PF)	AP	Concurrent or previous enrollment in a visual arts course Teacher Recommendation	2 credits in art
PF – Course meets the 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.

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 the 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 the 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. The 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 the use of safety procedures for processes, 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 the 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 work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and the 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 graphics 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 the 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.

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.

0104360 DRAWING 3 HONORS
Students demonstrate proficiency in the conceptual development of content in drawing to create self-directed or collaborative 2-D artwork suitable for inclusion in a portfolio. Students produce works that show evidence of developing craftsmanship and quality in the composition. Through the critique process, students evaluate and respond to their own work and that of their peers. Through a focused investigation of traditional techniques, historical and cultural models, and individual expressive goals, students begin to develop a personal art style. This course incorporates hands-on activities and consumption of art materials. 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 the 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 using nonobjective, abstract, or representational forms, products, or structures. Media may include, but are not limited to, clay, wood, metal, plaster, paper mâché, 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 the 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 the 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.

0100300 ADVANCED PLACEMENT ART HISTORY

AP Art History is an introductory college-level art history course. Students cultivate their understanding of art history through analyzing works of art and placing them in historical context as they explore concepts like culture and cultural interactions, theories and interpretations of art, the impact of materials, processes, and techniques on art and art making, and understanding purpose and audience in art historical analysis. The AP Art History course welcomes students into the global art world to engage with its forms and content as they research, discuss, read, and write about art, artists, art making, and responses to and interpretations of art. By investigating specific course content of 250 works of art characterized by diverse artistic traditions from prehistory to the present, the students develop in-depth, holistic understanding of the history of art from a global perspective. Students learn and apply skills of visual, contextual, and comparative analysis to engage with a variety of art forms, developing understanding of individual works and interconnections across history. 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.

0109360 ADVANCED PLACEMENT STUDIO ART THREE-DIMENSIONAL DESIGN PORTFOLIO

This course is for the advanced student who wishes to seek AP credit by 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

Career and Technical Education (CTE) High School Programs

Career and Technical Education (CTE) offers students rigorous academic and technical education, preparing them for both higher education and the workforce.

Through sequential coursework and opportunities for industry certification, CTE programs equip students with in-demand skills for lifelong success and career advancement.

CTE programs are designed to be academically rigorous with a focus on work-based learning and practical application, aligning with the standards of Career and Professional Education (CAPE) Academies. These programs often include opportunities for dual enrollment and articulation agreements with local institutions like Lorenzo Walker College, Immokalee Technical College, Florida Gulf Coast University, Florida Southwestern State College, and Embry Riddle Aeronautical University for students to receive credit or advanced standing upon enrollment in these institutions.

Common Career Technical Core – Career Ready Practices

Career Ready Practices describes the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline, or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advance through a program of study.

1. Act as a responsible and contributing citizen and employee.

2. Apply appropriate academic and technical skills.

3. Attend to personal health and financial well-being.

4. Communicate clearly, effectively and with reason.

5. Consider the environmental, social, and economic impacts of decisions.

6. Demonstrate creativity and innovation.

7. Employ valid and reliable research strategies.

8. Utilize critical thinking to make sense of problems and persevere in solving them.

9. Model integrity, ethical leadership, and effective management.

10. Plan education and career path aligned to personal goals.

11. Use technology to enhance productivity.

12. Work productively in teams while using cultural/global competence.

CTE Programs and Course Descriptions

Agriculture, Food, & Natural Resources

CAREER CLUSTER: AGRICULTURE, FOOD, & NATURAL RESOURCES
The Agriculture, Food and Natural Resources (AFNR) Career Cluster is a highly technical, ever-changing sector of the global economy upon which everyone is dependent. We will continue to meet national and global demand for safe and abundant food, fiber, and fuel supply if we invest in the growth and development of the human capital for the AFNR industry. Strong, relevant AFNR career and technical education programs that are informed by industry and education stakeholders are one way we can meet workforce needs now and in the future.

Industry Certifications: Agriculture Associate Certification, Entrepreneurship and Small Business

Program: Aquaculture
This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Agriculture, Food and Natural Resources career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Agriculture, Food and Natural Resources career cluster.

The content includes but is not limited to instruction in the planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety, and environmental issues in the aquaculture industry.

Program Number	8004100
CIP Number	0101030303
Grade Level	9-12
SOC Codes (all applicable)	45-2093 - Farmworkers, Farm, Ranch, and Aquacultural Animals 11-9013 – Aquaculture Managers

Course Number	Course Title	Length	SOC Code	Level	Graduation Requirement
8106810	Agriscience Foundations 1	1 credit	--	3	EQ
8112010	Aquaculture 2	1 credit	45-2093	3	EQ
8112020	Aquaculture 3	1 credit	45-2093	3	EQ
8112030	Aquaculture 4	1 credit	11-9013	3	CT

Course Descriptions:

Course Title: Agriscience Foundations 1
Course Number: 8106810
Course Credit: 1
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.

Course Title: Aquaculture 2
Course Number: 8112010
Course Credit: 1
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.

Course Title: Aquaculture 3
Course Number: 8112020
Course Credit: 1
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.

Course Title: Aquaculture 4
Course Number: 8112030
Course Credit: 1
This course is designed to develop competencies in the area of management and use of water, the propagation and rearing of seeds, 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.

Architecture & Construction

CAREER CLUSTER: ARCHITECTURE & CONSTRUCTION
Educational programs in the Architecture and Construction Career Cluster prepare students for careers in design/pre-construction, construction, and maintenance/operations. Examples of careers include carpenters, drafters, electricians, construction managers, HVAC technicians and plumbers.

Industry Certifications: NCCER Carpentry Level 1, PMI Project Management Ready, Autodesk Certified User, Entrepreneurship and Small Business

Program: Building Trades and Construction Design Technology
The purpose of this program is to prepare students for employment or advanced training in the building construction industry. This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Architecture and Construction career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Architecture and Construction career cluster.

The content includes but is not limited to applying construction techniques; reading plans and specifications; and developing trade skills in carpentry, masonry, electricity, plumbing and air conditioning.

Program Number	8722000
CIP Number	0646041506
Grade Level	9-12
SOC Codes (all applicable)	49-9071 - Maintenance and Repair Workers, General

Course Number	Course Title	Length	SOC Code	Level	Graduation Requirement
8722010	Building Trades and Construction Design Technology 1	1 credit	49-9071	2	CT
8722020	Building Trades and Construction Design Technology 2	1 credit	49-9071	2	CT
8722030	Building Trades and Construction Design Technology 3	1 credit	49-9071	3	CT
8722040	Building Trades and Construction Design Technology 4	1 credit	49-9071	2	CT
8722050	Building Trades and Construction Design Technology 5	1 credit	49-9071	2	CT
8722060	Building Trades and Construction Design Technology 6	1 credit	49-9071	3	CT

Course Descriptions:

Course Title: Building Trades and Construction Design Technology 1
Course Number: 8722010
Course Credit: 1
The purpose of this course is to provide students with competencies in safety practices; the use of hand and power tools; construction components, materials, and hardware; construction industry occupations and employability skills.

Course Title: Building Trades and Construction Design Technology 2
Course Number: 8722020
Course Credit: 1
The purpose of this course is to provide students with competencies in rough and finish carpentry, masonry, and painting.

Course Title: Building Trades and Construction Design Technology 3
Course Number: 8722030
Course Credit: 1
The purpose of this course is to develop student competencies in construction related math and science, the built environment, and the green environment.

Course Title: Building Trades and Construction Design Technology 4
Course Number: 8722040
Course Credit: 1
This course provides students with competencies in construction laws, contracts, documents specifications, building codes and regulations.

Course Title: Building Trades and Construction Design Technology 5
Course Number: 8722050
Course Credit: 1
This course provides students with competencies in electrical, plumbing and air conditioning.

Course Title: Building Trades and Construction Design Technology 6
Course Number: 8722060
Course Credit: 1
The purpose of this course is to allow students to apply skills learned throughout the program through a capstone project.

Arts, A/V, Technology, & Communications

CAREER CLUSTER: ARTS, A/V, TECHNOLOGY, & COMMUNICATIONS
The Arts, A/V Technology and Communications (AAVTC) Career Cluster encompasses audio/video technology and film, journalism, and broadcasting, performing arts, printing technology, telecommunications, and visual arts.

Industry Certifications: Adobe Certified Professional, PMI Project Management Ready, Entrepreneurship and Small Business, CIW Social Media Strategist

Program: Digital Design

The purpose of this program is to prepare students for employment in the Digital Design industry as Information Technology Assistants, Production Assistants, Digital Assistant Designers, Graphic Designers, and Multimedia Designers. This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and the relevant technical knowledge and skills needed to prepare for further education and careers in the Arts, A/V Technology and Communication career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Arts, A/V Technology and Communication career cluster.

The content includes, but is not limited to, enhanced practical experiences in computer-generated art and text, graphic design, graphic production, digital design skills, preparation of digital layouts and illustrations, scanning, and the development of specialized multimedia presentations.

Program Number	8209600
CIP Number	0510030306
Grade Level	9-12
SOC Codes (all applicable)	27-1024 – Graphic Designers 43-9031 – Desktop Publishers 15-1151 – Computer User Support Specialists

Course Number	Course Title	Length	SOC Code	Level	Graduation Requirement
8207310	Digital Information Technology	1 credit	15-1151	2	CT
8209510	Digital Design 1	1 credit	43-9031	3	CT
8209520	Digital Design 2	1 credit	43-9031	3	CT
8209530	Digital Design 3	1 credit	43-9031	3	CT
8209540	Digital Design 4	1 credit	27-1024	3	CT
8209550	Digital Design 5	1 credit	27-1024	3	CT

Course Descriptions:

Course Title: Digital Information Technology
Course Number: 8207310
Course Credit: 1
This core course is designed to provide a basic overview of current business and information systems and trends, and to introduce students to fundamental skills required for today's business and academic environments. Emphasis is placed on developing fundamental computer skills. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Digital Information Technology includes the exploration and use of databases, the internet, social media, spreadsheets, presentation applications, management of personal information and email, word processing and document manipulation, HTML, web page design, and the integration of these programs using software that meets industry standards.

Course Title: Digital Design 1
Course Number: 8209510
Course Credit: 1
This course is designed to develop the entry-level skills required for careers in digital design. The content includes computer skills; digital publishing concepts and operations; layout, design, and measurement activities; digital imaging; communication, collaboration, and decision-making activities; critical thinking and problem-solving.

Course Title: Digital Design 2
Course Number: 8209520
Course Credit: 1
This course continues the development of entry-level skills required for careers in digital design. The content includes computer skills; digital publishing operations; layout, design, and measurement activities; digital imaging; communication, collaboration, and decision-making activities; critical thinking and problem solving.

Course Title: Digital Design 3
Course Number: 8209530
Course Credit: 1
This course continues the development of industry-standard skills required for careers in digital design. The content includes the use of software and equipment to perform digital publishing and digital imaging activities. Students continue to learn about communication, collaboration and decision-making activities, critical thinking and problem solving.

Course Title: Digital Design 4
Course Number: 8209540
Course Credit: 1
This course is designed to develop advanced industry-standard skills required for careers in digital design. The content includes the use of software and equipment, including digital video cameras and video/audio editing software.

Course Title: Digital Design 5
Course Number: 8209550
Course Credit: 1
This course continues the development of advanced industry-standard skills required for careers in digital design. The content includes the use of software and equipment to create multimedia presentations.

Program: Digital Media/Multimedia Design

The purpose of this program is to prepare students for work as multimedia artists and animators. This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Arts, A/V Technology and Communication career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Arts, A/V Technology and Communication career cluster.

The content includes, but is not limited to, practical experiences in webpage design and interactive presentation development, testing and production. Specialized skills in multimedia presentations such as video editing, audio features, and simple animation and authoring software are used to produce a variety of interactive multimedia presentations.

Program Number	8201600

CIP Number	0609070220
Grade Level	9-12
SOC Codes (all applicable)	27-1014 - Multimedia Artists and Animators

Course Number	Course Title	Length	SOC Code	Level	Graduation Requirement
8201210	Digital Media/Multimedia Foundations 1	1 credit	27-1014	2	CT
8201220	Digital Media/Multimedia Foundations 2	1 credit	27-1014	2	CT
8201230	Digital Media/Multimedia Foundations 3	1 credit	27-1014	3	CT
8201610	Digital Media/Multimedia Web Production	1 credit	27-1014	3	CT
8201620	Digital Media/Multimedia Motion Graphics Production	1 credit	27-1014	3	CT

Program: Journalism and Multimedia

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Arts, A/V Technology and Communication career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Arts, A/V Technology and Communication career cluster.

The purpose of this program is to prepare students for employment as writers, editors, and multimedia journalists. This program provides a medium whereby the student will be given the opportunity for practical hands-on experiences that incorporate academic skills into a real-life situation. The program familiarizes individuals with journalistic writing, script writing, graphic communications, desktop publishing, multimedia production, photojournalism, and investigative reporting. The presentation of subject matter should incorporate team teaching. Activities should utilize a rotational type format so that the student is exposed and reinforced academically and vocationally for each outcome.

Program Number	8771101
CIP Number	0609010000
Grade Level	9-12
SOC Codes (all applicable)	27-3041 – Editors 27-4021- Photographers 43-9031- Desktop Publishers

Course Number	Course Title	Length	SOC Code	Level	Graduation Requirement
8203000	Foundations of Journalism	1 credit	27-3041	2	CT
8771110	Media Production	1 credit	27-3041	2	CT
8209510	Digital Design 1	1 credit	43-9031	3	CT
8203001	Photojournalism	1 credit	27-4021	2	CT

Course Descriptions:

Course Title: Digital Media/Multimedia Foundations 1
Course Number: 8201210
Course Credit: 1
This course provides competencies in presentation production issues, basic computer knowledge, digital still photography, and photo editing software.

Course Title: Digital Media/Multimedia Foundations 2
Course Number: 8201220
Course Credit: 1
This course covers competencies in advanced design, illustration software, color modes, and fonts.

Course Title: Digital Media/Multimedia Foundations 3
Course Number: 8201230
Course Credit: 1
This course covers competencies in design layout software.
Course Title: Digital Media/Multimedia Web Production

Course Number: 8201610
Course Credit: 1
This course covers competencies in webpage design, HTML and CSS, authoring software, animated webpage design, and use of interactive design software.

Course Title: Digital Media/Multimedia Motion Graphics Production
Course Number: 8201620
Course Credit: 1
This course covers competencies in preparing graphics for animation, video editing, and video post-production.

Program: Television Production Technology

The purpose of this program is to prepare students for initial employment as television production operators, television broadcast technicians, camera operators, other professional/para-professional technicians, video recording engineers, and audio recording engineers. This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Arts, A/V Technology and Communication career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Arts, A/V Technology and Communication career cluster.

The content includes, but is not limited to, communication skills, leadership skills, human relations and employability skills, safe and efficient work practices, and preparation to assume responsibility for the television production studio activities (e.g., scriptwriting, lighting, shooting, and directing, electronic news gathering, and field production).

Program Number	8201500
CIP Number	0610020217
Grade Level	9-12
SOC Codes (all applicable)	27-4032 – Film and Video Editors 27-4031 – Camera Operators, Television, Video, and Motion Picture

Course Number	Course Title	Length	SOC Code	Level	Graduation Requirement
8201510	Television Production Technology 1	1 credit	27-4031	2	CT
8201520	Television Production Technology 2	1 credit	27-4031	2	CT
8201530	Television Production Technology 3	1 credit	27-4031	3	CT
8201540	Television Production Technology 4	1 credit	27-4031	3	CT
8201550	Television Production Technology 5	1 credit	27-4031	3	CT
8201560	Television Production Technology 6	1 credit	27-4031	3	CT

Course Descriptions:

Course Title: Television Production Technology 1
Course Number: 8201510
Course Credit: 1
This course covers competencies in safety, lighting tasks, the use of basic television production equipment, scriptwriting, collaboration, research, and audio and video recording and editing.

Course Title: Television Production Technology 2
Course Number: 8201520
Course Credit: 1
Students explore script writing, audio and video recording and editing, set staging, and character generation.

Course Title: Television Production Technology 3
Course Number: 8201530
Course Credit: 1
Students will perform lighting tasks, record, and edit audio and video, and participate in all aspects of the television production process – from the initial stages of program creation to final editing.

Course Title: Television Production Technology 4
Course Number: 8201540
Course Credit: 1
Students will perform advanced lighting tasks for television productions, demonstrate the mastery of competencies related to audio and video recording and editing operations, interpret scripts for television productions, and collaborate with others as part of the television production team.

Course Title: Television Production Technology 5
Course Number: 8201550
Course Credit: 1
This course requires students to perform advanced audio and video recording and editing operations; students will collaborate, with other members of the production team, to create a television program.

Education & Training

CAREER CLUSTER: EDUCATION AND TRAINING
The Education & Training Career Cluster offers students educational opportunities, training services, and related learning support with an emphasis on improving public education services. The Education & Training Career Cluster is divided into three pathways: Teaching and Training; Professional Support Services; and Administration and Administrative Support.

Industry Certifications: Childcare Development Associate, Entrepreneurship and Small Business, Florida Teacher Certification Examinations (FTCE) - Professional Education Test

Program: Early Childhood Education
This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Education & Training career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Education & Training career cluster.

The content includes but is not limited to competencies related to the following elements of the early childhood education industry: planning, management, finance, technical, and production skills; underlying principles of technology; labor, community, health, safety, and environmental issues; and developmentally appropriate practices for children birth through age eight.

Program Number	8405100
CIP Number	0419070913
Grade Level	9-12
SOC Codes (all applicable)	39-9011 – Childcare Workers 25-2011 – Preschool Teachers, Except Special Education

Course Number	Course Title	Length	SOC Code	Level	Graduation Requirement
8405110	Early Childhood Education 1	1 credit	39-9011	2	CT
8405120	Early Childhood Education 2	1 credit	39-9011	2	CT
8405130	Early Childhood Education 3	1 credit	25-2011	3	CT
8405140	Early Childhood Education 4	1 credit	25-2011	3	CT

Course Descriptions:

Course Title: Early Childhood Education 1
Course Number: 8405110
Course Credit: 1
This course includes the following content: childcare rules and regulations, safe learning environments, stages of child development, developmentally appropriate practices, and communication skills, principles of child nutrition and technology use; as well as competencies from the DCF 40-hour Introductory Childcare Training coursework.

Course Title: Early Childhood Education 2
Course Number: 8405120
Course Credit: 1
This course covers competencies on professionalism, community resources, the importance of relationship skills and communicating with children's families, history of school-age childcare, infant-toddler developmentally appropriate guidance activities, and observing and recording methods; as well as competencies from the DCF 40-hour Introductory Childcare Training coursework.

Course Title: Early Childhood Education 3
Course Number: 8405130
Course Credit: 1
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, language use & acquisition, emergent literacy, creative expression, classroom management techniques, observation data, and creating optimum environments for all children; as well as competencies from the DCF 40-hour Introductory Childcare Training coursework.

Course Title: Early Childhood Education 4
Course Number: 8405140
Course Credit: 1
In this course students will acquire competence in the areas of creating a successful developmentally appropriate curriculum, mentoring, recognizing cultural differences (are we missing a word or should we delete "developing") when planning activities, community resources, classroom management, pediatric first aid, including children with special needs, recent trends and issues in early childhood education, and professionalism; as well as competencies from the DCF 40-hour Introductory Childcare Training coursework.

Program: Principles of Teaching

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Education & Training career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Education & Training career cluster.

The content includes but is not limited to competencies and skills needed to become a professional in the field of education. This includes an understanding of education in the United States, the ability to work effectively with all students, educational technology, classroom management, student assessment, communication skills, and other skills needed to support the learning activities of students. To be enrolled a student's status in school and schedule must allow sufficient time for the student to be able to complete the program. The Principles of Teaching program is designed to support teaching activities for students in classroom settings. It is not a program to provide clerical support to faculty or office/administrative personnel.

Program Number	8909000
CIP Number	0713129902
Grade Level	9-12
SOC Codes (all applicable)	25-9041 – Teacher Assistants

Course Number	Course Title	Length	SOC Code	Level	Graduation Requirement
8909010	Introduction to the Teaching Profession	1 credit	25-9041	2	CT
8909020	Human Growth and Development	1 credit	25-9041	2	CT
8909030	Foundations of Curriculum and Instruction	1 credit	25-9041	3	CT
8909040	Principles of Teaching Internship	1 credit	25-9041	2	CT

Course Descriptions:

Course Title: Introduction to the Teaching Profession
Course Number: 8909010
Course Credit: 1
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 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.

Course Title: Human Growth and Development
Course Number: 8909020
Course Credit: 1
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 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.

Course Title: Foundations of Curriculum and Instruction
Course Number: 8909030
Course Credit: 1
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 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.

Course Title: Principles of Teaching Internship
Course Number: 8909040
Course Credit: 1
The course is designed for students to apply their knowledge in real world education settings. Students must complete an internship in an approved setting based on the student's area of interest. 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 also complete and submit a completed portfolio and Capstone project by the end of the course for feedback.

Engineering & Technology Education

CAREER CLUSTER: ENGINEERING AND TECHNOLOGY EDUCATION
The Engineering and Technology Education pathway offers students educational opportunities, training services, and related learning support with an emphasis on the acute need for engineers in this country by educating students in the principles of engineering, and providing content in the fields of electronics, biotech, aerospace, civil engineering, and architecture.

Industry Certifications: Autodesk Certified User, PMI Project Management Ready, Entrepreneurship and Small Business, Engineering Core, FAA Ground School, FAA Private Pilot, sUAS Safety Certification

Program: Aerospace Technologies
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.

Program Number	8600080
CIP Number	0821011800
Grade Level	9-12
SOC Codes (all applicable)	--

Course Number	Course Title	Length	SOC Code	Level	Graduation Requirement
8600580	Aerospace Technologies I	1 credit	--	3	EQ
8600680	Aerospace Technologies II	1 credit	--	3	EQ
8601780	Aerospace Technologies III	1 credit	--	3	EQ

Course Descriptions:

Course Title: Aerospace Technologies I
Course Number: 8600580
Course Credit: 1
This course provides students with an introduction to the knowledge, human relations, and technological skills found today in Aerospace Technologies.

Course Title: Aerospace Technologies II
Course Number: 8600680
Course Credit: 1
This program provides students with an intermediate understanding of the knowledge, human relations, and technological skills found today in Aerospace Technologies.

Course Title: Aerospace Technologies III
Course Number: 8601780
Course Credit: 1
This program provides students with an advanced understanding of the knowledge, human relations, and technological skills found today in Aerospace Technologies.

If students compete all three Aerospace Technologies courses above, they may take Private Pilot Ground School (please note that this is offered as a standalone course and part of a separate program titled Unmanned Aircraft Systems (UAS) Operations in the Transportation, Distribution and Logistics Career Cluster.

Course Title: Private Pilot Ground
Course Number: 9540610
Course Credit: 1
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.

Program: Engineering Pathways

The purpose of this program is to provide students with a foundation of knowledge and technically oriented experiences in the study of the applications of engineering and its effect upon our lives and the choosing of an occupation. The content and activities will also include the study of entrepreneurship, safety, and leadership skills. 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.

Program Number	9400300
CIP Number	0821010102
Grade Level	9-12
SOC Codes (all applicable)	--

Course Number	Course Title	Length	SOC Code	Level	Graduation Requirement
8600550	Introduction to Engineering Design	1 credit	--	3	CT
8600520	Principles of Engineering	1 credit	--	3	CT

8600530	Digital Electronics	1 credit	--	3	CT
8600560	Computer Integrated Manufacturing	1 credit	--	3	CT
8600590	Civil Engineering and Architecture	1 credit	--	3	CT
8600620	Aerospace Engineering	1 credit	--	3	CT
8600650	Engineering Design and Development	1 credit	--	3	CT

Course Descriptions:

Course Title: Introduction to Engineering Design
Course Number: 8600550
Course Credit: 1

Course Description:
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.

Course Title: Principles of Engineering
Course Number: 8600520
Course Credit: 1
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 helps 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 the social and political consequences of technological change.

Course Title: Digital Electronics
Course Number: 8600530
Course Credit: 1
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.

Course Title: Computer Integrated Manufacturing
Course Number: 8600560
Course Credit: 1
This course applies the principles of robotics and automation. The course builds on computer solid modeling skills developed in Introduction to Engineering Design. Students use CNC equipment to produce actual models of their three- dimensional designs. Fundamental concepts of robotics used in automated manufacturing, and design analysis are included.

Course Title: Civil Engineering and Architecture
Course Number: 8600590
Course Credit: 1
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.

Course Title: Aerospace Engineering
Course Number: 8600620
Course Credit: 1
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.

Course Title: Engineering Design and Development
Course Number: 8600650
Course Credit: 1
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.

Program: Applied Robotics

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

Program Number	9410100
CIP Number	0615030330
Grade Level	9-12
SOC Codes (all applicable)	--

Course Number	Course Title	Length	SOC Code	Level	Graduation Requirement
9410110	Foundations of Robotics	1 credit	--	3	CT
9410120	Robotic Design Essentials	1 credit	--	3	CT
9410130	Robotic Systems	1 credit	--	3	CT
9410140	Robotic Applications Capstone	1 credit	--	3	CT

Course Descriptions:

Course Title: Foundations of Robotics
Course Number: 9410110
Course Credit: 1
This course provides students with a foundation in content and skills associated with robotics and automation, including artificial intelligence, electronics, physics, and principles of engineering.

Course Title: Robotic Design Essentials
Course Number: 9410120
Course Credit: 1
This course provides students with content and skills essential to the design and operation of robotics, including artificial intelligence, sensors, electronic devices, engineering technologies, motion physics, electrical motors, programming, simulation and modeling, and critical thinking skills.

Course Title: Robotic Systems
Course Number: 9410130
Course Credit: 1
This course provides students with extended content and skills essential to the design and operation of robotic systems, including artificial intelligence, specialized sensors, electronic applications, engineering technologies, environmental physics, manufacturing, topographical considerations, programming, communications, simulation and modeling, and critical thinking skills.

Course Title: Robotic Applications Capstone
Course Number: 9410140
Course Credit: 1
This course provides students with extended content and skills essential to the design and operation of autonomous robotic systems in the context of a capstone project.

Program: Artificial Intelligence (AI) Foundations

This program offers a sequence of courses that provide coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in Artificial Intelligence (AI)-enabled careers; 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 AI and Machine Learning required for AI-enabled professionals working in business and academic environments.

The content includes fundamental understanding of an AI system and their components; problems and tools AI-enabled workers use to build models and systems that leverage data to make decisions; mastery of foundational skills required to become power AI users. In addition, the course content includes but is not limited to practical experiences in AI system design, deployment, and evaluation; problem identification; creation, selection, and curation of data sets; computer programming, use of machine learning algorithms, program design structure, employing ethical and responsible development methodologies and decision making, essential programming techniques, and implementation issues. Specialized programming skills involving advanced mathematical calculations and statistics are also integrated into the curriculum.

Program Number	9401100
CIP Number	0611010200
Grade Level	9-12
SOC Codes (all applicable)	--

Course Number	Course Title	Length	SOC Code	Level	Graduation Requirement
9401010	Artificial Intelligence in the World	0.5 credit	--	2	CT
9401020	Applications of Artificial Intelligence	0.5 credit	--	2	CT
9007220	Procedural Programming	1 credit	--	3	CT
9401040	Foundations of Machine Learning	1 credit	--	2	CT

Course Descriptions:

Course Title: Artificial Intelligence in the World
Course Number: 9401010
Course Credit: 0.5
This course introduces students to the principles of Artificial Intelligence (AI). The course defines “Intelligent Behavior,” describes the relationship between AI and computer science, explains the history of AI and showcases applications of AI in the real world. Students will explore the role of data in AI applications and the algorithms which guide AI decision making. Students will learn about the role of perception in AI and how AI agents use information in decision making. Students will engage in hands-on activities related to the use of AI in machine learning. This course also covers ethics in AI applications.

Course Title: Applications of Artificial Intelligence
Course Number: 9401020
Course Credit: 0.5
The purpose of this course is to assist students in deepening understanding for application of AI and to explore methods and tools utilized to build AI models. The content includes but is not limited to foundational knowledge and skills related to methods and software used to develop AI applications using data sets. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.

Course Title: Procedural Programming
Course Number: 9007220
Course Credit: 1
This course continues the study of computer programming concepts with a focus on the creation of software applications employing procedural programming techniques.

Course Title: Foundations of Machine Learning
Course Number: 9401040
Course Credit: 1
The purpose of this course is to provide students with core foundational knowledge to deepen their understanding of machine learning (ML) practices and applications. This course builds understanding of the mathematical foundation needed to create algorithms for use in artificial intelligence and machine learning. The content includes but is not limited to foundational knowledge and skills related to computer coding and software development. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.

Program: Advanced Technology Applications

The purpose of this course is to serve as a capstone course to provide Engineering and Technology Education students with the opportunity to develop a project from "vision" to "reality". Working in teams to design, engineer, manufacture, construct, test, redesign, test again, and then produce a finished "project". This would involve using ALL the knowledge previously learned, not only in technology education but across the curriculum.

To enroll in Advanced Technology Applications, a student must have completed three credits of an Engineering and Technology Education program and received permission from the supervising Engineering and Technology Education Instructor and or Faculty Team. This Advanced Technology Applications course may be taken by a student for one or more semesters. A student may earn multiple credits in this course (maximum of three).

Program Number	8601900
CIP Number	08210200CP
Grade Level	9-12
SOC Codes (all applicable)	--

Course Number	Course Title	Length	SOC Code	Level	Graduation Requirement
8601900	Advanced Technology Applications	1 credit	--	3	CT

Course Description:

Course Title: Advanced Technology Applications
Course Number: 8601900
Course Credit: 1
This is a project-based capstone course to provide Engineering and Technology Education students with the opportunity to develop a project from "vision" to "reality". Students work in teams to design, engineer, manufacture, construct, test, redesign, test again, and then produce a finished "project".

Finance

CAREER CLUSTER: FINANCE
The Finance Career Cluster is divided into four pathways: Securities & Investments; Business Finance; Insurance; and Banking Services.

Industry Certifications: Intuit QuickBooks Certified User, Intuit Certified Bookkeeping Professional, PMI Project Management Ready, Entrepreneurship and Small Business

Program: Finance
The purpose of this program is to prepare students for employment in the financial industry. Possible entry-level jobs include billing and posting clerks, accounting/auditing clerks, credit authorizers, customer service representatives, tellers, and brokerage clerks. This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the financial industry: planning; management; finance; accounting; economics; technical and production skills; underlying principles of technology; labor issues; community issues and health, safety, and environmental issues; risk management liability; and health, life, and disability insurance.

The sequence of courses provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Finance career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Finance career cluster.

Program Number	8815100
CIP Number	0252080110
Grade Level	9-12, 30, 31
SOC Codes (all applicable)	43-3021 – Billing and Posting Clerks 43-3031 – Bookkeeping, Accounting, and Auditing Clerks 43-4041 – Credit Authorizers, Checkers and Clerks 43-4011 – Brokerage Clerks

Course Number	Course Title	Length	SOC Code	Level	Graduation Requirement
8207310	Digital Information Technology OR	1 credit	15-1151	2	CT
8815150	Business Communication and Technology	1 credit	43-3021	2	CT
8203310	Accounting Applications 1 (no substitutions)	1 credit	43-3031	3	CT
8815110	Economics and Financial Services OR	1 credit	43-4041	3	CT
2102360 2102370	AP Microeconomics AND AP Macroeconomics	.5 credit .5 credit	43-4041	3	EC EC
8815130	Financial Internship OR	1 credit	43-4041	2	CT
8501420	Finance Cooperative Education - OJT	1 credit	43-4041	2	CT
8815120	Personal Finance	1 credit	43-4011	3	PL

Course Descriptions:

Course Title: Digital Information Technology
Course Number: 8207310
Course Credit: 1
This course is designed to provide a basic overview of current business and information systems and trends, and to introduce students to fundamental skills required for today's business and academic environments. Emphasis is placed on developing fundamental computer skills. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Digital Information Technology includes the exploration and use of databases, the internet, spreadsheets, presentation applications, management of personal information and email, word processing and document manipulation, HTML, web page design, and the integration of these programs using software that meets industry standards.

Course Title: Business Communication and Technology
Course Number: 8815150
Course Credit: 1
This course is designed to provide an overview of current business, finance and information systems and trends and to introduce students to the foundations required for today's business environments. Emphasis is placed on developing proficiency with computer applications, so that they may be used as communication tools for enhancing

personal and workplace proficiency in an information-based society. This also includes proficiency with computers using databases, spreadsheets, presentation applications, financial and tax software applications and the integration of these programs using software that meets industry standards.

Course Title: Accounting Applications 1
Course Number: 8203310
Course Credit: 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 and appropriate software is required.

Course Title: Economics and Financial Services
Course Number: 8815110
Course Credit: 1
This course presents basic topics in economics, including 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, and characteristics of different economic systems and institutions. 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.
Course Titles: AP Microeconomics, AP Macroeconomics
Course Numbers: 2102360, 2102370
Course Credit: .5 credit, .5 credit
The standards for AP Microeconomics (2102360) and AP Macroeconomics (2102370) can be found at www.cpalms.org.

Course Title: Financial Internship
Course Number: 8815130
Course Credit: 1
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.

Course Title: Finance Cooperative Education - OJT
Course Number: 8501420
Course Credit: 1
On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Course Title: Personal Finance
Course Number: 8815120
Course Credit: 1
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 in financial services.

Program: Personal Financial Literacy

The purpose of this course is to give students an overview of personal and family finance concepts including the American economic system, personal and family management of resources including income, money management, saving and investing, spending and credit, the role of financial institutions and the consumer, consumer information and taxation and financial planning.

This content includes, but is not limited to, consumer rights and responsibilities, record-keeping, decision making and consumer choices, resource management, credit, taxation, wills, savings plans, investments, money management resources, insurance, and contracts.

Program Number	8500120
CIP Number	09200104PA
Grade Level	9-12
SOC Codes (all applicable)	--

Course Number	Course Title	Length	SOC Code	Level	Graduation Requirement
8500120	Personal Financial Literacy	.5	--	2	PL

Course Descriptions:

Course Title: Personal Financial Literacy
Course Number: 8500120
Course Credit: .5
The purpose of this course is to give students an overview of personal and family finance concepts including the American economic system, personal and family management of resources including income, money management, saving and investing, spending and credit, the role of financial institutions and the consumer, consumer information and taxation and financial planning.

Health Science

CAREER CLUSTER: HEALTH SCIENCE
The Health Science Career Cluster is divided into five pathways: Therapeutic Services; Diagnostic Services; Health Informatics; Support Services; and Biotechnology Research & Development.

Industry Certifications: Biotechnician Assistant, Certified Biomedical Equipment Technician, Certified Medical Administrative Assistant, Certified Clinical Medical Assistant, Certified Personal Trainer, Entrepreneurship and Small Business, PMI Project Management Ready

Program: Biomedical Science
This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Health Science career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Health Science career cluster.

The purpose of this program is to provide students with a foundation of knowledge and technically oriented experiences in the study and applications of biomedical sciences and the possibilities in the biomedical field. The content includes but is not limited to the study of human body systems, medicine, health, key biological concepts, communication, transport of substances, locomotion, metabolic processes, defense, protection, research processes, engineering principles, and an introduction to bioinformatics. The program also includes the design and development of various medical interventions, including vascular stents, cochlear implants, and prosthetic limbs. In addition, students review the history of organ transplants and gene therapy and stay updated on cutting-edge developments via current scientific literature.

Program Number	8708100
CIP Number	0326010201
Grade Level	9-12
SOC Codes (all applicable)	--

Course Number	Course Title	Length	SOC Code	Level	Graduation Requirement
8708110	Principles of the Biomedical Sciences	1 credit	--	3	EQ
8708120	Human Body Systems	1 credit	--	3	EQ
8708130	Medical Interventions	1 credit	--	3	EQ
8708140	Biomedical Innovation	1 credit	--	3	CT

Course Descriptions:

Course Title: Principles of Biomedical Science
Course Number: 8708110
Course Credit: 1
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.

Course Title: Human Body Systems
Course Number: 8708120
Course Credit: 1
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.

Course Title: Medical Interventions
Course Number: 8708130
Course Credit: 1
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 a wide range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.

Course Title: Biomedical Innovation
Course Number: 8708140
Course Credit: 1
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.

Program: Exercise Science

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Health Science career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of Health Science career cluster.

The content includes but is not limited to planning, management, finance, technical and production skills, applied aspect of leadership, underlying principles of technology, labor issues, community issues and health, safety, and environmental issues. Work-based learning experiences are an integral part of this program. The purpose of this program is to prepare students for the wellness and fitness marketplace and its various components such as instructing or coaching groups or individuals in exercise activities and the fundamentals of an individual’s health and wellness. Personal trainers demonstrate techniques and methods of participation and observe participants and inform them of corrective measures necessary to improve their skills and personal health.

Program Number	8417000
CIP Number	0331050405
Grade Level	9-12
SOC Codes (all applicable)	31-9099 -- Healthcare Support Workers, All Other 39-9031 -- Fitness Trainers and Aerobics Instructors

Course Number	Course Title	Length	SOC Code	Level	Graduation Requirement
8417100	Health Science Anatomy and Physiology	1 credit	31-9099	3	EQ
8417110	Health Science Foundations	1 credit	31-9099	3	CT
8417120	Exercise Science	1 credit	39-9031	3	CT

Course Descriptions:

Course Title: Health Science Anatomy & Physiology
Course Number: 8417100
Course Credit: 1
This course is part of the secondary Health Core consisting of an overview of the human body, both structurally and functionally with emphasis on pathophysiology and transmission of disease. Medical terminology is an integral part of the course. The course Anatomy and Physiology (2000350) or Anatomy and Physiology Honors (2000360) may be substituted for the course Health Science Anatomy & Physiology (8417100).

Course Title: Health Science Foundations
Course Number: 8417110
Course Credit: 1
This course is part of the Secondary Health Core designed to provide the student with an in-depth knowledge of the health care system and associated occupations. Emphasis is placed on communication and interpersonal skills, use of technology, ethics, and the development of critical thinking and problem-solving skills. Students may shadow professionals throughout the course.

Course Title: Exercise Science
Course Number: 8417120
Course Credit: 1
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, developing 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 musculoskeletal system of the body.

Program: Medical Skills and Services

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Health Science career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Health Science career cluster.

The purpose of this program is to give students an opportunity to apply knowledge and skills related to the area of Health Science career cluster. The content includes but is not limited to practical generic skills in health occupations.

Program Number	8400320
CIP Number	03179997PA
Grade Level	9-12
SOC Codes (all applicable)	--

Course Number	Course Title	Length	SOC Code	Level	Graduation Requirement
8400320	Medical Skills and Services	1 credit	--	2	CT

Course Descriptions:

Course Title: Medical Skills and Services
Course Number: 8400320
Course Credit: 1
The purpose of this course is to assist students in making informed decisions about their future academic and occupational goals and to provide information regarding careers and skills in the Health Science career cluster. The content of this course includes, but is not limited to employability and communication skills, legal and technological aspects of health care, medical mathematics, services provided by health science professions, mental health and wellness, occupational safety, and basic health science skills.

Program: Health Science Education Directed Study The purpose of this course is to provide students with learning opportunities in a prescribed program of study within the Health Science cluster that will enhance opportunities for employment in the career field chosen by the student. This course may be taken only by a student who has completed or is currently completing a specific secondary job preparatory program or occupational completion point for additional study in this career cluster.	
Program Number	8400100
CIP Number	0317999910
Grade Level	11-12
SOC Codes (all applicable)	--

Course Number	Course Title	Length	SOC Code	Level	Graduation Requirement
8400100	Health Science Education Directed Study	Multiple Credits	--	2	CT

Course Description:

Course Title: Health Science Education Directed Study
Course Number: 8400100
Course Credit: Multiple
The purpose of this course is to provide students with learning opportunities in a prescribed program of study within the Health Science cluster that will enhance opportunities for employment in the career field chosen by the student. This is a capstone course to be offered only once a student has completed a health science program of study.

Hospitality & Tourism

CAREER CLUSTER: HOSPITALITY AND TOURISM The Hospitality & Tourism Career Cluster teaches students how to chart career paths in one of the world's largest industries, from restaurant and food/beverage services, hotel and event management to sports and entertainment, and includes the study of geography, economics, and world cultures.
Industry Certifications: ServSafe Food Manager, PMI Project Management Ready, Entrepreneurship and Small Business

Program: Culinary Arts This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Hospitality & Tourism career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Hospitality & Tourism career cluster.	
Program Number	8800500
CIP Number	0420040210
Grade Level	9-12
SOC Codes (all applicable)	35-2021 – Food Preparation Workers 35-3021 – Combined Food Preparation and Serving Workers, Including Fast Food 35-2014 – Cooks, Restaurant 11-9051 – Food Service Managers

Course Number	Course Title	Length	SOC Code	Level	Graduation Requirement
8800510	Culinary Arts 1	1 credit	35-2021	2	CT
8800520	Culinary Arts 2	1 credit	35-3021	2	CT
8800530	Culinary Arts 3	1 credit	35-2014	3	CT
8800540	Culinary Arts 4 (Track 1)	1 credit	11-9051	3	CT

Course Descriptions:

Course Title: Culinary Arts 1
Course Number: 8800510
Course Credit: 1
This course covers the history of the food service industry and careers in that industry. Also covered are 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.

Course Title: Culinary Arts 2
Course Number: 8800520
Course Credit: 1
In this course students will learn state mandated guidelines for food service; how to attain food handler training certification; 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.

Course Title: Culinary Arts 3
Course Number: 8800530
Course Credit: 1
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. 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.

Course Title: Culinary Arts 4
Course Number: 8800540
Course Credit: 1
This course provides opportunities for students to apply their acquired knowledge and skills in culinary-related scenarios. Track 1 comprises Standards 20 - 27 and is a one credit course focused on Culinary and Hospitality Management. This is a culminating course to develop advanced culinary techniques and skills. Students will learn using modern technology and culinary trends.

Program: Hospitality and Tourism Management
This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Hospitality & Tourism career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Hospitality & Tourism career cluster.

The content includes but is not limited to coursework that prepares students for employment in the hospitality & tourism industry as reservation and transportation agents, travel destination specialists, tour operators, transportation attendants, cruise ship consultants, or to provide supplemental training for those persons previously or currently employed in these occupations. This program includes components on planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues, and health, safety, and environmental issues.

Program Number	8703100
CIP Number	0252090101
Grade Level	9-12
SOC Codes (all applicable)	43-4081 – Hotel, Motel, and Resort Desk Clerks 43-4051 – Customer Service Representative 13-1121 – Meeting Convention and Event Planners 11-9081 – Lodging Managers

Course Number	Course Title	Length	SOC Code	Level	Graduation Requirement
8850110	Introduction to Hospitality & Tourism	1 credit	43-4081	2	CT
8703110	Technology for Hospitality & Tourism	1 credit	43-4051	2	CT
8703120	Hospitality & Tourism Marketing Management	1 credit	13-1121	3	CT

8845130 or 8800420	Hospitality & Tourism Internship or Hospitality & Tourism Cooperative Education - OJT	1 credit	43-4081	2	CT
8703130	Hospitality & Tourism Entrepreneurship	1 credit	11-9081	3	CT

Course Descriptions:

Course Title: Introduction to Hospitality and Tourism
Course Number: 8850110
Course Credit: 1
The purpose of this course is to introduce students to the skills necessary for success in the hospitality and tourism industry. Students will also learn hospitality and tourism terminology and the mathematical, economic, marketing, and sales fundamentals of the industry.

Course Title: Technology for Hospitality & Tourism
Course Number: 8703110
Course Credit: 1
This course is designed as an introduction to computer technology and to develop entry-level skills for computer-related careers in the hospitality & tourism industry.

Course Title: Hospitality & Tourism Marketing Management
Course Number: 8703120
Course Credit: 1
The purpose of this course is to provide students with the necessary career specific instruction in hospitality and tourism marketing management. Students will learn sales and management techniques, marketing principles, and entrepreneurship skills necessary to succeed in the hospitality and tourism industry. This course incorporates marketing and management principles and procedures of the hospitality and tourism industry as well as employment qualifications and opportunities.

Course Title: Hospitality and Tourism Operations Internship
Course Number: 8845130
Course Credit: 1
The Hospitality and Tourism Internship course provides students with the opportunity to demonstrate human relations, communications, and employability skills necessary for entry-level employment in the hospitality & tourism industry. Additionally, it will enhance the instruction and competencies developed through classroom instruction.

Course Title: Hospitality and Tourism Cooperative Education - OJT
Course Number: 8800420
Course Credit: 1
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.

Course Title: Hospitality & Tourism Entrepreneurship
Course Number: 8703130
Course Credit: 1
The purpose of this course is to provide academic and technical preparation to pursue high-demand and high-skill careers in hospitality related industries. In addition, this course is designed so that performance standards meet employer expectations, enhancing the employability of students.

Program: Principles of Food

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Hospitality & Tourism career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Hospitality & Tourism career cluster.

Program Number	8500390

CIP Number	0900112PA
Grade Level	9-12
SOC Codes (all applicable)	--

Course Number	Course Title	Length	SOC Code	Level	Graduation Requirement
8500390	Principles of Food	.5 credit	--	2	CT

Course Description:

Course Title: Principles of Food
Course Number: 8500390
Course Credit: 0.5
The content includes but is not limited to preparing students to understand the principles of food, selection and storage, basic food preparation, and selection of food services.

Program: Hospitality and Tourism Cooperative Education – OJT
This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Hospitality & Tourism cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Hospitality & Tourism cluster. Each student job placement must be related to the job preparatory program in which the student is enrolled or has completed.

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. The teacher/coordinator must meet with the site supervisor a minimum of once during each grading period for the purpose of evaluating the student's progress in attaining the competencies listed in the training plan. Hospitality and Tourism Cooperative Education - OJT may be taken by a student for one or more semesters. A student may earn multiple credits in this course. The specific student performance standards which the student must achieve to earn credit are specified in the Cooperative Education - OJT Training Plan.

Program Number	8800420
CIP Number	02529999CP
Grade Level	9-12
SOC Codes (all applicable)	--

Course Number	Course Title	Length	SOC Code	Level	Graduation Requirement
8800420	Hospitality and Tourism Cooperative Education - OJT	Multiple credits	--	2	CT

Course Description:

Course Title: Hospitality and Tourism Cooperative Education - OJT
Course Number: 8800420
Course Credit: 1 - Multiple Credits
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.

Program: Hospitality and Tourism Directed Study
The purpose of this course is to provide students with learning opportunities in a prescribed program of study within the Hospitality & Tourism cluster that will enhance opportunities for employment in the career field chosen by the student.

Program Number	8801000
CIP Number	0252999901
Grade Level	11-12
SOC Codes (all applicable)	--

Course Number	Course Title	Length	SOC Code	Level	Graduation Requirement
8801000	Hospitality and Tourism Directed Study	1 credit -Multiple credits	--	2	CT

Course Description:

Course Title: Hospitality and Tourism Directed Study
Course Number: 8801000
Course Credit: 1 - Multiple Credits
The purpose of this course is to provide students with learning opportunities in a prescribed program of study within the Hospitality & Tourism cluster that will enhance opportunities for employment in the career field chosen by the student.

Information Technology

CAREER CLUSTER: INFORMATION TECHNOLOGY
The Information Technology Career Cluster prepares students for career opportunities in programming, database administration, web design and administration, digital networks, and other areas in the expanding digital workplace. The program incorporates four pathways; Network Systems; Information Support & Services; Programming & Software Development; and Interactive Media.

Industry Certifications: Information Technology Specialist, PMI Project Management Ready, Entrepreneurship and Small Business, Social Media Strategist

Program: Applied Cybersecurity
This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and cybersecurity-related careers in the Information Technology career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of cybersecurity.

The content includes but is not limited to foundational knowledge and skills in computer and network security, security vulnerabilities, attack mechanisms and techniques, intrusion detection and prevention, cryptographic systems, system hardening, risk identification, incidence response, penetration testing, key management, access control, and recovery. Specialized courses focus on database security, planning and analysis, software, and web security.

Program Number	9001300
CIP Number	0511100302
Grade Level	9-12
SOC Codes (all applicable)	15-1212 – Information Security Analysts

Course Number	Course Title	Length	SOC Code	Level	Graduation Requirement
8207310	Digital Information Technology OR	1 credit	15-1212	2	CT
9001310	IT Fundamentals and	1 credit	15-1212	2	CT
9001320	Computer and Network Security Fundamentals	1 credit	15-1212	3	CT
9001330	Cybersecurity Essentials	1 credit	15-1212	3	CT
9001340	Operational Cybersecurity	1 credit	15-1212	3	CT
9001350	Cybersecurity Planning & Analysis or	1 credit	15-1212	3	CT
9001360	Database Security or	1 credit	15-1212	3	CT
9001370	Software & Application Security or	1 credit	15-1212	3	CT

9001380	Web Security or	1 credit	15-1212	3	CT
9001390	Applied Cybersecurity Applications	1 credit	15-1212	3	CT

Course Descriptions:

Course Title: Digital Information Technology
Course Number: 8207310
Course Credit: 1

This core course is designed to provide a basic overview of current business and information systems and trends, and to introduce students to fundamental skills required for today's business and academic environments. Emphasis is placed on developing fundamental computer skills. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Digital Information Technology includes the exploration and use of databases, the internet, spreadsheets, presentation applications, management of personal information and email, word processing and document manipulation, HTML, web page design, and the integration of these programs using software that meets industry standards.

Course Title: IT Fundamentals
Course Number: 9001310
Course Credit: 1
This course introduces students to the essential concepts, components, terminology, and knowledge about computers, computer systems, peripherals, and networks.

Course Title: Computer and Network Security Fundamentals
Course Number: 9001320
Course Credit: 1
This course introduces students to cybersecurity and provides them with essential computer and networking knowledge and skills, particularly those related to cybersecurity.

Course Title: Cybersecurity Essentials
Course Number: 9001330
Course Credit: 1
This course provides students with insight into the many variations of vulnerabilities, attack mechanisms, intrusion detection systems, and some methods to mitigate cybersecurity risks, including certificate services and cryptographic systems.

Course Title: Operational Cybersecurity
Course Number: 9001340
Course Credit: 1
This course provides students with insight into the many ways in which computer systems can be secured, countermeasures implemented, and risk assessment performed.

Course Title: Cybersecurity Planning & Analysis
Course Number: 9001350
Course Credit: 1
This course focuses on mitigation planning, disaster recovery, business continuity planning, and forensic analysis associated with securing computer environments. Many of the standards covered in this framework are based on or aligned with guidelines published by the Computer Security Division of the National Institute of Standards and Technology (NIST).

Course Title: Database Security
Course Number: 9001360
Course Credit: 1
This course focuses on strategies employed to mitigate data compromise, including design, access, and deployment of databases.

Course Title: Software & Application Security
Course Number: 9001370
Course Credit: 1
This course addresses the creation of secure software applications, including identifying vulnerabilities and mitigation strategies.

Course Title: Web Security
Course Number: 9001380
Course Credit: 1
This course addresses the creation of secure websites and authentication applications, including identifying vulnerabilities and mitigation strategies.

Course Title: Applied Cybersecurity Applications
Course Number: 9001390
Course Credit: 1
This is a project-based capstone course to provide Applied Cybersecurity students with the opportunity to apply their skills from both offensive and defensive perspectives. Students work in teams to research, plan, design, create, and confiure a virtual network to prevent intrusion. Students will be expected to plan, document, perform, and report on penetration testing of a mock virtual network. This activity may take the form of a Capture the Flag (CTF) event.

Program: Applied Information Technology

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Information Technology career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Information Technology career cluster.

The content includes but is not limited to computer application skills including computer hardware, software applications, applications, computer programming, webpage design and advanced web tools, systems support and maintenance, network concepts, relational database concepts, multimedia tools, cybersecurity; extensive exploration of information technology careers; strategies for success including goal setting, study skills, organizing skills, learning styles, employability skills, and service learning; and core academic skills with a strong emphasis on effective communication skills.

Program Number	9003400
CIP Number	0511010302
Grade Level	9-12
SOC Codes (all applicable)	15-1151 – Computer User Support Specialists

Course Number	Course Title	Length	SOC Code	Level	Graduation Requirement
8207310	Digital Information Technology OR	1 credit	15-1151	2	CT
9003410	Computer Fundamentals AND	1 credit	15-1151	2	CT
9003420	Web Technologies	1 credit	15-1151	3	CT
9003430	IT Systems & Applications	1 credit	15-1151	3	CT
9003440	Database Essentials	1 credit	15-1151	3	CT
9003450	Programming Essentials	1 credit	15-1151	3	CT
9003460	Web Development Technologies	1 credit	15-1151	3	CT
9003470	Multimedia Technologies	1 credit	15-1151	3	CT
9003480	Computer Networking Fundamentals	1 credit	15-1151	3	CT
9003490	Cybersecurity Fundamentals	1 credit	15-1151	3	CT

Course Descriptions:

Course Title: Digital Information Technology
Course Number: 8207310
Course Credit: 1
This core course is designed to provide a basic overview of current business and information systems and trends, and to introduce students to fundamental skills required for today's business and academic environments. Emphasis is placed on developing fundamental computer skills. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Digital Information Technology includes the exploration and use of databases, the internet, spreadsheets, presentation applications, management of personal information and email, word processing and document manipulation, HTML, web page design, and the integration of these programs using software that meets industry standards.

Course Title: Computer Fundamentals
Course Number: 9003410
Course Credit: 1
This course introduces students to the essential concepts, components, terminology, and knowledge about computers, computer systems, peripherals, and networks.

Course Title: Web Technologies
Course Number: 9003420
Course Credit: 1
This course introduces students to the principles of design, website planning and development, communication skills, critical thinking, creativity and innovation.

Course Title: IT Systems and Applications
Course Number: 9003430
Course Credit: 1
This course introduces students to motherboard components, CPUs, installation and configuration activities, diagnostics and problem resolution, presentation production, computer networks, troubleshooting and maintenance of hardware, security, ethics, and legal responsibilities.

Course Title: Database Essentials
Course Number: 9003440
Course Credit: 1
This course introduces students to database design, relationships of entities, construction stages of data modeling process, ERM information, data manipulation, building and modifying tables, queries and filtering records, the importance of health, safety and environmental management systems, leadership, teamwork and employability skill and entrepreneurship skills.

Course Title: Programming Essentials
Course Number: 9003450
Course Credit: 1
This course introduces students to program design, coding, testing, program maintenance, software quality assurance, and programming techniques and concepts.

Course Title: Web Development Technologies
Course Number: 9003460
Course Credit: 1
This course introduces to students to webpage design using WWW, using a WYSIWG editor, web animation software, digital photography and digital imaging, publishing, and website analytics.

Course Title: Multimedia Technologies
Course Number: 9003470
Course Credit: 1
This course introduces students to presentation production, digital photography and digital imaging, basic video production, set-up and configuration for video applications, and basic audio applications.

Course Title: Computer Networking Fundamentals
Course Number: 9003480
Course Credit: 1
This course introduces students to networking technologies, including hardware, software, configuration, and management.

Course Title: Cybersecurity Fundamentals
Course Number: 9003490
Course Credit: 1
This course introduces students to cybersecurity terminology, history, culture, and trends, mitigation of vulnerability and risk, access control models, methods of authentication, types of attacks and actions to mitigate risk, security, remote access technologies, email security concepts, internet security concepts, directory security concepts, file transfer protocols and concepts, wireless technologies and concepts, cryptographic algorithms, cryptography and digital signatures, PKI, key management, and certificate life cycles.

Program: Computer Science Principles

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers such as Computer Users Support Specialists, Computer Programmer Assistants, Computer Network Architects, and Computer Systems Analysts in the Information Technology career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Information Technology career cluster.

The content includes but is not limited to practical experiences in computer programming, algorithms, program design structure, logical thinking, development methodologies, essential programming techniques, and implementation issues. Specialized programming skills involving advanced mathematical calculations and physics are also integrated into the curriculum.

Program Number	9007600
CIP Number	0511020316
Grade Level	9-12
SOC Codes (all applicable)	15-1151 – Computer User Support Specialist 15-1131 – Computer Programmers

Course Number	Course Title	Length	SOC Code	Level	Graduation Requirement
9007610	Advanced Information Technology	1 credit	15-1151	3	CT
9007210	Foundations of Programming	1 credit	15-1131	3	CT
9007220	Procedural Programming	1 credit	15-1131	3	CT
0200335	Or AP Computer Science Principles	1 credit	15-1131	3	MA
9007230	Object-Oriented Programming Fundamentals**	1 credit	15-1131	3	CT
0200320	Or AP Computer Science A	1 credit	15-1131	3	MA

Course Descriptions:

Course Title: Advanced Information Technology
Course Number: 9007610
Course Credit: 1
This course provides a basic overview of current business and information systems and their trends. Students gain fundamental knowledge and experience in computer technology that is required for today's business and academic environments. With the development of basic computer science knowledge and understanding, this course prepares students to be successful both personally and professionally in an information-based society. Advanced Information Technology includes industry-driven standards that allow student exploration of computers and their networks, as well as other emergent technology, hardware/software installation and functionality, web development practices, and the benefits and risks of using computers both locally and globally.

Course Title: Foundations of Programming
Course Number: 9007210
Course Credit: 1
This course introduces concepts, techniques, and processes associated with computer programming and software development.

Course Title: Procedural Programming
Course Number: 9007220
Course Credit: 1
This course continues the study of computer programming concepts with a focus on the creation of software applications employing procedural programming techniques.

Course Title: AP Computer Science Principles
Course Number: 0200335
Course Credit: 1
AP Computer Science Principles is an introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into

programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems include internet work, potential impacts, and computing culture that is collaborative and ethical.

Course Title: Object-Oriented Programming Fundamentals
Course Number: 9007230
Course Credit: 1
This course continues the study of computer programming concepts with a focus on the creation of software applications employing object-oriented programming techniques.

Course Title: AP Computer Science A
Course Number: 0200320
Course Credit: 1
AP Computer Science A is an introductory college-level computer science course. Students cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts like modularity, variables.

Program: Database Application Development and Programming

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Information Technology career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Information Technology career cluster.

The content includes but is not limited to the fundamentals of programming and software development; procedural and object-oriented programming; creating regular and specialized applications using standard and extended Structured Query Language (SQL), including testing, monitoring, debugging, documenting, and maintaining database applications.

Program Number	9007300
CIP Number	0511020315
Grade Level	9-12
SOC Codes (all applicable)	15-1151 – Computer User Support Specialists 15-1131 – Computer Programmers

Course Number	Course Title	Length	SOC Code	Level	Graduation Requirement
8207310	Digital Information Technology	1 credit	15-1151	2	CT
9007210	Foundations of Programming	1 credit	15-1131	3	CT
9007220	Procedural Programming	1 credit	15-1131	3	CT
9007230	Object-Oriented Programming Fundamentals	1 credit	15-1131	3	CT
9007310	Database Design & SQL Programming	1 credit	15-1131	3	CT
9007320	SQL Extension Languages	1 credit	15-1131	3	CT
9007330	SQL Extension Languages II	1 credit	15-1131	3	CT
9007340	Custom Database Programming	1 credit	15-1131	3	CT

Course Descriptions:

Course Title: Digital Information Technology
Course Number: 8207310
Course Credit: 1
This core course is designed to provide a basic overview of current business and information systems and trends, and to introduce students to fundamental skills required for today's business and academic environments. Emphasis is placed on developing fundamental computer skills. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Digital Information Technology includes the exploration and use of databases, the internet, spreadsheets, presentation applications, management of personal information and email, word processing and document manipulation, HTML, web page design, and the integration of these programs using software that meets industry standards.

Course Title: Foundations of Programming
Course Number: 9007210
Course Credit: 1
This course introduces concepts, techniques, and processes associated with computer programming and software development.

Course Title: Procedural Programming
Course Number: 9007220
Course Credit: 1
This course continues the study of computer programming concepts with a focus on the creation of software applications employing procedural programming techniques.

Course Title: Object-Oriented Programming Fundamentals
Course Number: 9007230
Course Credit: 1
This course continues the study of computer programming concepts with a focus on the creation of software applications employing object-oriented programming techniques.

Course Title: Database Design and SQL Programming
Course Number: 9007310
Course Credit: 1
This course continues the study of computer programming concepts specific to the SQL programming language.

Course Title: SQL Extension Languages I
Course Number: 9007320
Course Credit: 1
This course continues the study of computer programming concepts specific to extensions of the SQL programming language.

Course Title: SQL Extension Languages II
Course Number: 9007330
Course Credit: 1
This course continues the study of computer programming concepts specific to extensions of the SQL programming language.

Course Title: Custom Database Programming
Course Number: 9007340
Course Credit: 1
This course continues the study of computer programming concepts specific to specialized applications of the SQL programming language.

Law, Public Safety, & Security

CAREER CLUSTER: LAW, PUBLIC SAFETY, AND SECURITY
The Law, Public Safety & Security Career Cluster is divided into five pathways: Correction; Emergency and Fire Management; Law Enforcement; Legal; and Security Protection.

Industry Certifications: 911 Public Safety Telecommunicator, Accredited Legal Professional, PMI Project Management Ready, Entrepreneurship and Small Business

Program: Criminal Justice Operations
This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster.

Program Number	8918000
CIP Number	0743010305
Grade Level	9-12

SOC Codes (all applicable)	13-1041 Compliance Officers 33-9090 Miscellaneous Protective Service Workers 19-4092 Forensic Science Technicians 23-2011 Paralegals and Legal Assistants 33-3041 Parking Enforcement Workers

Course Number	Course Title	Length	SOC Code	Level	Graduation Requirement
8918010	Criminal Justice Operations 1	1 credit	33-9090	2	CT
8918020	Criminal Justice Operations 2	1 credit	33-3041	2	CT
8918030	Criminal Justice Operations 3	1 credit	19-4092	3	CT
8918050	Public Service Officer OR	1 credit	13-1041	3	CT
8918060	Certified Legal Assistant OR	1 credit	23-2011	3	CT
8918070	Code Enforcement	1 credit	13-1041	2	CT

Course Descriptions:

Course Title: Criminal Justice Operations 1
Course Number: 8918010
Course Credit: 1
This course is to introduce the student to the history, goals, and career opportunities in the criminal justice profession. It also covers ethics and professionalism, constitutional and criminal laws, court and trial process, juvenile justice system, and the correctional system. Students will also be instructed on personal, interpersonal, and communication skills as well as demonstrate employability skills.

Course Title: Criminal Justice Operations 2
Course Number: 8918020
Course Credit: 1
This course is to introduce the student to the characteristics and procedures of patrol, complete written reports, and crime prevention programs. Students will also describe guidelines for Use-of-Force, perform CPR/ first aid techniques, and procedures to protect from bloodborne pathogens.

Course Title: Criminal Justice Operations 3
Course Number: 8918030
Course Credit: 1
This course is to introduce the student to 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.

Course Title: Public Service Officer
Course Number: 8918050
Course Credit: 1
The purpose of this program is to prepare students for employment as a Private Security Officer and Public Service Aide. The content includes, but is not limited to, legal issues, basic first aid, emergency procedures, ethics and professional conduct, access control, patrol techniques, report writing, interview techniques, fire safety, crime and accident prevention and protection, terrorism awareness, public relations, courtroom procedures, communication skills, and personal protection.

Course Title: Certified Legal Assistant
Course Number: 8918060
Course Credit: 1
This course prepares the student for a career as an Accredited Legal Professional (ALP). The curriculum covers comprehension and communication of legal knowledge skills, developing awareness of the ALS certification requirements, rules and guidelines and how to develop communication skills in technical reading and writing of legal documents. The student will learn about the legal office functions and responsibilities, and knowledge of legal operating systems.

Course Title: Code Enforcement
Course Number: 8918070
Course Credit: 1
This course prepares the student for a career as a Code Enforcement Officer. The curriculum covers an understanding of the Administrative Aspects of Code Enforcement and proper report writing skills. The student will demonstrate officer safety in field applications and demonstrate an awareness of legal issues facing the code enforcement specialist.

Program: Public Safety Telecommunication

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety & Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety & Security career cluster.

The purpose of this program is to prepare students for employment as dispatchers: police, fire, ambulance.

Program Number	9101000
CIP Number	0743039900
Grade Level	11,12
SOC Codes (all applicable)	43-5031 Police, Fire, and Ambulance Dispatchers

Course Number	Course Title	Length	SOC Code	Level	Graduation Requirement
9101100	Dispatcher: Police, Fire, Ambulance	1.5 credits	43-5031	2	CT

Course Description:

Course Title: Dispatcher: Police, Fire, Ambulance
Course Number: 9101000
Course Credit: 1.5
The course includes, but is not limited to, ethics and the role of the telecommunicator; standard telecommunication operating procedures; relationship to field personnel; understanding of command levels; typical layouts of message centers; use of performance aids; overview of emergency agencies; functions and terminology; use of correct words and grammar; communications equipment, functions and terminology; types of telecommunication equipment; malfunctions and maintenance agreements; proper and correct telephone and dispatching procedures and techniques; cooperation and reciprocal agreements with other agencies; federal, state, and local communication rules; emergency situations and operating procedures; emergency medical dispatch procedures; employability skills; leadership and human relations skills; and health.

Program: Crime Scene Technology

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster.

Program Number	8918001
CIP Number	0743010604
Grade Level	9-12
SOC Codes (all applicable)	19-4092 Forensic Science Technicians

Course Number	Course Title	Length	SOC Code	Level	Graduation Requirement
8200301	Crime Scene Technology 1	1 credit	19-4092	2	CT
8200302	Crime Scene Technology 2	1 credit	19-4092	2	CT
8200303	Bloodstain Pattern Analysis	1 credit	19-4092	2	CT
8200304	Courtroom Presentation of Scientific Evidence and Report Writing	1 credit	19-4092	2	CT

Course Descriptions:

Course Title: Crime Scene Technology 1
Course Number: 8200304
Course Credit: 1
This course is to prepare students for careers as crime scene technicians. Students will also be instructed on personal, interpersonal, and communication skills as well as demonstrate employability skills.

Course Title: Crime Scene Technology 2
Course Number: 8200302
Course Credit: 1
This course is part two of a progression to prepare students for careers as crime scene technicians. Students will also be instructed on personal, interpersonal, and communication skills as well as demonstrate employability skills.

Course Title: Bloodstain Pattern Analysis
Course Number: 8200303
Course Credit: 1
Students will learn basic principles of bloodstain pattern analysis as well as techniques to collect blood evidence.

Course Title: Courtroom Presentation of Scientific Evidence and Report Writing
Course Number: 8200304
Course Credit: 1
Students will learn the basics of testifying in court in-regards to forensic evidence. Students will also interact with reports and focus on writing skills.

Marketing, Sales, & Service

CAREER CLUSTER: MARKETING, SALES, AND SERVICE
The Marketing, Sales and Service Cluster encompasses advertising and marketing, buying, and merchandising, distribution and logistics, e-Marketing, management and entrepreneurship, marketing communications and promotion, marketing information management and research, and professional sales.

Industry Certifications: Intuit QuickBooks Certified User, Intuit Certified Bookkeeping Professional, Entrepreneurship and Small Business, Project Management Institute, Certified Internet Web Social Media Specialist

Program: Entrepreneurship

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and the relevant technical knowledge and skills needed to prepare for further education and careers in the Marketing, Sales and Service career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Marketing, Sales and Service career cluster.

The purpose of this program is to introduce students to the concept of entrepreneurship, present entrepreneurship as a viable career option, provide students with the skills needed to realistically evaluate their potential as business owners, and to develop the fundamental knowledge and skills necessary to start and operate a business.

Program Number	8812100
CIP Number	0252070102
Grade Level	9-12
SOC Codes (all applicable)	11-2021 – Marketing Managers 11-1021 – General and Operations Managers

Course Number	Course Title	Length	SOC Code	Level	Graduation Requirement
8812110	Principles of Entrepreneurship	1 credit	11-2021	2	CT
8812120	Business Management and Law	1 credit	11-2021	3	CT
8812000	Business Ownership	1 credit	11-1021	3	CT

Course Descriptions:

Course Title: Principles of Entrepreneurship
Course Number: 8812110
Course Credit: 1
This course provides instruction in the basic principles of entrepreneurship: the role of the entrepreneur, entrepreneurship as a career, ethics in business, and the principles of marketing, financing, and managing a business.

Course Title: Business Management and Law
Course Number: 8812120
Course Credit: 1
This course is designed to introduce business management techniques. Topics include human relations, decision making, communication techniques, business-related legal concepts, and characteristics of the American enterprise system.

Course Title: Business Ownership
Course Number: 8812000
Course Credit: 1
The purpose of this course is to prepare students for careers as entrepreneurs, present entrepreneurship as a career path worthy of consideration, provide students with the skills needed to realistically evaluate their potential as business owners, and develop the fundamental knowledge and skills necessary to start and operate a business.

Program: Marketing, Management, and Entrepreneurial Principles

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Marketing, Sales and Service career cluster; provides technical skill proficiency and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills and occupation-specific skills and knowledge of all aspects of the Marketing, Sales and Service career cluster.

Program Number	9200500
CIP Number	0252140103
Grade Level	9-12
SOC Codes (all applicable)	41-2031 – Retail Salespersons 11-2021 – Marketing Managers 11-1021 – General and Operations Managers

Course Number	Course Title	Length	SOC Code	Level	Graduation Requirement
8827110	Marketing Essentials	1 credit	41-2031	2	CT
8827120	Marketing Applications	1 credit	41-2031	2	CT
8827130	Marketing Management	1 credit	11-2021	2	CT
8812000	Business Ownership	1 credit	11-1021	3	CT

Course Descriptions:

Course Title: Marketing Essentials
Course Number: 8827110
Course Credit: 1
Marketing Essentials blends theory and practice to facilitate immediate implementation and impact. Students will learn to develop strategic marketing with sales and customer plans. A review of the marketing environment is used to help develop the segmentation, targeting and market positioning strategy for implementation along with the marketing mix (product, price, place, and promotion). The goal is the identification and delivery of organizational competitive advantage and customer satisfaction – key to long-term revenue growth, profitability, and success.

Course Title: Marketing Applications
Course Number: 8827120
Course Credit: 1
This course is designed to provide students with an in-depth study of marketing in a free enterprise society and includes advertising, promotion, product development and branding, selling, and marketing research. This course also includes the uses of technology and electronic media in marketing, purchasing, retail positioning strategies and e-Commerce marketing.

Course Title: Marketing Management
Course Number: 8827130
Course Credit: 1
This course provides instruction for career-sustaining the level of employment in the industry. The content includes applied skills related to marketing functions, employment skills required for success in marketing and career planning as related to the marketing industry.

Course Title: Business Ownership
Course Number: 8812000
Course Credit: 1
The purpose of this course is to prepare students for careers as entrepreneurs, present entrepreneurship as a career path worthy of consideration, provide students with the skills needed to realistically evaluate their potential as business owners and develop the fundamental knowledge and skills necessary to start and operate a business.

Program: Business Ownership
The purpose of this program is to prepare students for careers as entrepreneurs, present entrepreneurship as a career path worthy of consideration, provide students with the skills needed to realistically evaluate their potential as business owners and to develop the fundamental knowledge and skills necessary to start and operate a business.

The content includes, but is not limited to, the essential competencies required to operate a small business. The planning and operation of a simulated business are an important part of the instruction of this course.

Program Number	8812000
CIP Number	0252070101
Grade Level	9-12
SOC Codes (all applicable)	--

Course Number	Course Title	Length	SOC Code	Level	Graduation Requirement
8812000	Business Ownership	1	--	3	CT

Course Description

Course Title: Business Ownership
Course Number: 8812000
Course Credit: 1
The purpose of this course is to prepare students for careers as entrepreneurs, present entrepreneurship as a career path worthy of consideration, provide students with the skills needed to realistically evaluate their potential as business owners and develop the fundamental knowledge and skills necessary to start and operate a business.

Program: Marketing Cooperative Education OJT
This course offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Marketing, Sales and Service cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Marketing, Sales and Service cluster.

Each student job placement must be related to the job preparatory program in which the student is enrolled or has completed. The teacher/coordinator must meet with the site supervisor a minimum of one time during each grading period for the purpose of evaluating the student's progress in attaining the competencies listed in the training plan. Marketing Cooperative Education OJT may be taken by a student for one or more semesters. A student may earn multiple credits in this course. The specific student performance standards which the student must achieve to earn credit are specified in the Cooperative Education - OJT Training Plan.

Program Number	8800410
CIP Number	02089999CP
Grade Level	9-12
SOC Codes (all applicable)	--

Course Number	Course Title	Length	SOC Code	Level	Graduation Requirement

8800410	Marketing Cooperative Education OJT	Multiple Credits	--	2	CT

Course Description:

Course Title: Marketing Cooperative Education OJT
Course Number: 8800410
Course Credit: Multiple Credits
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.

Program: Marketing Education Directed Study
This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Marketing, Sales and Service career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Marketing, Sales and Service career cluster.

Program Number	8800100
CIP Number	0208999903
Grade Level	11-12
SOC Codes (all applicable)	--

Course Number	Course Title	Length	SOC Code	Level	Graduation Requirement
8800100	Marketing Education Directed Study	Multiple Credits	--	2	CT

Course Description:

Course Title: Marketing Education Directed Study
Course Number: 8800100
Course Credit: Multiple Credits
The purpose of this course is to provide students with learning opportunities in a prescribed program of study within the Marketing, Sales and Service cluster that will enhance opportunities for employment in the career field chosen by the student.

Additional CTE Programs/Courses

CAREER CLUSTER: ADDITIONAL CTE PROGRAMS/COURSES
Diversified Education is a cooperative education program for students that offers career guidance, occupational work experience and coursework in employability skills. It utilizes a cooperative partnership between schools, businesses, and parents to prepare students for future employment and careers.

Industry Certifications: Varies, dependent on job placement or area of focus.

Program: Workplace Essentials
This program offers a broad foundation of knowledge and skills to prepare students for employment in their chosen occupational field.

Program Number	8300310
CIP Number	10988650CP
Grade Level	9-12
SOC Codes (all applicable)	--

Course Number	Course Title	Length	SOC Code	Level	Graduation Requirement
8300310	Workplace Essentials	.5 credit	--	2	CT

Course Description:

Course Title: Workplace Essentials
Course Number: 8300310
Course Credit: .5
This course offers coherent and rigorous content aligned with challenging academic standards and the relevant technical knowledge and skills needed to prepare for further education and careers; 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 Diversified Education.

Program: Workplace Technology Applications

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 use in the workplace.

Program Number	8300330
CIP Number	10110101PA
Grade Level	9-12
SOC Codes (all applicable)	---

Course Number	Course Title	Length	SOC Code	Level	Graduation Requirement
8300330	Workplace Technology Applications	.5 credit	--	2	CT

Course Description:

Course Title: Workplace Technology Applications
Course Number: 8300330
Course Credit: .5
The content includes, but is not limited to, the knowledge and skills related to technology, how it works, and its uses in the workplace.

Program: Cooperative Diversified Education – OJT

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in 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 cluster.

Each student job placement must be related to the job preparatory program in which the student is enrolled or has completed. The teacher/coordinator must meet with the site supervisor a minimum of once during each grading period for the purpose of evaluating the student's progress in attaining the competencies listed in the training plan. Cooperative Diversified Education - OJT may be taken by a student for one or more semesters. A student may earn multiple credits in this course. The specific student performance standards which the student must achieve to earn credit are specified in the Cooperative Education - OJT Training Plan.

Program Number	8300420
CIP Number	10988620CP
Grade Level	9-12
SOC Codes (all applicable)	--

Course Number	Course Title	Length	SOC Code	Level	Graduation Requirement
8300420	Cooperative Diversified Education - OJT	Multiple Credits	--	2	CT

Course Description:

Course Title: Cooperative Diversified Education - OJT
Course Number: 8300420
Course Credit: Multiple Credits
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.

Program: Diversified Education Directed Study
The purpose of this course is to provide students with learning opportunities in a prescribed program of study within Diversified Education that will enhance opportunities for employment in the career field chosen by the student.

Program Number	8300100
CIP Number	1098999901
Grade Level	11-12
SOC Codes (all applicable)	--

Course Number	Course Title	Length	SOC Code	Level	Graduation Requirement
8300100	Diversified Education-Directed Study	1 credit – Multiple credits	--	2	CT

Course Description:

Course Title: Diversified Education Directed Study
Course Number: 8300100
Course Credit: 1 - Multiple Credits
The purpose of this course is to provide students with learning opportunities in a prescribed program of study within Diversified Education that will enhance opportunities for employment in the career field chosen by the student.

Program: Career and Technical Education Internship
This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers; 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 career education. This program offers a broad foundation of knowledge and skills to prepare students for employment in the selected occupational area.

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.

Program Number	8300430
CIP Number	10988630CP
Grade Level	9 -12
SOC Codes (all applicable)	--

Course Number	Course Title	Length	SOC Code	Level	Graduation Requirement
8300430	Guided Workplace Learning (Internship)/Career and Technical Education Internship	Multiple Credits	--	2	CT

Course Description:

Course Title: Guided Workplace Learning (Internship)/Career and Technical Education Internship
Course Number: 8300430
Course Credit: Multiple Credits
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.

ENGLISH LANGUAGE ARTS				
COURSE NUMBER	**COURSE NAME**	**WEIGHT**	**PLACEMENT PARAMETERS**	**PREREQUISITE OR GRADE LEVEL**
1001310	English 1	U		9th
1001320	English 1 Honors	H	Grade level performance score or higher on-Grade 8 FAST Progress Monitoring Assessment 3 and middle school teacher recommendation	9th
1001340	English 2	U		10th 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 Grade level performance score or higher on Grade 9 FAST Progress Monitoring Assessment 3	10th grade students who have completed one of the following: English 1 English 1 Honors
1001370	English 3	U		11th 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. Grade level performance score or higher on-Grade 10 FAST Progress Monitoring Assessment 3	11th grade students who have completed one of the following: English 2 English 2 Honors
1001400	English 4	U		12th grade students who have completed English 3
1001405	English 4: Florida College Prep	U	Grade level performance score on Grade 10 FAST Progress Monitoring Assessment 3 **OR** A concordance score on SAT or ACT	12th 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 Grade level performance score on Grade 10 FAST Progress Monitoring Assessment 3	12th grade students who have completed one of the following: English 3 English 3 Honors
1001420	Advanced Placement English: Language and Composition	AP	Teacher Recommendation	11th or 12th grade students with successful completion of English 2 Honors
1001430	Advanced Placement English: Literature and Composition	AP	Teacher Recommendation	12th grade students who have completed one of the following: English 3 Honors Advanced Placement English: Language and Composition
1700500	Advanced Placement Seminar	AP	Teacher Recommendation	10th or 11th grade students with successful completion of English 1 Honors or English 2 Honors and AP potential for success

ENGLISH LANGUAGE ARTS				
COURSE NUMBER	**COURSE NAME**	**WEIGHT**	**PLACEMENT PARAMETERS**	**PREREQUISITE OR GRADE LEVEL**
1700510	Advanced Placement Capstone Research	AP	Teacher Recommendation	11th or 12th grade students with successful completion of 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	
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		9th or 10th
1009310	Writing 2 (0.5)	U		9th or 10th
1009320	Creative Writing 1 (0.5)	U		
1009330	Creative Writing 2 (0.5)	U		Creative Writing 1
1009331	Creative Writing 3 HON	H	Concurrent or previous enrollment in English Honors	10th or 11th
1009400	AICE English General Paper 1(AS Level)	AP	**	
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)

ENGLISH LANGUAGE ARTS				
COURSE NUMBER	**COURSE NAME**	**WEIGHT**	**PLACEMENT PARAMETERS**	**PREREQUISITE OR GRADE LEVEL**
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)
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
1000412	Intensive Reading	U	Below grade level performance score on Grade 8 FAST Progress Monitoring Assessment 3	9th grade students who do not meet grade level performance score on FAST Progress Monitoring Assessment 3
1000414	Intensive Reading	U	Below grade level performance score on Grade 9 FAST Progress Monitoring Assessment 3	10th grade students who do not meet grade level performance score on FAST Progress Monitoring Assessment 3
1000416	Intensive Reading	U	Below grade level performance score on Grade 10 FAST Progress Monitoring Assessment 3	11th grade students who do not meet grade level performance score on the Grade 10 FAST Progress Monitoring Assessment 3 or have **NOT** successfully earned a concordance score on SAT or ACT
1000418	Intensive Reading	U	Below grade level performance score on Grade 10 FAST Progress Monitoring Assessment 3	12th grade students who do not meet grade level performance score on the Grade 10 FAST Progress Monitoring Assessment 3 or have **NOT** successfully earned a concordance score on SAT or ACT

ENGLISH LANGUAGE ARTS				
COURSE NUMBER	**COURSE NAME**	**WEIGHT**	**PLACEMENT PARAMETERS**	**PREREQUISITE OR GRADE LEVEL**
1002380	English Language Development	U	WIDA Screener or Access for ELLS Proficiency Level Scores: **Reading** Level 1 1.0 – 1.9 Entering	9th, 10th, 11th, or 12th-grade students with less than one year with a score WIDA Screener or Access for ELLS Proficiency Level Scores: **Reading** Level 1 1.0 – 1.9 Entering
1002381	Developmental Language Arts - -Reading	U	WIDA Screener or Access for ELLS Proficiency Level Scores: **Reading** Level 2 2.0 – 2.9 Emerging	9th, 10th, 11th, or 12th grade students with less than two years with a score WIDA Screener or Access for ELLS Proficiency Level Scores: **Reading** Level 2 2.0 – 2.9 Emerging

** For specific questions regarding Placement Parameters please contact the AICE Advisor at the 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, written and oral communication, and vocabulary 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, written and oral communication, and vocabulary 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, written and oral communication, and vocabulary 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, written and oral communication, and vocabulary 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, written and oral communication, and vocabulary 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, written and oral communication, and vocabulary 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, written and oral communication, and vocabulary 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 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.

1001415 PRE -ADVANCED PLACEMENT ENGLISH 1
https://pre-ap.collegeboard.org/courses/course-descriptions/english-1
Pre-AP English 1 focuses on reading, writing, and language skills that are relevant to students' current work and essential for students' future to future high school and college coursework. The Pre-AP English areas of focus are vertically aligned to the practices embedded in high school and college English courses, including AP. This gives students multiple opportunities to prioritize and strengthen key literacy skills throughout their course of study.

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)
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 English language and its use in contemporary communication. Throughout the course, students will have opportunities to develop their writing abilities in order to 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.

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, written and oral communication, and vocabulary. 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 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.

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 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.

1009331 CREATIVE WRITING 3 HON
The purpose of this course is to enable students to develop and use grade 10 -11 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.

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 reflectively and academically. An awareness of the wider implications of 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/

0900310 HUMANITIES (to 1500) HONORS
The purpose of this course is to enable students to examine, understand, and respond to the creative efforts of individuals and societies through an 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)
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)

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.

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.

1000412, 10000414, 1000416, 1000418 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 can 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 and question generation. 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. Course selection will be determined by FAST Progress Monitoring 3 performance data. The course will be linked to English 1, 2, 3, or 4.

1002380 ENGLISH LANGUAGE DEVELOPMENT (ELD)
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 can 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.

1002381 DEVELOPMENTAL LANGUAGE ARTS-READING (DLA-R)
The purpose of this course is to provide students who are native speakers of languages other than English instruction that enables students to accelerate the development of reading and writing skills and to strengthen these skills, so they can successfully read, write, and comprehend grade level text independently. Instruction emphasizes reading comprehension and vocabulary through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity. Texts used for instruction focus on a wide range of topics, including content- area information, in order to support students in meeting the knowledge demands of increasingly complex text.

English Speakers of Other Languages (ESOL) Course Descriptions

These courses are an optional 3rd period designed for 9-12th grade English Language Learner students. These courses will emphasize language development in listening, speaking, reading, and writing for beginning and or low intermediate level English Language Learner (ELL) students with two years or less in the ELL program. Placement in either ELD or DLA-R is based on reading WIDA Access levels. ELD is recommended for newcomers/ low intermediate ELL students. DLA-R is recommended for Low/High intermediate ELL students. The purpose of these courses is to provide students who are native speakers of languages other than English instruction to accelerate the development of reading, writing, listening, speaking and language skills and to strengthen these skills so they can 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.

Things to consider when scheduling ELL students:

*Length of time in ESOL program (2 years or less)

*Student scores on the ACCESS for ELLs 2.0 assessment

*The number of ELL students and their English language proficiency scores

English Proficiency WIDA Conversion Table
SY27

CCPS Proficiency Levels	Level 1	Level 2	Level 3	Level 4
WIDA Screener Gr 1-12	**Reading** Level 1 1.0 – 1.9 Entering	**Reading** Level 2 2.0 – 2.9 Emerging	**Reading** Level 3 3.0 - 3.9 Developing	**Reading** Level 4/Level 5 4.0 – 5.9 Expanding/Bridging
WIDA Access for ELLs Proficiency Levels (ACCESS Scores) K-12	**Reading** Level 1 1.0 – 1.9 Entering	**Reading** Level 2 2.0 – 2.9 Emerging	**Reading** Level 3 3.0 - 3.9 Developing	**Reading** Level 4/Level 5 4.0 – 5.9 Expanding/Bridging

CCPS Secondary ELA Course Placement 2026-2027 Grades 9-12 See ELL table (pg. 71) for ELL Level Information			
Grade	**Prior Placement, Prerequisites, and/or State Assessment**	**Course Name**	**Course Code(s)**
9th	**ELA FAST** Grade 8 Progress Monitoring Assessment 3 **Level 1**	English 1 and Intensive Reading	1001310D and 1000412
	ELA FAST Grade 8 Progress Monitoring Assessment 3 **Level 2**	English 1 and Intensive Reading	1001310F and 1000412
	LY students **less than 2 years** in the program with **WIDA Level 1 & 2**	English 1 and Intensive Reading Optional additional courses: English Language Development or Developmental Language Arts – Through – ESOL Reading	1001310N and 1000412 Optional Additional courses: 1002380N 1002381N
	ELA FAST Grade 8 Progress Monitoring Assessment 3 **Level 3**	English 1	1001310
	ELA FAST Grade 8 Progress Monitoring Assessment 3 **Level 4 or 5** &/or PSAT AP Potential	English 1 Honors Optional additional course: AICE English General Paper	1001320 Optional additional course 1009400
10	**ELA FAST** Grade 9 Progress Monitoring Assessment 3 **Level 1**	English 2 and Intensive Reading	1001340D and 1000414
	ELA FAST Grade 9 Progress Monitoring	English 2 and	1001340F and
	LY students **less than 2 years** in the program with **WIDA Level 1 & 2**	English 2 and Intensive Reading Optional additional courses: English Language Development or Developmental Language Arts – Through – ESOL Reading	1001340N and 1000414 Optional Additional courses: 1002380N 1002381N
	ELA FAST Grade 9 Progress Monitoring Assessment 3 **Level 3**	English 2	1001340
	ELA FAST Grade 9 Progress Monitoring Assessment 3 **Level 4 or 5** &/or PSAT AP Potential	English 2 HON Optional additional courses: AP Capstone Seminar AICE English General Paper	1001350 Optional additional courses: 1700500 1009400

11th	**ELA FAST** Grade 10 Progress Monitoring Assessment 3 **Level 1**	English 3 and Intensive Reading	1001370D and 1000416
	ELA FAST Grade 10 Progress Monitoring Assessment 3 **Level 2**	English 3 and Intensive Reading	1001370F and 1000416
	LY students **less than 2 years** in the program with **WIDA Level 1 & 2**	English 3 and Intensive Reading Optional additional courses: English Language Development or Developmental Language Arts – Through – ESOL Reading	1001370N and 1000416 Optional Additional courses: 1002380N 1002381N
	ELA FAST Grade 10 Progress Monitoring Assessment 3 **Level 3**	English 3 or English 3 Honors	1001370 1001380
	ELA FAST Grade 10 Progress Monitoring Assessment 3 **Level 4 or 5** &/or PSAT AP Potential	AP/AICE/Dual Enrollment track	
	ELA FAST Grade 10 Progress Monitoring Assessment **3** **Level 4 or 5** &/or PSAT AP Potential and completed Capstone Seminar	AP Capstone Research	1700510
12th	**ELA FAST** Grade 10 Progress Monitoring Assessment 3 **Level 1**	English 4 and Intensive Reading	1001400D and 1000418
	ELA FAST Grade 10 Progress Monitoring Assessment 3 **Level 2**	English 4 and Intensive Reading	1001400F and 1000418
	LY students **less than 2 years** in the program with **WIDA Level 1 & 2**	English 4 and Intensive Reading Optional additional courses: English Language Development or Developmental Language Arts – Through – ESOL Reading	1001400N and 1000418 Optional Additional courses: 1002380N 1002381N
	Successful completion of English 3	English 4 Honors/AP/AICE/Dual Enrollment track	1001400
	Successful completion of English 3 Honors or prior AP/AICE/DE course	Honors/AP/AICE/Dual Enrollment track	

EXCEPTIONAL EDUCATION AND STUDENT SUPPORT SERVICES (EESSS)	
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

EXCEPTIONAL EDUCATION AND STUDENT SUPPORT SERVICES (EESSS)	
COURSE NUMBER	**COURSE NAME**
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 Education and Student Support Services 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 Alternate Assessment (FAA). 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 EESSS 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 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 PREPARATIONS 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 PREPARATIONS 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 support 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 whose physical, motor or neurological deficits result in significant dysfunction in daily living or academic learning skills to the extent that they require adaptation of the school environment or curriculum in order to benefit from an educational program. 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				
COURSE NUMBER	**COURSE TITLE**	**WEIGHT**	**CREDIT**	**PREREQUISITES**
0800300	Health 1 – Life Management Skills	U	.5	
PHYSICAL EDUCATION				
COURSE NUMBER	**COURSE TITLE**	**WEIGHT**	**CREDIT**	**PREREQUISITES**
3026020	AICE Physical Education 1 – (AS Level)	AP	1.0	Teacher Recommendation
3026010	Health Opportunities Through Physical Education (HOPE) CORE	U	1.0	
1506320	Health Opportunities Through Physical Education (HOPE) Physical Education Variation	U	1.0	
0800320	First Aid and Safety	U	.5	HOPE
0800370	Parenting 1	U	.5	
0800380	Parenting 2	U	.5	Parenting 1
1500300	Adaptive Physical Education IEP or 504 Plan	U	.5	Must have an IEP or 504 Plan
7915015	ACCESS HOPE	U	1.0	Must have IEP
7915020	ACCESS Personal Fitness	U	.5	Must have IEP
1501300	Personal Fitness	U	.5	
1501310	Fitness Lifestyle Design	U	.5	HOPE
1501320	Fitness Issues for Adolescence	U	.5	HOPE
1501340	Weight Training 1	U	.5	
1501350	Weight Training 2	U	.5	Weight Training 1
1501360	Weight Training 3	U	.5	Weight Training 2
1501380	Personal Fitness Trainer	U	1.0	Grade 11 or 12 and Teacher Recommendation or in Health Science Academy
1501390	Comprehensive Fitness	U	.5	HOPE
1501410	Power Weight Training 1	U	.5	Weight Training 3
1502410	Individual and Dual Sports 1	U	.5	
1502420	Individual and Dual Sports 2	U	.5	Individual and Dual Sports 1
1502430	Individual and Dual Sports 3	U	.5	Individual and Dual Sports 2
1502470	Recreational Activities	U	.5	
1502490	Care & Prevention of Athletic Injuries	U	.5	
1503310	Basketball	U	.5	
1503315	Basketball 2	U	.5	Basketball 1
1503320	Soccer	U	.5	
1503330	Softball	U	.5	
1503350	Team Sports 1	U	.5	
1503360	Team Sports 2	U	.5	Team Sports 1
1503400	Aerobics 1	U	.5	
1503410	Aerobics 2	U	.5	Aerobics 1
1504500	Tennis 1	U	.5	
1505500	Volleyball 1	U	.5	
1505510	Volleyball 2	U	.5	Volleyball 1
1505520	Volleyball 3	U	.5	Volleyball 2
1502500	Sports Officiating	U	.5	Teacher Recommendation

DRIVER EDUCATION				
1900300	Driver Education/Class	U	.5	Concurrent enrollment in Driver Education/Traffic Safety Classroom and Laboratory or .5 elective pairing
1900310	Driver Education/Traffic Safety Classroom and Laboratory	U	.5	Concurrent enrollment in Driver Education class or .5 elective pairing
AVAILABLE ONLINE THROUGH FLVS (FLORIDA VIRTUAL SCHOOL)				
3026010	HOPE-CORE	U	1.0	Grade of C or higher in core courses
1501300	Personal Fitness	U	.5	Grade of C or higher in Core Courses
1900300	Driver Education – Classroom Only	U	.5	None
AVAILABLE ONLINE THROUGH NHSA National Highway Safety Administration				
1900300	Driver Education – Classroom Only	U	.5	None

Health, Physical, and Driver Education

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 students have successfully completed an approved pathway. If a student is enrolled in Marching Band, Dance Techniques, or JROTC, please discuss with your school counselor your options for completing this requirement.

Health Education Course Descriptions

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: In accordance with state statute, the Reproductive Health Education curriculum offered in CCPS has been state approved and is available for review on the District website. Any student whose parent makes a written request to the school principal shall be exempt from Reproductive Health or Disease Education portions of the curriculum and will be provided an alternative assignment.

Physical Education Course Descriptions

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: In accordance with state statute, the Reproductive Health Education curriculum offered in CCPS has been state-approved and is available for review on the district website. Any student whose parents make a written request to the school principal shall be exempt from the Reproductive Health or Disease Education portions of the curriculum and will be provided an alternative assignment.

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.

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: In accordance with state statute, the Reproductive Health Education curriculum offered in CCPS has been state-approved and is available for review on the district website. Any student whose parents make a written request to the school principal shall be exempt from the Reproductive Health or Disease Education portions of the curriculum and will be provided with an alternative assignment.

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 airways, 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 caregiving including prevention of child abuse and neglect and infant mortality
- Family relationships including parental rights and responsibilities
- Childcare, 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 caregiving including prevention of child abuse and neglect
- Family relationships including parental rights and responsibilities
- Childcare, 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.

Special Note: ACCESS HOPE and ACCESS Personal Fitness descriptions can be found in the Exceptional Education section.

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, and 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 skills 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 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 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, horseshoes, 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 are not limited to fishing, biking, back- yard games, 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, and benefits of knowing issues pertaining to athletic injuries.

1503310 BASKETBALL
The purpose of this course is to enable students to develop the 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. Participation 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 the 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 the 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 the 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 cardiorespiratory 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 cardiorespiratory 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.

1502500 SPORTS OFFICIATING

Development and practice of skills necessary for officiating volleyball, football, basketball, and soccer at middle and high school levels. Career readiness opportunities for youth and professional officiating. Job opportunities and other crossover of skills, conflict resolution, self-management, self-efficacy, professional fortitude and other life skills are honed in this course. Real practical application of skills through Greater Naples Officials partnership and mentoring. Practical officiating, sport, and spectator skill development. Learn more about 4 sports through a career and leadership role. Participants may receive opportunities for certification and future employment.

14003100/1400310 PEER COUNSELING 1 AND 2

Leadership, personal and group dynamics, conflict resolution, goal-setting, professional behavior and responsibility development through communication skill building and decision-making model as well as a solid overlap of peer leader skills and mentor skills in both cognitive and physical skill demonstrations. Ability to identify and impact positively, peer pressure, and interpersonal skills.

Driver Education Course Descriptions

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 to identify 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 / 9th – 11th
1801320	Leadership Education and Training 3	U	C in Leadership Education and Training 2	Leadership Education and Training 2 / 9th – 11th
1801330	Leadership Education and Training 4	U	C in Leadership Education and Training 3	Leadership Education and Training 3 / 9th – 11th
2400300	Leadership Skills Development	U	B in Leadership Education and Training 2	Leadership Education and Training 1 / 11th
2400310	Leadership Techniques	U	B in Leadership Education and Training 3	Leadership Education and Training 2 / 12th

JROTC 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 (LET 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, introduction to cyber security, and physical readiness.

1801310 LEADERSHIP EDUCATION AND TRAINING 2 (LET 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 cyber security with focus on malicious software, introduction to Leadership Education and Training 3, selected optional subjects, and physical readiness.

1801320 LEADERSHIP EDUCATION AND TRAINING 3 (LET 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, introduction to cyber security with focus on the “human factor-social engineering”, selected optional subjects, and physical readiness.

1801330 LEADERSHIP EDUCATION AND TRAINING 4 (LET 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, introduction to cyber security with focus on mitigating phishing and other common cyber-attacks, selected optional subjects, and physical readiness.

2400300 LEADERSHIP SKILLS DEV ***- NO FLVS for JROTC credit- No Exceptions***
(5th JROTC Class Option-JROTC Instructor Approval Required, can be taken simultaneously with LET 3 or LET 4 only. Students have the option to take 2 JROTC classes in their schedule in this case. This is the first in sequence of two JROTC Elective courses.)
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- ***NO FLVS for JROTC credit- No Exceptions***
(6th JROTC Class Option-JROTC Instructor Approval Required, can be taken simultaneously with LET 4 only. Students have the option to take 2 JROTC classes in their schedule in this case. 2400300 is a pre-requisite for this course)
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.

CCPS Secondary US ARMY JUNIOR RESERVE OFFICER TRAINING CORPS (ELECTIVE)
LEADERSHIP AND EDUCATION TRAINING LEVELS
Grades 9-12

Grade	Course Title	Core Resource	Supplemental Resources and Strategies	Course Code(s)
9th	LEADERSHIP AND EDUCATION TRAINING LEVEL 1	*THE EMERGING LEADER* Dept of Army	Curriculum MNGT TNG Package	**1801300**
10th	LEADERSHIP AND EDUCATION TRAINING LEVEL 2	*THE DEVELOPING LEADER* Dept of Army	Curriculum MNGT TNG Package	**1801310**
11th	LEADERSHIP AND EDUCATION TRAINING LEVEL 3	*THE SUPERVISING LEADER* Dept of Army (DA)	Curriculum MNGT TNG Package	**1801320**
12th	LEADERSHIP AND EDUCATION TRAINING LEVEL 4	*THE MANAGING LEADER* Dept of Army (DA)	Curriculum MNGT TNG Package	**1801330**
11th	LEADERSHIP SKILLS DEVELOPMENT (PRE-REQUISITE LET 2, 11th AND 12th GRADE ONLY)	*CONTINUING EDUCATION FOR LEADERS* Dept of Army (DA)	Curriculum MNGT TNG Package	**2400300**
12th	LEADERSHIP TECHNIQUES (PRE-REQUISITE LET 3, 12TH GRADE ONLY)	*CONTINUING EDUCATION FOR LEADERS* Dept of Army (DA)	Curriculum MNGT TNG Package	**2400310**

MATHEMATICS			
COURSE NUMBER	**COURSE NAME**	**WEIGHT**	**PLACEMENT PARAMETERS AND PREREQUISITES**
1200370	Algebra 1-A	U	Grade level performance or below on Grade 8 FAST Progress Monitoring Assessment 3
1200380	Algebra 1-B	U	Grade level performance in Algebra 1-A
1200310	Algebra 1	U	Proficiency (4) performance score or higher on Grade 8 FAST Progress Monitoring Assessment 3
1206310	Geometry	U	Grade level performance in Algebra 1
1206320	Geometry Honors	H	Grade level performance in Algebra 1
1200710	Mathematics for College Algebra	U	Completion of Geometry
1210305	Mathematics for College Statistics	U	Grade level performance in Geometry or above
1200384	Mathematics for Data and Financial Literacy	U	Grade level performance in Geometry or above
1200388	Mathematics for Data and Financial Literacy Honors	H	Grade level performance in Geometry or above
1200330	Algebra 2	U	Grade level performance in Geometry and Algebra 1
1200340	Algebra 2 Honors	H	Grade level performance in Geometry and Algebra 1
1210300	Probability and Statistics Honors	H	Grade level performance in Algebra 2 or above
1202305	AP Precalculus	AP	Grade level performance in Algebra 2
1202310	AP Calculus AB	AP	Grade level performance in AP Precalculus
1202320	AP Calculus BC	AP	Grade level performance in AP Calculus AB
1210320	AP Statistics	AP	Grade level performance in Algebra 2 or above
0200335	AP Computer Science Principles *This course counts as a math credit towards graduation but NOT for Bright Futures or SUS	AP	Grade level performance in Geometry or above and 3 math credits
1200400	Foundational Skills in Mathematics *Elective credit	U	Paired as an elective to support Algebra 1B Skinny, Geometry, or students that still need an Algebra 1 EOC comparative score
1209315	Mathematics for ACT and SAT *Elective credit	U	Paired with core math class for students that have successfully completed Algebra 1 and Geometry but still need a comparative score for the Algebra 1 EOC or want to improve their score on the ACT or SAT

Mathematics Course Descriptions

<u>1200370 ALGEBRA 1A FALL SEMESTER AND 1200380 ALGEBRA 1B SPRING SEMESTER</u>

In Algebra 1-A, instructional time will emphasize four areas: (1) extending understanding of functions to linear functions and using them to model and analyze real-world relationships; (2) solving linear equations and inequalities in one variable and systems of linear equations and inequalities in two variables; (3) building linear functions, identifying their key features and representing them in various ways and (4) representing and interpreting categorical and numerical data with one and two variables.

In Algebra 1-B, instructional time will emphasize four areas: (1) performing operations with polynomials and radicals, and extending the Laws of Exponents to include rational exponents; (2) extending understanding of functions to quadratic and exponential functions and using them to model and analyze real-world relationships; (3) solving quadratic equations in one variables and (4) building functions, identifying their key features and representing them in various ways.

<u>1200310 ALGEBRA 1 REGULAR AND 1200320 ALGEBRA 1 HONORS</u>
In Algebra 1, instructional time will emphasize five areas: (1) performing operations with polynomials and radicals, and extending the Laws of Exponents to include rational exponents; (2) extending understanding of functions to linear, quadratic and exponential functions and using them to model and analyze real-world relationships; (3) solving quadratic equations in one variable and systems of linear equations and inequalities in two variables; (4) building functions, identifying their key features and representing them in various ways and (5) representing and interpreting categorical and numerical data with one and two variables.

1200310 GEOMETRY AND 1206320 GEOMETRY HONORS

In Geometry, instructional time will emphasize five areas: (1) proving and applying relationships and theorems involving two-dimensional figures using Euclidean geometry and coordinate geometry; (2) establishing congruence and similarity using criteria from Euclidean geometry and using rigid transformations; (3) extending knowledge of geometric measurement to two-dimensional figures and three-dimensional figures; (4) creating and applying equations of circles in the coordinate plane and (5)developing an understanding of right triangle trigonometry.

1200330 ALGEBRA 2 REGULAR AND 1200340 ALGEBRA 2 HONORS

In Algebra 2, instructional time will emphasize five areas: (1) extending arithmetic operations with algebraic expressions to include radical and rational expressions and polynomial division; (2) graphing and analyzing functions including polynomials, absolute value, radical, rational, exponential and logarithmic; (3) building functions using compositions, inverses and transformations; (4) extending systems of equations and inequalities to include non-linear expressions and (5) developing understanding of the complex number system, including complex numbers as roots of polynomial equations.

1200710 MATHEMATICS FOR COLLEGE ALGEBRA

The purpose of this course is to help prepare students for future higher level mathematics courses. This course contains 24 of the 52 Algebra 2 standards and instructional time will emphasize five areas: (1) developing fluency with the Laws of Exponents with numerical and algebraic expressions; (2) extending arithmetic operations with algebraic expressions to include rational and polynomial expressions; (3) solving one-variable exponential, logarithmic, radical and rational equations and interpreting the viability of solutions in real-world contexts; (4) modeling with and applying linear, quadratic, absolute value, exponential, logarithmic and piecewise functions and systems of linear equations and inequalities; (5) extending knowledge of functions to include inverse and composition.

1210305 MATHEMATICS FOR COLLEGE STATISTICS

The purpose of this course is to help prepare students for future higher level mathematics courses: this course serves as an introduction to statistics and those students wanting to take a future college statistics course. Instructional time will emphasize four areas: (1) analyzing and applying linear and exponential functions within the context of statistics; (2) extending understanding of probability using data and various representations, including two-way tables and Venn Diagrams; (3) representing and interpreting univariate and bivariate categorical and numerical data and (4) determining the appropriateness of different types of statistical studies.

1200388 MATHEMATICS FOR DATA AND FINANCIAL LITERACY AND 1200388 MATHEMATICS FOR DATA AND FINANCIAL LITERACY HONORS

In Mathematics for Data and Financial Literacy Honors, instructional time will emphasize five areas: (1) extending knowledge of ratios, proportions and functions to data and financial contexts; (2) developing understanding of basic economic and accounting principles; (3) determining advantages and disadvantages of credit accounts and short- and long-term loans; (4) developing understanding of planning for the future through investments, insurance and retirement plans and (5) extending knowledge of data analysis to create and evaluate reports and to make predictions.

1210300 PROBABILITY & STATISTICS WITH APPLICATIONS HONORS

In Probability and Statistics Honors, instructional time will emphasize four areas: (1) creating and interpreting data displays for univariate and bivariate categorical and numerical data; (2) comparing and making observations about populations using statistical data, including confidence intervals and hypothesis testing; (3) extending understanding of probability and probability distributions and (4) developing an understanding of methods for collecting statistical data, including randomized trials.

1202305 ADVANCED PLACEMENT PRECALCULUS

Taking AP Precalculus prepares students for college-level mathematics and science courses. During the course, students will explore everyday situations using mathematical tools and lenses. Students will develop an understanding of modeling and functions and examine scenarios through multiple representations. The course framework outlines content and skills needed for careers in mathematics, physics, biology, health science, social science, and data science. In AP Precalculus, instructional time will focus on four areas: (1) polynomial and rational functions; (2) exponential and logarithmic functions; (3) trigonometric and polar functions; and (4) functions involving parameters, vectors, and matrices (Note: Unit 4 is not assessed on the AP Exam).

1202310 ADVANCED PLACEMENT CALCULUS AB

AP Calculus AB is designed to be the equivalent of a first semester college calculus course devoted to topics in differential and integral calculus. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions. Instructional time will focus on four areas (1) limits and continuity; (2) differentiation; (3) integration and accumulation of change and (4) differential equations and applications of integration.

1202320 ADVANCED PLACEMENT CALCULUS BC

AP Calculus BC is designed to be the equivalent to both first and second semester college calculus courses. AP Calculus BC applies the content and skills learned in AP Calculus AB to parametrically defined curves, polar curves, and vector- valued functions; develops additional integration techniques and applications; and introduces the topics of sequences and series. Instructional time will focus on (1) parametric equations, polar coordinates, and vector-valued functions and (2) infinite sequences and series.

1210320 ADVANCED PLACEMENT STATISTICS

The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics which introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students use technology, investigations, problem solving, and writing to build conceptual understanding. Instructional time will focus on four areas (1) exploring data; (2) sampling and experimentation; (3) probability and simulation and (4) statistical inference.

0200335 ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES

AP Computer Science Principles is equivalent to a first semester college course in computing. Students will learn the principles that underlie the science of computing and develop the thinking skills that computer scientists use. Students will work on their own and as part of a team to creatively address real-world issues using the tools and processes of computation. Instructional time will focus on five areas (1) creative development; (2) data; (3) algorithms and programming; (4) computer systems and networks and (5) impact of computing.
* This course counts as a math credit towards graduation but NOT for Bright Futures or SUS.

Mathematics Elective Courses

1200400 FOUNDATIONAL SKILLS

This course supports students who need additional instruction in foundational mathematics skills as it relates to core instruction. Instruction will use explicit, systematic, and sequential approaches to mathematics instruction addressing all strands including number sense & operations, algebraic reasoning, functions, geometric reasoning, and data analysis & probability. Teachers will use the listed benchmarks that correspond to each students' needs.
Effective instruction matches instruction to the needs of the students in the group and provides multiple opportunities to practice the skill and receive feedback. The additional time allotted for this course is in addition to core instruction. The intervention includes materials and strategies designed to supplement core instruction.
*. Credit in this course may be earned multiple times.

1209315 MATHEMATICS FOR ACT AND SAT

In Mathematics for ACT and SAT, instructional time will emphasize six areas: (1) extending understanding of functions to linear, quadratic and exponential functions and using them to model and analyze real-world relationships; (2) developing understanding of the complex number system, including complex numbers as roots of polynomial equations; (3) extending knowledge of ratios, proportions and functions to data and financial contexts; (4) solve problems involving univariate and bivariate data and make inferences from collected data; (5) relationships and theorems involving two-dimensional figures using Euclidean geometry and coordinate geometry; (6) graph and apply trigonometric relations and functions.
*This is a **1.0 elective credit** course.

CCPS Secondary Mathematics Course Placement 2026-2027 Grades 9-12			
Grade	**Prior Placement, Prerequisites, and/or State Assessment**	**Course Name**	**Course Code(s)**
9th	**Grade 8 Pre-Algebra** FAST Level 1, 2, or 3	Algebra 1A/1B	1200370 1200380
	Grade 8 Pre-Algebra FAST Level 4 or 5	Algebra 1	1200310
	Algebra 1A/1B **Algebra 1** ALG EOC Level 1 or 2 and failed course	Algebra 1A/1B	1200370 1200380
	Algebra 1A/1B **Algebra 1** ALG EOC Level 1 or 2 and passed course	Geometry *Paired with Foundational Skills	1206310 *1200400G
	Algebra 1A/1B **Algebra 1** ALG EOC Level 3 *Determine placement using historical data	Geometry *Paired with Foundational Skills Geometry	1206310 *1200400G 1206310
	Algebra 1A/1B **Algebra 1** ALG EOC Level 4 or 5 *Determine placement using historical data	Geometry Geometry Honors	1206310 1206320
	Algebra 1 Honors ALG EOC Level 1 or 2 *Middle School credit recovery: C, D, or F	Algebra 1 Regular	1200310
	Algebra 1 Honors ALG EOC Level 3 *Determine placement using historical data	Geometry Geometry Honors	1206310 1206320
	Algebra 1 Honors ALG EOC Level 4 or 5	Geometry Honors	1206320
	Geometry GEO EOC Level 1 or 2 *Consider ALG EOC Level as well	Math for College Algebra Algebra 2	1200710 1200330
	Geometry GEO EOC level 3, 4 or 5 *Consider ALG EOC Level as well	Algebra 2 Algebra 2 Honors	1200330 1200340
	Geometry Honors GEO EOC level 3 or below *Consider ALG EOC Level as well	Algebra 2	1200330
	Geometry Honors GEO EOC level 4 or 5 *Consider ALG EOC Level as well	Algebra 2 Honors	1200340

10th	**Algebra 1A/1B** ALG EOC Level 1 or 2 and failed 1B	Algebra 1B Skinny *Paired with Foundational Skills	1200380S *1200400A
	Algebra 1A/1B **Algebra 1** ALG EOC Level 1 or 2	Geometry *Paired with Foundational Skills	1206310 *1200400G
	Algebra 1A/1B **Algebra 1** ALG EOC Level 3, 4, or 5	Geometry Geometry Honors	1206310 1206320
	Algebra 1 **Algebra 1 Honors** ALG EOC Level 4 or 5	Geometry Honors	1206320
	Geometry Still needs ALG EOC Comparative Score	Math for College Algebra *Paired with Foundational Skills	1200710 *1200400C
	Geometry Met ALG EOC and GEO EOC Level 1, 2, or 3 *Determine placement using historical data	Math for College Algebra Algebra 2	1200710 1200330
	Geometry **Geometry Honors** Met ALG EOC and GEO EOC Level 4 or 5 *Determine placement using historical data	Algebra 2 Algebra 2 Honors	1200330 1200340
	Math for College Algebra	Algebra 2 Math for College Statistics	1200330 1210305
	Algebra 2 **Algebra 2 Honors**	AP Precalculus Probability and Statistics Honors AP Statistics FACT College Algebra	1210340 1210300 1202320 1200550
11th	**Algebra 1B Skinny**	Geometry *Paired with Foundational Skills	1206310 *1200400G
	Geometry Still needs ALG EOC Comparative Score	Math for College Algebra *Paired with Foundational Skills	1200710 *1200400C
	Geometry Met ALG EOC Comparative Score * Determine placement using historical data	Math for College Algebra Algebra 2	1200710 1200330
	Geometry Honors *Determine placement using historical data	Algebra 2 Algebra 2 Honors	1200330 1200340
	Math for College Algebra Still needs ALG EOC Comparative Score	Math for College Statistics *Paired with Foundational Skills	1210305 *1200400C
	Math for College Algebra Met ALG EOC Comparative Score	Algebra 2 Math for College Statistics	1200330 1210305
	Algebra 2 **Algebra 2 Honors** **Math for College Statistics** **FACT College Algebra**	AP Precalculus Probability and Statistics Honors AP Statistics FACT College Algebra	1202305 1210300 1210320 1200550

	Probability and Statistics Honors **AP Statistics** **AP Precalculus**	AP Precalculus AP Calculus AB AP Statistics Math for College Statistics Math for College Algebra FACT College Algebra	1202305 1202310 1210320 1210305 1200710 1200550
12th	**Math for College Algebra** Still needs ALG EOC Comparative Score	Math for College Statistics *Paired with Math for ACT and SAT Math for Data and Financial Literacy *Paired with Math for ACT and SAT	1210305 *1209315 1200384 *1209315
	Math for College Algebra Met Algebra 1 EOC Comparative Score	Algebra 2 Math for Data and Financial Literacy Math for College Statistics	1200330 1200384 1210305
	Math for College Statistics Still needs ALG EOC Comparative Score	Math for Data and Financial Literacy *Paired with Math for ACT and SAT	1200384 1200330
	Math for College Statistics Met ALG EOC Comparative Score	Math for Data and Financial Literacy Algebra 2 FACT College Algebra	1200384 1200330 1200550
	Algebra 2 **Algebra 2 Honors**	Math for Data Financial Literacy Honors AP Precalculus Probability and Statistics Honors AP Statistics FACT College Algebra	1200388 1202305 1210300 1210320 1200550
	AP Precalculus	AP Calculus AB AP Statistics AP Computer Science Principles FACT College Algebra	1202310 1210320 0200335 1200550
	AP Calculus AB **Probability and Statistics Honors** **AP Statistics**	AP Pre-Calculus AP Calculus BC Probability and Statistics Honors Math for Data Financial Literacy Honors AP Statistics AP Computer Science Principles FACT College Algebra	1202305 1202320 1210300 1200388 1210320 0200335 1200550

*HS Mathematics Paired Courses
Math for ACT and SAT 1209315 –for seniors who still need an Algebra 1 Comparative Score
Math for Data and Financial Literacy 1200384 is best for seniors
Note: Algebra 1A and AP Computer Science Principles do not count as a 4th math credit for SUS (State University System), NCAA or Bright Futures
Algebra EOC Comparative Score https://www.fldoe.org/core/fileparse.php/7764/urlt/GradRequireFSA.pdf

Table 4: Algebra 1 EOC Comparative Scores[1]

Available for students who entered grade 9 in 2020–21 and beyond[2]:	
SAT Math	420
PSAT/NMSQT Math	430
PSAT 10 Math	430
ACT Math	16
PreACT Secure Math	16
CLT Quantitative Reasoning	14
CLT10 Quantitative Reasoning	14
Geometry EOC	Level 3
Available for students who entered grade 9 between the 2020–21 and 2022–23 school years[3]:	
PSAT/NMSQT Math	430
SAT Math	420
ACT Math	16
CLT Quantitative Reasoning section	11
Geometry EOC	Level 3

[1] Students eligible for the alternate passing score of 401 on B.E.S.T. Geometry may use it as a comparative score for graduation.

[2] Applicable students can use scores in this section even if they participated in the test prior to the scores becoming effective on August 19, 2025.

[3] Students who entered grade 9 in 2023–24 through 2024–25 school years may use these scores, in addition to the scores specified for their cohort, to meet their assessment graduation requirements if the comparative score was earned from an applicable test taken prior to August 19, 2025.

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 or Teacher Recommendation/Audition	**11th and 12th grade only**, Band 4
1302350	Band 6 Honors (PF)	H	B or better in Band 5 or 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 and/or Teacher Recommendation/Audition	**11th and 12th grade only,** Orchestra 4
1302410	Orchestra 6 Honors (PF)	H	B or better in Orchestra 5 and/or 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	Teacher Recommendation/Audition	**11th and 12th grade only,** Chorus 4
1303350	Chorus 6 Honors (FP)	H	B or better in Chorus 5 and/or 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	U		
1303450	Vocal Techniques 2	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 3rd Level	Vocal Ensemble 2
1303470	Vocal Ensemble 4 Honors (PF)	H	C or better in Vocal Ensemble 3 to the 4th Level	Vocal Ensemble 3
1300300	Music Theory 1 (PF)	U		Teacher recommendation

1300330	Advanced Placement Music Theory (PF)	AP		1-2 Credits in music and teacher recommendation
1300395	AICE Music 1 (AS) Level)	AP	Completion with a B or higher in a level 3 music course. Concurrent enrollment in a band/orchestra/chorus class.	Completion with a B or higher in a level 3 music course and teacher recommendation
1300396	AICE Music 2 (AS Level)	AP	Completion with a B or higher in a level 3 music course. Concurrent enrollment in a band/orchestra/chorus class.	Completion with a B or higher in a level 3 music course and teacher recommendation
1300397	AICE Music 3 (A Level)	AP	Completion with a B or higher in a level 3 music course. Concurrent enrollment in a band/orchestra/chorus class.	Completion with a B or higher in a level 3 music course and teacher recommendation
0400700	Musical Theatre 1 (PF)	U		
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

0400370	Acting 1 (PF)	U		
0400380	Acting 2 (PF)	U		Acting 1
1009350	Play Writing	U		
0400300	Introduction to Drama (PF)	U		
0400310	Theatre 1 (PF)	U		
0400320	Theatre 2 (PF)	U		Theatre 1
0400330	Theatre 3 Honors (PF)	H		Theatre 2
0400340	Theatre 4 Honors (PF)	H		Theatre 3
0400410	Technical: 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

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. Students may be required to attend/ participate in rehearsals and performances outside the school day to support, extend and assess learning in the classroom, which leads to a grade. 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. Students may be required to attend/ participate in rehearsals and performances outside the school day to support, extend and assess learning in the classroom, which leads to a grade. 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. Students may be required to attend/ participate in rehearsals and performances outside the school day to support, extend and assess learning in the classroom, which leads to a grade. 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. Students may be required to attend/ participate in rehearsals and performances outside the school day to support, extend and assess learning in the classroom, which leads to a grade. 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. Students may be required to attend participate in rehearsals and performances outside

the school day to support, extend and assess learning in the classroom, which leads to a grade. 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. Students may be required to attend participate in rehearsals and performances outside the school day to support, extend and assess learning in the classroom, which leads to a grade. 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, with exceptions as approved by the Director/ Principal for specialized instruments (piano, bass, guitar, vocals. 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, with exceptions as approved by the Director/ Principal for specialized instruments (piano, bass, guitar, vocals. 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 leads 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, with exceptions as approved by the Director/ Principal for specialized instruments (piano, bass, guitar, vocals. 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 leads 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. Students may be required to attend and participate in rehearsals and performances outside the school day to support, extend and assess learning in the classroom, which leads to a grade. 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 leads 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. Students may be required to attend/ participate in rehearsals and performances outside the school day to support, extend and assess learning in the classroom, which leads to a grade. 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 leads 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. Students may be required to attend/ participate in rehearsals and performances outside the school day to support, extend and assess learning in the classroom, which leads to a grade. 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 leads to a grade. Students in this class may need to obtain (e.g., borrow, rent, or 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. Students may be required to attend/ participate in rehearsals and performances outside the school day to support, extend and assess learning in the classroom, which leads to a grade. 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 leads to a grade. Students in this class may need to obtain (e.g., borrow, rent, or 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. Students may be required to attend/ participate in rehearsals and performances outside the school day to support, extend and assess learning in the classroom, which leads to a grade. 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 leads to a grade. Students in this class may need to obtain (e.g., borrow, rent, and 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. Students may be required to attend/ participate in rehearsals and performances outside the school day to support, extend and assess learning in the classroom, which leads to a grade. 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 leads 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, or 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. Students may be required to attend/ participate in rehearsals and performances outside the school day to support, extend and assess learning in the classroom, which leads to a grade. 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 the performance of basic, high-quality choral music. Students may be required to attend/ participate in rehearsals and performances outside the school day to support, extend and assess learning in the classroom, which leads to a grade. 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. Students may be required to attend/ participate in rehearsals and performances outside the school day to support, extend and assess learning in the classroom, which leads to a grade. 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. Students may be required to attend/ participate in rehearsals and performances outside the school day to support, extend and assess learning in the classroom, which leads to a grade. 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. Students may be required to attend/ participate in rehearsals and performances outside the school day to support, extend and assess learning in the classroom, which leads to a grade. 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. Students may be required to attend/ participate in rehearsals and performances outside the school day to support, extend and assess learning in the classroom, which leads to a grade. 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 leads 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 leads 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 leads 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 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 leads 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 leads 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 leads 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 leads 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 leads 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 leads 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 leads 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 I

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

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.

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.

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.

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 and Independent Research Report 1 (AS Level)	AP		
1700366	AICE Global Perspectives and Independent Research Report 2 (Pre-U Level)	AP	AICE Global Perspectives and Independent Research Report 1	
1700372	AICE Thinking Skills 1 (AS Level)	AP		
1700374	AICE Thinking Skills 2 (A Level)	AP		
2102410	AICE Travel and Tourism 1 (AS Level)	AP		
2102420	AICE Travel and Tourism 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.

2102324 AICE BUSINESS 1 (AS LEVEL)
The syllabus enables students to understand and appreciate the nature and scope of business, and the role it plays in society. It encourages students to examine the process of decision-making in a dynamic and changing business environment and to develop critical understanding of business organizations. They learn about business and its environment, human resource management, marketing, operations management and finance and accounting. At Cambridge International A Level, students also learn how to develop a business strategy.

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.

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

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.

2102410 AICE TRAVEL & TOURISM 1 (AS LEVEL)
The course encourages learners to appreciate the changing nature of travel and tourism and understand the importance of sustainability in the development and management of the industry.

2102420 AICE TRAVEL & TOURISM 2 (A LEVEL)
Cambridge International AS and A Level Travel and Tourism (9395) is ideal for those seeking to specialize in this subject. The course encourages learners to appreciate the changing nature of travel and tourism and understand the importance of sustainability in the development and management of the industry.

SCIENCE					
Course number	**Course name**	**FDOE ccd codes**	**Weight**	**Placement parameters**	**Prerequisite OR Grade level**
2002400	Integrated Science 1	EQ	U	9th Grade Placement based on: 8th gr FAST PM3 /SSA Level 1-2 • WIDA 1-2	9th
2000310	Biology 1	Bi	U	9th Grade Placement based on: 8th gr FAST PM3 /SSA Level 3 10th Grade Placement based on successful completion of Integrated 1	9th - 10th
2000320	Biology 1 Honors	Bi	H	9th Grade Placement based on: • State PM3 Reading/ SSA Science Assessments: L 4 to 5	9th
2000340	AP Biology	Bi	AP	• Level 4 or 5 on Biology EOC • Level 4 or 5 on FAST BIO Teacher rec	10th MUST have taken Bio Honors **NO 9th grade placement.**
2003340	Chemistry 1	EQ	U	Level 3 or higher Algebra EOC Or concurrent math for college algebra	10th - 11th
2003350	Chemistry 1 Honors	EQ	H	Successful completion of Geometry H **and** completion or concurrent enrollment in Algebra 2 (H pref)	10th after Bio Honors, Geo Honors, and co/completion of Alg 2
2003370	AP Chemistry	EQ	AP	MUST have successful PASS of Algebra 2 Honors & Chem Honors	11th
2003310	Physical Science	EQ	U	Completion of Biology course	10th - 11th
2003380	Physics 1	EQ	U	Completion of Bio H course. Level 3 or higher on Algebra EOC	10th - 11th
2003390	Physics 1 Honors	EQ	H	Level 4+ on Geo & Algebra EOC **Co-enrolled in Alg 2**	10th - 11th Must have passed Algebra 2 Honors
2002500	Marine Science 1	EQ	U	Recommended 2nd or 3rd science for L1-3 non-college bound	10th - 12th
2002510	Marine Science 1 Honors	EQ	H	Completion of Biology Honors with L3+ EOC score	10th - 12th only
2003421	AP Physics 1	EQ	AP	Physics Hon suggested but not required HOWEVER: Math required: Alg 2H w/ L4+ grade "B" or higher OR Pre-Calc or higher concurrent	11th
2003422	AP Physics 2	EQ	AP	MUST have taken AP Physics 1 OR Honors Physics plus Alg2H with L4+ grade "B" or higher / Pre-Calc+	11th - 12th
2000350	Anatomy & Physiology	EQ	U	Student should have health career pathway	11th - 12th
2000360	Anatomy & Physiology Honors	EQ	H	Student should have health career pathway, recommendation for 10th gr Co-Enrolled in Chem Hon	11th - 12th (10th **OK** for health academy pathway)
2001380	AP Environmental Science	EQ	AP	MUST have taken Bio Honors **Strongly consider AP Human Geo as pre-requisite**	10th -12th Absolutely no 9th-grade placement
2002515	AICE Marine Science 1 (AS) (A) level only (NHS)	EQ	AP	Completion of Bio H plus AP BIO strongly recommended. 10th gr co-requisite Chem H + completion of AICE General Paper	11th - 12th (10th with CoReqs)
2020910	Astronomy Solar/Galactic Honors	EQ	H	Completion of 1 Bio H and Physics course recommended	11th - 12th
2002480	Forensic Science 1	EQ	U	**11th or 12th grade only** • Completion of 1 Bi course.	11th - 12th
2000440	Genetics Honors	EQ	H	**11th or 12th grade only** • Completion of 1 Bi H course.	11th - 12th
2001340	Environmental Science	EQ	U	3rd science alternative	11th - 12th

Science Course Descriptions

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).

<u>2002400 INTEGRATED SCIENCE 1</u>
The purpose of this course is to provide exploratory experiences, laboratory and real-life applications in the Earth, Life and Physical sciences, with an emphasis on biological sciences in the context of Bio EOC prep for the following year. The content should include, but not be limited to, the following:

- Lab safety and the nature of science
- EARTH 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
- BIOLOGICAL Sciences; 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
- PHYSICAL Sciences; matter: its classification, structure, and changes, atomic theory, the periodic table, chemical formulas, chemical reactions, density, kinetic and potential energy

<u>2000310 BIOLOGY 1</u>
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.

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. Honors Bio is required pre-requisite.

2001380 AP ENVIRONMENTAL SCIENCE (APES)

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.

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, Newtons Laws
- 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 mathematical requirements to provide for a more in-depth or enriched study of the course requirements than Chemistry 1.

2003370 AP 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.
- 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.

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 mathematical requirements to provide for a more in-depth or enriched study of the course requirements than Physics 1.

2003421 AP PHYSICS 1

(AP Physics courses are NOT necessarily sequential however students need strong math background with completion of Physics 1 Honors, Algebra 2 Honors with L4 & B or higher plus be pre-calculus concurrent for success in AP Phys 1 or 2)

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.
https://apcentral.collegeboard.org/courses/ap-physics-1
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.

2003422 AP PHYSICS 2

(AP Physics courses are NOT necessarily sequential however students need strong math background with completion of EITHER Physics 1 Honors OR AP Physics 1, WITH Algebra 2 Honors with L4 & B or higher plus be pre-calculus concurrent for success in AP Phys 1 or 2)
https://apcentral.collegeboard.org/courses/ap-physics-2

- 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.

2000350 ANATOMY AND PHYSIOLOGY

The purpose of this course is to enable students to develop an 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:

- use of laboratory technologies, possible dissections and interpreting models
- 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 an understanding of the relationships between the structures and functions of the human body. 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:

- terminology, use of laboratory technologies, possible dissections and interpreting models
- 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.

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) [AP Bio strongly suggested, Marine Honors required pre-req]** The purpose of this course is the scientific study of the sea and its ecosystems. Major topics of study include practical science skills both in the lab and in the field, properties, and chemistry of water, Earth processes,

interactions in marine ecosystems, classification of biodiversity, and examples of marine ecosystems. A field trip experience is integral to success in this course.
Assessment requirements are Paper 1 & Paper 2. Further clarification can be found: Cambridge Syllabi SY25-27

2002535 AICE MARINE SCIENCE 2 **(A Level)**
(This course is the follow up to "AS" level designed by Cambridge) Further clarification can be found: Cambridge Syllabi SY25-27
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. Major topics of study include topics 1-5 of AS level; practical science skills both in lab and in field, properties and chemistry of water, Earth processes, interactions in marine ecosystems, classification of biodiversity, examples of marine ecosystems PLUS; physiology of marine organisms, energy, fisheries for the future and human impacts on marine ecosystems.

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 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:

- 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

2001340 ENVIRONMENTAL SCIENCE
The purpose of this course is to provide students with background knowledge and critical thinking skills necessary to make sound decisions and take positive actions to achieve a sustainable environment and to preserve South Florida's natural resources while also addressing the diverse environmental concerns of our

community. Specifically, students will explore and evaluate the many challenges and concerns related to their local environment: wildlife preservation, ecosystem restoration, preservation of the Everglades and wetlands, recycling, aquatic life protection and energy conservation.

Course topics will include, but not be limited to:

- Ecology
- Populations
- Biogeochemical systems
- Pollution impacts, sources and solutions
- Use and conservation of natural resources
- Environmental management and society's impact on the environment.

Laboratory activities that include the use of the scientific method, measurement, laboratory apparatus and safety procedures are an integral part of this course. Hands-on-data collection and analysis are also a key component of the class.

Instruction will support reading from a wide range of informational texts and writing about the topics addressed by the texts. Mathematical practices will focus on applying critical thinking and logical reasoning skills to real-world problems and data analysis. Students will use scientific principles, concepts, and methodologies to identify and analyze environmental problems and to evaluate risks and alternative solutions for resolving and/or preventing them.

2001341 ENVIRONMENTAL SCIENCE HONORS

The honors course includes additional standards and rigor. The purpose of this course is to provide students with background knowledge and critical thinking skills necessary to make sound decisions and take positive actions to achieve a sustainable environment and to preserve South Florida's natural resources while also addressing the diverse environmental concerns of our community. Specifically, students will explore and evaluate the many challenges and concerns related to their local environment: wildlife preservation, ecosystem restoration, preservation of the Everglades and wetlands, recycling, aquatic life protection and energy conservation.

Course topics will include, but not be limited to:

- Ecology
- Populations
- Biogeochemical systems
- Pollution impacts, sources and solutions
- Use and conservation of natural resources
- Environmental management and society's impact on the environment.

Laboratory activities that include the use of the scientific method, measurement, laboratory apparatus and safety procedures are an integral part of this course. Hands-on-data collection and analysis are also a key component of the class.

Instruction will support reading from a wide range of informational texts and writing about the topics addressed by the texts. Mathematical practices will focus on applying critical thinking and logical reasoning skills to real-world problems and data analysis. Students will use scientific principles, concepts, and methodologies to identify and analyze environmental problems and to evaluate risks and alternative solutions for resolving and/or preventing them.

CCPS Secondary SCIENCE Course Placement 2026-2027 Grades 9-12 See ELL table for ELL Level Information			
Grade	**Prior Placement, Prerequisites, and/or State Assessment**	**Course Name**	**Course Code(s)**
9th	8th Grade Science score 1-2 ELA FAST score 1-2 WIDA 1-2	Integrated Science 1 (EQ)	2002400
	8th Grade Science SSA score of 3	Biology Regular (Bi)	2000310
	8th Grade Science SSA score of 4 or 5 &/or PSAT AP Potential	Biology Honors (Bi)	2000320
10th	Integrated Science ELA FAST score 1-2 WIDA 1-2	Biology Regular (Bi)	2000310
	Integrated Science ELA FAST score of 2-low 3 WIDA 2-3	Biology Regular (Bi)	2000310
	Biology EOC score 3 WIDA 2-3	Marine Science (EQ) Physics (EQ) Chemistry (EQ)	2002500 2003380 2003340
	Biology EOC score 3, 4, 5 PSAT AP Potential [Alg2H required for Chem/Phys Honors]	Marine Science Honors (EQ) Chemistry Honors (EQ) Physics Honors (EQ) AP Biology (EQ) Genetics Honors (EQ) *(LWHS, GGH, ARH, GCH)* Astronomy Solar/Galactic Honors (EQ) *(GCH only)*	2002510 2003350 2003390 2000340 2000440 2020910
	Biology H & AP Human Geography & Geometry	AP Environmental Science (EQ)	2001380
11th	Biology EOC score 1-3 WIDA 1-2	Marine Science 1 (EQ)	2002500
	Biology EOC score 2-3, ELA FAST score 2-3 WIDA 2-3+	Forensic Science 1 (EQ) Environmental Science (EQ) Physical Science (EQ) Anatomy & Physiology (EQ)	2002480 2001340 2003340 2003350
	Biology EOC score 3, 4, 5 PSAT AP Potential [Alg2H required for Chem/Phys Honors]	Marine Science Honors (EQ) Chemistry Honors (EQ) Physics Honors (EQ) AP Biology (EQ) Genetics Honors (EQ) *(LWHS, GGH, ARH, GCH)* Astronomy Solar/Galactic Honors (EQ) *(GCH only)*	2002510 2003350 2003390 2000340 2000440 2020910
	Chemistry Honors ELA FAST score of 4-5 *(health career path)*	Anatomy & Physiology Honors (EQ)	2000360
	Chemistry Honors & Algebra 2 Honors	AP Chemistry (EQ)	2003370
	ELA FAST score of 4 or 5 and/or PSAT AP Potential	AICE Marine Science 1 (AS level) (EQ) AICE Marine Science 2 (A level) (EQ)	2002515 2002535
	ELA FAST score of 4 or 5 Algebra 2 Honors with grade of B or higher Pre-Calculus (co-enrolled)	AP Physics 1 (EQ) AP Physics 2 (EQ)	2003421 2003422
12th	Applied Science Track	Marine Science, Forensics, Environmental Science, or Physical Sciences	See above
	Honors/AP Track	Remaining AP or AICE courses available	See above

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: • 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	
2109420	AP World History	AP	Teacher Recommendation	
2106310	United States Government (.5 credit)	U		
2106320	United States Government Honors (.5 credit)	H	A in U.S. History with teacher recommendation	Completion of one of the following: • United States History United States History Honors
2106420	AP United States Government and Politics (.5 credit)	AP	Teacher Recommendation	
2106430	AP Comparative Government & Politics (.5 credit)	AP	Teacher Recommendation	
2102371	Personal Finance and Money Management (.5 credit)	U		
2102373	Personal Finance and Money Management Honors (.5 credit)	H	Teacher Recommendation	
2102300	Economics and Personal Finance	U		
2102305	Economics and Personal Finance Honors	H	Teacher Recommendation	
2102360	AP Microeconomics (.5 credit)	AP	Teacher Recommendation	
2102370	AP Macroeconomics (.5 credit)	AP	Teacher Recommendation	
2100400	History of the Vietnam War (.5 credit)	U		
2109350	Contemporary History (.5 credit)	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 recognize only one history course (US, European, or International) for an AICE diploma.	
2106350	Law Studies (.5 credit)	U		
2106370	Comprehensive Law Studies	U		
2106375	Comprehensive Law Honors	H		
2106380	Legal Systems and Concepts (.5 credit)	U		
2106390	Court Procedures (.5 credit)	U		
2106468	Constitutional Law Honors	H		
2107300	Psychology 1 (.5 credit)	U		
2107310	Psychology 2 (.5 credit)	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 credit)	U		
2108310	AICE Sociology 1 (AS Level)	AP		
2108320	AICE Sociology 2 (A Level)	AP	AICE Sociology 1	
2104330	Community Service (.5 credit)	U		

Social Studies Course Descriptions

2100310 UNITED STATES HISTORY
The primary content emphasis for this course pertains to the study of United States history from Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students will have the opportunity to review those fundamental ideas and events which occurred before the end of Reconstruction.

2100320 UNITED STATES HISTORY HONORS
The primary content emphasis for this course pertains to the study of United States history from Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students will have the opportunity to review those fundamental ideas and events which occurred before the end of Reconstruction. This course requires a greater demand on students through increased academic rigor. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task.

2100330 ADVANCED PLACEMENT UNITED STATES HISTORY
In AP U.S. History, students investigate significant events, individuals, developments, and processes from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures. Further description of the course is located on the College Board site at http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html.

2100500 CAMBRIDGE AICE UNITED STATES HISTORY 1 (AS Level)
The Cambridge International course has a flexible and wide-ranging syllabus covering modern history in the nineteenth and twentieth centuries. The emphasis of this course is on both historical knowledge and on the skills required for historical research. Learners develop an understanding of cause and effect, continuity and change, similarity and difference, and use historical evidence as part of their studies.
Topics include, but are not limited to:

- The origins of the Civil War, 1820–61
- Civil War and Reconstruction, 1861–77
- The Gilded Age and Progressive Era, 1870s to 1920
- The Great Crash, The Great Depression and the New Deal policies, 1920–41

Further description of the course is located on the Cambridge site at http://www.cie.org.uk/programmes-and- qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/.

2109310 WORLD HISTORY
This course is a continued in-depth study of the history of civilizations and societies from the middle school course and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century. So that students can clearly see the relationship between cause and effect in historical events, students will have the opportunity to review those fundamental ideas and events from ancient and classical civilizations.

2109320 WORLD HISTORY HONORS
This course is a continued in-depth study of the history of civilizations and societies from the middle school course and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century. So that students can clearly see the relationship between cause and effect in historical events, students will have the opportunity to review those fundamental ideas and events from ancient and classical civilizations. This course requires a greater demand on students through increased academic rigor. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task.

2109321 CAMBRIDGE PRE-AICE WORLD HISTORY (IGCSE LEVEL)
Cambridge IGCSE History offers the opportunity to study world history from the nineteenth century to the beginning of the twenty-first century. It encourages learners to raise questions and to develop and deploy historical skills, knowledge and understanding in order to provide historical explanations. Learners will explore history from a diversity of perspectives, including social, economical, cultural and political,
Further description of the course is located on the Cambridge site at http://www.cie.org.uk/programmes-and- qualifications/cambridge-secondary-2/cambridge-igcse/curriculum/.

2109420 ADVANCED PLACEMENT WORLD HISTORY: MODERN
In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. Further description of the course is located on the College Board site at
http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html.

2106310 UNITED STATES GOVERNMENT
The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content includes, but is not limited to, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision-making process.

- Students study primary source documents to understand the philosophical underpinnings of the American Republic and the root cause of American exceptionalism.
- Students compare the success of the United States and the success or failure of other nations' governing philosophies to evaluate their past, present and likely future effects.
- Students have a sense of civic pride and participate regularly in all levels of government.
- Students reflect upon United States civic history, so they understand their rights and responsibilities as citizens, including the process of advocating properly with government officials.
- Students will have a comparative discussion of political ideologies, such as communism and totalitarianism, that conflict with the principles of freedom and democracy essential to the founding principles of the United States.

2106320 UNITED STATES GOVERNMENT HONORS
The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content includes, but is not limited to, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision-making process.

- Students will study primary source documents to understand the philosophical underpinnings of the American Republic and the root cause of American exceptionalism;
- Students will compare the success of the United States and the success or failure of other nations' governing philosophies to evaluate their past, present and likely future effects;
- Students will have a sense of civic pride and participate regularly in all levels of government;
- Students will reflect upon United States civic history, so they understand their rights and responsibilities as citizens, including the process of advocating properly with government officials.
- Students will have a comparative discussion of political ideologies, such as communism and totalitarianism, that conflict with the principles of freedom and democracy essential to the founding principles of the United States.

This course requires a greater demand on students through increased academic rigor. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task.

2106420 ADVANCED PLACEMENT UNITED STATES GOVERNMENT AND POLITICS

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behavior. They will also engage in course skills that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project. Further description of the course is located on the College Board site at http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html.

2106430 ADVANCED PLACEMENT COMPARATIVE GOVERNMENT AND POLITICS

AP Comparative Government and Politics introduces 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 political, economic, and social challenges of six selected countries: China, Iran, Mexico, Nigeria, Russia, and the United Kingdom.

Students compare the effectiveness of approaches to many global issues by examining how different governments solve similar problems. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. Further description of the course is located on the College Board site at http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html.

2102371 PERSONAL FINANCE AND MONEY MANAGEMENT

Personal Finance and Money Management, instructional time will emphasize seven areas:

(1) exploring how personal financial decisions are made, including understanding how cognitive biases impact decision making; (2) understanding how wages and salaries are earned, including the types of taxes owed, and evaluating various post-secondary paths and career options; (3) developing personal or family budgets and exploring how to purchase goods and services by weighing the costs and benefits of those goods and services; (4) analyzing how interest can be earned by saving now, which allows for the purchase of more goods and services later and understanding how to compare various savings accounts and services offered through financial institutions; (5) determining advantages and disadvantages of credit accounts that allow for the borrowing of money to purchase goods and services while paying for them in the future, usually with interest, and short- and long-term loans; (6) developing understanding of planning for the future through investment accounts and retirement plans and comparing investment choices by analyzing rates of return and risk, while analyzing how diversification is one way to reduce investment risk; and (7) recognizing that there are risks that can result in lost income, health, or identity and that those risks can be accepted, reduced, or transferred to others through the purchase of insurance.

2102373 PERSONAL FINANCE AND MONEY MANAGEMENT HONORS

Personal Finance and Money Management, instructional time will emphasize seven areas:

(1) exploring how personal financial decisions are made, including understanding how cognitive biases impact decision making; (2) understanding how wages and salaries are earned, including the types of taxes owed, and evaluating various post-secondary paths and career options; (3) developing personal or family budgets and exploring how to purchase goods and services by weighing the costs and benefits of those goods and services; (4) analyzing how interest can be earned by saving now, which allows for the purchase of more goods and services later and understanding how to compare various savings accounts and services offered through financial institutions; (5) determining advantages and disadvantages of credit accounts that allow for the borrowing of money to purchase goods and services while paying for them in the future, usually with interest, and short- and long-term loans; (6) developing understanding of planning for the future through investment accounts and retirement plans and comparing investment choices by analyzing rates of return and risk, while analyzing how diversification is one way to reduce investment risk; and (7) recognizing that there are risks that can result in lost income, health, or identity and that those risks can be accepted, reduced, or transferred to others through the purchase of insurance. Accelerated courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task.

2102300 ECONOMICS AND PERSONAL FINANCE

Personal Finance and Money Management, instructional time will emphasize seven areas:

(1) exploring how personal financial decisions are made, including understanding how cognitive biases impact decision making; (2) understanding how wages and salaries are earned, including the types of taxes owed, and

evaluating various post-secondary paths and career options; (3) developing personal or family budgets and exploring how to purchase goods and services by weighing the costs and benefits of those goods and services; (4) analyzing how interest can be earned by saving now, which allows for the purchase of more goods and services later and understanding how to compare various savings accounts and services offered through financial institutions; (5) determining advantages and disadvantages of credit accounts that allow for the borrowing of money to purchase goods and services while paying for them in the future, usually with interest, and short- and long-term loans; (6) developing understanding of planning for the future through investment accounts and retirement plans and comparing investment choices by analyzing rates of return and risk, while analyzing how diversification is one way to reduce investment risk; and (7) recognizing that there are risks that can result in lost income, health, or identity and that those risks can be accepted, reduced, or transferred to others through the purchase of insurance.

2102305 ECONOMICS AND PERSONAL FINANCE HONORS

Personal Finance and Money Management, instructional time will emphasize seven areas:
(1) exploring how personal financial decisions are made, including understanding how cognitive biases impact decision making; (2) understanding how wages and salaries are earned, including the types of taxes owed, and evaluating various post-secondary paths and career options; (3) developing personal or family budgets and exploring how to purchase goods and services by weighing the costs and benefits of those goods and services; (4) analyzing how interest can be earned by saving now, which allows for the purchase of more goods and services later and understanding how to compare various savings accounts and services offered through financial institutions; (5) determining advantages and disadvantages of credit accounts that allow for the borrowing of money to purchase goods and services while paying for them in the future, usually with interest, and short- and long-term loans; (6) developing understanding of planning for the future through investment accounts and retirement plans and comparing investment choices by analyzing rates of return and risk, while analyzing how diversification is one way to reduce investment risk; and (7) recognizing that there are risks that can result in lost income, health, or identity and that those risks can be accepted, reduced, or transferred to others through the purchase of insurance. Accelerated courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task.

ADVANCED PLACEMENT BUISNESS WITH PERSONAL FINANCE SY27

AP Business with Personal Finance is an introductory, college level business and personal finance course. Students explore the business discipline of entrepreneurship, marketing, finance, accounting, and management through real-world business application, case studies, and project-based learning. In addition, students learn and apply all the National Standards of Personal Financial Education created by the Council for Economic Education and Jump$tart Coalition for Personal Financial Literacy.
https://apcentral.collegeboard.org/courses/ap-business-personal-finance/about

2102360 ADVANCED PLACEMENT MICROECONOMICS

AP Microeconomics is a college-level course that introduces students to the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. AP Microeconomics is equivalent to a one-semester introductory college course in economics. Further description of the course is located on the College Board site at http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html.

2102370 ADVANCED PLACEMENT MACROECONOMICS

AP Macroeconomics is a college-level course that introduces students to the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination. It also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. AP Macroeconomics is equivalent to a one-semester introductory college course in economics. Further description of the course is located on the College Board site at http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html.

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. Students will be exposed to the historical, geographic, political, economic, and sociological events which

influenced the progression of the war including, but not limited to, an analysis of the United States military effort and makeup in the war, an evaluation of the role of the United States home front, interpretations of the effects of the media, film and literature during and after the war, a judgment of crucial decisions made during the Vietnam War and an analysis of the resulting impact of the conflict.

2109350 CONTEMPORARY HISTORY

The primary content emphasis for this course pertains to the study of the development of the contemporary world within the context of history in order to analyze current events. Students use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings. Content includes, but is not limited to, world events and trends in the 20th and 21st centuries with emphasis on the past two decades, historical antecedents of contemporary political, social, economic and religious issues, impact of religious thought on contemporary world issues, interaction among science, technology and society, influence of significant historical and contemporary, figures and events on the present, and projection of current trends and movements.

2109380 ADVANCED PLACEMENT EUROPEAN HISTORY

In AP European History, students investigate significant events, individuals, developments, and processes from approximately 1450 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world, economic and commercial development, cultural and intellectual development, states and other institutions of power, social organization and development, national and European identity, and technological and scientific innovations. Further description of the course is located on the College Board site at http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html.

2109371 CAMBRIDGE AICE EUROPEAN HISTORY (AS Level)

AICE European History course focuses on both a student's historical knowledge and on the skills required for historical research. Students learn about cause and effect, continuity and change, similarity and difference, and use historical evidence as part of their studies. Students will study the European past to develop an understanding of complex historical events and their significance to modern society. By the end of this course, students will be able to assess different interpretations of an argument, formulate their own ideas about a subject, present clear, logical arguments, and evaluate historical evidence.

Topics include, but are not limited to:

- France, 1774–1814
- The Industrial Revolution in Britain, 1750–1850
- Liberalism and nationalism in Germany, 1815–71
- The Russian Revolution, 1894–1921

Further description of the course is located on the Cambridge site at http://www.cie.org.uk/programmes-and- qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/.

2103300 WORLD CULTURAL GEOGRAPHY

The primary content emphasis for this course pertains to the study of world cultural regions in terms of location, physical characteristics, demographics, historical changes, land use, and economic activity. Content includes, but is not limited to, the use of geographic tools and skills to gather and interpret data and to draw conclusions about physical and human patterns, the relationships between physical geography and the economic, political, social, cultural and historical aspects of human activity, patterns of population growth and settlement in different cultures and environments, the interaction between culture and technology in the use, alteration and conservation of the physical environment, and the interrelationships and interdependence of world cultures.

2103400 ADVANCED PLACEMENT HUMAN GEOGRAPHY

AP Human Geography introduces 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 examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012). The course is equivalent to an introductory college-level course in human geography. Further description of the course is located on the College Board site at http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html.

2103410 CAMBRIDGE AICE GEOGRAPHY 1 (AS Level)
Geography occupies a central position in understanding and interpreting issues affecting people, places and environments, and change in both space and time. Cambridge International AS Level Geography helps learners develop the knowledge and skills to understand contemporary issues and the complexity of environmental systems. Learners gain an understanding of the impacts of human activity on environments and how these impacts can be managed sustainably. There is an emphasis on studying real examples and case studies to show the diversity and interdependence of physical and human environments. Further description of the course is located on the Cambridge site at http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as- and-a-levels/curriculum/.

2106440 INTERNATIONAL RELATIONS
The primary content emphasis for this course pertains to the study of the functions of the global community, the nature of the modern national state, national goals, and how nations communicate and negotiate to facilitate these goals. Content will include, but is not limited to, the origins of the nation-state system, the role of power politics in the nuclear age, factors that influence relations among nations, such as world population growth, food and other resources, environment, human rights, terrorism, cultural differences, world trade, and technology, ways in which governments conduct foreign policy, the role of international organizations in promoting world peace, the role of women and diverse cultural groups within and among nations, and career opportunities available in international relations.

2106445 INTERNATIONAL RELATIONS 2 HONORS
The primary content emphasis for this course pertains to the analysis of major approaches to the study of international relations with particular emphasis on key concepts, such as balance of power, collective agreements, and sovereignty and the application of these concepts to major issues of international security, economics, and diplomacy. Content should include, but is not limited to, an analysis and evaluation of contemporary international trade agreements, the role of the United Nations, aligned national groups, and Non-Governmental Organizations in global affairs, a comparison of current political ideologies, foreign policy, and power politics in the post nuclear age, factors that influence relations among nations, such as resources, preservation of the environment, human rights abuses, state sponsored terrorism, ethnic, religious and cultural differences, and access to technology, an analysis of contemporary issues and challenges from a global perspective, an analysis and evaluation of the policy goals and challenges confronting the world's democratic governments, and an investigation of career opportunities available in international relations.

2100490 AICE INTERNATIONAL HISTORY 1 (AS Level)
The purpose of this course is to enable students to understand the major international issues and their connection to the past which has 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 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.
Topics include, but are not limited to:

- Empire and the emergence of world powers, 1870–1919
- The League of Nations and international relations in the 1920s
- The League of Nations and international relations in the 1930s
- China and Japan, 1912–45

Further description of the course is located on the Cambridge site at http://www.cie.org.uk/programmes-and- qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/.

2106350 LAW STUDIES
The primary content for the course pertains to the study of the American legal system as the foundation of American society by examining those laws that have an impact on citizens' lives and an introduction to fundamental civil and criminal justice procedures. Content will include, but is not limited to, 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 career opportunities in the legal system.

2106370 COMPREHENSIVE LAW STUDIES
The primary content for the course pertains to the study of the components and processes associated with the American legal system and the comprehensive examination of the civil and criminal justice systems. Content will include, but is not limited to, the historical antecedents for law, reason for laws, civil and criminal law, social values and their impact on the establishment and interpretation of laws, causes and consequences of crime, comparison of adult and juvenile justice systems, the significance of the Bill of Rights to the American legal system, family and

consumer law, rights and responsibilities under the law, and importance of the adversarial relationship in American jurisprudence.

2106375 COMPREHENSIVE LAW HONORS
The primary content for the course pertains to the study of the components and processes associated with the American legal system and the comprehensive examination of the civil and criminal justice systems. Content will 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. This course requires a greater demand on students through increased academic rigor. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focusing on high-level qualitative measures, and complexity of task.

2106380 LEGAL SYSTEMS AND CONCEPTS
The primary content for the course pertains to the examination of the American legal system and the nature of specific rights granted under the United States Constitution. Content should include, but is not limited to, the historical antecedents of laws and the basis for the creation of laws, the background, principles and applications of the United States Constitution, the rights protected by the Constitution and precedent-setting cases related to these rights, the process for enacting criminal laws at the state and local levels, the stages of the criminal justice system, the government and private agencies which provide services to individuals accused of crimes, the citizen's role in the legal system, the role of women and diverse cultural groups within the justice system, and careers in the justice system.

Special Note: Credit in this course precludes credit in Comprehensive Law Studies

2106390 COURT PROCEDURES
The primary content for the course pertains to the study of the structure, processes and procedures of the judicial systems of the United States and Florida. Content should include, but not be limited to, 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.

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.

CCPS Secondary SOCIAL STUDIES Course Placement 2026-2027 Grades 9-12			
Grade	**Prior Placement, Prerequisites, and/or State Assessment**	**Course Name**	**Course Code(s)**
9th	Civics EOC assessment score of level 1-3	No Social Studies course in 9th grade	
	Civics EOC assessment score of 4 or 5 and/or PSAT AP Potential	AP Human Geography	2103400
10th	Civics EOC assessment score level 1-3 and/or WIDA 1-3	World History Regular	2109310
	Civics EOC assessment score of level 4-5	World History Honors	2109320
	Successful completion of AP Human Geography and/or PSAT AP Potential	AP World History: Modern	2109420
11th	World History Regular WIDA 1-3	United States History and .5 Personal Finance and Money Management	2100310 and 2102371
	World History Honors	United States History Honors and .5 Personal Finance and Money Management Honors	2100320 and 2102373
	Successful completion of World History Honors/AP Level 4 or 5 &/or PSAT AP Potential	AP United States History AICE U.S. History 1 AS and .5 Personal Finance and Money Management Honors	2100500 and 2102373
12th	U.S. History EOC level 1-3	United States Government (.5 credit) and Economics (.5 credit)	2106310 2102310
	U.S. History EOC level 4 or 5	United States Government Honors (.5 credit) and Economics Honors (.5 credit)	2106320 2102320
	U.S. History EOC level 4 or 5 and/or PSAT AP Potential	AP United States Government and Politics AP Comparative Government/Politics AP Microeconomics AP Macroeconomics	2106420 2106430 2102360 2102370

In accordance with legislative updates in Senate Bill 1054 from the 2022 session which states that, “beginning with the students entering grade 9 in the 2023-2024 school year, each student must earn one half-credit in personal financial literacy and money management.”

According to FDOE’s Course Code Directory and CPALMS, the courses below meet the new graduation requirement for Personal Financial Literacy:

- **Personal Finance and Money Management (2102371)** – semester course, fulfills Personal Financial Literacy grad requirement
- **Personal Finance and Money Management Honors (2102373)** – semester course, fulfills Personal Financial Literacy grad requirement

WORLD LANGUAGES				
COURSE NUMBER	**COURSE TITLE**	**WEIGHT**	**PLACEMENT PARAMETERS**	**PREREQUISITE**
0701320	French 1	U		
0701330	French 2	U	Placement of native speakers based on assessment	French 1
0701340	French 3	H	Placement of native speakers based on assessment	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
0706300	Latin 1	U		
0706310	Latin 2	U		Latin 1
0708340	Spanish 1	U		
0708350	Spanish 2	U	Placement of native speakers based on assessment	Spanish 1
0708360	Spanish 3	H	Placement of native speakers based on assessment	Spanish 2
0708370	Spanish 4	H	"B" or above in Spanish 3 Placement of native speakers based on assessment	Spanish 3
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

** 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.

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.

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.

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, and 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.

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 have had on other World Languages, cultures, governments, 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 that 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.

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.

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.

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.

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 proficiency 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.

Advanced Studies Agreement for Advanced Placement (AP) and Cambridge Advanced International Certificate of Education (AICE) Coursework

Student's Name: (last, first)_____Student ID _____ **AP/AICE Course**: _____ AICE Candidate ID (if known): _____ 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.**

— 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.

— I understand that Advanced Placement and Cambridge AICE courses are a full term/year commitment.

— 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 AS, or A level courses **may occur** outside of the 180 school day year calendar and I understand that I am expected to make arrangements to take the exam.

— 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.

— 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)

— 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.

— 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.

— 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).**

— 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 having trouble 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. Phasing down may not always be available depending on master schedule and available seats in other classes.

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

Student Signature:_____Date:_____

Parent Signature:_____Date:_____

Administrator:_____Date:_____

Please Note:
Advanced Placement- CCPS requires each student involved in the Advanced Placement Program to take his or her AP exam(s) on the date and at the time established by the College Board. CCPS will pay all regular exam fees assessed by the College Board. Collier County Public Schools has no control over the date or time an AP exam is scheduled. A student may not request to change either the date or the time of an exam.
Students taking an AP course with FLVS are required to sit for the AP exam at their high school.

Cambridge -CCPS requires each student involved in the Cambridge program to take his or her, 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.

Appendix B- Dual Enrollment and Early Admissions Agreement

1. 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. FERPA does not allow my parents to communicate with the college or my professors on my behalf.
2. I understand I am responsible to complete and/or participate in the Resiliency Education Curriculum per Florida State Board of Education Rule 6A-1.094121
3. I understand that the drop/add date for dual enrollment and early admission students may differ from that listed on the college calendar for traditional college students.
4. I understand that I may not add or drop courses without school and/or district approval. I further understand that CCPS requires full-time school enrollment and therefore I may be required to return to my home high school and be assigned a course for which I may not receive credit.
5. I understand that I must maintain both the college GPA and the high school GPA to remain in the program.
6. I understand that if I fail a college course, I may not repeat the course until after high school graduation.
7. 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.
8. I understand that I may not participate in DE/EA if I complete my high school graduation requirements prior to my last semester of high school.
9. I understand the grades I earn via dual enrollment or early admission may affect my college admissions/acceptance decision after high school.
10. I understand if I move and/or withdraw from CCPS, I must notify my school counselor and complete appropriate paperwork to withdraw from college courses.
11. I understand that academic advisors at both FSW and FGCU are available to me to assist in course selection and help track my progress toward degree attainment.
12. At Florida Southwestern State College (FSW), students are not permitted to drop courses after the end of the college "drop/add" period. Students may withdraw only due to extenuating circumstances (such as death of immediate family member, hospitalization or serious medical condition). Students must follow the late drop petition process outlined in the college catalog which includes approval by the zoned high school, the Executive Director of Secondary Programs, and the Director of Accelerated Pathways Programs.
13. At FSW, an Early Admissions student who successfully completes the late drop petition process and falls below 12 credit hours, must return to the assigned high school for class assignment by the principal and will lose his/her Early Admissions full-time status.
14. At FSW, students taking 12 or more DE credits are considered Full-Time, and are not eligible for high school courses except JROTC or Music performance courses.
15. At Florida Gulf Coast University (FGCU), students who have enrolled may withdraw only due to extenuating circumstances approved by both the Accelerated Collegiate Experience director and the Executive Director of Secondary Programs. Students must allow adequate time for a request to withdraw due to extenuating circumstances. I understand that as an FGCU **Early Admission student**, I am not eligible to participate in co-curricular activities which are tied to high school courses at my zoned high school, however I may participate in extra-curricular clubs and/or activities at my zoned high school.
16. I understand that Collier County Public Schools will pay for books ONLY. All other supplies, including the need for a calculator, are my responsibility.
17. 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, a voucher will be made available by the high school Media Specialist
18. 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).
19. 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.
20. I understand that the college will provide my grades by the end of the semester.
21. I understand that I may need to provide updates on college course grades to my school counselor throughout the semester.
22. 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.
23. I understand that my high school accommodations do not transfer to the college. It is my responsibility to contact the office of adaptive services. (www.fsw.edu/adaptiveservices or www.fgcu/adaptive)

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

Student Signature	Student Telephone Number	Student email address
Parent Signature	Parent Telephone Number	Parent email address
School Counselor	Signature	Date

Appendix C- Virtual Options Agreement - High School

Name _____ Grade _____ Student ID# _____

Course requested on FLVS _____

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

- I understand that it is my responsibility to monitor the completion of all coursework and the selection of classes. The school counselor is not responsible for monitoring academic progress.
- I understand that I will take the appropriate End-of-Course (EOC) assessment or AP Examination at my school if I take the applicable FLVS courses. 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 or AP Exam at my school during the scheduled exam time.
- I understand that FLVS seats and periods in on-campus labs are limited. I may not be able to complete my FLVS coursework during a preferred period.
- If the requested FLVS course is taught at the student's home high school, the student will not be able to utilize an in-school lab period. The course will be offered as an eighth (8th) period.
- I understand that if I drop a CCPS course to take an FLVS course, the FLVS course must be started within the first ten days of the semester in order to be in compliance with the CCPS Course Information Booklet and to be able to withdraw from the CCPS course without penalty.
- I understand that if I must enroll in an on-campus course as a result of dropping an FLVS course, I may not receive the on-campus course during a preferred period. This may result in a schedule change that will impact other on-campus courses.
- I understand that all final grades are added to my academic history and will have an impact on my grade point average.
- 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 and will receive the grade issued by FLVS (WP or WF) on my high school transcript.
- I understand that if I withdraw from a year-long FLVS course by FLVS in the first semester, my school will attempt to schedule me into an on-campus course; this may not be feasible until the 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 rests with the staff and leadership at FLVS.
- 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 Signature _____ Date _____

Student Signature _____ Date _____

School Counselor Signature _____ Date _____

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