



HIGH SCHOOL PROGRAM GUIDE 2019-2020



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Mission Statement

The Mission of Lake County Schools is to provide every student with individual opportunities to excel.

Vision Statement

A dynamic, progressive, and collaborative learning community embracing change and diversity where student will graduate with the skills needed to succeed in post-secondary education and the work place.

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LAKE COUNTY SCHOOLS HIGH SCHOOL PROGRAM GUIDE 2019-2020

INTRODUCTION

This guide offers a brief description of each course available to high school students. Utilization of these course descriptions will be helpful in planning your educational program.

Each high school follows established processes for student course selection. Please follow the school procedures. School counseling personnel strive to serve students in a professional manner and prepare a program of study that mirrors each student's needs and interests.

It is essential to note that decisions regarding the offering of specific courses are based upon several factors. Student enrollment, availability of qualified personnel, and facility needs are examples of variables that must be considered when deciding whether a certain class should be carried or deleted.

No person shall, on the basis of race, color, religion, sex, age, national or ethnic origin, marital status, qualified handicap or disability or social and family background, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity under the direction of Lake County Schools.

ARTICULATED ACCELERATION AND CREDIT EARNING PROGRAMS

CAREER PATHWAYS PROGRAM ARTICULATED CREDIT - Students who successfully complete a Career Pathways program of study are eligible to earn college credits at Lake-Sumter State College, College of Central Florida or other Florida state and community colleges through local and state-wide articulations.

Florida Department of Education's approved list of Statewide Career and Technical Education Articulation Agreements, which is based on industry certifications, can be found at

http://www.fldoe.org/workforce/dwdframe/artic_indcert2aas.asp. Career Pathways completers may also earn core hours at Lake Technical College or Westside Technical College. The Career Pathways programs of study include specific academic courses and career-technical programs that will prepare students for postsecondary education and employment in high wage, high demand occupations. Guidance personnel at each high school can provide students and parents with additional Career Pathways information.

LAKE TECHNICAL COLLEGE DUAL ENROLLMENT – Lake Technical College Dual Enrollment offers training in a variety of high skill, high wage occupations to eligible high school students. High school juniors and/or seniors meeting all Lake Technical College Dual Enrollment requirements may dual enroll in Lake Technical College part-time, full-time, day, or evening programs and earn high school credits while working toward industry certification/credentials. Lake Technical College Dual Enrollment students receive a tuition waiver and Lake Technical College loans required textbooks to Dual Enrollment students.

To learn more about Dual Enrollment at Lake Technical College

<http://www.laketech.org/high-school-opportunities/dual-enrollment>.

LAKE-SUMTER STATE COLLEGE DUAL ENROLLMENT – Lake-Sumter State College (LSSC) offers dual enrollment in postsecondary courses to eligible high school students. High school sophomores, juniors, and/or seniors meeting all LSSC Dual Enrollment requirements may dual enroll in LSSC courses during and/or after high school hours and during summer terms.

LSSC Dual Enrollment students earn credit toward both a high school diploma and an associate or baccalaureate degree. LSSC Dual Enrollment students receive registration, matriculation and laboratory fee waivers and the School Board loans required textbooks to Dual Enrollment students.

To learn more about Dual Enrollment at Lake-Sumter State College

<http://www.lsc.edu/admissions/de/Pages/default.aspx>.

THE ADVANCED PLACEMENT PROGRAM - The AP courses are established College Board course curriculums. Students receive high school credits for AP courses and may earn college credit with a successful score on the AP exam as determined by the accepting college or university.

UNIVERSITY OF FLORIDA (UF) DUAL ENROLLMENT - is to allow acceleration of eligible secondary students while still enrolled in school to take courses offered by UF, through its online process, that count toward high school credit and toward a university degree.

Arrangements for all credit earning programs must be made through the School Counselor or Academic Advisor of each high school.

Coming Soon from....



Florida Department of
EDUCATION

- Graduation Plans for Students Entering Grade Nine in the 2019 – 2020 School Year
- What Students and Parents Need to Know

Students Entering Grade Nine in the 2014-2015 School Year and Forward

Academic Advisement Flyer—What Students and Parents Need to Know

Frequently Asked Questions

What are the diploma options?

Students must successfully complete one of the following diploma options:

- 24-credit standard diploma
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL)
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

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

Refer to [Graduation Requirements for Florida's Statewide Assessments](#) for concordant and comparative scores.

Students enrolled in the following courses **must participate** in the EOC assessments, which constitute 30 percent of the final course grade:*

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

*Special note: Thirty percent not applicable if not enrolled in the course but passed the EOC (credit acceleration program [CAP]).

What is the CAP?

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

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

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

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

All other graduation requirements for a 24-credit standard diploma must be met (per section 1003.4282(3)(a)-(e), Florida Statutes [F.S.]).

24-Credit Standard Diploma

4 Credits ELA

- ELA 1, 2, 3, 4.
- ELA honors, AP, AICE, IB and dual enrollment courses 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 rigorous computer science course with a related industry certification may substitute for up to one mathematics credit (except for Algebra 1 or higher-level mathematics).

3 Credits Science

- One of which must be Biology 1, 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 1).
- An identified rigorous computer science course with a related industry certification may substitute for up to one science credit (except for Biology 1 or higher-level science).

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 with Financial Literacy

1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts*

1 Credit Physical Education*

- To include the integration of health

8 Elective Credits

1 Online Course

- Students must meet the state assessment requirements (see Frequently Asked Questions).
- Students must earn a 2.0 grade point average (GPA) on a 4.0 scale for all cohort years.

* Eligible courses are specified in the [Florida Course Code Directory](#).

Scholar Diploma Designation

In addition to meeting the 24-credit standard high school diploma requirements, a student must meet all of the following requirements:

- Earn 1 credit in Algebra 2
- 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

*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 and the student earns the minimum score to earn college credit on the respective AP, IB or AICE assessment.

Merit Diploma Designation

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

What are the graduation requirements for students with disabilities?

Two options are available only to students with disabilities. Both require the 24 credits listed in the table, and both allow students to substitute a career and technical education (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 significant cognitive disabilities may earn credits via access courses and be assessed via an alternate assessment.
- Students who choose the academic and employment option must earn at least 0.5 credit via paid employment.

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. To learn more, visit the [Office of Student Financial Assistance](#) website.

Where is information on Bright Futures Scholarships located?

The Florida Bright Futures Scholarship Program rewards students for their academic achievements during high school by providing funding to attend a postsecondary institution in Florida. For more information, visit the [Florida Bright Futures Scholarship Program](#) website.

State University System (SUS)

Admission into Florida's public universities is competitive. Prospective students should complete a rigorous curriculum 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 Regulation \(BOG\) 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 above)
 - 3 Natural Science (2 with substantial lab)
 - 3 Social Science
 - 2 World Language (sequential, in the same language or other equivalents)
- 2 approved electives

[State University System of Florida](#)

The Florida College System

The 28 colleges of the Florida College System serve nearly 800,000 students. Colleges offer affordable, stackable, workforce credentials including certificate programs, associate in science degrees and associate in arts degrees, which transfer to a bachelor's degree program. Many 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 have earned a standard high school diploma, an equivalent diploma or have successfully earned college credit.

[Florida College System](#)

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.

[Secondary Career and Technical Education Directors](#)



Physical Education High School Waiver Options

Districts Choosing Health Opportunities through Physical Education (HOPE)

Two years in a JROTC class (Year 1 waiver #1500450. Year 2 waiver #1500460) satisfies the full one-credit physical education requirement AND the full one credit performing arts requirement (also #1500480).

Course Code # for Waiver	Description of Waiver*	Option Applied to:
1500450	JROTC PE YR 1 WAIVER (JROTC Physical Education waiver: completion of year 1)	Personal Fitness/Physical Education Activity Elective <u>AND</u> HOPE (Students under personal fitness option must still take Personal Fitness class).
1500460	JROTC PE YR 2 WAIVER (JROTC Physical Education waiver: completion of year 2)	Personal Fitness/Physical Education Elective <u>AND</u> HOPE (Students under personal fitness option must still take Personal Fitness class).
1500480	JROTC PE/PERFORMING ARTS WAIVER	Personal Fitness/Physical Education Activity Elective <u>AND</u> HOPE (Students under personal fitness option must still take Personal Fitness course).
1500410	PE Waiver-SSN1	Two seasons of an interscholastic sport at the junior varsity or varsity level waives the full credit physical education requirement.
1500420	PE Waiver-SSN2	Two seasons of an interscholastic sport at the junior varsity or varsity level waives the full credit physical education requirement.

*Please Note: The capitalized portion in the "Description of Waiver" is identical to the language in the Course Code Directory. The portion in parenthesis is for clarification of the requirements for the waiver. For example, course code #1500410 is for the completion of one season of interscholastic sports. It cannot be entered or placed on a student's transcripts until the student completes a season in its entirety. Students who complete waiver requirements do not earn credits required for graduation and the waiver requirements (like a students' grade on the Personal Fitness Competency Test) do not factor into a student's GPA.

EXCEPTIONAL STUDENT EDUCATION

Students eligible for and participating in exceptional education programs who entered high school with the 2013-2014 cohort group and earlier have the options of receiving a regular high school diploma, a special high school diploma (if indicated on the IEP prior to June 20, 2014), a regular certificate of completion, or a special certificate of completion. Students entering ninth grade in 2014-2015 and after who are participating in exceptional education programs have the option of a standard diploma or a certificate of completion. Students and their families will participate in planning to meet individual and program needs and requirements.

ENGLISH LANGUAGE LEARNER (ELL)

English Language Learner (ELL) students in Lake County public schools receive instruction in all basic subjects including, but not limited to English, mathematics, science, social studies, and computer literacy using English for Speakers of Other Languages (ESOL) strategies according to their level of English language proficiency.

GRADE FORGIVENESS

High school students earning a grade of “D” or “F” may retake the same or a comparable course to grade forgive the “D” or “F” with a grade of “C” or higher earned in the same or comparable course.

Middle school students earning a grade of “C,” “D,” or “F” on high school credit earning course(s) may retake the same or a comparable course to grade forgive the “C,” “D,” or “F” with a grade of “C” or higher earned in the same or comparable course.

In any instance of grade forgiveness, please consult your child’s certified school counselor to find out which courses can be used.

CAREER PLANNING AND DEVELOPMENT

Military recruiters administer the Armed Services Vocational Aptitude Battery (ASVAB) to eleventh grade students and coordinate the interpretation of this instrument with the counseling department at each high school.

Each high school has a computer work-station or lab where students may access career and college information.

COURSE OFFERINGS

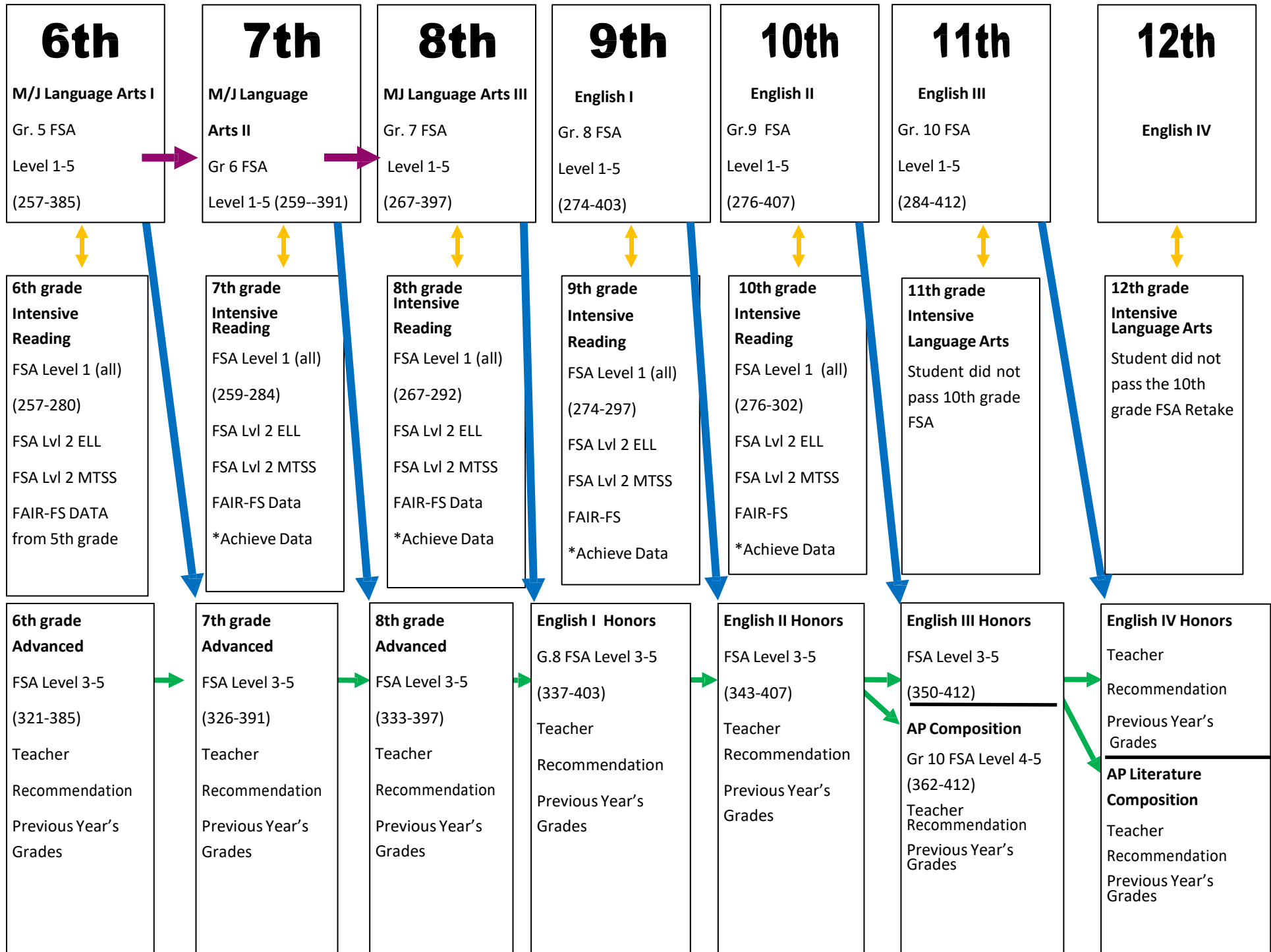
2019-2020

***Please note that not all courses are taught at all high schools**



High School English/Language Arts Progression

English/Language Arts		
Course Number	Course Title	Length of Course/ Credit
1001310	ENG 1	1.0
1001315	ENG 1 CR - ELECTIVE	1.0
1001320	ENG HON 1	1.0
1001340	ENG 2	1.0
1001345	ENG 2 CR - ELECTIVE	1.0
1001350	ENG HON 2	1.0
1001370	ENG 3	1.0
1001380	ENG HON 3	1.0
1001375	ENG 3 CR - ELECTIVE	1.0
1001400	ENG 4	1.0
1001410	ENG HON 4	1.0
1001402	ENG 4 CR - ELECTIVE	1.0
1001405	ENG 4: FL COLL PREP	1.0
1001420	AP ENG COMPO	1.0
1001430	AP ENG LIT COMPO	1.0
English/Language Arts Electives		
1000400	INTENS LANG ARTS	1.0/ Multiple
1000410	INTENS READ	1.0/ Multiple
1006300	JOURN 1	1.0
1006310	JOURN 2	1.0
1006320	JOURN 3	1.0
1006330	JOURN 4	1.0
1006331	JOURN 5 HON	1.0
1007300	SPEECH 1	1.0
1009320	CREATIVE WRIT 1	0.5
1009330	CREATIVE WRIT 2	0.5
1009350	PLAYWRIT	1.0



ENGLISH/LANGUAGE ARTS

The following courses meet graduation requirements for English:

ENGLISH 1

1001310

Credit: 1.0

The purpose of this course is to provide grade 9 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. The content includes active reading of varied texts, analysis of literature and informational texts from varied literary periods, writing for varied purposes, effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions, as well as collaboration amongst peers.

ENGLISH HONORS 1

1001320

Credit: 1.0

The purpose of this course is to provide grade 9 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. The content includes active reading of varied texts, analysis of literature and informational texts from varied literary periods, writing for varied purposes, effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions, as well as collaboration amongst peers.

Recommendation: 90+ in 8th grade Language Arts

Note: Only one English 1 course may be used to meet the diploma requirements in Language Arts.

ENGLISH 2

1001340

Credit: 1.0

The purpose of this course is to provide grade 10 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. The content includes active reading of varied texts, analysis of literature and informational texts from varied literary periods, writing for varied purposes, effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions, as well as collaboration amongst peers.

Prerequisite: English 1

ENGLISH HONORS 2

1001350

Credit: 1.0

The purpose of this course is to provide grade 10 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language in preparation for college and career readiness. The content includes active reading of varied texts, analysis of literature and informational texts from varied literary periods, writing for varied purposes, effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions, as well as collaboration amongst peers.

Prerequisite: English 1 or English Honors 1

Recommendation: 90+ in English 1 or 85+ in English Honors 1

Note: Only one English 2 course may be used to meet the diploma requirements in Language Arts.

ENGLISH 3

1001370

Credit: 1.0

The purpose of this course is to provide grade 11 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. The content includes active reading of varied texts, analysis of literature and informational texts from varied literary periods, writing for varied purposes, effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions, as well as collaboration amongst peers.

Prerequisite: English 2 or English Honors 2

Note: Only one English course may be used to meet the diploma requirements for English 3.

ENGLISH HONORS 3**1001380****Credit: 1.0**

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

Prerequisite: English 2 or English Honors 2

Recommendation: 90+ in English 2 or 85+ in English Honors 2

Note: Only one English course may be used to meet the diploma requirements for English 3.

ENGLISH 4**1001400****Credit: 1.0**

The purpose of this course is to provide grade 12 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. The content includes active reading of varied texts, analysis of literature and informational texts from varied literary periods, writing for varied purposes, effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions, as well as collaboration amongst peers. Twelfth grade students whose PERT score is greater than or equal to 104 may take this course.

Prerequisite: English 3

ENGLISH HONORS 4**1001410****Credit: 1.0**

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

Prerequisite: English 3 or English Honors 3

Recommendation: 90+ in English 3 or 85+ in English Honors 3

Note: Only one English course may be used to meet the diploma requirements for English 4.

ENGLISH 4: FLORIDA COLLEGE PREP**1001405****Credit: 1.0**

The purpose of this course is to provide grade 12 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. This course may be used as one of the four English courses required for high school graduation. This course incorporates reading and writing study through writing a variety of informative texts using grade-level writing craft and through the in-depth reading and analysis of informational selections in order to develop critical reading and writing skills necessary for success in college courses. This course prepares students for successful completion of Florida college English courses. The benchmarks reflect the Florida Postsecondary Readiness Competencies necessary for entry-level college courses and are also related to the College and Career Readiness (CCR) anchor standards, the exit standards of Florida's K-12 Florida Standards. Twelfth grade students whose PERT score is less than 104 are required to take this course; twelfth grade students whose PERT score is greater than or equal to 104 may take this course or English 4 (1001400).

Note: Only one English course may be used to meet the diploma requirements for English 4.

ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION**1001420****Credit: 1.0**

The purpose of this course is to provide students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. This course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods.

Prerequisite: Two successfully completed English credits

Consider the following for placement in this course: 43+ PSAT Verbal Score; 85+ previous English Honors course or 90+ in previous English course; teacher recommendation; local administrative approval.

Note: Meets English 3 or English 4 graduation requirement. College credit may be earned.

ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION**1001430****Credit: 1.0**

The purpose of this course is to provide students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. This 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. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. The purpose of this course is to study and practice writing and to study literature. Students will learn to use the modes of discourse and recognize the assumptions underlying various rhetorical strategies. Students will also acquire an understanding of the resources of the language and of the writer's craft.

Prerequisite: Two successfully completed English credits

Consider the following for placement in this course: 43+ PSAT Verbal Score; 85+ previous English Honors course or 90+ in previous English course; teacher recommendation; local administrative approval

Note: Meets English 3 or English 4 graduation requirement. College credit may be earned.

ENGLISH/LANGUAGE ARTS ELECTIVES

The following courses DO NOT MEET graduation requirements for Language Arts. They will only count as elective credits.

INTENSIVE LANGUAGE ARTS**1000400****Credit: Multiple**

The purpose of this course is to provide instruction that enables students to accelerate the development of reading and writing skills and to strengthen those skills so they are able to successfully read and write grade level text independently. Instruction emphasizes reading comprehension, writing fluency, and vocabulary study through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity.

INTENSIVE READING**1000410****Credit: Multiple**

The purpose of this course is to provide instruction that enables students to accelerate the development of reading and writing skills and to strengthen those skills so they are able to successfully read and write grade level text independently. Instruction emphasizes reading comprehension, writing fluency, and vocabulary study through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity.

JOURNALISM 1-4**1006300-1006330 Credit: 1.0**

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

JOURNALISM 5 HONORS**1006331****Credit: 1.0**

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

Recommendation: Teacher recommendation

SPEECH 1**1007300****Credit: 1.0**

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. The content includes learning and practicing a variety of speech formats, learning and demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion, using research and writing skills to support selected topics and points of view, collaboration amongst peers, especially during the drafting and practicing stages.

CREATIVE WRITING 1-2**1009320-1009330 Credit: 0.5**

The purpose of these courses is to enable students to develop and use grade 9-12 writing and language skills for creative expression in a variety of literary forms. Studying and modeling a variety of genres will be emphasized at this level of creative writing. The content includes examination of a variety of short literary collections, including poetry, which includes a variety of professional, peer, and/or teacher examples, writing for varied purposes and in varied genres, effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions, and collaboration amongst peers, especially regarding peer reviews of multiple drafts.

PLAY WRITING**1009350****Credit: 1.0**

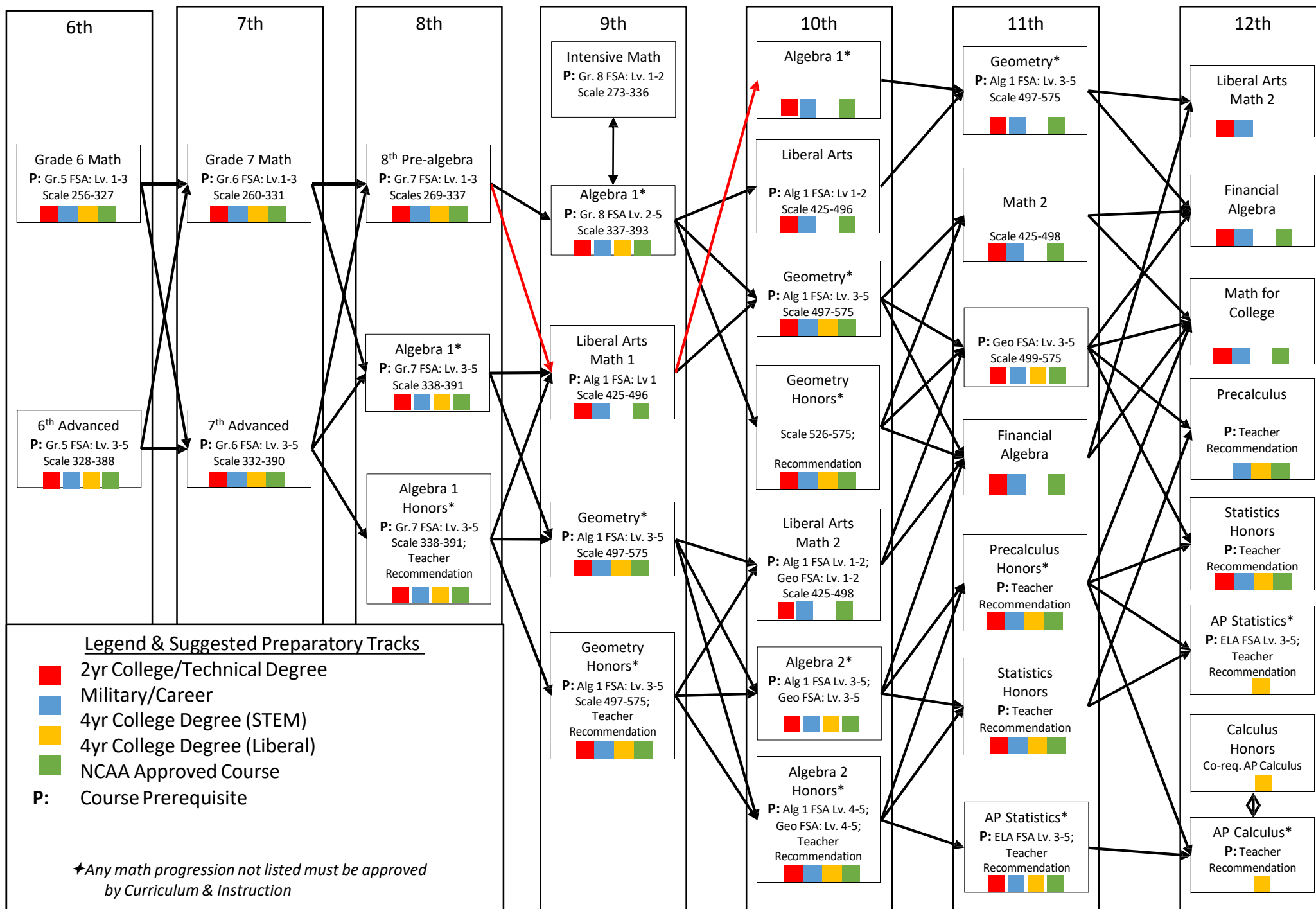
The purpose of this course is to enable students to develop and use writing and language skills for play writing in a variety of public performance formats.

High School Math Progression

High School Mathematics		
Course Number	Course Title	Length of Course/ Credit
1200310	ALG 1	1.0
1200315	ALG 1 CR - ELECTIVE	1.0
1200320	ALG 1 HON	1.0
1200330	ALG 2	1.0
1200335	ALG 2 CR - ELECTIVE	1.0
1200340	ALG 2 HON	1.0
1200700	MATH COLL READINESS	1.0
1202300	CALCULUS HON	1.0
1202310	AP CALCULUS AB	1.0
1202320	AP CALCULUS BC	1.0
1202340	PRE-CALCULUS HON	1.0
1206310	GEO	1.0
1206315	GEO CR - ELECTIVE	1.0
1206320	GEO HON	1.0
1207300	LIB ARTS MATH 1	1.0
1207310	LIB ARTS MATH 2	1.0
1210300	PROB, STAT W/APPLS HON	1.0
1210320	AP STAT	1.0
Mathematics Elective		
1200400	INTENS MATH	1.0/Multiple

6-12 Math Progression

Revised 12/13/2017- Curriculum and Instruction



MATHEMATICS

The following courses meet graduation requirements for Mathematics:

All students earning a standard diploma are required to have one year of Algebra I or its equivalent.

Algebra I equivalents are:

- Algebra I
- Algebra I Honors

Students may receive credit for only one of the courses or series of courses listed above.

ALGEBRA 1

1200310

Credit: 1.0

The content of this course provides the foundation for more advanced math courses. Algebra 1 course is needed for graduation.

ALGEBRA 1 HONORS

1200320

Credit: 1.0

The content of this course is to provide a rigorous and in-depth study of algebra, emphasizing deductive reasoning skills, as a foundation for more advanced mathematics courses and to develop the skills needed to solve real world and mathematical problems.

Recommendations: 90+ in MJ Pre-Algebra, Level 3+ on FSA Grade 8 Math, teacher recommendation

Note: Only one Algebra 1 course may be used to meet the diploma requirements in Mathematics.

ALGEBRA 2

1200330

Credit: 1.0

The content of this course continues the study of the structure of algebra and provides the foundation for applying these skills to other mathematical and scientific fields.

Prerequisite: Algebra 1 and Geometry

Recommendation: 75+ in Algebra 1 and Geometry, teacher recommendation

ALGEBRA 2 HONORS

1200340

Credit: 1.0

The content of this courses presents an in-depth study of the topics of Algebra II with emphasis on theory, proof and development of formulas, as well as their application.

Prerequisite:

Algebra 1 and Geometry

Recommendations: 90+ in Algebra 1 and Geometry, 85+ in Algebra 1 Honors and Geometry Honors, teacher recommendation.

Note: Only one Algebra 2 course may be used to meet the diploma requirements in mathematics.

MATHEMATICS FOR COLLEGE READINESS

1200700

Credit: 1.0

The content of this course is designed for twelfth grade students whose PERT scores fall in the range of 50 – 122 on the Postsecondary Educational Readiness Test (PERT) during eleventh grade. This course will strengthen the mathematics skill level of high school seniors who wish to pursue credit generating mathematics courses at the college level.

Prerequisites: Algebra 1 and Geometry

CALCULUS HONORS

1202300

Credit: 1.0

The content of this course provides a foundation for the study of advanced mathematics. The content should include, but not be limited to, the following: elementary functions, limits and continuity, derivatives, differentiation, applications of the derivative, anti-derivatives, definite integral, and applications of the integral.

Prerequisite: Pre-Calculus

ADVANCED PLACEMENT CALCULUS AB

1202310

Credit: 1.0

The content of this course provides a study of elementary functions and the general theory and techniques of calculus and includes content specified by the Advanced Placement Program.

Recommendations: 85+ in Pre-Calculus Honors, teacher recommendation, local administrator approval

Note: College credit may be earned.

ADVANCED PLACEMENT CALCULUS BC

1202320

Credit: 1.0

The content of this course includes the content specified by the Advanced Placement Program. This course's requirements may meet the academic needs of gifted students.

Recommendations: 85+ in AP Calculus AB, AP Calculus teacher recommendation, local administrative approval

Note: College credit may be earned.

PRE-CALCULUS HONORS**1202340****Credit: 1.0**

The content of this course is designed to have students analyze and articulate the real-world application of algebraic and trigonometric concepts. The purpose of this course is to study functions and develop skills necessary for the study of calculus. This course includes analytical geometry and trigonometry.

Prerequisite: Geometry & Algebra II

GEOMETRY**1206310****Credit: 1.0**

The content of this course emphasizes critical thinking involving the discovery of relationships and skill in applying the deductive method to mathematical situations.

Prerequisite: Algebra 1

Recommendations: 75+ in Algebra 1, teacher recommendation

GEOMETRY HONORS**1206320****Credit: 1.0**

The content of this course gives a rigorous in-depth study of geometry with emphasis on methods of proof and the formal language of mathematics.

Prerequisite: Algebra 1

Recommendations: 90+ in Algebra 1 or 85+ in Algebra 1 Honors, teacher recommendation

Note: Only one Geometry course may be used to meet the diploma requirements in Mathematics.

LIBERAL ARTS MATHEMATICS 1**1207300****Credit: 1.0**

The content of this course is composed of both Algebra and Geometry standards. Successful completion of this course will provide a foundation for students to be successful with Algebra 1 content, or remediation for students who need to retake the Algebra 1 EOC, depending upon individual course progression. It also provides a foundation for the content of Geometry and Algebra 2.

Prerequisite: Algebra 1 or equivalent credit

Note: Liberal Arts Mathematics 1 course counts as a math graduation credit for Bright Futures and State University System, but does not count as a math credit for NCAA.

LIBERAL ARTS MATHEMATICS 2**1207310****Credit: 1.0**

The content of this course has a primary focus on Algebra 1 and Algebra 2 standards. The purpose of this course is to remediate the core standards of Algebra 1 that students need for success in Algebra 2 and begin with an introduction of Algebra 2 standards with some Geometry and Statistics standards. Successful completion of this course would prepare students for Algebra 2.

Prerequisite: Algebra 1 and Geometry

Note: Liberal Arts Math 2 course counts as a math graduation credit for Bright Futures and State University System, but does not count as a math credit for NCAA.

PROBABILITY & STATISTICS WITH APPLICATIONS HONORS**1210300****Credit 1.0**

The content of this course enables students to develop and apply knowledge of statistics and probability to design experiments, collect and analyze data, and reach appropriate inferences and conclusions.

Prerequisites: Geometry and Algebra II

ADVANCED PLACEMENT STATISTICS**1210320****Credit: 1.0**

The content of this course should include, but not be limited to, the following: exploratory data-observing patterns and departures from patterns, planning a study – deciding what and how to measure, anticipating patterns in advance – producing models using probability and simulation, statistical inference—confirming models. The Advanced Placement Program determines course content.

Recommendations: 85+ in Pre-Calculus Honors, teacher recommendation, local administrative approval

Note: College credit may be earned.

MATHEMATICS ELECTIVES

The following course DOES NOT MEET graduation requirements for mathematics. It will only count as an elective credit.

INTENSIVE MATHEMATICS**1200400****Credit: Multiple Elective**

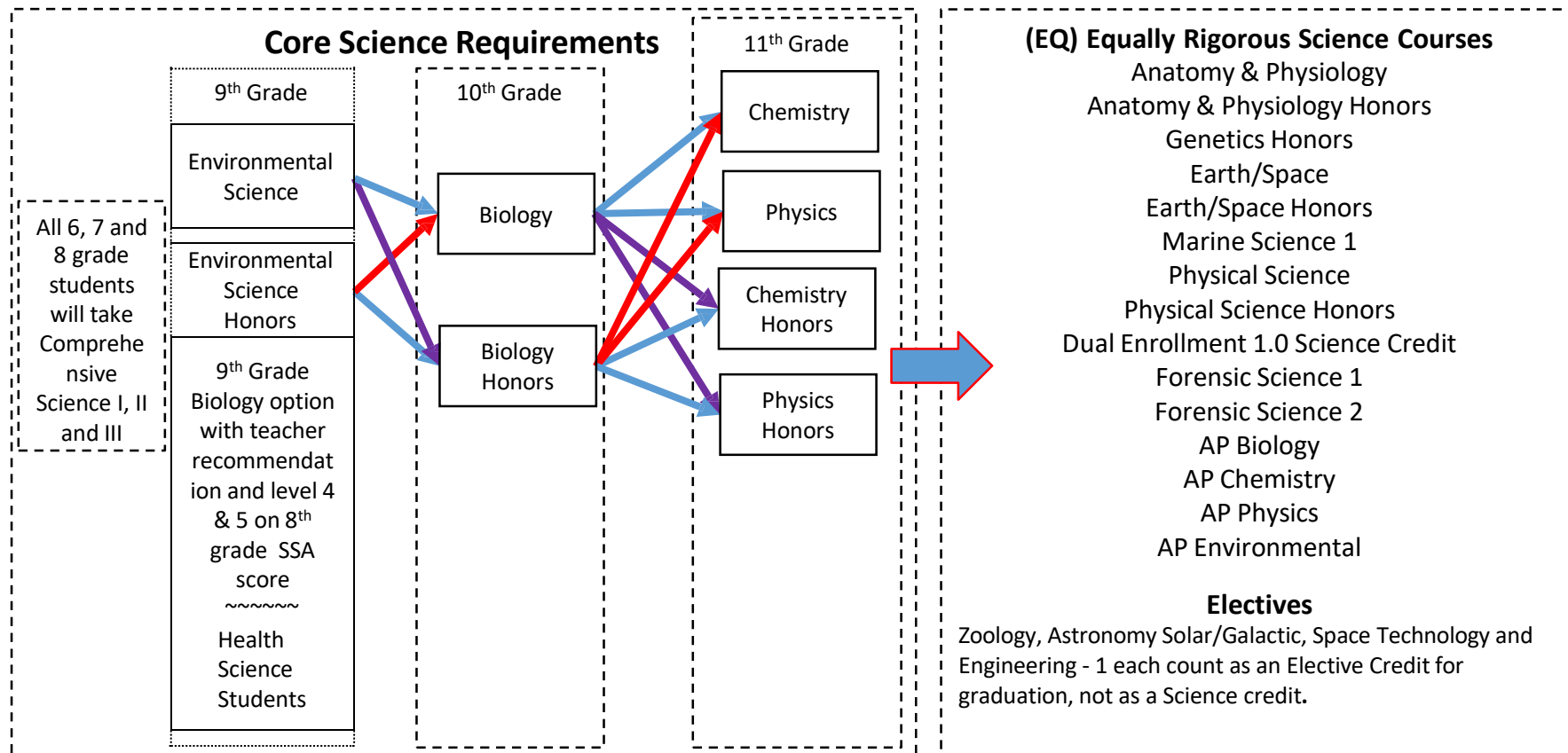
This course provides supplemental instruction and support in mathematics skills and concepts. The course should include content identified through problem solving to identify each student's need for supplemental instruction and support. A student may repeat the course for **multiple elective credits** if needed.

High School Science Progression

Science		
Course Number	Course Title	Length of Course/ Credit
2000310	BIO 1	1.0
2000315	BIO CR-ELECTIVE	1.0
2000320	BIO 1 HON	1.0
2000340	AP BIO	1.0
2000350	ANAT PHYSIO	1.0
2000360	ANAT PHYSIO HON	1.0
2000440	GENETICS HON	1.0
2001310	ERTH/SPA SCI	1.0
2001320	ERTH/SPA SCI HON	1.0
2001340	ENV SCI	1.0
2001380	AP ENV SCI	1.0
2002480	FORC SCI 1	1.0
2002500	MARINE SCI 1	1.0
2003310	PHY SCI	1.0
2003320	PHY SCI HON	1.0
2003340	CHEM 1	1.0
2003345	CHEM 1 CR-ELECTIVE	1.0
2003350	CHEM 1 HON	1.0
2003370	AP CHEM	1.0
2003380	PHYS 1	1.0
2003385	PHYS 1 CR-ELECTIVE	1.0
2003390	PHYS 1 HON	1.0
2003421	AP PHYSICS 1	1.0
Science Electives		
2000410	ZOOLOGY	1.0
2001350	ASTRONOMY	1.0
2002330	SPACE TECH ENG	1.0
2002490	FORC SCI 2	1.0

Science – Scholar Diploma

Students must take a Biology course, Chemistry or Physics and one EQ course for a Scholar Diploma. Environmental Science is an EQ and is recommended as a prerequisite to Biology.

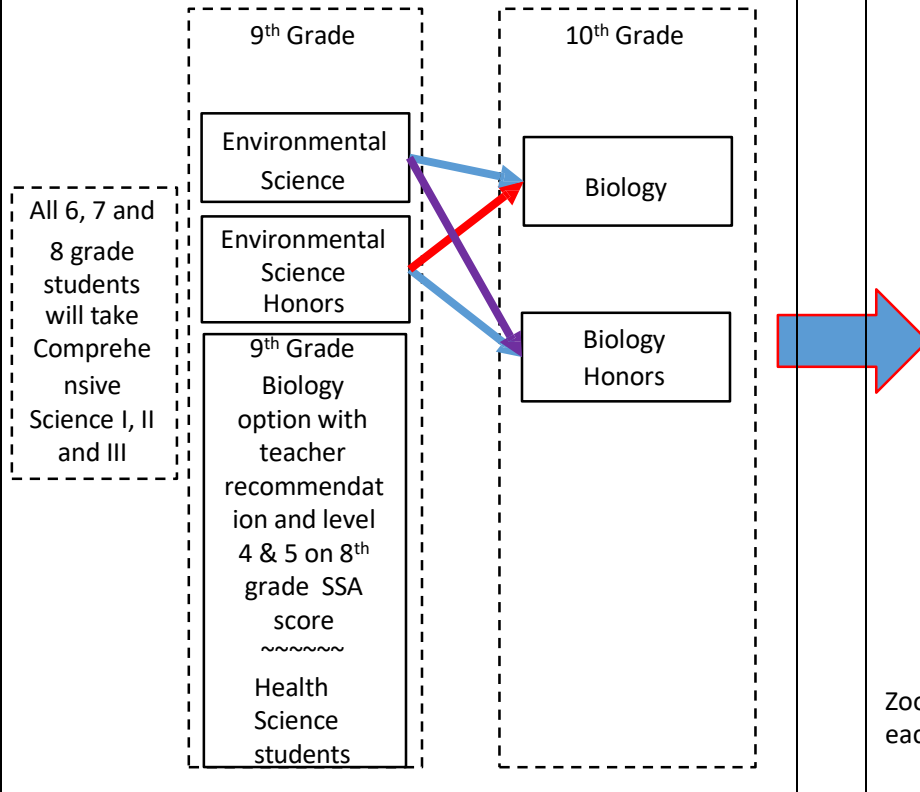


Revised 2/21/18 Curriculum and Instruction

Science – Standard Diploma

Students must take a Biology course and two other equally rigorous courses (EQ) in order to get a standard diploma. Environmental science is an EQ and is recommended as a prerequisite to Biology.

Core Science Requirements



(EQ) Equally Rigorous Science Courses

Anatomy & Physiology
 Anatomy & Physiology Honors
 Chemistry
 Chemistry Honors
 AP Chemistry
 AP Environmental
 Genetics Honors
 Earth/Space
 Earth/Space Honors
 Marine Science 1
 Physical Science
 Physical Science Honors
 Physics
 Physics Honors
 AP Physics
 Dual Enrollment 1.0 Science Credit
 Forensic Science 1
 Forensic Science 2
 AP Biology

Electives

Zoology, Astronomy Solar/Galactic, Space Technology and Engineering - 1 each count as an Elective Credit for graduation, not as a Science credit.

SCIENCE

The following courses meet graduation requirements for science. All Science courses in Lake County have laboratory investigations.

<u>BIOLOGY</u> <u>Laboratory investigations are an integral part of the course.</u> The course content includes an in-depth study of Biology.	2000310	Credit: 1.0
<u>BIOLOGY 1 HONORS</u> <u>Laboratory investigations are an integral part of this course.</u> The course content includes advanced, in-depth study of Biology. Recommendation: 90+ in previous non-honors science course or 85+ in previous honors science course.	2000320	Credit: 1.0
<u>ADVANCED PLACEMENT BIOLOGY</u> <u>Laboratory investigations are a required part of the course.</u> The course content includes a study of the facts, principles, and processes of biology, and the collection, interpretation, and formulation of hypotheses from available data. FSA Writing level 3.5, teacher recommendation; local administrative approval Note: Only one of the above Biology courses may be used to meet the Biology diploma requirements in science.	2000340	Credit: 1.0
<u>ANATOMY & PHYSIOLOGY</u> <u>Laboratory investigations are a required part of this course.</u> The course content is to provide exploratory activities in the structures and functions of the components of the human body. Pre-Requisite: Biology or Biology Honors Recommendations: 80+ in biology, teacher recommendation	2000350	Credit: 1.0
<u>ANATOMY & PHYSIOLOGY HONORS</u> <u>Laboratory investigations are an integral part of the course.</u> The course content includes anatomical terminology, cells and tissues, integumentary system, skeletal system, muscular system, nervous system, circulatory system, respiratory system, digestive system, excretory (urinary) system, reproductive system, homeostasis, disease process, immune response and inheritance: molecular, cellular, organismal, mutations and genetic disorders. Prerequisite: Biology or Biology Honors Recommendations: 90+ in Biology, 85+ in Biology 1 Honors, teacher recommendation Note: Only one of the Anatomy & Physiology courses may be used to meet the diploma requirement.	2000360	Credit: 1.0
<u>GENETICS HONORS</u> <u>Laboratory investigations are an integral part of the course.</u> The course content includes investigating the role of chromosomes in our lives as they explore modern genetic topics such as genetic engineering, cloning, DNA fingerprinting, genetic basis for disease, genetics of behaviors, and genetic technologies. Prerequisite: Biology or Biology Honors Recommendations: 90+ in previous Science course, 85+ in previous honors Science course, teacher recommendation.	2000440	Credit 1.0
<u>EARTH/SPACE SCIENCE</u> <u>Laboratory investigations are an integral part of the course.</u> The course content includes formation of the universe and solar system, life cycle of stars, earth-moon system, formation of landforms, oceanography, meteorology, weather mapping, energy resources, etc.	2001310	Credit: 1.0
<u>EARTH/SPACE SCIENCE HONORS</u> <u>Laboratory investigations are an integral part of the course.</u> This course content consists of extensive study of the dynamics, classification and interaction of matter, periodic table, forms of energy, electricity, chemical interactions, nuclear reactions, and career opportunities in physical science. Recommendations: 90+ in previous science course, 85+ in previous honors science course, teacher recommendation Note: Only one of the Earth/Space Science courses may be used to meet the diploma requirements in Science.	2001320	Credit: 1.0
<u>ENVIRONMENTAL SCIENCE</u> <u>Laboratory investigations are an integral part of the course.</u> The course content includes forms of pollution, conservation, environmental planning and policy, public land usage, population dynamics, major forms of energy, and ecological relationships	2001340	Credit: 1.0

ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE**2001380****Credit: 1.0****Laboratory investigations are a required part of this course.**

The course content is to enable the students to understand the interrelationships of the natural world, identify and analyze environmental problems, natural and human – generated problems, and evaluate the relative risks associated with natural and human-generated environmental problems.

Prerequisite: Biology or Biology Honors

Recommendations: 90+ in Biology 1, 85+ in Biology 1 Honors, teacher recommendation, local administrative approval

Note: College credit may be earned.

FORENSIC SCIENCE 1**2002480****Credit: 1.0****Laboratory investigations are an integral part of the course.**

The course content provides opportunities to develop knowledge of biology and physical science and enable students to associate this knowledge with real-life applications.

Prerequisite: Biology or Biology Honors

Recommendations: Biology 1 or Honors before this course, teacher recommendation

MARINE SCIENCE 1**2002500****Credit: 1.0****Laboratory investigations are an integral part of the course.**

The course content includes the origin of the oceans, the nature of the marine habitat including chemical, physical and geological aspects, ecology, sea conation, marine communities, classification, taxonomy, characteristics of major marine phyla/divisions, and man's interrelationship with the oceans.

Prerequisite: Biology or Biology Honors

Recommendations: 80 + in Biology 1 course, teacher recommendation

PHYSICAL SCIENCE**2003310****Credit: 1.0****Laboratory investigations are an integral part of the course.**

The course content includes dynamics, classification and interaction of matter, periodic table, forms of energy, electricity and magnetism, chemical interactions, nuclear reactions, and career opportunities in physical science.

PHYSICAL SCIENCE HONORS**2003320****Credit: 1.0****Laboratory investigations are an integral part of the course.**

The course content consists of extensive study of the dynamics, classification and interaction of matter, periodic table, forms of energy, electricity, chemical interactions, nuclear reactions, and career opportunities in physical science.

Recommendations: 90+ in previous non-honors science course, 85+ in previous honors science course, teacher recommendation

Note: Only one of the Physical Science courses may be used to meet the diploma requirements in science.

CHEMISTRY 1**2003340****Credit: 1.0****Laboratory investigations are in integral part of the course.**

The course content includes classification and structure of matter atomic theory, periodic table, bonding, chemical formulas, chemical reactions and balanced equations, behavior of gases, physical changes, acids, bases and slats, energy associated with physical and chemical changes.

Recommendations: Algebra 1 credit with a 70+ or higher, concurrently taking Algebra 2, 80+ in previous science course, teacher recommendation

CHEMISTRY 1 HONORS**2003350****Credit: 1.0****Laboratory investigations are an integral part of the course.**

The course content includes a rigorous study of the composition, properties, and changes associated with matter. Heat, changes of matter, atomic structure, periodic table, bonding formulas and equations, mole concept, gas laws, energy and order, reaction rates and equilibrium, solutions, nuclear chemistry, electrochemistry, and organic chemistry are specific topics to be considered.

Recommendations: 90+ in previous non-honors science course, 85+ in previous honors science course, 80+ in Algebra 1, concurrently enrolled in Algebra 2, teacher recommendation

Note: Only one of the Chemistry courses may be used to meet the diploma requirements in science.

ADVANCED PLACEMENT CHEMISTRY**2003370****Credit: 1.0****Laboratory investigations are a required part of this course.**

The course content includes a study of the development and application of chemistry principles and concepts.

Recommendations: 80+ in Algebra 1, concurrently enrolled in Algebra 2, 90+ in previous non-honors Science course, 85+ in previous honors science course, teacher recommendation; local administrative approval

Note: College credit may be earned.

PHYSICS 1**2003380****Credit: 1.0****Laboratory investigations are a required part of this course.**

The course content is to conduct an introductory study of the theories and laws governing the interaction of matter, energy, and the forces of nature. The content should include but not be limited to kinematics, dynamics, energy, work and power, heat and thermodynamics, wave characteristics, light, electricity, magnetism, nuclear physics and sound.

PHYSICS 1 HONORS**2003390****Credit: 1.0****Laboratory investigations are an integral part of the course.**

The course content includes a rigorous study of the theories and laws governing interaction of matter, energy, and the forces of nature. Kinematics, dynamics, energy, work, power, heat and thermodynamics, wave characteristics, light, electricity, magnetism, nuclear physics, and sound are specific topics to be considered.

Recommendations: 90+ in Chemistry 1, 85+ in Chemistry 1 Honors course; concurrently enrolled in Pre-Calculus Honors, teacher recommendation

Note: Only one physics courses may be used to meet the diploma requirements in science.

ADVANCED PLACEMENT PHYSICS 1**2003421****Credit: 1.0****Laboratory investigations are a required part of this course.**

The course content covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It also introduces electric circuits.

Recommendations: 90+ in Chemistry 1, 85+ in Chemistry 1 Honors course; concurrently enrolled in Pre-Calculus, teacher recommendation

Note: College credit may be earned

SCIENCE ELECTIVES

The following courses DO NOT MEET graduation requirements for Science. They will only count as an elective credit.

ZOOLOGY**2000410****Credit: 1.0****Laboratory investigations are an integral part of the course.**

The course content is to provide an in-depth study of the animal kingdom. The content should include, but not be limited to, the following: animal cell structure and function; animal genetics; animal classification and use of the taxonomic key; comparative invertebrate anatomy and physiology; animal behavior and life cycles; man's interrelationships with animals.

Prerequisite: Biology or Biology Honors

Recommendations: 80 + Biology, teacher recommendation

ASTRONOMY SOLAR/GALACTIC**2001350****Credit: 1.0****Laboratory investigations are an integral part of the course.**

This course content provides the opportunity to develop knowledge and understanding about the solar system, galaxy, and universe in which we live. Much attention is given to an appreciation for how we have obtained this information about the universe. Students use tools of observation to learn about space and learn how other astronomers past and present have used tools available.

SPACE TECHNOLOGY AND ENGINEERING**2002330****Credit: 1.0****Laboratory investigations are an integral part of the course.**

This course content provides the "foundation" for students to understand and apply technological concepts and processes that shape our knowledge of space exploration. Group and individual activities engage students in creating ideas, developing innovations, and engineering practical solutions.

FORENSIC SCIENCE 2**2002490****Credit: 1.0****Laboratory investigations are an integral part of the course.**

The course content provides opportunities to develop knowledge of biology and physical science and enable students to associate this knowledge with real-life applications.

Prerequisite: Biology or Biology Honors

Recommendations: Biology 1 or Honors before this course, teacher recommendation

High School Social Studies Progression

Social Studies		
Course Number	Course Title	Length of Course/ Credit
2100310	US HIST	1.0
2100315	US HIST CR -ELECTIVE	1.0
2100320	OR US HIST HON	1.0
2100330	AP U.S. HIST	1.0
2102335	ECON FIN LIT	0.5
2102340	ECON FIN LIT CR - ELECTIVE	0.5
2102345	ECON FIN LIT HON	0.5
2102360	AP MICROECON	0.5
2102370	AP MACROECON	0.5
2106310	US GOVT	0.5
2106315	US GOVT CR - ELECTIVE	0.5
2106320	US GOVT HON	0.5
2106420	AP US GOVT/POL	0.5
2109310	WORLD HIST	1.0
2109315	WORLD HIST CR - ELECTIVE	1.0
2109320	WORLD HIST HON	1.0
2109420	AP WORLD HIST	1.0
Social Studies Electives		
2100335	AFRICAN-AMER HISTORY	0.5
2103300	WORLD CLTRL GEOG	1.0
2103400	AP HUMAN GEOG	1.0
2106350	LAW STUDIES	0.5
2106390	COURT PROCED	0.5
2106430	AP COMP GOVT/POL	0.5
2107300	PSYCH 1	0.5
2107310	PSYCH 2	0.5
2107350	AP PSYCH	1.0
2108300	SOCIOLOGY	0.5
2109380	AP EURO HIST	1.0

SOCIAL STUDIES

The following courses meet graduation requirements for social studies.

Honors courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

UNITED STATES HISTORY

2100310

Credit: 1.0

The purpose of this United States History (1880 to present day) course is to review sessions of the early national period with a majority of time spent focusing on post-Reconstruction to the present day. The course will provide students with the opportunity to acquire an understanding of the chronological development of the American people by examining the political, economic, social, religious, military, scientific, and cultural events that have affected the rise and growth of the nation. Content to be covered will include, but not be limited to, an understanding of geographic-historic and time-space relationships, the synthesizing of American culture through the centuries, the origin of American ideals, the American colonial experience, the American Revolution and the Federal System, the Civil War as the solution to the secession issue, the technological and urban transformation of the country, and American foreign policy development. One credit of American history is required for graduation.

Recommendation: Recommended for 11th Grade.

UNITED STATES HISTORY HONORS

2100320

Credit: 1.0

The purpose of this American History Honors (1880 to present day) course is to review sessions of the early national period with a majority of time spent focusing on post-Reconstruction to the present day. The course will provide students with the opportunity to acquire an in-depth and comprehensive understanding of the chronological development of the American people by examining the political, economic, social, religious, military, scientific, and cultural events that have affected the nation. Implicit are the understanding of the historical method, the inquiry process, historical reasoning and interpretation, and the issues of external and internal validity. One credit of American history is required for graduation.

Recommendations: Recommended for 11th Grade, 90+ in a previous non-honors social studies course or 80+ in a previous honors social studies course, and teacher recommendation.

Note: Only one of the United States History courses may be used to meet diploma requirements in Social Studies.

ADVANCED PLACEMENT UNITED STATES HISTORY

2100330

Credit: 1.0

The purpose of this Advanced Placement United States History course is to provide students with the opportunity to develop the analytic skills and factual knowledge necessary to deal critically with the problems, content, and materials of American historic development by focusing on persistent themes and change in history; and by applying historical reasoning to seek solutions to contemporary problems. Integral components of this course will include, but not be limited to, the formation of generalizations from primary sources in history, the synthesis and evaluation of information, the development of a set of criteria for judging proposed courses of action in terms of actual and projected consequences, the comparison of eras with similar trends, and analysis of the impact of major historical figures and groups on American and world events, the detection of bias in making conclusions, and the emergence of patterns in historical development. Reference will be made to the current advanced placement course description for American History published annually by the College Board. This course will prepare students for possible college credit. Students enrolled must take the AP exam. One credit of American history is required for graduation.

Recommendations: Recommended for 11th Grade. 90+ in a previous non-honors social studies course or 85+ in a previous honors social studies course, PSAT verbal score of 45+, teacher recommendation and local administrative approval

ECONOMICS WITH FINANCIAL LITERACY**2102335****Credit: 0.5**

The purpose of this Economics course is to provide the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

Recommendation: Recommended for 12th Grade

ECONOMICS WITH FINANCIAL LITERACY HONORS**2102345****Credit: 0.5**

The purpose of this Economics course is to provide the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

Recommendations: Recommended for 12th Grade, 90+ in a previous non-honors social studies course or 80+ in a previous honors social studies course, and teacher recommendation.

Note: Only one of the Economics with Financial Literacy courses may be used to meet diploma requirements in Social Studies.

ADVANCED PLACEMENT MICROECONOMICS**2102360****Credit: 0.5**

The purpose of this Advanced Placement Microeconomics course is to give students an opportunity to analyze the behavior of individual households, firms, and markets, and how prices and outputs are determined in those markets. Students will also analyze price mechanism, resource allocation and income distribution. Students will understand fundamental economic concepts, vocabulary, and statistical interpretation of economic data. Student will also gain an understanding of government's role in the capitalistic marketplace. Course outline will adhere to the College Board. Students may receive college credit after testing. This course qualifies for Florida Scholars Program. Students enrolled must take the AP exam. Meets the one-half credit requirement of economics for graduation.

Recommendations: Recommended for 12th grade, 90+ in a previous non-honors social studies course or 85+ in a previous honors social studies course, PSAT verbal score of 45+, teacher recommendation and local administrative approval.

ADVANCED PLACEMENT MACROECONOMICS**2102370****Credit: 0.5**

The purpose of this Advanced Placement Macroeconomics course is to give students an opportunity to analyze the worldwide effects of economic activities and their impact on taxation, monetary policy, balance of trade issues, government policy, exchange rates, and similar "big picture" concepts. Students will understand economic concepts, vocabulary, and statistical interpretation of economic data. Course outline will adhere to the College Board. Students may receive college credit after Program. Students enrolled must take the AP exam. Meets the one-half credit requirement for graduation.

Recommendations: Recommended for 12th grade, 90+ in a previous non-honors social studies course or 85+ in a previous honors social studies course, PSAT verbal score of 45+, teacher recommendation and local administrative approval.

UNITED STATES GOVERNMENT**2106310****Credit: 0.5**

The purpose of this American Government course is to provide students the opportunity to acquire an understanding of American government and political behavior. Content to be covered will include, but not be limited to: an analysis of those documents which shape our political traditions (the Declaration of Independence, the Constitution, and the Bill of Rights); a comparison of the roles of the three branches of government at the local, state, and national levels; an understanding of the evolving role of political parties and interest groups in determining government policy; how the rights and responsibilities of citizens in a democratic state have evolved and been interpreted and the importance of civic participation in the democratic political process. One-half credit of American government is required for graduation.

Recommendation: Recommended for 12th Grade

UNITED STATES GOVERNMENT HONORS**2106320****Credit: 0.5**

The purpose of this course is for students to acquire a comprehensive understanding of American government and political behavior. Appropriate concepts and skills will be developed through an evaluation of the Declaration of Independence, the Constitution, and the Bill of Rights; an analysis of the roles of the three branches of government at the local, state, and national levels; a comparative view of the changing roles of the three branches of government at the local, state, and national levels; a comparative view of the changing nature of political parties and interest groups in determining government policy; an evaluation of citizen rights and responsibilities in a democratic state; and the importance of civic participation in democratic political processes. One-half credit of American government is required for graduation.

Recommendations: Recommended for 12th Grade, 90+ in a previous non-honors social studies course or 80+ in a previous honors social studies course, and teacher recommendation.

Note: Only one of the United States Government courses may be used to meet diploma requirements in Social Studies.

ADVANCED PLACEMENT UNITED STATES GOVERNMENT & POLITICS**2106420****Credit: 0.5**

The purpose of this course is to give students a critical perspective on politics and government in the United States. It requires familiarity with the various institutions, groups, beliefs, and ideas that make up the American political reality. Specific content to be covered will include, but not be limited to: an understanding of federalism and the separation of powers, the development of the constitution, the process of politics, the nature of public opinion, the role of political parties and interest groups, the major formal and informal institutional arrangement of powers, and the development of civil liberties and civil rights. Course outline will adhere to guidelines of The College Board. Completion of this course may qualify student for college credit. Students enrolled must take the AP Exam. One-half credit of American government is required for graduation.

Recommendations: Recommended for 12th grade, 90+ in a previous non-honors social studies course or 85+ in a previous honors social studies course, PSAT verbal score of 45+, teacher recommendation and local administrative approval.

WORLD HISTORY**2109310****Credit: 1.0**

The purpose of this World History course is to provide students the opportunity to acquire an understanding of the chronological development of civilization by examining the political, economic, social, religious, military, dynastic, scientific, and cultural events that have affected humanity. Specific content to be covered will include, but not be limited to, an understanding of geographic, historic and time-space relationships, a review of prehistory, the rise of civilization and cultural universals, the development of religion and the impact of religious thought, the evolution of political systems and philosophies, the development of nationalism as a global phenomenon, the origin and course of economic systems and philosophies. One credit of world history is required for graduation.

Recommendation: Recommended for 10th Grade

WORLD HISTORY HONORS**2109320****Credit: 1.0**

The purpose of this World History Honors course is to provide students the opportunity to acquire a comprehensive understanding of the past in terms of what has been interpreted about change or process as it related to the development of humanity through the analysis of political, economic, social, religious, military, dynastic, scientific, and cultural events that have shaped and molded humanity. Implicit in this is an understanding of the historical method, the inquiry process, historical reasoning and interpretation. One credit of world history is required for graduation.

Recommendations: Recommended for 10th Grade, 90+ in a previous non-honors social studies course or 80+ in a previous honors social studies course, and teacher recommendation.

Note: Only one of the World History courses may be used to meet diploma requirements in Social Studies.

ADVANCED PLACEMENT WORLD HISTORY**2109420****Credit 1.0**

The purpose of this AP World History course is to provide students with the opportunity to acquire understanding of the development of Europe within the context of history by examining connections to the past in order to prepare for the future as participating members of a global community. Students use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings. Integral components of this course will include, but not be limited to, an exposure to the foundations of World History prior to 1000 A.D., an emphasis on the time period between 1000 and present, Asia, Europe, Saharan, and sub-Saharan Africa, China, Mesoamerica, Islam, Mongol dominance, and new political units in Africa and Europe. This course will prepare students for possible college credit. Students enrolled must take AP exam. One credit of World History is required for graduation. This course will meet graduation requirement for World History.

Recommendations: Recommended for 10th Grade, 90+ in a previous non-honors social studies course or 85+ in a previous honors social studies course, PSAT verbal score of 45+, teacher recommendation and local administrative approval.

SOCIAL STUDIES ELECTIVES

The following courses DO NOT MEET graduation requirements for Social Studies. They will only count as an elective credits.

AFRICAN-AMERICAN HISTORY

2100335

Credit: 0.5

The purpose of this African-American History elective course is to provide students the opportunity to investigate the important contributions of Africans and African-Americans in American history. The course will emphasize the importance of early African civilization as it relates to the African-American culture in the past and in the present. Special emphasis will be placed on interpreting American history in the context of the African-American experience from the Age of Exploration to the present. Important individuals, events, and cultural trends will be studied as well as the political, economic, and social forces which have impacted the African-American experience throughout history. Critical thinking skills will be developed while analyzing historical interpretations from various cultural perspectives.

WORLD CULTURAL GEOGRAPHY

210330

Credit: 1.0

The purpose of this World Cultural Geography elective course is to provide students the opportunity to acquire an understanding of the interrelationships among people and their environments. Content to be covered will include, but not be limited to: an understanding of the relationship between physical geography, natural resources, and the economic, political, social, cultural, religious, and historic aspects of human activity as applied to a study of the following world regions: Western Europe, Eastern Europe, Anglo-America, Latin America, North Africa and the Middle East, Sub-Saharan Africa, Southern and Eastern Asia, and Oceania.

Recommendation: Recommended for 9th grade

ADVANCED PLACEMENT HUMAN GEOGRAPHY

2103400

Credit: 1.0

The purpose of the Advanced Placement Human Geography elective course is to emphasize the importance of geography as a field of inquiry and briefly discuss the emergence of academic geography in nineteenth-century Europe. The course introduces students to the importance of spatial organization - the location of places, people, and events, and the connections among places and landscapes - in the understanding of human life on Earth. Content will include, but not be limited to, how to use and make maps, application of mathematical formulas, models, and qualitative data to geographical concepts, and regional organization of various phenomena. Course outline will adhere to the guidelines of the College Board. Students may receive college credit after testing. Students enrolled must take the AP exam.

Recommendations: Recommended for 9th -12th grade, 90+ in a previous non-honors social studies course or 85+ in a previous honors social studies course, PSAT verbal score of 45+, teacher recommendation and local administrative approval.

LAW STUDIES

2106350

Credit: 0.5

The purpose of this Law Studies elective course is to provide students the opportunity to acquire an understanding of the American legal process. Specific content to be covered will include, but not be limited to, an understanding of the study of historical antecedents for law, constitutional guarantees of citizens, different kinds of laws, comparison of adult and juvenile justice systems, the value of law in society, the role of law enforcement officials, the importance of the adversarial relationships in American jurisprudence, the evolution of interpretations, social values and their impact on interpretations of the law, and the supremacy of the constitution.

COURT PROCEDURES

2106390

Credit: 0.5

The purpose of this Court procedures elective course is to provide students the opportunity to acquire an understanding of the court system and its process. 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.

ADVANCED PLACEMENT COMPARATIVE GOVERNMENT AND POLITICS**2106430****Credit: 0.5**

The purpose of this course is to give students the opportunity to gain knowledge of the world's diverse political structures and practices through the study of government and politics in Great Britain, France, the Commonwealth of Independent States, China and developing nations. Emphasis is placed on general concepts used to interpret key political relationships found in almost all national politics. The content will include, but not be limited to, the nature and sources of government's legitimacy, historical evolution of political traditions, transmission of political values, basis and institutional expression of social stratification, citizen's role in political life, institutions of national government, roles of political parties and interest groups, sources, nature and consequences of political change, and methods of comparative political analysis.

Recommendations: Recommended for 12th grade, 90+ in a previous non-honors social studies course or 85+ in a previous honors social studies course, PSAT verbal score of 45+, teacher recommendation and local administrative approval.

PSYCHOLOGY I**2107300****Credit: 0.5**

The purpose of this Psychology I (First Semester) elective course is to provide students with an understanding of human behavior, behavioral interaction, and the progressive development of individuals. Appropriate concepts and skills will be developed through the theories and methods of study employed by psychologists, human growth and development, self-concept development, adjustment, motivation and desire, intelligence, conditioning and learning, memory, personality and behavior, emotion and frustration, abnormal behavior, conformity, autonomy, alienation, stress, mental health and therapy.

PSYCHOLOGY II**2107310****Credit: 0.5**

The purpose of this Psychology II elective course is to provide students the opportunity to expand their awareness of areas of psychology to include basic statistical research, memory and thought, sensation and perception, motivation and emotion, sleep and dreams, stress and conflict, adjustment in society and human interaction.

Prerequisite: Psychology I

ADVANCED PLACEMENT PSYCHOLOGY**2107350****Credit: 1.0**

The purpose of this Advanced Placement Psychology elective course is to provide students with an opportunity to acquire a comprehensive understanding of the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles and phenomena associated with each of the major sub-fields within psychology. They also learn about the methods that psychologists use in their science and practice. Content will include, but not be limited to, methods, biological basis of behavior, sensation and perception, states of consciousness, learning, cognition, motivation and emotion, developmental psychology, personality, testing for intelligence and personality, abnormal psychology, treatment of disorders, and social psychology. Course outline will adhere to the guidelines of the College Board. Students enrolled must take the AP exam. Students may receive college credit after testing.

Recommendations: Recommended for 11th-12th grade, 90+ in a previous non-honors social studies course or 85+ in a previous honors social studies course, PSAT verbal score of 40+, teacher recommendation and local administrative approval.

SOCIOLOGY**2108300****Credit: 0.5**

The purpose of this Sociology elective course is to provide students with the opportunity to acquire an understanding of group interaction and its impact on individuals. Content to be covered will include, but not be limited to, an understanding of the methods of study employed by sociologists, social institutions and norms, social classes, relationships between the sexes, racial and ethnic groups, the handicapped, societal determinants, group behavior, the socialization process (including the transmission of group behavior), social deviation, social conflict, social roles, social stratification, social participation, and the role of social organizations and institutions (including their interrelationships and interdependence).

ADVANCED PLACEMENT EUROPEAN HISTORY**2109380****Credit: 1.0**

European History Advanced Placement, an elective, will provide students the opportunity to develop the analytic skills and factual knowledge necessary to deal critically with the problems, content, and materials of European historic development. Appropriate concepts and skills will be developed in connection with the content. Integral components of this course will include the formation of generalizations from primary sources in history, the synthesis and evaluation of information, the development of set of criteria for judging proposed courses of action in terms of actual and projected consequences, the comparison of eras with similar trends, and analysis of the impact of major historical figures and groups on European and world events, the detection of bias in making conclusions, and the emergence of patterns in historical development. The course outline will follow the guidelines of the College Board. This course will prepare students for possible college credit. Students enrolled must take the AP exam.

Recommendations: Recommended for 12th grade, 90+ in a previous non-honors social studies course or 85+ in a previous honors social studies course, PSAT verbal score of 40+, teacher recommendation and local administrative approval.

WORLD LANGUAGES		
Course Number	Course Title	Length of Course/ Credit
0701320	FRENCH 1	1.0
0701330	FRENCH 2	1.0
0701340	FRENCH 3 HON	1.0
0701380	AP FRENCH LANG	1.0
0706300	LATIN 1	1.0
0706310	LATIN 2	1.0
0706320	LATIN 3 HON	1.0
0706375	AP LATIN	1.0
0708340	SPANISH 1	1.0
0708350	SPANISH 2	1.0
0708360	SPANISH 3 HON	1.0
0708400	AP SPANISH LANG	1.0
0711300	CHINESE 1	1.0
0711310	CHINESE 2	1.0
0711320	CHINESE 3 HON	1.0
0711330	CHINESE 4 HON	1.0
0711340	AP CHINESE LANG	1.0

WORLD LANGUAGES

The following courses meet graduation requirements for World Languages.

FRENCH 1 – 2

0701320 - 0701330

Credit: 1.0

The purpose of this course is to teach beginning skills in listening and speaking French with special attention to pronunciation, introduction to readings and writing, and fundamentals of grammar and culture in French 1. French 2 includes an expansion of the listening and oral skills previously acquired. Reading and writing should receive more emphasis, while oral communication remains the primary objective. This course should include a cultural survey of French-speaking people.

Recommendation: French 1 - 75+ in previous English course **Prerequisite:** French 2 - French 1 credit

FRENCH 3 HONORS

0701340

Credit: 1.0

The purpose of this course is to teach expansion of vocabulary, reading, and conversational skills through discussions based on selected readings and contemporary vocabulary stressing activities which are important to everyday life of French-speaking people.

Prerequisite:

French 2 credit

ADVANCED PLACEMENT FRENCH LANGUAGE AND CULTURE

0701388

Credit: 1.0

The purpose of this course is to teach an all-inclusive approach to language proficiency and recognizes the importance of the interconnectedness of comprehension, vocabulary usage, language control, communication strategies, and cultural awareness.

Recommendations: 85+ French 2 or 3 Honors, teacher recommendation, local administrator approval.

College credit may be earned

LATIN 1 – 2

0706300 - 0706310

Credit: 1.0

The purpose of this course is to introduce students to fundamental Latin vocabulary, grammar and classical culture in Latin 1. In Latin 2 the content includes the grammar and vocabulary necessary for the reading and appreciation of Latin authors, particularly Caesar's writings.

Recommendation: Latin 1 - 80+ in previous English course **Prerequisite:** Latin 2 - Latin 1 credit

LATIN 3 HONORS

0706320

Credit: 1.0

The purpose of this course is to review and expansion of the essentials of Latin grammar; readings in prose; the study of the Roman civilization through its literature with emphasis on politics, history and mythology.

Prerequisite: Latin 2 credit

ADVANCED PLACEMENT LATIN

0706375

Credit: 1.0

The purpose of this course is to engage in a rigorous curriculum designed to enable students to develop the confidence and ability to read Latin poetry and prose. They will develop their linguistic competence by translating prepared poetry and prose precisely and literally; reading passages of poetry and prose with comprehension; and analyzing literary texts in clear and coherent written arguments, supported by textual examples.

Recommendations: 85+ in Latin 2 or 3 Honors, teacher recommendation, local administrative approval

Note: College credit may be earned.

SPANISH 1 – 2

0708340 - 0708350

Credit: 1.0

The purpose of this course is to teach beginning skills in listening and speaking Spanish with special attention to pronunciation, introduction to reading and writing, and the fundamentals of grammar and culture in Spanish 1. Spanish 2 includes an expansion of the listening and oral skills previously acquired. Reading and writing should receive more emphasis, while oral communication remains the primary objective. This course should include a cultural survey of Spanish-speaking people.

Recommendation: Spanish 1 - 75+ in previous English course **Prerequisite:** Spanish 2 - Spanish 1 credit

SPANISH 3 HONORS**0708360****Credit: 1.0**

The purpose of this course is to expand vocabulary, reading, and conversational skills through discussions based on the selected readings. Contemporary vocabulary should stress activities which are important to everyday life of Spanish-speaking people.

Prerequisite: Spanish 2 credit

ADVANCED PLACEMENT SPANISH LANGUAGE AND CULTURE**0708400****Credit: 1.0**

The purpose of this course is to comprehend formal and informal Spanish, possessing vocabulary and structure to allow accurate reading, composing expository passages, and expressing ideas orally with accuracy and fluency.

Recommendations: 85+ Spanish 2 or 3 Honors, teacher recommendation, local administrative approval.

College credit may be earned

CHINESE 1 – 2**0711300 - 0711310****Credit: 1.0**

The purpose of this course is to enable students to begin to acquire proficiency in Chinese through a linguistic, communicative, and cultural approach to language learning in Chinese 1. Emphasis is placed on the development of listening, speaking, reading, and writing skills and on acquisition of the fundamentals of applied grammar. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course. In Chinese 2 the purpose of this course is to enable students to enhance proficiency in Chinese through a linguistic, communicative, and cultural approach to language learning. There is continued emphasis on the development of listening, speaking, reading, and writing skills and on acquisition of the fundamentals of applied grammar. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course.

Recommendation: Chinese 1 - 75+ in previous English course **Prerequisite:** Chinese 2 - Chinese 1 Credit

CHINESE 3 - 4 HONORS**0711320 - 0711330****Credit 1.0**

The purpose of this course is to enable students to enhance proficiency in Chinese through a linguistic, communicative, and cultural approach to language learning. There is continued emphasis on the development and expansion of listening, speaking, reading, and writing skills and on acquisition of the fundamentals of applied grammar. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course in both Chinese 3 and 4 Honors.

Prerequisite: Credit in prior Chinese course

ADVANCED PLACEMENT CHINESE LANGUAGE AND CULTURE**0711340****Credit 1.0**

The purpose of this course is to prepare students to demonstrate their level of Chinese proficiency across three communicative modes: interpretive, interpersonal, and presentational.

Recommendations: 85+ in Chinese 3 or 4 Honors, teacher recommendation, local administrative approval.

College credit may be earned

PERFORMING FINE ARTS		
Course Number	Course Title	Length of Course/ Credit
Visual Arts		
0100300	AP ART HIST	1.0
0101300	2-D STUDIO ART 1	1.0
0101310	2-D STUDIO ART 2	1.0
0101330	3-D STUDIO ART 1	1.0
0102300	CERAM/POT 1	1.0
0102310	CERAM/POT 2	1.0
0102320	CERAM/POT 3 HON	1.0
0104300	AP ART/DRAW PORT	1.0
0109310	PORT DEV: DRAW HON	1.0
0109320	PORT DEV: 2D DES HON	1.0
0109350	AP STUDIO/2-D	1.0
0109355	AP STUDIO/2-D INNOV (only LMHS and THS)	1.0
0109360	AP STUDIO/3-D	1.0
Drama – Theatre Arts		
0400310	THEATRE 1	1.0
0400320	THEATRE 2	1.0
0400330	THEATRE 3 HON	1.0
0400370	ACTING 1	1.0
0400380	ACTING 2	1.0
0400410	TECH THEA DES&P	1.0
0400700	MUSIC THEATRE 1	1.0
0400710	MUSIC THEATRE 2	1.0
0400720	MUSIC THEATRE 3	1.0

PERFORMING FINE ARTS

The following courses meet graduation requirements for performing fine arts.

VISUAL ARTS

The following courses meet graduation requirements for performing fine arts.

ADVANCED PLACEMENT ART HISTORY OF ART

0100300

Credit: 1.0

The purpose of this course is for students to understand works of art within their historical context by examining issues such as politics, class, religion, patronage, audience, gender, function, and ethnicity. The AP Art History course also teaches students to understand art through visual and contextual analysis of works of art.

Recommendation: Teacher recommendation (based on previous student artwork)

Note: College credit may be earned

TWO-DIMENSIONAL STUDIO ART 1 – 2

0101300-010310 Credit: 1.0

The purpose of this course is for students 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 in Two-Dimensional Studio Art 1. In Two-Dimensional Studio Art 2 the purpose of this course is for students to develop and refine technical skills and create 2-D compositions with a variety of media in drawing, painting, printmaking, collage, and and/or design.

Prerequisite: Prior Two-Dimensional Studio Art course credit

THREE-DIMENSIONAL STUDIO ART 1

0101330

Credit: 1.0

The purpose of this course is for students to learn about basic design concepts in 3-dimensional works of art, production of sculpture using various materials, art history and student evaluation of their own art.

CERAMICS/POTTERY 1-2

0102300–0102310 Credit: 1.0

The purpose of this course is to enable students to recognize the properties, possibilities, and limitations of clay by creating functional and nonfunctional works of ceramics and pottery using basic hand-building techniques.

Prerequisites: Prior Ceramics/Pottery course credit

CERAMICS/POTTERY 3

0102320

Credit: 1.0

The purpose of this course is to continue learning of Ceramics and Pottery 2 using advanced hand-building, Intermediate-level wheel-throwing, and firing techniques.

Prerequisite: Ceramics/Pottery 2

ADVANCED PLACEMENT ART-DRAWING PORTFOLIO

0104300

Credit: 1.0

The purpose of this course is to give students the opportunity to develop quality, concentration, discipline and breadth in drawing.

Recommendation: Teacher recommendation (based on student work)

Note: College credit may be earned

PORTFOLIO DEVELOPMENT: DRAWING HONORS

0109310

Credit: 1.0

The purpose of this course is to give students an introduction to the comprehension and understanding of quality, concentration, and breadth of art.

PORTFOLIO DEVELOPMENT: TWO DIMENSIONAL DESIGN HONORS

0109320

Credit: 1.0

The purpose of this course is to give students an introduction to the comprehension and understanding of quality, concentration, and breadth of art.

ADVANCED PLACEMENT STUDIO ART TWO-DIMENSIONAL DESIGN PORTFOLIO

0109350

Credit: 1.0

The purpose of this course is to address a very broad interpretation of two-dimensional design issues.

Recommendation: Teacher recommendation (based on previous student artwork)

Note: College credit may be earned

ADVANCED PLACEMENT STUDIO ART TWO-DIMENSIONAL INNOVATIONS

0109350

Credit: 1.0

The purpose of the course is to teach students to explore a broad interpretation of two-dimensional design issues through the use of Photoshop Creative Cloud.

Recommendation: Teacher recommendation (based on previous student artwork)

Note: College credit and industry certification may be earned

ADVANCED PLACEMENT STUDIO ART THREE-DIMENSIONAL DESIGN PORTFOLIO 0109360**Credit: 1.0**

The purpose of this course is to address a broad interpretation of sculptural issues in depth and space.

Recommendation: Teacher recommendation (based on previous student artwork)

Note: College credit may be earned

DRAMA AND PERFORMING ARTS

The following courses meet graduation requirements for performing fine arts.

THEATRE 1 -2**0400310-0400320 Credit: 1.0**

The purpose of this course is for students in an entry level or novice level of 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.

Prerequisites: Prior Theatre course

THEATRE 3 HONORS**0400330****Credit: 1.0**

The purpose of this course is to enable students to refine skills in the multiple elements of theater as a collaborative art.

Prerequisite: Theatre 2

ACTING 1 -2**0400370-0400380 Credit: 1.0**

The purpose of this course is to introduce students to the study and practice of acting. 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.

Prerequisites: Prior Acting course

TECHNICAL THEATRE: DESIGN & PRODUCTION 1**0400410****Credit: 1.0**

The purpose of this courses if for students to 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 various elements of theater. 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.

MUSICAL THEATRE 1 – 3**0400700-0400720 Credit: 1.0**

The purpose of this course is for students to learn a history of musical theater, knowledge of theory and sight-singing, skills in dance and movement, and experience in the areas of set construction and makeup in Musical Theater 1. Musical Theater 2 and 3 students will be provided the opportunities to continue the study of this art form with emphasis on further development and refinement of acquired skills in voice, dance, acting, and all aspects of the production of a musical.

Prerequisite: Musical Theater 1 - Chorus 1, Musical Theater 2 and 3 – Prior Musical Theater course

Music		
Course Number	Course Title	Length of Course/ Credit
1300300	MUS THEORY 1	1.0
1300330	AP MUS THEORY	1.0
1301320	GUITAR 1	1.0
1301330	GUITAR 2	1.0
1301360	KEYBD 1	1.0
1302300	BAND 1	1.0
1302310	BAND 2	1.0
1302320	BAND 3	1.0
1302330	BAND 4	1.0
1302340	BAND 5 HON	1.0
1302420	INSTRU TECNQS 1	1.0
1302430	INSTRU TECNQS 2	1.0
1302460	INSTRU ENS 1	1.0
1302470	INSTRU ENS 2	1.0
1302480	INSTRU ENS 3	1.0
1302490	INSTRU ENS 4 HON	1.0
1302500	JAZZ ENS 1	1.0
1302510	JAZZ ENS 2	1.0
1302520	JAZZ ENS 3	1.0
1302530	JAZZ ENS 4 HON	1.0
1303300	CHORUS 1	1.0
1303310	CHORUS 2	1.0
1303320	CHORUS 3	1.0
1303330	CHORUS 4	1.0
1303340	CHORUS 5 HON	1.0
1303350	CHORUS 6 HON	1.0
1303440	VOCAL ENS 1	1.0
1303450	VOCAL ENS 2	1.0
1303460	VOCAL ENS 3	1.0
1303470	VOCAL ENS 4 HON	1.0
1305300	EURHY 1	1.0
1305310	EURHY 2	1.0
1305320	EURHY 3	1.0
1305330	EURHY 4	1.0

MUSIC

The following courses meet graduation requirements for performing fine arts.

MUSIC THEORY

1300300

Credit: 1.0

The purpose of this course is to develop student's understanding of how music is constructed and developed. Students 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.

ADVANCED PLACEMENT MUSIC THEORY

1300330

Credit: 1.0

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.

Recommendation: Teacher recommendation

Note: College credit may be earned

GUITAR 1 – 2

1301320-1301330 Credit: 1.0

The purpose of these courses is to 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 and intermediate guitarists explore the careers and music of significant performers in a variety of styles. Performances outside of the school day may be required.

Prerequisite: Prior Guitar course

KEYBOARD 1

1301360

Credit: 1.0

The purpose of this course is to build student's 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. Public performances may serve as a culmination of specific instructional goals. Performances outside of the school day may be required.

BAND 1 – 4

1302300-1302330 Credit: 1.0

The purpose of these courses is to teach the students fundamental and intermediate skills in characteristic tone production, band performance techniques, music literacy and music appreciation. As the student progresses, opportunities for interpretation of highly varied music, and development of musical leadership skills necessary to conduct an ensemble performance, and the formulation of music values will be provided. Evening rehearsals and performances are an integral part of this program.

Prerequisites: Prior Band course

BAND 5 HONORS

130234

Credit: 1.0

The purpose of this course is to teach students advanced-level fundamental skills in characteristic tone production, band performance techniques, music literacy and music appreciation. As the student progresses, opportunities for interpretation of highly varied music, and development of musical leadership skills necessary to conduct an ensemble performance, and the formulation of music values will be provided. Evening rehearsals and performances are an integral part of this program.

Recommendations: Teacher recommendation, administrative approval

INSTRUMENTAL TECHNIQUES 1 – 2

1302420-1302430 Credit: 1.0

The purpose of these courses is for students in either the entry-level or novice 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.

Prerequisites: Prior Instrumental Techniques course

INSTRUMENTAL ENSEMBLE 1 – 3

1302460-1302480 Credit: 1.0

The purpose of these courses is to provide opportunities for performance in specific instrumentation through the study of appropriate literature. In the advanced levels the course provides opportunities for leadership and creativity in the interpretation and performance of specific instrumental instrumentation.

Prerequisites: Prior Instrumental Ensemble course

INSTRUMENTAL ENSEMBLE 4 HONORS**1302490****Credit: 1.0**

The purpose of this course is to provide advanced-level opportunities for performance in specific instrumentation through the study of appropriate literature. In the advanced levels the course provides opportunities for leadership and creativity in the interpretation and performance of specific instrumental instrumentation.

Prerequisite: Instrumental Ensemble 3

JAZZ ENSEMBLES 1 - 3**1302500-1302520 Credit: 1.0**

The content includes the rehearsal and performance of diverse popular and idiomatic jazz literature. Basic improvisation, tone production and individual and ensemble performance techniques are also emphasized.

JAZZ ENSEMBLES 4 HONORS**13025530****Credit: 1.0**

The purpose of this course is to have students explore the rehearsal and performance of advanced-level diverse popular and idiomatic jazz literature. Basic improvisation, tone production and individual and ensemble performance techniques are also emphasized.

Prerequisite: Jazz Ensemble 3

CHORUS 1 – 4**1303300-1303330 Credit: 1.0**

The purpose of these courses is to have students develop basic fundamental skills in vocal tone production, choral performance techniques, musical literacy, and music appreciation.

Prerequisites: Prior Chorus course

CHORUS 5 – 6 HONORS**1303340-1303350 Credit: 1.0**

The purpose of these courses is to have students develop advanced-level fundamental skills in vocal tone production, choral performance techniques, musical literacy, and music appreciation.

Recommendations: Teacher recommendation, administrative approval

VOCAL ENSEMBLE 1 – 3**1303440-1303460 Credit: 1.0**

The purpose of these courses is the development of appropriate vocal balance, blend and stylistic interpretation, and may include instrumental accompaniment and choreography.

Prerequisites: Prior Vocal Ensemble course

VOCAL ENSEMBLE 4 HONORS**1303470****Credit: 1.0**

The purpose of this course is the development of advanced-level development of appropriate vocal balance, blend and stylistic interpretation, and may include instrumental accompaniment and choreography.

Prerequisite: Vocal Ensemble 3

EURHYTHMICS 1 – 4**1305300-1305330 Credit: 1.0**

The purpose of these courses is to enable students to develop basic skills in creating, performing, and evaluating choreographed performance as an independent ensemble and in cooperation with the marching band.

Prerequisites: Prior Eurhythmics course

HEALTH & PHYSICAL EDUCATION		
Course Number	Course Title	Length of Course
3026010	HOPE	1.0
HEALTH & PHYSICAL EDUCATION ELECTIVES		
1501340	WEIGHT TRAIN 1	0.5
1501350	WEIGHT TRAIN 2	0.5
1501360	WEIGHT TRAIN 3	0.5
1501390	COMPRE FIT	0.5
1501410	POWER WEIGHT TRAIN 1	0.5
1502410	INDIV/DUAL SPRTS 1	0.5
1502420	INDIV/DUAL SPRTS 2	0.5
1502470	REC	0.5
1502480	OUTDOOR ED	0.5
1502490	CARE/PREV OF ATH INJ	0.5
1502500	SPRTS OFFICIATING	0.5
1503310	BASKETBALL	0.5
1503300	TRACK & FIELD	0.5
1503320	SOCCER	0.5
1503330	SOFTBALL	0.5
1503350	TEAM SPRTS 1	0.5
1503360	TEAM SPRTS 2	0.5
1503400	AEROBICS 1	0.5
1503410	AEROBICS 2	0.5
1503420	AEROBICS 3	0.5
1505500	VOLLEYBALL 1	0.5
1505510	VOLLEYBALL 2	0.5

HEALTH & PHYSICAL EDUCATION

The following course meets graduation requirements for physical education.

All courses in Health and Physical Education are co-ed. All young men and women are encouraged to participate in physical education throughout their high school years.

HOPE

3026010

1 Credit

This course meets graduation requirements for physical education.

(Available as Virtual Blended Credit or Standard Class.)

The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness. (Health Opportunities through Physical Education)

HEALTH & PHYSICAL EDUCATION ELECTIVES

The following courses are elective physical education courses.

None of the following Physical Education elective courses are interscholastic extra-curricular activities.

WEIGHT TRAINING 1 - 3

1501340-1501360 Credit: 0.5

The purpose of these courses is to acquire basic knowledge and skills in weight training, improve muscular strength and endurance, and begin to enhance body image.

Prerequisite: Prior Weight Training course

COMPREHENSIVE FITNESS

1501390

Credit: 0.5

The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement, knowledge of team sports concepts such as offensive and defensive strategies and tactics, and appropriate social behaviors within a team or group setting. The integration of fitness concepts throughout the content is critical to the success of this course.

POWER WEIGHT TRAINING 1

1501410

Credit: 0.5

The purpose of this course is to acquire knowledge and skills in power weight training (Olympic and power lifting) and improve or maintain health related physical fitness.

INDIVIDUAL AND DUAL SPORTS 1 – 2

1502410-1502420 Credit: 0.5

The purpose of these courses is to acquire knowledge of individual and dual sports play, develop basic skills in selected individual and dual sports, and maintain and/or improve health-related fitness.

RECREATIONAL ACTIVITIES

1502470

Credit: 0.5

The purpose of this course is to understand and experience the benefits of participation in physical and diverse recreational activities outside of school setting that contribute to enjoyment and maintenance of a healthy lifestyle.

OUTDOOR EDUCATION

1502480

Credit: 0.5

The purpose of this course is to acquire knowledge and skills in a variety of outdoor education activities and maintain and/or improve health-related fitness.

CARE AND PREVENTION OF ATHLETIC INJURIES

1502490

Credit: 0.5

The purpose of this course is to acquire knowledge and skills relating to the nature, prevention, care and rehabilitation of athletic injuries for current and future recreational pursuits.

SPORTS OFFICIATING

1502500

Credit 0.5

The purpose of this class is to learn to evaluate the risks, safety procedures, rules, and equipment of a variety of sports as well as demonstrate appropriate safe behaviors and respect for facilities.

BASKETBALL

1503310

Credit: 0.5

The purpose of this course is to acquire knowledge and skills in basketball and maintain and/or improve health-related fitness.

TRACK & FIELD

1503300

Credit: 0.5

The purpose of this course is to acquire knowledge and skills in Track & Field and maintain and/or improve health-related fitness.

SOCCKER**1503320****Credit: 0.5**

The purpose of this course is to acquire knowledge and skills in Soccer and maintain and/or improve health-related fitness.

SOFTBALL**1503330****Credit: 0.5**

The purpose of this course is to acquire knowledge and skills in Softball and maintain and/or improve health-related fitness.

TEAM SPORTS 1 – 2**1503350-1503360 Credit: 0.5**

The purpose of this course is to acquire knowledge of team sports play, develop skills in selected team sports, and maintain and/or improve health-related fitness.

AEROBICS 1 – 3**1503400-1503420 Credit: 0.5**

The purpose of this course is to develop an individual level of health-related fitness, acquire knowledge of fitness concepts, and recognize the significance of health-related fitness on one's health in Aerobics 1. Aerobics 2 extends the knowledge of aerobic activities and further develop an individual level of health-related fitness. Aerobics 3 continues to develop an individual's optimal level of health-related fitness and acquire additional knowledge of fitness concepts.

Prerequisite: Prior Aerobics course

VOLLEYBALL 1**1505500****Credit: 0.5**

The purpose of this course is to acquire knowledge and skills in volleyball, and maintain and/or improve health-related fitness.

VOLLEYBALL 2**1505510****Credit: 0.5**

The purpose of this course is to extend knowledge and skills in volleyball, and maintain and/or improve health-related fitness.

Prerequisite: Beginning Volleyball credit or evidence of volleyball skills

ROTC		
Course Number	Course Title	Length of Course/ Credit
Air Force at EHS, LHS, and MDHS		
1800300	AF AERO SCI 1	1.0
1800310	AF AERO SCI 2	1.0
1800320	AF AERO SCI 3	1.0
1800330	AF AEROSCI 4 LEADDEV	1.0
1800350	AF AERO SCI 4 TRANSP	1.0
1800360	AF AERO SCI 4	1.0
2400300	LEAD SKLS DEV (Summer Option)	1.0
1502480	OUTDOOR ACTIVITIES (Summer Option)	0.5
Army at UHS		
1801300	AR LEAD ED/TRAI	1.0
1801310	AR LEAD ED/TRAI	1.0
1801320	AR LEAD ED/TRAI	1.0
1801330	AR LEAD ED/TRAI	1.0
Naval at SLHS		
1802300	NAVAL SCI 1	1.0
1802310	NAVAL SCI 2	1.0
1802320	NAVAL SCI 3	1.0
1802330	NAVAL SCI 4	1.0
2400300	LEAD SKLS DEV	1.0

AIR FORCE

The following courses are electives.

Note: All Aerospace Science courses require the student to wear the uniform once a week to all classes. In addition, the student is required to meet USAF grooming standard as they relate to hair, jewelry, earrings, facial hair, etc. Prospective students should make certain they know these requirements prior to enrollment. Failure to wear the uniform or meet grooming standards will result in failure of the course.

AEROSPACE SCIENCE 1

1800300

Credit: 1.0

9, 10, 11, 12

Aerospace Science 1:

The purpose of this course is to enable students to develop knowledge of the historical development of flight and the role of the military in history. Students also develop knowledge of the AFJROTC, individual self-control, citizenship, wellness, health, and fitness. Students practice basic drill techniques and conduct military ceremonies.

Leadership Education:

This course stresses "followership" fundamentals, customs and courtesies of the armed forces, drill and ceremonies, organizational and management instruction, communication and problem-solving techniques. Practical activities in these subject areas promote individual self-reliance, discipline, responsibility, and citizenship.

Prerequisite: Instructor Approval

AEROSPACE SCIENCE 2

1800310

Credit: 1.0

10, 11, 12

Aerospace Science:

The purpose of this course is to enable students to develop knowledge of the aerospace environment, human requirements of flight, principles of aircraft flight, and principles of navigation. Students also develop effective communication skills, understanding of human and group behavior, and basic leadership concepts. Students practice drill movements and observe military customs and ceremonies.

Leadership Education:

This course builds on the areas learned in Aerospace Science I. It further covers communication skills, introduces leadership theory and individual/group behavior, and allows the student to apply these skills during drill. Students will hold positions of greater responsibility in the planning and execution of cadet corps projects.

Prerequisite: Aerospace Science 1 and Instructor Approval

AEROSPACE SCIENCE 3

1800320

Credit: 1.0

11, 12

Aerospace Science:

The purpose of this course is to enable students to develop knowledge of the space environment, space programs and technology, and manned space flight. Students develop knowledge and skills related to planning for postsecondary education or employment, financial planning, and career opportunities. Students polish skills in marching and conducting military ceremonies.

Leadership Education: This course is helpful to students deciding which path to take after high school. Information on how to apply for admission to college, vocational or technical school is included. Information on how to begin the job search is available to students who decide not to go to college or vocational school. Information about financial planning and how to save, invest, and spend money wisely, as well as how not to get caught in the credit trap is discussed. Students are informed about real life issues such as understanding contracts, leases, wills, warranties, legal notices, personal bills, registering to vote, jury duty, and draft registration. If there are students who are interested in a career in the military, with the federal government, or an aerospace career, information is also provided for them.

Prerequisite: Aerospace Science 2 and Instructor Approval

AEROSPACE SCIENCE 4: LEADERSHIP DEVELOPMENT**1800330****Credit: 1.0**

12

Aerospace Science:

The purpose of this course is to enable students to develop knowledge of physical and human geography in the major regions of the world. Students develop fundamental management concepts and skills and apply them in corps activities. Drill and ceremony functions are carried out with ease and professionalism.

Leadership Education:

This course will guide students to understanding the fundamentals of management, managing yourself, and others. Emphasis is placed on allowing the student to see himself/herself as a manager. There are four building blocks of leadership considered in this course from the military and civilian perspective. Attention to these four areas will form a strong foundation for a capability to lead. The four areas are: Management Techniques, Management Decisions, Management Functions, and Managing Self and Others.

Prerequisite: Aerospace Science 3 and Instructor Approval

AEROSPACE SCIENCE 4: TRANSPORTATION**1800350****Credit: 1.0**

12

Aerospace Science:

The purpose of this course is to establish the foundation for understanding the United States Air Force. It discusses and describes the United States' National Security Strategy and gives a brief history of the military. Presidential administrations are discussed. Students discuss the defense structure of the United States to include descriptions of the objectives, mission, and organization of the Army, Navy, Marines, and the Coast Guard. Also covered are the organization, mission, and operations of the United States Air Force. Lastly, the course focuses on Air Force current operational and personnel issues.

Leadership Education:

This course will guide students to understanding the fundamentals of management, managing yourself, and others. Emphasis is placed on allowing the student to see himself/herself as a manager. There are four building blocks of leadership considered in this course from the military and civilian perspective. Attention to these four areas will form a strong foundation for a capability to lead. The four areas are: Management Techniques, Management Decisions, Management Functions, and Managing Self and Others.

Prerequisite: Aerospace Science 3 and Instructor Approval

AEROSPACE SCIENCE 4**1800360****Credit: 1.0**

11, 12

Aerospace Science:

The purpose of this course is to enable students to develop advanced, in-depth knowledge of aerospace topics. Students develop the foundation for receiving a private pilot license. Students develop fundamental management concepts and skills and apply them in corps activities. Drill and ceremony functions are carried out with ease and professionalism. (There will be no actual in-flight activities.)

Leadership Education:

This course will guide students to understanding the fundamentals of management, managing yourself, and others. Emphasis is placed on allowing the student to see himself/herself as a manager. There are four building blocks of leadership considered in this course from the military and civilian perspective. Attention to these four areas will form a strong foundation for a capability to lead. The four areas are: Management Techniques, Management Decisions, Management Functions, and Managing Self and Others.

Prerequisite: Instructor Approval, Aerospace Science 2, (B avg.), 2.5 cumulative GPA

**LEADERSHIP SKILLS DEVELOPMENT
(AEROSPACE SCIENCE SUMMER OPTION)****2400300****Credit: 1.0**

9, 10, 11, 12

The purpose of this course is to give students the opportunity to participate in a leadership/drill camp at the school and a subsequent field trip to Washington, D.C. Tours include all the National Monuments while living and messing in the Washington D.C. area (Ft. Belvoir/Bolling AFBs). Students are expected to attend leadership classes, keep a journal, and provide presentations and to write a paper.

Prerequisite: Aerospace Science Enrollment Instructor Approval & Funds for trip

OUTDOOR EDUCATION
(AEROSPACE SCIENCE SUMMER OPTION)

1502480

Credit: 0.5

9, 10, 11, 12

The purpose of this course is to train students under the supervision of active duty or National Guard instructors at various locations throughout Florida (Camp Blanding/ Tyndall AFB/ Hurlburt Field). Instruction includes orientation to military equipment, group leadership and confidence courses, land navigation and first-aid skills. Students get hands-on leadership training on an outdoor field environment.

Prerequisite: Aerospace Science enrollment; instructor approval; physical fitness test completion

ARMY

LEADERSHIP EDUCATION AND TRAINING 1

1801300

Credit: 1.0

The purpose of this course is to enable students to develop knowledge of the history, customs, traditions, and purpose of the Army JROTC. The course includes development of basic leadership skills including leadership principles, values, and attributes. Students should master appreciation for diversity. Active learning strategies are integrated throughout the course with an emphasis on writing skills and oral communication techniques. Financial planning as well as physical fitness, diet, nutrition, healthy lifestyles, awareness of substance abuse and prevention, and basic first aid measures are included. An overview of the globe and geography and basic map reading skills are incorporated. A study of the United States Constitution, Bill of Rights, responsibilities of United States citizens, and the federal justice system is also provided.

LEADERSHIP EDUCATION AND TRAINING 2

1801310

Credit: 1.0

The purpose of this course is to enable students to expand on skills taught in Leadership Education and Training I. This course introduces the concepts of equal opportunity, fair treatment of minorities, and prevention of sexual harassment. It provides instruction on leadership skills, leadership theories, as well as the basic principles of management. It provides self-assessments that help students determine their skill sets and opportunities to teach using accepted principles and methods of instruction. It emphasizes community projects to assist in drug prevention efforts. It also includes dietary guidelines, fitness, and map-reading and orienteering skills. It discusses the significant events that helped shape and develop the Constitution and government and teaches the role of political parties in the election process.

Prerequisite: Leadership Education and Training 1

LEADERSHIP EDUCATION AND TRAINING 3

1801320

Credit: 1.0

The purpose of this course is to enable students to expand on the skills taught in Leadership Education and Training 2. This course allows cadets to investigate the interrelationships of the services while they continue to build their leadership development and decision-making skills. It includes negotiation skills and management principles. It emphasizes staff procedures and opportunities to handle various leadership situations as well as prevent violence and manage anger. The research, identification, planning, and execution of service learning activities are included. This course gives cadets the opportunity to apply basic concepts of strategies for career exploration and planning. It teaches how to create a career portfolio and plan for college or work. Financial management principles are studied. Skills for orienteering and/or land navigation are developed. The course also includes studies in the federal judicial system and how historical events have shaped social systems.

Prerequisite: Leadership Education and Training 2

LEADERSHIP EDUCATION AND TRAINING 4

1801330

Credit: 1.0

The purpose of this course is to enable students to expand on the skills taught in Leadership Education and Training 3. This course focuses on creating a positive leadership situation, negotiating, decision making, problem solving, team development, project management, and mentoring. Students will demonstrate leadership potential in an assigned command or staff position within the cadet battalion organizational structure. The course teaches cadets how to use emotional intelligence in leadership situations as well as how to maintain a positive attitude. It provides instruction on etiquette, daily planning, financial planning, and careers. It includes requirements for the practical application of leadership duties. It emphasizes physical fitness through healthy individual and group competition. The interactions between groups of people and how they affect the area's cultural, economic, and political characteristics are discussed. Concepts of democracy and freedom and their influence on local governments are also included.

Prerequisite: Leadership Education and Training 3

NAVY

NAVAL SCIENCE 1

1802300

Credit: 1.0

The purpose of this course is to introduce students to the precepts of citizenship, the elements of leadership, and the value of scholarship in attaining life goals. This course is also designed to engender a sound appreciation for the heritage and traditions of America, with recognition that the historically significant role of sea power will be important in America's future, develop in each cadet a growing sense of pride in his/her organization, associates, and self. These elements are pursued at a fundamental level.

NAVAL SCIENCE 2

1802310

Credit: 1.0

The purpose of this course is further developing the traits of citizenship and leadership in students. Cadets will be introduced to technical areas of naval science study and engender a deeper awareness of the vital importance of the world oceans to the continued well-being of the United States.

Prerequisite: Naval Science 1

NAVAL SCIENCE 3

1802320

Credit: 1.0

The purpose of this course is to broaden the understanding of students in the operative principles of military leadership, the concept and significance of teamwork, the intrinsic value of good order and discipline in the accomplishment of assigned objectives, and naval academic subjects.

Prerequisite: Naval Science 2

NAVAL SCIENCE 4

1802330

Credit: 1.0

The purpose of this course is to provide students with a comprehensive advanced-level study of naval historical and technical topics and the opportunity to exercise leadership in positions of authority and responsibility. In addition, this course will prepare the student to readily accept the responsibility and importance of citizenship as it is related to the democratic principles upon which our country is founded. Students will also be provided with an understanding of the nature, rigors, and benefits of a military career.

Prerequisite: Naval Science 3

LEADERSHIP SKILLS DEVELOPMENT

2400300

Credit: 1.0

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.

General Electives		
Course Number	Course Title	Length of Course/ Credit
0500300	EXEC INTERN 1	1.0
0500310	EXEC INTERN 2	1.0
1400300	PEER COUN 1	0.5
1400310	PEER COUN 2	0.5
1400320	PEER COUN 3	0.5
1400330	PEER COUN 4	0.5
1700370	CRIT THINK ST SKLS	0.5
1700390	AVID 1	1.0
1700400	AVID 2	1.0
1700410	AVID 3	1.0
1700420	AVID 4	1.0
1700500	AP CAPSTONE SEMINAR (EHS, ERHS, LMHS, SLHS, THS ONLY)	1.0
1700510	AP CAPSTONE RESEARCH (ERHS, LMHS, SLHS ONLY)	1.0

GENERAL ELECTIVES

The following courses are electives.

EXECUTIVE INTERNSHIP 1

0500300

Credit: 1.0

The purpose of this course is to provide a practical introduction to health sciences academy specialty areas through direct contact with professionals in the community. The content includes: discussion of professional job requirements, awareness and knowledge of career opportunities, building vocabulary appropriate to the area of professional interest, development of decision-making skills, and development of personal and educational job-related skills.

EXECUTIVE INTERNSHIP 2

0500310

Credit: 1.0

The purpose of this course is to thoroughly understand the health sciences academy specialty areas and to participate in community internships. Students apply textbook learning, leadership skills, and understanding in challenging and creative health professional areas. The content includes: study of a variety of career options, written and oral communication skills, higher-level thinking skills, interpersonal relationship skills, factors affecting job performance, in-depth research study, theories of executive management, the influence of unions, economic factors affecting free enterprise, knowledge of professional organizations and their impact, and career planning.

PEER COUNSELING 1 - 4

1400300-1400330 Credit: 0.5

The purpose of this course is to provide students with an understanding of the elements of communications and group processes in Peer Counseling 1. In Peer Counseling 2-4 the content should include knowledge of self and others, decision-making, problem-solving techniques, family relationships, peer pressure, individual responsibility, goal setting (long and short range) and development of a positive attitude toward self, school and community.

Prerequisite: Peer Counseling prior course

CRITICAL THINKING AND STUDY SKILLS

1700370

Credit: 0.5

(Available as Virtual Credit or Standard Class)

This course is designed to develop skills related to critical thinking, learning and problem solving, enabling students to enhance their performance in both academic and non-academic areas. Strategies for acquiring, storing and retrieving information, time management and organizational skills, critical thinking operations and processes, strategies for oral and written communication, and problem solving skills including test taking skills are an integral part of this course.

ADVANCEMENT VIA INDIVIDUAL DETERMINATION 1 – 4 (AVID)

1700390-1700420 Credit: 1.0

Advancement Via Individual Determination (AVID) is an elective class that provides support for students in the AVID program through curricular and mentoring activities. There is an emphasis on analytical writing, preparation for college entrance and placement exams, study skills and test taking, note-taking, and research. This course is designed to enable students to develop fundamental skills aligned with current curriculum.

ADVANCED PLACEMENT CAPSTONE SEMINAR

1700500

Credit: 1.0

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team.

ADVANCED PLACEMENT CAPSTONE RESEARCH

1700510

Credit: 1.0

AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000-5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

Prerequisite: Advanced Placement Capstone Seminar

AICE		
Course Number	Course Title	Length of Course/ Credit
1001550	AICE ENGLISH LANGUAGE	1.0
1009360	AICE GENERAL PAPER	1.0
1700369	AICE GLOBAL PERSPECTIVES	1.0
2109370	AICE EUROPEAN HISTORY	1.0
1001560	PRE-AICE ENGLISH LANGUAGE	1.0
1209820	PRE-AICE MATH II	1.0
2000322	PRE-AICE BIOLOGY	1.0
2003372	PRE-AICE CHEMISTRY	1.0
2103400	PRE-AICE GLOBAL PERSPECTIVES	1.0
0708532	PRE-AICE SPANISH I	1.0
0708534	PRE-AICE SPANISH 2	1.0

ADVANCED INTERNATIONAL CERTIFICATE OF EDUCATION (AICE)

Only available at Leesburg High School

AICE ENGLISH LANGUAGE

1001560

Credit: 1.0

Cambridge International AS Level English Language provides learners with the opportunity to study English language and its use in communication. Learners will be encouraged to respond critically to a wide variety of texts in a range of forms, styles and contexts, and to promote skills of communication, reading, research and analysis. Through their study, learners will develop an ability to read and analyze material, gaining further knowledge and understanding of English language features and issues. Learners will also develop the skills of writing clearly, accurately, creatively and effectively for different purposes and audiences

AICE GENERAL PAPER

1009360

Credit: 1.0

The Cambridge International AS Level General Paper encourages learners to develop a maturity of critical thought and argument, and a mastery of expression in the English language. These are all skills of great use for university level study. The syllabus draws on topics from across the school curriculum, and learners are able to draw upon knowledge and understanding gained from study of other subjects.

AICE GLOBAL PERSPECTIVES

1700369

Credit: 1.0

Cambridge International AS Level Global Perspectives prepares learners for positive engagement with our rapidly changing world. Learners broaden their outlook through the critical analysis of - and reflection on - issues of global significance. The Cambridge International AS Level Global Perspectives syllabus is based on skills rather than on specific content. Learners develop research, thinking, reasoning and communication skills by following an approach to analysing and evaluating arguments and perspectives called the Critical Path. The skills gained through study of Cambridge International AS Level Global Perspectives enable students to meet the demands of twenty first century learning and make a successful transition to study in higher education.

AICE EUROPEAN HISTORY

2109370

Credit: 1.0

Cambridge International AS Level History is a flexible and wide-ranging syllabus covering modern history in the nineteenth and twentieth centuries. The syllabus builds upon skills gained at Cambridge IGCSE or Cambridge O Level and develops lifelong skills including understanding issues and themes within a historical period. The emphasis is again 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. At AS learners can select from topics on European, American or International history. At A Level learners can select from topics on European, American, African, Southeast Asian and International history. Teachers choose which periods to focus on, allowing them to build a course that reflects their learners' interests and staff specialisms, or which is relevant to the local or regional context.

PRE-AICE ENGLISH LANGUAGE

1001560

Credit: 1.0

Cambridge Pre-AICE English Language learners develop the ability to communicate clearly, accurately and effectively in both speech and writing. They learn how to employ a wide-ranging vocabulary, use correct grammar, spelling and punctuation, and develop a personal style and an awareness of the audience being addressed. Learners are also encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which English can be used. Cambridge Pre-AICE English Language also develops more general analysis and communication skills such as synthesis, inference, and the ability to order facts and present opinions effectively.

PRE-AICE MATH II

1209820

Credit: 1.0

Cambridge Pre-AICE Math II encourages the development of mathematical knowledge as a key life skill, and as a basis for more advanced study. The course aims to build learners' confidence by helping them develop a feel for numbers, patterns and relationships, and places a strong emphasis on solving problems and presenting and interpreting results. Learners also gain an understanding of how to communicate and reason using mathematical concepts.

PRE-AICE BIOLOGY

2000322

Credit: 1.0

With an emphasis on human biology, the Cambridge Pre-AICE Biology course enables learners to understand the technological world in which they live, and take an informed interest in science and scientific developments. Learners gain an understanding of the basic principles of biology through a mix of theoretical and practical studies. They also develop an understanding of the scientific skills essential for further study at Cambridge International A Level, which are useful in everyday life. As they progress, learners understand how science is studied and practiced, and become aware that the results of scientific research can have both good and bad effects on individuals, communities and the environment.

PRE-AICE CHEMISTRY**2003372****Credit: 1.0**

The Cambridge IGCSE Chemistry syllabus enables learners to understand the technological world in which they live, and take an informed interest in science and scientific developments. Learners gain an understanding of the basic principles of Chemistry through a mix of theoretical and practical studies. They also develop an understanding of the scientific skills essential for further study at Cambridge International A Level, skills which are useful in everyday life. As they progress, learners understand how science is studied and practiced, and become aware that the results of scientific research can have both good and bad effects on individuals, communities and the environment.

PRE-AICE GLOBAL PERSPECTIVES**2103400****Credit: 1.0**

Cambridge Pre-AICE Global Perspectives is a groundbreaking and stimulating course that stretches across traditional subject boundaries and develops transferable skills. It is both cross-curricular and skills-based and taps into the way learners of today enjoy learning, including team work, presentations, projects, and working with other learners around the world. The emphasis is on developing the ability to think critically about a range of global issues where there is always more than one point of view.

PRE-AICE SPANISH I**0708532****Credit: 1.0**

Cambridge Pre-AICE Spanish I is designed for learners who are learning Spanish as a foreign language. The aim is to develop an ability to use the language effectively for practical communication. The course is based on the linked language skills of listening, reading, speaking and writing, and these are built on as learners progress through their studies. Pre-AICE Spanish I also aims to offer insights into the culture and civilization of countries where the language is spoken, thus encouraging positive attitudes towards language learning and towards speakers of foreign languages.

PRE-AICE SPANISH 2**0708534****Credit: 1.0**

This syllabus is designed for students who are learning Spanish as a foreign language. The aim is to develop an ability to use the language effectively for practical communication. The course is based on the linked language skills of listening, reading, speaking and writing, and these are built on as learners progress through their studies. The syllabus also aims to offer insights into the culture of countries where Spanish is spoken, thus encouraging positive attitudes towards language learning and towards speakers of other languages

PRE-ADVANCED PLACEMENT		
Course Number	Course Title	Length of Course/ Credit
1001415	PRE-AP ENGLISH I	1.0
2109415	PRE-AP WORLD HISTORY/ GEOGRAPHY	1.0

PRE-ADVANCED PLACEMENT

Only available at East Ridge High School and Lake Minneola High School

PRE-AP ENGLISH 1

1001415

Credit: 1.0

Pre-AP English 1 focuses on the close reading, analytical writing, and language skills that have immediate relevance for students across their current courses and that are most essential for their future work in high school, college, and careers.

Texts take center stage in the Pre-AP English 1 classroom, where students engage in close, critical reading of a wide range of materials. The course trains the reader to observe the small details within a text to arrive at a deeper understanding of the whole. It also trains the writer to focus on crafting complex sentences as the foundation for writing to facilitate complex thinking and communicate ideas clearly

PRE-AP WORLD HISTORY

1209415

Credit: 1.0

Pre-AP World History and Geography focuses deeply on the concepts and skills that have maximum value for college, career, and civic life. The course is built around three enduring ideas to create an engaging and relevant social studies course:

1. **History is an interrelated story of the world.**

The course explores the invisible structures and forces that shape and reflect the regions, communities, governments, economies, and cultures of humanity. These big ideas help students develop an organized and meaningful understanding of time and space.

2. **History and geography are inherently dynamic.**

As historians and geographers uncover new evidence, current assumptions are challenged and previous arguments and narratives gain complexity, nuance, and context. This course teaches students how to examine sources and data, establish inferences, and ultimately build and critique arguments.

3. **Historians and geographers are investigators.**

Learning in Pre-AP World History and Geography is designed to be a disciplinary apprenticeship where students participate in the process of discovery. Students will play the role of historian and geographer by practicing the detective skills and using the tools of each field of study

ESOL		
Course Number	Course Title	Length of Course/ Credit
1002380	DEV LANG ARTS ESOL	1.0/Multiple
Teen Parent Program		
0800370	PARENTING 1	0.5
0800380	PARENTING 2	0.5
0800390	HEALTH FOR EXPECTANT PARENTS	0.5
8502000P	LIFE MANAGEMNT SKILLS	0.5

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES – ESOL

DEVELOPMENTAL LANGUAGE ARTS THROUGH ESOL

1002380

Credit: Multiple

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

Important Note: This courses should not be used in place of English language arts courses; reading and writing courses are intended to be used to supplement further study in English language arts.

TEEN PARENT PROGRAM

The Teen Parent Program is open to students who have provided documentation of eligibility.

HEALTH FOR EXPECTANT PARENTS

0800390P

Grade 9-12

Credit: 0.5

This course is required for eligible students enrolled in the Teen Parent Program. The purpose of this course is to develop knowledge and skills that promote a healthy baby, mother, and family. Emphasis is placed on human reproduction, fetal growth and development, physical changes during pregnancy, health care and nutrition for the expectant mother, the birth process, new born care, decision making, and family planning.

PARENTING I

0800370P

Grade 9-12

Credit: 0.5

This course is required for eligible students enrolled in the Teen Parent Program. 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.

PARENTING II

0800380P

Grade 9-12

Credit: 0.5

This course is required for eligible students enrolled in the Teen Parent Program. 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.

PARENTING SKILLS

8500300P

Grade 9-12

Credit: 0.5

This course is required for eligible students enrolled in the Teen Parent Program. The content includes but is not limited to parenting roles and responsibilities, nurturing and protective environments for children, positive parenting strategies, effective communication in parent/child relationships, multicultural diversity and trends in technology.

EXCEPTIONAL STUDENT EDUCATION

****A note regarding access courses:** Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points standards reflect increasing levels of complexity and depth of knowledge aligned with grade level expectations. The access points standards included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

ACCESS ENGLISH 1 **Grade 9-12** **7910120** **1 Credit (multiple)**
 Language Arts is the general academic subject area for 9th grade students improving communication skills by developing comprehension strategies and utilization of written and oral language. The content is intended to develop or expand the student's understanding of: the reading process, literary analysis, writing process and applications, communication, information and media literacy.
 Recommendation: Should be taken as a ninth grade course only for one credit.
 Note: Participation in FSAA required.
[Access courses are intended only for students with a significant cognitive disability and are eligible to be assessed by the Florida Standards Alternate Assessment.](#)

ACCESS ENGLISH 2 **Grade 9-12** **7910125** **1 Credit (multiple)**
 Language Arts is the general academic subject area for 10th grade students improving communication skills by developing comprehension strategies and utilization of written and oral language. The content is intended to develop or expand the student's understanding of: the reading process, literary analysis, writing process and applications, communication, information and media literacy.
 Prerequisite: Access English 1
 Recommendation: Should be taken as a tenth grade course only for one credit.
 Note: Participation in FSAA is required.
[Access courses are intended only for students with a significant cognitive disability and are eligible to be assessed by the Florida Standards Alternate Assessment.](#)

ACCESS ENGLISH 3 **Grade 9-12** **7910130** **1 Credit (multiple)**
 The ability to communicate effectively is the cornerstone of interacting in life's activities. Language Arts is the general academic subject area for 11th grade students improving communication skills by developing comprehension strategies and utilization of written and oral language. The content is intended to develop or expand the student's understanding of: the reading process, literary analysis, writing process and applications, communication, information and media literacy.
 Prerequisite: Access English 2
[Access courses are intended only for students with a significant cognitive disability and are eligible to be assessed by the Florida Standards Alternate Assessment.](#)

ACCESS ENGLISH 4 **Grade 9-12** **7910135** **1 Credit (multiple)**
 The ability to communicate effectively is the cornerstone of interacting in life's activities. Language Arts is the general academic subject area for 12th grade improving communication skills by developing comprehension strategies and utilization of written and oral language. The content is intended to develop or expand the student's understanding of: the reading process, literary analysis, writing process and applications, communication, information and media literacy.
 Prerequisite: Access English 3
[Access courses are intended only for students with a significant cognitive disability and are eligible to be assessed by the Florida Standards Alternate Assessment.](#)

CTE SUBSTITUTION FOR ACCESS ENGLISH 4 **7910998** **1 Credit—Code attached to Substituting Course**

CTE SUBSTITUTION FOR ENGLISH 4 **7910999** **1 Credit—Code attached to Substituting Course**

ACCESS GEOMETRY **Grade 9-12** **7912065** **1 Credit (multiple-maximum 2 credits)**
 The purpose of this course is to develop the geometric concepts and processes that can be used to analyze and solve a variety of routine and non-routine real-world and mathematical problems. The content should include, but not be limited to, content-related vocabulary, attributes of line, planes, and solids, properties of size, shape, position, and space, variables and their impact on outcomes, varied solution strategies to solve real-world problems. Recommendation: Should be taken for one credit only. Upon completion of course participation in the Access Geometry EOC is required.
[Access courses are intended only for students with a significant cognitive disability and are eligible to be assessed by the Florida Standards Alternate Assessment.](#)

ACCESS LIBERAL ARTS MATH **Grade 9-12** **7912070** **1 Credit (multiple-maximum 2 credits)**
 The purpose of this course is to develop the algebraic and geometric concepts and processes that can be used to analyze and solve a variety of routine and non-routine real-world and mathematical problems. The content should include, but not be limited to, content-related vocabulary, operations using real numbers in real-world problems, patterns, relations, and functions, including tables, sequences, and graphs, graphs to summarize data and predict outcomes, variables and their impact on outcomes, properties of size, shape, position, and space, varied solution strategies to solve real-world problems. [Access courses are intended only for students with a significant cognitive disability and are eligible to be assessed by the Florida Standards Alternate Assessment.](#)

ACCESS ALGEBRA 1 **Grades 9-12** **7912076** **1 Credit**
 The purpose of this course is to provide students with significant cognitive disabilities access to Algebra 1 content. The purpose 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, varied solution strategies to solve real-world problems.
 Note: Upon completion of course participation in Access Algebra 1 EOC is required.
[Access courses are intended only for students with a significant cognitive disability and are eligible to be assessed by the Florida Standards Alternate Assessment](#)

ACCESS ALGEBRA 1A **Grade 9-12** **7912080** **1 Credit (multiple-maximum 2 credits)**
 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, varied solution strategies to solve real-world problems.
 Recommendation: Should be taken in the ninth grade year for one credit. No assessment required.
[Access courses are intended only for students with a significant cognitive disability and are eligible to be assessed by the Florida Standards Alternate Assessment.](#)

ACCESS ALGEBRA 1B **Grade 9-12** **7912090** **1 Credit (multiple-maximum 2 credits)**
 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 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, ratios, variables and their impact on outcomes, varied solution strategies to solve real-world problems.
 Prerequisite: Access Algebra 1A
 Recommendation: Should be taken in the tenth grade year for one credit.
 Note: Upon completion of course participation in the Access Algebra 1 EOC is required.
[Access courses are intended only for students with a significant cognitive disability and are eligible to be assessed by the Florida Standards Alternate Assessment.](#)

ACCESS ALGEBRA 2 **Grades 9-12** **7912095** **1 Credit**
 The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of Algebra 2. The content of this course continues the study of the structure of algebra and provides the foundation for applying these skills to other mathematical and scientific fields.
[Access courses are intended only for students with a significant cognitive disability and are eligible to be assessed by the Florida Standards Alternate Assessment.](#)

CTE SUBSTITUTION FOR ACCESS MATHEMATICS **7912998** **1 Credit—Code attached to Substituting Course**

CTE SUBSTITUTION FOR MATHEMATICS **7912999** **1 Credit---Code attached to Substituting Course**

ACCESS CHEMISTRY 1**Grade 9-12****7920011****1 Credit (multiple-maximum 2 credits)**

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

Access courses are intended only for students with a significant cognitive disability and are eligible to be assessed by the Florida Standards Alternate Assessment.

ACCESS BIOLOGY 1**Grade 9-12****7920015****1 Credit (multiple-maximum 2 credits)**

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, adaption, and inter-relationships.

Recommendation: Should be taken for one credit only.

Note: Upon completion of course participation in the Access Biology EOC required.

ACCESS EARTH/SPACE SCIENCE**Grade 9-12****7920020****1 Credit (multiple-maximum 2 credits)**

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 of this course should include, but not be limited to: earth systems, structures and processes, natural forces and their effect on earth and the universe, transfer of energy and matter, dynamic nature of the geo-sphere, water cycle, weather, and climate, investigative methodology, renewable and non-renewable energy resources.

Access courses are intended only for students with a significant cognitive disability and are eligible to be assessed by the Florida Standards Alternate Assessment.

ACCESS INTEGRATED SCIENCE 1**Grade 9-12****7920025****1 Credit (multiple-maximum 2 credits)**

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

Access courses are intended only for students with a significant cognitive disability and are eligible to be assessed by the Florida Standards Alternate Assessment.

ACCESS PHYSICAL SCIENCE**Grades 9-12****7920022****1 Credit**

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of Physical Science. The course content includes dynamics, classification and interaction of matter, periodic table, forms of energy, electricity and magnetism, chemical interactions, nuclear reactions, and career opportunities in physical science.

Access courses are intended only for students with a significant cognitive disability and are eligible to be assessed by the Florida Alternate Assessment

ACCESS HEALTH AND SAFETY**Grade 9-12****7920050****1 Credit (multiple)**

The content should include, but not be limited to: physical, emotional and mental health, good nutrition, physical exercise and fitness, family relationships and responsibilities, safety and first aid, substance abuse, diseases and disorders of the human body, community and resources for health care.

Access courses are intended only for students with a significant cognitive disability and are eligible to be assessed by the Florida Standards Alternate Assessment

CTE COURSE SUBSTITUTION FOR ACCESS SCIENCE 7920998 1 Credit---Code attached to Substituting Course

CTE COURSE SUBSTITUTION FOR SCIENCE

7920999 1 Credit---Code attached to Substituting Course

<u>ACCESS UNITED STATES GOVERNMENT</u>	Grade 9-12	7921015	Semester .5 Credit
Access United States Government consists of the following content area strands: Civics and Government and Geography. 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. <i>Access courses are intended only for students with a significant cognitive disability and are eligible to be assessed by the Florida Standards Alternate Assessment.</i>			
<u>ACCESS ECONOMICS WITH FINANCIAL LITERACY</u>	Grade 9-12	7921022	Semester.5 Credit
Content is intended to develop or expand the student's understanding of fundamental concepts of local, national, and international economies. Developing a sense of how humans interact with their environment and one another allows us to advocate for ourselves, contribute more effectively to our community, and access life's activities. <i>Access courses are intended only for students with a significant cognitive disability and are eligible to be assessed by the Florida Standards Alternate Assessment.</i>			
<u>ACCESS UNITED STATES HISTORY</u>	Grade 9-12	7921025	1 Credit (multiple up to two credits)
The United States History curriculum consists of the following content area strands: American History, Geography, and Humanities. 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. Recommendation: Course taken for one credit only. Note: Upon completion of course participation in the Access US History EOC is required. <i>Access courses are intended only for students with a significant cognitive disability and are eligible to be assessed by the Florida Standards Alternate Assessment.</i>			
<u>ACCESS WORLD HISTORY</u>	Grade 9-12	7921027	1 Credit (multiple)
The grade 9-12 Access World History course aligns with the general curriculum and consists of the following content area strands: World History, Geography, and Humanities. This course is a continued in-depth study of the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21 st Century. So that students can clearly see the relationship between cause and effect in historical events. <i>Access courses are intended only for students with a significant cognitive disability and are eligible to be assessed by the Florida Standards Alternate Assessment.</i>			
<u>ESE CAREER EDUCATION</u>	Grade 9-12	7921330	1 Credit (multiple)
The purpose of this course is to enable students with disabilities to apply the knowledge and skills needed to design and implement personal plans for achieving their desired post school outcomes. The personal plans may address all critical transition service areas, including instruction, related services, community experiences, employment, post school adult living, and, if needed, daily living skills and functional vocational evaluation. The content should include, but not be limited to: personal and career planning, information about careers, diploma options and post-secondary education, community involvement and participation, personal care, interpersonal relationships, communication, use of leisure time, self-advocacy and planning skills.			
<u>CTE COURSE SUBSTITUTION FOR ACCESS SOCIAL STUDIES</u>		7921998	1 Credit
		Code attached to Substituting Course	
<u>CTE COURSE SUBSTITUTION FOR SOCIAL STUDIES</u>		7921999	1 Credit
		Code attached to Substituting Course	

TRANSITION PLANNING**Grade 9-12****7960010 1 Credit (multiple)**

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. Content should address the following areas: Self-determination and self-advocacy; personal and career planning; legal issues; workplace competencies; postsecondary education/training; citizenship and community involvement; independent living. Instructional activities involving practical applications of course requirements may occur in home, school, community, and employment settings for the purposes of training, practice, and validation of skills. These applications may require that the student use related technology, tools, and equipment.

ESE PREPARATION FOR ADULT LIVING**Grade 9-12****7963010 1 Credit (multiple)**

The content should include, but not be limited to: personal planning, personal care, living arrangements, household maintenance, interpersonal relationships, community involvement and participation, use of leisure time, communication, and self-advocacy skills.

UNIQUE SKILLS: SOCIAL AND EMOTIONAL**Grade 9-12****7963070 1 Credit (multiple)**

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).

ESE LEARNING STRATEGIES**Grade 9-12****7963080 1 Credit (multiple)**

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). This course is designed for students with disabilities who need intensive individualized intervention in learning strategies. The course may address academic skill deficits enabling students to learn strategies to access the general curriculum and close educational gaps.

ESE UNIQUE SKILLS**Grade 9-12****7963130 1 Credit (multiple)**

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). This course is designed for students with disabilities who need intensive individualized intervention in learning strategies. The course may address academic skill deficits enabling students to learn strategies to access the general curriculum and close educational gaps.

ESE SELF-DETERMINATION**Grade 9-12****7963140 1 Credit (multiple)**

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.

UNIQUE SKILLS: COMMUNICATION**Grade 9-12****7963150 1 Credit (multiple)**

The purpose of this course is to enable students with disabilities to develop and use expressive and receptive communication skills and strategies effectively in educational, home, community, and employment settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP). This course is designed for students with disabilities who need intensive individualized intervention in communication. If the student also receives speech or language therapy, consultation/collaboration with the speech and language pathologist is recommended/required.

UNIQUE SKILLS: INDEPENDENT FUNCTIONING**Grade 9-12****7963160 1 Credit (multiple)**

The purpose of this course is to enable students with disabilities to achieve independence in daily living activities in educational, home, community, and employment settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP). This course is designed for students with disabilities whose IEP indicates the need for intensive individualized intervention in independent functioning. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.

UNIQUE SKILLS: CURRICULUM AND LEARNING**Grade 9-12****7963170 1 Credit (multiple)**

The purpose of this course is to enable students with disabilities to acquire and apply skills and strategies to access the general curriculum and achieve annual goals based on assessed needs and the student's individual educational plan (IEP). This course is designed for students with disabilities who need intensive individualized intervention in curriculum and learning skills and strategies. A student may repeat this course. The particular course requirements that the student should master each year must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.

ESE SPECIAL DESIGNED PHYSICAL EDUCATION Grade 9-12**7915010 1 Credit (multiple)**

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. The content should include, but not be limited to: team sports, independent sports, recreational sports, motor development, and physical fitness.

ACCESS HOPE 9-1**Grade 9-12****7915015****1 Credit (Multiple for a maximum of 2 credits)**

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; and responsible behaviors and values. [*Access courses are intended only for students with a significant cognitive disability and are eligible to be assessed by the Florida Standards Alternate Assessment.*](#)

ACCESS PERSONAL FITNESS**Grades 9-12****7915020****1 Credit (multiple)**

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

[*Access courses are intended only for students with a significant cognitive disability and are eligible to be assessed by the Florida Standards Alternate Assessment.*](#)

PREPARATION FOR ENTREPRENEURSHIP/SELF-EMPLOYMENT**Grade 9-12****7980040****1 Credit (multiple)**

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.

ESE CAREER PREPARATION**Grade 9-12****7980110****1 Credit (multiple)**

The content should include, but not be limited to: self-appraisal, decision making, self-determination and self-advocacy, career options, community resources related to career decisions, workplace competencies, and rights and responsibilities of employees.

ESE CAREER EXPERIENCES**Grade 9-12****7980120****1 Credit (multiple)**

This course is to further develop the career knowledge and skills necessary to identify career options, access community resources, and practice work-related behaviors. This course will provide guided practice and experiences in school and community work situations.

Prerequisite: Career Preparation

ESE CAREER PLACEMENT**Grade 9-12****7980130****1 Credit (multiple)**

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. Students in this course should be in a paid placement earning minimum wage or higher.

ESE SUPPORTED COMPETITIVE EMPLOYMENT Grade 9-12**7980150 1 Credit (multiple) (Supported Level)**

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

ESE TECHNOLOGY EDUCATION**Grade 9-12****7980190****1 Credit (multiple)**

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.

ESE DRIVER EDUCATION FOR SPECIAL LEARNERS Grade 9-12**7919010****.5 Credit (multiple)**

The course content is designed to provide the student with the basic knowledge necessary to obtain a Florida restricted driver's license.

ACCESS VISUAL AND PERFORMING ARTS Grade 9-12**7967010****1 Credit (multiple)**

The course content is designed to provide the student with significant cognitive disabilities with the basic knowledge to be aware of art forms, such as music, dance, visual art, or drama.

[*Access courses are intended only for students with a significant cognitive disability and are eligible to be assessed by the Florida Standards Alternate Assessment.*](#)

ACCESS DRAWING 1 Grades 9-12 7967015 1 Credit (multiple)

The purpose of this course is to give students with significant cognitive disabilities the opportunity to develop quality, concentration, discipline and breadth in drawing.

Access courses are intended only for students with a significant cognitive disability and are eligible to be assessed by the Florida Standards Alternate Assessment.

ACCESS THEATRE 1 Grades 9-12 7967020 1 Credit (multiple)

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of the theatre experience. Promote 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.

Access courses are intended only for students with a significant cognitive disability and are eligible to be assessed by the Florida Standards Alternate Assessment

ACCESS TWO –DIMENSIONAL STUDIO ART Grades 9-12 7967025 1 Credit (multiple)

The purpose of this course is for students with significant cognitive 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 in Two-Dimensional Studio Art 1. In Two-Dimensional Studio Art 2 the purpose of this course is for students to develop and refine technical skills and create 2-D compositions with a variety of media in drawing, painting, printmaking, collage, and and/or design.

Access courses are intended only for students with a significant cognitive disability and are eligible to be assessed by the Florida Standards Alternate Assessment.

CAREER TECHNICAL EDUCATION

ELIGIBLE GOLD SEAL VOCATIONAL SCHOLAR AWARD PROGRAMS

The following programs are offered in Lake County at the secondary level and lead to a Gold Seal Vocational Scholar Award. All Gold Seal Vocational Scholar Award Programs require three (3) credits in sequence (cooperative courses are not included). In order for a student to fulfill the requirements to earn the Gold Seal Vocational Scholar award, the student must complete community service hours.

<u>CAREER CLUSTER:</u>	AGRICULTURE, FOOD AND NATURAL RESOURCES	
	<u>PROGRAM #</u>	<u>PROGRAM TITLE</u>
	8003100	Agriculture Biotechnology
	8106800	Agrotechnology
	8121600	Horticulture Science and Services
<u>CAREER CLUSTER:</u>	ARCHITECTURE AND CONSTRUCTION	
	<u>PROGRAM #</u>	<u>PROGRAM TITLE</u>
	8101100	Architectural Drafting
	8720300	Building Construction Technology
<u>CAREER CLUSTER:</u>	ARTS, A/V TECHNOLOGY AND COMMUNICATION	
	<u>PROGRAM #</u>	<u>PROGRAM TITLE</u>
	8718000	Commercial Art Technology
	8209600	Digital Design
	8201500	Television Production Technology
<u>CAREER CLUSTER:</u>	BUSINESS, MANAGEMENT AND ADMINISTRATION	
	<u>PROGRAM #</u>	<u>PROGRAM TITLE</u>
	8212500	Administrative Office Specialist
	8200300	Electronic Business Enterprise
	8216100	International Business
	8212000	Legal Administrative Specialist
<u>CAREER CLUSTER:</u>	DIVERSIFIED EDUCATION	
	<u>PROGRAM #</u>	<u>PROGRAM TITLE</u>
	8303000	Diversified Career Technology
<u>CAREER CLUSTER:</u>	EDUCATION AND TRAINING	
	<u>PROGRAM #</u>	<u>PROGRAM TITLE</u>
	8405100	Early Childhood Education
	8909000	Principles of Teaching
<u>CAREER CLUSTER:</u>	ENERGY	
	<u>PROGRAM #</u>	<u>PROGRAM TITLE</u>
	9700300	Energy Technician
<u>CAREER CLUSTER:</u>	ENGINEERING AND TECHNOLOGY EDUCATION	
	<u>PROGRAM #</u>	<u>PROGRAM TITLE</u>
	9400300	Engineering Pathways
<u>CAREER CLUSTER:</u>	HEALTH SCIENCE	
	<u>PROGRAM #</u>	<u>PROGRAM TITLE</u>
	8417130	Allied Health Assisting
	8417210	Nursing Assistant
<u>CAREER CLUSTER:</u>	HOSPITALITY AND TOURISM	
	<u>PROGRAM #</u>	<u>PROGRAM TITLE</u>
	8800500	Culinary Arts
<u>CAREER CLUSTER:</u>	INFORMATION TECHNOLOGY	
	<u>PROGRAM #</u>	<u>PROGRAM TITLE</u>
	9001300	Applied Cybersecurity
	8208300	Game/Simulation/Animation Programming
	8600200	Geospatial/Geographic Information Systems (GIS) Technology
	9001100	Web Development
<u>CAREER CLUSTER:</u>	MANUFACTURING	
	<u>PROGRAM #</u>	<u>PROGRAM TITLE</u>
	9200200	Advanced Manufacturing Technology
<u>CAREER CLUSTER:</u>	MARKETING, SALES AND SERVICE	
	<u>PROGRAM #</u>	<u>PROGRAM TITLE</u>
	8812100	Entrepreneurship
	9200500	Marketing, Management & Entrepreneurial Principles
<u>CAREER CLUSTER:</u>	TRANSPORTATION, DISTRIBUTION AND LOGISTICS	
	<u>PROGRAM #</u>	<u>PROGRAM TITLE</u>
	9514000	Automotive Collision Technology
	9504100	Automotive Maintenance and Light Repair

CAREER EDUCATION

NOTES:

- Career and Technical Education courses *must* be taken in the sequence that is listed below.
- CTE courses designated with an asterisk (*) satisfy the Practical Arts graduation requirement.
- CTE courses designated with a diamond (◆) have been identified by FLDOE as Level 3 courses.
- Beginning in 2013-2014, any student who takes and passes one of the courses listed below may receive a science credit without having to complete a program of study. These courses are considered Equally Rigorous (EQ).
 - Agricultural Biotechnology 3 (8106860)
 - Agriscience Foundations 1 (8106810)
 - Health Science Anatomy and Physiology (8417100)
 - Introduction to Alternative Energy (8006120)
- Gold Seal Vocational Scholarship:
 - NO cooperative education or directed study courses fulfill Gold Seal Vocational Scholar award requirements.
 - The Gold Seal Vocational Scholar award requires the student to complete community service hours.

AGRICULTURE, FOOD AND NATURAL RESOURCES CAREER PREPARATORY PROGRAMS

AGRICULTURE BIOTECHNOLOGY

Grades: 9-12

8003100

Length: 3-4 Credits

LOCATION: Lake Minneola High School

The purpose of this program is to prepare students for further education, careers and occupation-specific skills, in the knowledge of all aspects of the agricultural biotechnology industry. The content includes, but is not limited to, planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety and environmental issues.

Listed below are the courses that comprise this program; they are listed in the appropriate sequence.

8106810	Agriscience Foundations 1◆	Credit: 1.0
8106850	Agricultural Biotechnology 2◆	Credit: 1.0
8106860	Agricultural Biotechnology 3◆	Credit: 1.0
8106510	Plant Biotechnology◆	Credit: 1.0

AGRITECHNOLOGY

Grades: 9-12

8106800

Length: 3-4 Credits

LOCATION: East Ridge High School / Leesburg High School / Mount Dora High School / South Lake High School / Tavares High School / Umatilla High School

The purpose of this program is to prepare students for employment in the agricultural industry. This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the agriculture industry: planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety and environmental issues. Completers of this program will be prepared to enter advanced training and education in specialized fields of agriscience or agribusiness. They may also be employed as trainees or beginning workers in various agriscience or agribusiness-related positions in certain businesses and industries. The content includes, but is not limited to, instruction in animal and plant production and processing, agriculture marketing, agricultural mechanics, employability skills, mathematics, basic science, biological sciences, communications, and human-relations skills.

Listed below are the courses that comprise this program; they are listed in the appropriate sequence.

8106810	Agriscience Foundations 1◆	Credit: 1.0
8106820	Agritechnology 1	Credit: 1.0
8106830	Agritechnology 2	Credit: 1.0

Students who have completed the Agritechnology program may enroll in the following course:

8100330	Advanced Concepts of Agriscience	Credit: 1.0
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HORTICULTURE SCIENCE AND SERVICES

Grades: 9-12

8121600

Length: 3-6 Credits

LOCATION: Leesburg High School/ South Lake High School/Umatilla High School

The purpose of this program is to prepare students for employment or advanced training in the horticulture and landscape industries. The courses focus on broad, transferable skills and stresses understanding and demonstration of the following elements of the horticulture industry: planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues, and health, safety and environmental issues. Classroom, shop, and plant nursery/land laboratory activities are an integral part of this cluster including activities the use of safety procedures, tools, equipment, materials, and processes related to these occupations.

Listed below are the courses that comprise this program; they are listed in the appropriate sequence.

8106810	Agriscience Foundations 1 ♦	Credit: 1.0
8121510	Introductory Horticulture 2* ♦	Credit: 1.0
8121520	Horticulture Science 3* ♦	Credit: 1.0
8121610	Horticulture Science and Services 4	Credit: 1.0
8121620	Horticulture Science and Services 5	Credit: 1.0
8121630	Horticulture Science and Services 6	Credit: 1.0

COOPERATIVE COURSES FOR AGRICULTURE, FOOD AND NATURAL RESOURCES

AGRICULTURE, FOOD, AND NATURAL RESOURCES DIRECTED STUDY

Grades: 11-12

8100100

Length: Multiple Credits

LOCATION: East Ridge High School / Lake Minneola High School / Leesburg High School / Mount Dora High School / South Lake High School / Tavares High School / Umatilla High School

The purpose of this course is to provide students with additional competencies in an agricultural education program that will enhance their opportunities for employment in the occupation chosen by the student. The content is prescribed by the instructor based upon the individual student's assessed needs for directed study. The selected intended outcomes and student performance standards which the student must master to earn credit must be outlined in an instructional plan developed by the instructor. A learning laboratory is provided as required to support the educational activities of the student. This laboratory may be in the traditional classroom or in an industry setting.

PREREQUISITE: This course may be taken only by a student who is currently completing or has successfully completed a specific Agriscience secondary career preparatory program.

AGRICULTURE, FOOD, AND NATURAL RESOURCES COOPERATIVE EDUCATION - OJT

Grades: 10-12

8100410

Length: Multiple Credits

LOCATION: East Ridge High School / Lake Minneola High School / Leesburg High School / Mount Dora High School / South Lake High School / Tavares High School / Umatilla High School

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 copy of the student's normal work schedule; 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 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.

PREREQUISITE: This course may be taken only by a student who is currently completing or has successfully completed an Agriscience career preparatory program.

ARCHITECTURE AND CONSTRUCTION CAREER PREPARATORY PROGRAMS

ARCHITECTURAL DRAFTING

Grades: 9-12

8101100

Length: 3-5 Credits

LOCATION: Mount Dora High School

The purpose of this program is to prepare students for employment or advanced training in the architectural drafting 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 freehand sketching, drafting by hand and computer and 3D modeling specific to architectural drafting. Laboratory investigations, including the use of scientific research, measurement, and laboratory technologies are an integral part of this course. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Listed below are the courses that comprise this program; they are listed in the appropriate sequence

8725010	Drafting 1* ♦	Credit: 1.0
8725020	Drafting 2* ♦	Credit: 1.0
8725030	Drafting 3* ♦	Credit: 1.0
8725040	Drafting 4* ♦	Credit: 1.0
8725450	Architectural Drafting 5* ♦	Credit: 1.0

BUILDING CONSTRUCTION TECHNOLOGY

Grades: 9-12

8720300

Length: 3-4 Credits

LOCATION: Leesburg High School / South Lake High School

The purpose of this program is to prepare students for employment or advanced training in the building construction industry. This program focuses on broad, transferable skills, stresses the understanding of all aspects of the building construction industry, and demonstrates such elements of the industry as planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues, and health, safety, and environmental issues.

Listed below are the courses that comprise this program; they are listed in the appropriate sequence.

8720310	Building Construction Technology 1	Credit: 1.0
8720320	Building Construction Technology 2	Credit: 1.0
8720330	Building Construction Technology 3♦	Credit: 1.0
8720340	Building Construction Technology 4	Credit: 1.0

COOPERATIVE COURSES FOR ARCHITECTURE AND CONSTRUCTION

ARCHITECTURE AND CONSTRUCTION DIRECTED STUDY

Grades: 11-12

8700100

Length: Multiple Credits

LOCATION: Leesburg High School / Mount Dora High School / South Lake High School

The purpose of this course is to provide students with learning opportunities in a prescribed program of study within the Architecture and Construction cluster that will enhance opportunities for employment in the career field chosen by the student. The content is prescribed by the instructor based upon the individual student's assessed needs for directed study. This course may be taken only by a student who has completed or is currently completing a specific secondary job preparatory program for additional study in this career cluster. A student may earn multiple credits in this course

PREREQUISITE: This course may be taken only by a student who is currently completing or has successfully completed the Architectural Drafting or Building Construction Technology career preparatory program.

ARCHITECTURE AND CONSTRUCTION COOPERATIVE EDUCATION OJT

Grades: 10-12

8700400

Length: Multiple Credits

LOCATION: Leesburg High School / Mount Dora High School / South Lake High School

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 copy of the student's normal work schedule; 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 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.

PREREQUISITE: This course may be taken only by a student who is currently completing or has successfully completed the Architectural Drafting or Building Construction Technology Education career preparatory program.

ARTS, AV TECHNOLOGY AND COMMUNICATION CAREER PREPARATORY PROGRAMS

COMMERCIAL ART TECHNOLOGY

Grades: 9-12

8718000

Length: 3-5 Credits

LOCATION: Lake Minneola High School

The purpose of this program is to prepare students for employment as artists and related workers, illustrators, or commercial designers. The course content will include the following: basic art skills, lettering skills, preparation of layouts and illustrations; preparation of camera-ready paste-up, and development of specialized skills. The course content should also include training in communication, leadership, human relations and employability skills; and safe, efficient work practices.

Listed below are the courses that comprise this program: they are listed in the appropriate sequence.

8718010	Commercial Art Technology 1*	Credit: 1.0
8718020	Commercial Art Technology 2*	Credit: 1.0
8718030	Commercial Art Technology 3*	Credit: 1.0
8718040	Commercial Art Technology 4*	Credit: 1.0
8718050	Commercial Art Technology 5*	Credit: 1.0

DIGITAL DESIGN

Grades: 9-12

8209600

Length: 3-5 Credits

LOCATION: Eustis High School / Leesburg High School / Mount Dora High School / South Lake High School / Umatilla High School

This program is designed to prepare students for employment as an Information Technology Assistant, Production Assistant, Digital Assistant Designer, Graphic Designer, and Multi-Media Designer. This program offers a broad foundation of knowledge and skills to prepare students for employment in digital publishing positions. The content includes enhanced practical experiences in computer generated art and text, graphic design, graphic production, electronic design skills, preparation of electronic layouts and illustrations, and electronic scanning; and development of specialized skills in multimedia presentations. This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the digital publishing industry: planning, management, finance, technical and production skills; underlying principles of technology and design.

Listed below are the courses that comprise this program; they are listed in the appropriate sequence.

8207310	Digital Information Technology*	Credit: 1.0
8209510	Digital Design 1* ‡	Credit: 1.0
8209520	Digital Design 2* ♦	Credit: 1.0
8209530	Digital Design 3* ♦	Credit: 1.0
8209540	Digital Design 4* ♦	Credit: 1.0

‡ Only students who have successfully completed Digital Information Technology (previously known as Introduction to Information Technology) may enroll in Digital Design 1.

TELEVISION PRODUCTION TECHNOLOGY

Grades: 9-12

8201500

Length: 3-6 Credits

LOCATION: East Ridge High School / Eustis High School / Lake Minneola High School

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 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).

Listed below are the courses that comprise this program: they are listed in the appropriate sequence.

8201510	Television Production Technology 1*	Credit: 1.0
8201520	Television Production Technology 2*	Credit: 1.0
8201530	Television Production Technology 3* ♦	Credit: 1.0
8201540	Television Production Technology 4* ♦	Credit: 1.0
8201550	Television Production Technology 5* ♦	Credit: 1.0
8201560	Television Production Technology 6* ♦	Credit: 1.0

COOPERATIVE COURSES FOR ARTS, A/V TECHNOLOGY AND COMMUNICATION

ARTS, A/V TECHNOLOGY AND COMMUNICATION DIRECTED STUDY

Grades: 11-12

8200400

Length: Multiple Credits

LOCATION: East Ridge High School / Eustis High School / Lake Minneola High School / Leesburg High School / Mount Dora High School / South Lake High School / Umatilla High School

The purpose of this course is to provide students with learning opportunities in a prescribed program of study within the Arts, A/V Technology and Communication that will enhance opportunities for employment in the career field chosen by the student. The content is prescribed by the instructor based upon the individual student's assessed needs for directed study. This course may be taken only by a student who has completed or is currently completing a specific secondary job preparatory program for additional study in this career cluster. A student may earn multiple credits in this course. The selected standards and benchmarks, which the student must master to earn credit, must be outlined in an instructional plan developed by the instructor.

PREREQUISITE: This course may be taken only by a student who is currently completing or has successfully completed an Arts/ A/V Technology and Communication secondary career preparatory program.

ARTS, A/V TECHNOLOGY AND COMMUNICATION COOPERATIVE EDUCATION – OJT

Grades: 10-12

8200430

Length: Multiple Credits

LOCATION: East Ridge High School / Eustis High School / Lake Minneola High School / Leesburg High School / Mount Dora High School / South Lake High School / Umatilla High School

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 copy of the student's normal work schedule; 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 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.

PREREQUISITE: This course may be taken only by a student who is currently completing or has successfully completed the Arts/ A/V Technology and Communication program.

BUSINESS, MANAGEMENT AND ADMINISTRATION CAREER PREPARATORY PROGRAMS

ADMINISTRATIVE OFFICE SPECIALIST

Grades: 9-12

8212500

Length: 3-4 Credits

LOCATION: East Ridge High School / Eustis High School

The content of this program includes, but is not limited to, Microsoft Office Suite software training, the use of technology to develop communications skills, higher level thinking skills, and decision making skills; the performance of office procedures tasks, the production of quality work in an efficient manner using advanced features of business software applications; research of job opportunities, and the production of high quality employment portfolios and job-seeking documents.

Listed below are the courses that comprise this program; they are listed in the appropriate sequence

8207310	Digital Information Technology*	Credit: 1.0
8212110	Administrative Office Technology 1‡	Credit: 1.0
8212120	Business Software Applications 1	Credit: 1.0
8209510	Digital Design 1*	Credit: 1.0

‡ Only students who have successfully completed Digital Information Technology (previously known as Introduction to Information Technology) may enroll in Administrative Office Technology 1.

ELECTRONIC BUSINESS ENTERPRISE

Grades: 9-12

8200300

Length: 3-4 Credits

LOCATION: South Lake High School

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 Business Management and Administration 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 Business Management and Administration career cluster. The content includes but is not limited to planning and development, retail and Internet marketing, ethics, laws and regulations, web design, entrepreneurship, and systems and design of e-commerce enterprises.

Listed below are the courses that comprise this program they are listed in the appropriate sequence.

8207310	Digital Information Technology *	Credit: 1.0
8200340	Introduction to E-Commerce* ‡	Credit: 1.0
8200350	E-Commerce Entrepreneurship	Credit: 1.0
8200360	E-Commerce Systems Analysis and Design	Credit: 1.0

‡ Only students who have successfully completed Digital Information Technology (previously known as Introduction to Information Technology) may enroll in Introduction to E-Commerce.

INTERNATIONAL BUSINESS

Grades: 9-12

8216100

Length: 3-5 Credits

LOCATION: East Ridge High School

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 entry-level management trainee positions in the international business environment. The program is designed to instill general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Business, Management, and Administration career cluster. The content includes, but is not limited to, the study of organizational structures, business management, entrepreneurship, human relations, cross-cultural communications, leadership, marketing, legal agreements, trade relations, banking and finance, and international economics.

Listed below are the courses that comprise this program; they are listed in the appropriate sequence.

8207310	Digital Information Technology*	Credit: 1.0
8203310	Accounting Application 1‡ ♦	Credit: 1.0
8216110	International Business Systems	Credit: 1.0
8216120	International Finance and Law♦	Credit: 1.0
8216130	Business Internship	Credit: 1.0

‡ Only students who have successfully completed Digital Information Technology (previously known as Introduction to Information Technology) may enroll in Accounting Application 1.

LEGAL ADMINISTRATIVE SPECIALIST Grades: 9-12 8212000 Length: 3-4 Credits**LOCATION:** Tavares High School

This program is designed to prepare the student for employment as an Information Technology Assistant, Front Desk Specialist, Administrative Support, and Legal Administrative Specialist in the Business, Management, and Administration career cluster. The content includes: communication skills, forms of business ownership and organizational structures; supervisory/management functions and skills; business law concepts, leadership skills, business ethics, cultural diversity, insurance awareness, governmental regulations, human resources management issues, and career development. The content includes, but is not limited to, the use of technology to develop communications skills, higher level thinking skills, and decision making skills; legal terminology, the performance of office procedures specific to the legal environment, transcription of legal documents from machine dictation, the production of quality work in an efficient manner using advanced features of business software applications, research of job opportunities, and the production of high quality employment portfolios and job-seeking documents.

Listed below are the courses that comprise this program; they are listed in the appropriate sequence.

8207310	Digital Information Technology*	Credit: 1.0
8212110	Administrative Office Technology 1‡	Credit: 1.0
8212120	Business Software Applications	Credit: 1.0
8215130	Legal Aspects of Business♦	Credit: 1.0

‡ Only students who have successfully completed Digital Information Technology (previously known as Introduction to Information Technology) may enroll in Administrative Office Technology 1.

COOPERATIVE COURSES FOR BUSINESS, MANAGEMENT AND ADMINISTRATION

BUSINESS EDUCATION DIRECTED STUDY

Grades: 11-12

8200100

Length: Multiple Credits

LOCATION: East Ridge High School / Eustis High School / Lake Minneola High School / South Lake High School / Tavares High School

The purpose of this course is to provide students with additional competencies in a business education program that will enhance their opportunities for employment in the occupation chosen by the student. The content is prescribed by the instructor based upon the individual student's assessed needs for directed study. The selected intended outcomes and student performance standards which the student must master to earn credit must be outlined in an instructional plan developed by the instructor. A learning laboratory is provided as required to support the educational activities of the student. This laboratory may be in the traditional classroom or in an industry setting.

PREREQUISITE: This course may be taken only by a student who is currently completing or has successfully completed a specific Business Technology Education secondary career preparatory program.

BUSINESS COOPERATIVE EDUCATION – OJT

Grades: 10-12

8200410

Length: Multiple Credits

LOCATION: East Ridge High School / Eustis High School / Lake Minneola High School / South Lake High School / Tavares High School**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 copy of the student's normal work schedule; 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 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.

PREREQUISITE: This course may be taken only by a student who is currently completing or has successfully completed the Business Management and Administration Education career preparatory program.

DIVERSIFIED EDUCATION CAREER PREPARATORY PROGRAM

DIVERSIFIED CAREER TECHNOLOGY

Grade: 9-12

8303000

Length: 3-4 Credits

LOCATION: Eustis High School / Tavares High School / Umatilla High School

The purpose of this program is to provide students with "student-centered" (as opposed to "teacher-centered") selected occupational skills through employment related instruction and paid, on-the-job training supervised by an employer and a teacher/coordinator. This method of delivery enables students to develop a variety of workplace competencies and transferable skills as well as develop students who will be motivated, self-disciplined individuals; caring, responsible, life-long learners; flexible and committed to technical competence; and skillful at social interactions, leadership, and problem-solving. Employment related instruction is in-school instruction which develops competencies in health, safety, and environmental issues; professional, legal, and ethical issues; finance; leadership; communication; labor and human resources; economics; entrepreneurship; career planning; technology; management; and technical and production skills. Supervised on-the-job training provides opportunities for planned instructional activities and student evaluations in a specified job setting. A student may not enroll in Cooperative Diversified Education OJT (8300420) without previous completion of or concurrent enrollment in either DCT Principles or DCT Applications. DCT Principles does not require enrollment in a concurrent OJT course. However, at least one credit in OJT must be completed to enable the student to become a Career Pathways completer. The student must be paid for work performed.

Listed below are the courses that comprise this program; they are listed in the appropriate sequence.

8303010	Diversified Career Technology Principles	Credit: 1.0
8303020	Diversified Career Technology Applications	Credit: 1.0
8303030	Diversified Career Technology Management	Credit: 1.0
8300410	Diversified Career Technology OJT	Credit: 1.0

NOTES:

1. To initially participate in OJT, students must have satisfactorily completed Diversified Career Technology Principles (8303010). To participate in OJT for the second time, students must be concurrently enrolled in or have satisfactorily completed Diversified Career Technology Applications (8303020).
2. After completion of both DCT Principles and DCT Applications, students may participate in OJT for multiple additional credits.
3. To earn credit for the Gold Seal Vocational Scholar award, students must complete 8303030 as the third course of the sequence; the OJT (8303410) does not count towards the Gold Seal Vocational Scholar award.

The supervised experience is to be governed by a training agreement and an individualized training plan signed by the employer, teacher/coordinator, student, and parent/guardian. The training plan shall include a diverse list of instructional objectives; a copy of the student's normal work schedule; on-the-job skills, and in-school learning experiences.

PREREQUISITE for OJT: Must presently be in Grades 10-12

Length: Multiple Credits

EDUCATION AND TRAINING CAREER PREPARATORY PROGRAMS

EARLY CHILDHOOD EDUCATION

Grade: 9 -12

8405100

Length: 3-4 Credits

LOCATION: East Ridge High School / Lake Minneola High School

The Early Childhood Education Program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the Early Childhood 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.

Listed below are the courses that comprise this program; they are listed in the appropriate sequence.

8405110	Early Childhood Education 1	Credit: 1.0
8405120	Early Childhood Education 2	Credit: 1.0
8405130	Early Childhood Education 3*♦	Credit: 1.0
8405140	Early Childhood Education 4♦	Credit: 1.0

PRINCIPLES OF TEACHING

Grade: 9 -12

8405100

Length: 3-4

Credits

LOCATION: Tavares High School

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 Teacher Assisting / Principles of Teaching program is designed to support teaching activities for students in classroom settings.

Listed below are the courses that comprise this program; they are listed in the appropriate sequence.

8909010	Introduction to the Teaching Profession	Credit: 1.0
8909020	Human Growth and Development	Credit: 1.0
8909030	Foundations of Curriculum and Instruction ♦	Credit: 1.0
8909040	Principles of Teaching Internship	Credit: 1.0

COOPERATIVE COURSES FOR EDUCATION AND TRAINING

EDUCATION AND TRAINING DIRECTED STUDY

Grades: 11-12

8500100

Length: Multiple Credits

LOCATION: East Ridge High School / Lake Minneola High School/ Tavares High School

The purpose of this course is to provide students with additional competencies in an Early Education program that will enhance their opportunities for employment in the occupation chosen by the student. The content is prescribed by the instructor based upon the individual student's assessed needs for directed study. The selected intended outcomes and student performance standards which the student must master to earn credit must be outlined in an instructional plan developed by the instructor. A learning laboratory is provided as required to support the educational activities of the student. This laboratory may be in the traditional classroom or in an industry setting.

PREREQUISITE: This course may be taken only by a student who is currently completing or has successfully completed the Early Childhood Education program.

EDUCATION AND TRAINING COOPERATIVE OJT

Grades: 10-12

8500410

Length: Multiple Credits

LOCATION: East Ridge High School / Lake Minneola High School/ Tavares High School

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 copy of the student's normal work schedule; 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 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.

PREREQUISITE: This course may be taken only by a student who is currently completing or has successfully completed the Early Childhood Education program.

ENERGY CAREER PREPARATORY PROGRAM

ENERGY TECHNICIAN

Grades: 9-12

9700300

Length: 3-4 Credits

LOCATION: Leesburg High School

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 Energy career cluster. The content includes, but is not limited to, Energy Technician program which consists of two course offerings related to energy and two course offerings related to electricity which have been incorporated into one program to present information on current and emerging alternative energy needs.

Listed below are the courses that comprise this program; they are listed in the appropriate sequence.

8006110	Energy Industry Fundamentals♦	Credit: 1.0
8727210	Electricity 1	Credit: 1.0
8006120	Introduction to Alternative Energy♦	Credit: 1.0
8727220	Electricity 2	Credit: 1.0

COOPERATIVE COURSES FOR ENERGY EDUCATION

ENERGY DIRECTED STUDY

Grades: 11-12

9701000

Length: Multiple Credits

LOCATION: Leesburg High School

The purpose of this course is to provide students with additional competencies in an Energy education program that will enhance their opportunities for employment in the occupation chosen by the student. The content is prescribed by the instructor based upon the individual student's assessed needs for directed study. The selected intended outcomes and student performance standards which the student must master to earn credit must be outlined in an instructional plan developed by the instructor. A learning laboratory is provided as required to support the educational activities of the student. This laboratory may be in the traditional classroom or in an industry setting.

PREREQUISITE: This course may be taken only by a student who is currently completing or has successfully completed the specific Energy secondary career preparatory program.

LOCATION: Leesburg High School

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 copy of the student's normal work schedule; 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 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.

PREREQUISITE: This course may be taken only by a student who is currently completing or has successfully completed the Energy program.

ENGINEERING AND TECHNOLOGY EDUCATION CAREER PREPARATORY PROGRAMS

ENGINEERING PATHWAYS

Grades: 9-12

9400300

Length: 3-5 Credits

LOCATION: East Ridge High School / Eustis High School / Leesburg High School

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. The "Civil Engineering and Architecture" course covers topics such as the roles of civil engineers and architects, project planning, site planning, building design, and project documentation and presentation.

Listed below are the courses that comprise this program; they are listed in the appropriate sequence.

8600550	Introduction to Engineering Design* ♦	Credit: 1.0
8600520	Principles of Engineering* ♦	Credit: 1.0
8600530	Digital Electronics* ♦	Credit: 1.0
8600590	Civil Engineering and Architecture* ♦	Credit: 1.0
8600650	Engineering Design and Development* ♦	Credit: 1.0

COOPERATIVE COURSE FOR ENGINEERING AND TECHNOLOGY EDUCATION

WORK-BASED EXPERIENCE

Grades: 10-12

8601800

Length: Maximum of 3 Credits

LOCATION: East Ridge High School / Eustis High School / Leesburg High School / South Lake High School

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

PREREQUISITE: To enroll in the Engineering and Technology Education Work-Based Experience course, students must be currently completing or have successfully completed an Engineering and Technology Education program consisting of 3 credits or more. A student should be assigned a work-based experience logically related to the Engineering and Technology Education program.

HEALTH SCIENCE CAREER PREPARATORY PROGRAMS

ALLIED HEALTH ASSISTING

Grades: 9-12

8417130

Length: 3 Credits

LOCATION: East Ridge High School/Lake Minneola High School /Leesburg High School / /South Lake High School / Tavares High School / Umatilla High School

This program offers a sequence of courses that provides relevant technical knowledge and skills needed to prepare for further education and careers in the Health Science career cluster. The program provides technical skill proficiency and includes competency-based applied learning and knowledge of all aspects of the Health Science career cluster. Major areas of allied health are defined as physical therapy, emergency, radiation, laboratory and respiratory medicine, and occupational therapy. Clinical experience for this program must be included as part of Allied Health Science 3.

Listed below are the courses that comprise this program; they are listed in the appropriate sequence.

8417100	Health Science Anatomy & Physiology♦	Credit: 1.0
8417110	Health Science Foundations♦	Credit: 1.0
8417131	Allied Health Assisting 3	Credit: 1.0

NURSING ASSISTANT

Grades: 9-12

8417210

Length: 3 Credits

LOCATION: East Ridge High School / Lake Minneola High School / Leesburg High School / South Lake High School / Tavares High School

This program offers a sequence of courses that provides 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 and knowledge of all aspects of the Health Science career cluster. This program is designed to prepare students for employment as nursing assistants (nursing aides, orderlies, and attendants) in nursing homes, hospitals, or other health care facilities. The content includes, but is not limited to, interpersonal skills, medical terminology, legal and ethical responsibilities, safe and efficient and employability skills. Successful completion of this program prepares the student for certification for employment as a Nursing Assistant in a nursing home. If the student's schedule allows, it is highly recommended that the student enroll and pass Allied Health Assisting 3 (8417131) prior to taking Nursing Assistant 3 Honors.

Listed below are the courses that comprise this program; they are listed in the appropriate sequence.

8417100	Health Science Anatomy & Physiology♦	Credit: 1.0
8417110	Health Science Foundations♦	Credit: 1.0
8417211	Nursing Assistant 3 ♦	Credit: 1.0

COOPERATIVE COURSES FOR HEALTH SCIENCE

HEALTH SCIENCE DIRECTED STUDY

Grades: 10-12

8400100

Length: Multiple Credits

LOCATION: East Ridge High School / Lake Minneola High School / Leesburg High School/South Lake High School / Tavares High School/ Umatilla High School

The purpose of this course is to provide students with additional competencies in a Health Science program that will enhance their opportunities for employment in the occupation chosen by the student. The content is prescribed by the instructor based upon the individual student's assessed needs for directed study. The selected intended outcomes and student performance standards which the student must master to earn credit must be outlined in an instructional plan developed by the instructor. A learning laboratory is provided as required to support the educational activities of the student. This laboratory may be in the traditional classroom or in an industry setting.

PREREQUISITE: This course may be taken only by a student who is currently completing or has successfully completed the specific Health Science program.

HEALTH SCIENCE COOPERATIVE EDUCATION – OJT

Grades: 10-12

8400410

Length: Multiple Credits

LOCATION: East Ridge High School / Lake Minneola High School / Leesburg High School/South Lake High School / Tavares High School/ Umatilla High School

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 copy of the student's normal work schedule; 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 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.

PREREQUISITE: This course may be taken only by a student who is currently completing or has successfully completed the specific Health Science program.

HOSPITALITY AND TOURISM CAREER PREPARATORY PROGRAM

CULINARY ARTS

Grades: 9-12

8800500

Length: 3-6 Credits

LOCATION: East Ridge High School / Eustis High School / Lake Minneola High School / Leesburg High School / Mount Dora High School / South Lake High School / Tavares High School / Umatilla High School

This program offers a sequence of courses that includes, but is not limited to, all aspects of preparation, presentation, and serving of food; leadership, communication skills, employability skills, and safe/efficient work practices are also covered. This coursework prepares students for employment in the food service/hospitality industry. This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the Culinary Arts industry: planning, management, finance, technical and product skills, underlying principles of technology, labor issues, community issues and health, safety, and environmental issues.

Listed below are the courses that comprise this program; they are listed in the appropriate sequence.

8800510	Culinary Arts 1	Credit: 1.0
8800520	Culinary Arts 2*	Credit: 1.0
8800530	Culinary Arts 3*♦	Credit: 1.0
8800540	Culinary Arts 4♦ (Track 1)	Credit: 1.0
	Culinary and Hospitality Management Skills	
8800550	Culinary Arts 4♦ (Track 2)	Credit: 1.0
	Advanced Baking Techniques	
8800560	Culinary Arts 4♦ (Track 3)	Credit: 1.0
	Gastronomy and Garde Manger Skills	

COOPERATIVE COURSES FOR HOSPITALITY AND TOURISM

HOSPITALITY AND TOURISM DIRECTED STUDY

Grades: 11-12

8801000

Length: Multiple Credits

LOCATION: East Ridge High School / Eustis High School / Lake Minneola High School / Leesburg High School / Mount Dora High School / South Lake High School / Tavares High School / Umatilla High School

The purpose of this course is to provide students with additional competencies in a Hospitality and Tourism education program that will enhance their opportunities for employment in the occupation chosen by the student. The content is prescribed by the instructor based upon the individual student's assessed needs for directed study. The selected intended outcomes and student performance standards which the student must master to earn credit must be outlined in an instructional plan developed by the instructor. A learning laboratory is provided as required to support the educational activities of the student. This laboratory may be in the traditional classroom or in an industry setting.

PREREQUISITE: This course may be taken only by a student who is currently completing or has successfully completed the Culinary Arts career preparatory program.

HOSPITALITY AND TOURISM COOPERATIVE EDUCATION – OJT

Grades: 10-12

8800420

Length: Multiple Credits

LOCATION: East Ridge High School / Eustis High School / Lake Minneola High School / Leesburg High School / Mount Dora High School / South Lake High School / Tavares High School / Umatilla High School

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 copy of the student's normal work schedule; 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 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.

PREREQUISITE: This course may be taken only by a student who is currently completing or has successfully completed the Culinary Arts career preparatory program.

INFORMATION TECHNOLOGY CAREER PREPARATORY PROGRAMS

APPLIED CYBERSECURITY

Grades: 9-12

9001300

Length: 4 Credits

LOCATION: East Ridge High School / Eustis High School

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. 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.

Listed below are the courses that comprise this program; they are listed in the appropriate sequence.

8207310	Digital Information Technology*	Credit: 1.0
9001320	Computer and Network Security Fundamentals ‡♦	Credit: 1.0
9001330	Cybersecurity Essentials♦	Credit: 1.0
9001340	Operational Cybersecurity♦	Credit: 1.0

‡ Only students who have successfully completed Digital Information Technology (previously known as Introduction to Information Technology) may enroll in Computer and Network Security Fundamentals.

GAME/SIMULATION/ANIMATION PROGRAMMING

Grades: 9-12

8208300

Length: 3-5 Credits

LOCATION: Tavares High School

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 a Game/Simulation Designer, Game Programmer, and Game Software Developer. The content includes, but is not limited to, practical experiences in game/simulation conceptualization, design, storyboarding, development methodologies, essential programming techniques, and implementation issues. Specialized programming skills involving advanced mathematical calculations and physics are also integrated into the curriculum.

Listed below are the courses that comprise this program; they are listed in the appropriate sequence.

8207310	Digital Information Technology*	Credit: 1.0	OR
8208110	Game & Simulations Foundations*	Credit: 1.0	
8208120	Game & Simulation Design* ‡	Credit: 1.0	
8208330	Game & Simulation Programming ♦	Credit: 1.0	
8208340	Multi-User Game & Simulation Programming* ♦	Credit: 1.0	

Students who have completed the Gaming/Simulation/Animation Programming program may enroll in the following course:

8208400	Game, Simulation & Animation Advanced Applications	Credit: 1.0
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‡ Only students who have successfully completed Digital Information Technology (previously known as Introduction to Information Technology) may enroll in Game & Simulation Design.

GEOSPATIAL/GEOGRAPHIC INFORMATION SYSTEMS (GIS) TECHNOLOGY

Grades: 9-12

8600200

Length: 4 Credits

LOCATION: South Lake High School

This program offers a broad foundation of core knowledge, transferable skills, and applications to prepare students for future careers as skilled GIS/RS professionals. The content of this program includes the development of the following computer skills and concepts: computer application skills (e.g., word processing, spreadsheet, presentation, and desktop publishing), Internet browser applications, computer programming, advanced web tools, and basic concepts of relational databases and the tools to use them. Additionally, this program stresses understanding and demonstration of GIS and RS concepts, project management strategies, applications of geographic data elements and remotely sensed data, visualizations of spatial data, data inventory management, demographic and economic data analysis, data collection methods and techniques, and extensive exploration of GIS/RS careers and job opportunities.

Listed below are the courses that comprise this program; they are listed in the appropriate sequence.

8600260	Introduction to GIS/RS Technology	Credit: 1.0
8600270	Essential GIS/RS Tools and Processes	Credit: 1.0
8600280	GIS/RS Analysis and Modeling*	Credit: 1.0
8600290	Advanced GIS/RS Applications*	Credit: 1.0

WEB DEVELOPMENT

Grades: 9-12

9001100

Length: 3 Credits

LOCATION: Umatilla High School

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 an Assistant Web Designer, a Web Designer, and Senior Web Designer in the Information Technology career cluster. The content includes, but is not limited to, operating system commands and web document development, design, promotion and scripting.

Listed below are the courses that comprise this program; they are listed in the appropriate sequence.

8207310	Digital Information Technology*	Credit: 1.0
9001110	Foundations of Web Design* ‡ ♦	Credit: 1.0
9001120	User Interface Design* ♦	Credit: 1.0

‡ Only students who have successfully completed Digital Information Technology (previously known as Introduction to Information Technology) may enroll in Foundations of Web Design.

COOPERATIVE COURSES FOR INFORMATION TECHNOLOGY

INFORMATION TECHNOLOGY DIRECTED STUDY

Grades: 11-12

9000100

Length: Multiple Credits

LOCATION: East Ridge High School / Eustis High School / South Lake High School / Tavares High School / Umatilla High School

The purpose of this course is to provide students with additional competencies in an Information Technology program that will enhance their opportunities for employment in the occupation chosen by the student. The content is prescribed by the instructor based upon the individual student's assessed needs for directed study. The selected intended outcomes and student performance standards which the student must master to earn credit must be outlined in an instructional plan developed by the instructor. A learning laboratory is provided as required to support the educational activities of the student. This laboratory may be in the traditional classroom or in an industry setting.

PREREQUISITE: This course may be taken only by a student who is currently completing or has successfully completed a specific Information Technology Education secondary career preparatory program.

INFORMATION TECHNOLOGY COOPERATIVE EDUCATION – OJT

Grades: 10-12

9000420

Length: Multiple Credits

LOCATION: East Ridge High School / Eustis High School / South Lake High School / Tavares High School / Umatilla High School

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 copy of the student's normal work schedule; 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 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.

PREREQUISITE: This course may be taken only by a student who is currently completing or has successfully completed a specific Information Technology Education program.

MANUFACTURING CAREER PREPARATORY PROGRAMS

ADVANCED MANUFACTURING TECHNOLOGY

Grades: 9-12

9200200

Length: 3-4 Credits

LOCATION: Lake Minneola High School

This program offers a broad foundation of knowledge and skills to prepare students for employment in Advanced Manufacturing and Production positions. The content includes but is not limited to providing students with a foundation of knowledge and technically oriented experiences in the study of automation technology, its application in manufacturing, engineering and robotics, and its effect upon our lives and the choosing of an occupation. The content and activities will also include the study of enterprise systems, safety, quality, 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.

Listed below are the courses that comprise this program; they are listed in the appropriate sequence.

9200210	Advanced Manufacturing Technology 1	Credit: 1.0
9200220	Advanced Manufacturing Technology 2♦	Credit: 1.0
9200230	Advanced Manufacturing Technology 3♦	Credit: 1.0
9200240	Advanced Manufacturing Technology 4♦	Credit: 1.0
9200250	Advanced Manufacturing Technology 5♦	Credit: 1.0

COOPERATIVE COURSES FOR MANUFACTURING

MANUFACTURING DIRECTED STUDY

Grades: 11-12

9201000

Length: Multiple Credits

LOCATION: Lake Minneola High School

The purpose of this course is to provide students with additional competencies in a Manufacturing education program that will enhance their opportunities for employment in the occupation chosen by the student. The content is prescribed by the instructor based upon the individual student's assessed needs for directed study. The selected intended outcomes and student performance standards which the student must master to earn credit must be outlined in an instructional plan developed by the instructor. A learning laboratory is provided as required to support the educational activities of the student. This laboratory may be in the traditional classroom or in an industry setting.

PREREQUISITE: This course may be taken only by a student who is currently completing or has successfully completed the Automation and Production Technology career preparatory program.

MANUFACTURING COOPERATIVE EDUCATION – OJT

Grades: 10-12

9200420 Length: Multiple Credits

LOCATION: Lake Minneola High School

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 copy of the student's normal work schedule; 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 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.

PREREQUISITE: This course may be taken only by a student who is currently completing or has successfully completed the Automation and Production Technology career preparatory program.

MARKETING, SALES AND SERVICE CAREER PREPARATORY PROGRAMS

ENTREPRENEURSHIP

Grades: 9-12

8812100

Length: 3 Credits

LOCATION: Eustis High School

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 a business owner, and develop the fundamental knowledge and skills necessary to start and operate a business. A simulated business or a school-based enterprise (on or off site) is an integral part of the instruction of this program.

Listed below are the courses that comprise this program; they are listed in the appropriate sequence.

8812110	Principles of Entrepreneurship*	Credit: 1.0
8812120	Business Management and Law♦	Credit: 1.0
8812000	Business Ownership*♦	Credit: 1.0

MARKETING, MANAGEMENT & ENTREPRENEURIAL PRINCIPLES

Grades: 9-12

9200500

Length: 3-4 Credits

LOCATION: East Ridge High School/Mount Dora High

The purpose of this program is to prepare students for employment or advanced training in the marketing and sales industry. This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the marketing industry: planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety, and environmental issues.

Listed below are the courses that comprise this program; they are listed in the appropriate sequence.

8827110	Marketing Essentials*	Credit: 1.0
8827120	Marketing Applications*	Credit: 1.0
8827130	Marketing Management*	Credit: 1.0
8812000	Business Ownership*♦	Credit: 1.0

COOPERATIVE COURSES FOR MARKETING, SALES AND SERVICE

MARKETING EDUCATION DIRECTED STUDY

Grades: 11-12

8800100

Length: Multiple Credits

LOCATION: Eustis High School / East Ridge High School / Mount Dora High School

The purpose of this course is to provide students with additional competencies in an agricultural education program that will enhance their opportunities for employment in the occupation chosen by the student. The content is prescribed by the instructor based upon the individual student's assessed needs for directed study. The selected intended outcomes and student performance standards which the student must master to earn credit must be outlined in an instructional plan developed by the instructor. A learning laboratory is provided as required to support the educational activities of the student. This laboratory may be in the traditional classroom or in an industry setting.

PREREQUISITE: This course may be taken only by a student who is currently completing or has successfully completed the specific Marketing, Sales and Service Education program.

MARKETING EDUCATION COOPERATIVE EDUCATION – OJT

Grades: 10-12

8800410

Length: Multiple Credits

LOCATION: Eustis High School / East Ridge High School / Mount Dora High School

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 copy of the student's normal work schedule; 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 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.

PREREQUISITE: This course may be taken only by a student who is currently completing or has successfully completed the specific Marketing, Sales and Service career preparatory program.

TRANSPORTATION, DISTRIBUTION AND LOGISTICS CAREER PREPARATORY PROGRAMS

AUTOMOTIVE COLLISION TECHNOLOGY

Grades: 9-12

9514000

Length: 3-6 Credits

LOCATION: East Ridge High School

The purpose of this program is to prepare students for employment as Paint and Body Helper, Paint and Body Assistant, Auto Collision Estimator, Frame and Body Repairman. The content includes, but is not limited to, basic trade skills, refinishing skills, sheet metal repair skills, frame and unibody squaring and aligning; use of fillers, paint systems and undercoats; related welding skills, related mechanical skills, trim-hardware maintenance, glass servicing, and other miscellaneous repairs. The course content should also include training in communication, leadership, human relations and employability skills; and safe, efficient work practices. This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the Automotive industry: planning, management, finance, technical and product skills, underlying principles of technology, labor issues, community issues, and health, safety and environmental issues.

Listed below are the courses that comprise this program; they are listed in the appropriate sequence.

9514010	Automotive Collision Paint & Body Assistant	Credit: 1.0
9514020	Automotive Collision Paint & Refinishing Assistant 1	Credit: 1.0
9514030	Automotive Collision Paint & Refinishing Assistant 2	Credit: 1.0
9514040	Automotive Collision Paint & Refinishing Assistant 3	Credit: 1.0

AUTOMOTIVE MAINTENANCE & LIGHT REPAIR

Grades: 9-12

9504100

Length: 3-4 Credits

LOCATION: South Lake High School

The purpose of this program is to prepare students for employment and/or specialized training in the automotive industry. This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the Automotive industry: planning, management, finance, technical and product skills, underlying principles of technology, labor issues, community issues and health, safety, and environmental issues.

Listed below are the courses that comprise this program; they are listed in the appropriate sequence.

9504110	Automotive Maintenance & Light Repair 1 ♦	Credit: 1.0
9504120	Automotive Maintenance & Light Repair 2 ♦	Credit: 1.0
9504130	Automotive Maintenance & Light Repair 3 ♦	Credit: 1.0
9504140	Automotive Maintenance & Light Repair 4 ♦	Credit: 1.0

COOPERATIVE COURSES FOR TRANSPORTATION, DISTRIBUTION AND LOGISTICS

TRANSPORTATION, DISTRIBUTION AND LOGISTICS DIRECTED STUDY

Grades: 11-12

9501000

Length: Multiple Credits

LOCATION: East Ridge High School / South Lake High School

The purpose of this course is to provide students with additional competencies in either the Automotive Collision Repair and Refinishing or Automotive Service Technology program that will enhance their opportunities for employment in the occupation chosen by the student. The content is prescribed by the instructor based upon the individual student's assessed needs for directed study. The selected intended outcomes and student performance standards which the student must master to earn credit by the instructor. A learning laboratory is provided as required to support the educational activities of the student. This laboratory may be in the traditional classroom or in an industry setting.

PREREQUISITE: This course may be taken only by a student who is currently completing or has successfully completed the Automotive Collision Repair and Refinishing, Automotive Service Technology or Automotive Maintenance and Light Repair program.

TRANSPORTATION, DISTRIBUTION AND LOGISTICS COOPERATIVE EDUCATION – OJT

Grades: 10-12

9500420

Length: Multiple Credits

LOCATION: East Ridge High School / South Lake High School

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 copy of the student's normal work schedule; 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 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.

PREREQUISITE: This course may be taken only by a student who is currently completing or has successfully completed the Automotive Collision Repair and Refinishing, Automotive Service Technology or Automotive Maintenance and Light Repair program.