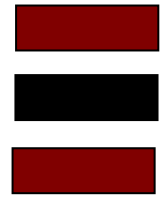
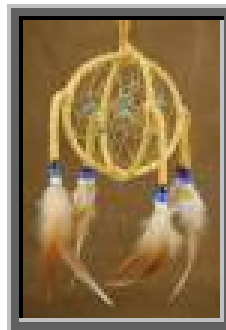


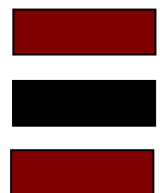
**EDGEWOOD JR./SR.  
HIGH SCHOOL**  
**A School of Choice**



# CURRICULUM GUIDE



2012-2013  
School Year



## **Edgewood Jr./Sr. High School**

**180 East Merritt Avenue, Merritt Island, FL 32953**

**Telephone: (321) 454-1030**

**Dr. Kenneth J. Winn, Principal**

**Mrs. Melissa J. Hall, Asst. Principal/Curriculum**

**Mr. Pete Tridnivka, Asst. Principal/Facilities**

**Mrs. Kristi Cooper-Denton, Guidance Counselor**

**Mrs. Danielle Infurna, Guidance Counselor**

**Mrs. Valerie Wells, Guidance Counselor**

**Mrs. Sharon Willingham, Senior Project Coordinator**

### **MISSION STATEMENT:**

**Seeking Excellence In Who We Are, What We Know,  
And What We Do**

### **THE SCHOOL BOARD OF BREVARD COUNTY**

**Robert Jordan**

**Karen Henderson**

**Amy Kneessy**

**Dr. Barbara Murray**

**Andy Ziegler**

**Dr. Brian T. Binggeli**

**SUPERINTENDENT**

**Sandra Demmon, Area III Superintendent**

It is the policy of the School Board of Brevard County to offer the opportunity for students to participate in appropriate programs and activities without regard to race, color, religion, national origin, sex, handicap, marital status, or age, except as otherwise provided by Florida State Law.

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# EDGEWOOD JR/SR HIGH SCHOOL 2012-2013 REGISTRATION INFORMATION JUNIOR HIGH SECTION

## WELCOME 7<sup>th</sup> AND 8<sup>th</sup> GRADERS!

This curriculum guide contains information to help you plan your academic program at Edgewood Jr./Sr. High School. Please read it carefully and pay particular attention to the descriptions of the courses offered. If you have questions about which courses to take or have other scheduling concerns, please contact your guidance counselor. Please discuss your course selection with your parents.



## GUIDANCE STAFF

Mrs. Kristi Cooper-Denton – Guidance Counselor (students with last names L – Z)

Mrs. Valerie Wells – Guidance Counselor (students with last names A – K)

Mrs. Danielle Infurna – Guidance Counselor FLVS

Ms. Cindy Cahill – Registrar/Data Entry

Mrs. Julie Kuglemann – Registrar/Data Entry

Mrs. Jenny Gonzalez – Testing Coordinator

Mrs. Sharon Willingham – Senior Project Coordinator

Mrs. Melissa J. Hall – Assistant Principal for Curriculum

## REGISTRATION OVERVIEW

The following course guide contains all courses that will be offered at Edgewood Jr./Sr. High School during the 2012-2013 school year. Please pay careful attention to special notes and teacher signature requirements. Teacher recommendations are required for all academic courses. All courses are yearlong (2 semesters) unless specifically noted.

**When registering – Please be sure you have chosen the courses that you would like to take. Materials are ordered and teachers are hired based on the course selections of the students. Requests for changes cannot be made after the deadline for registration cards.**

## INTRODUCTION

The instructional programs of Brevard County are based upon a plan, which permits the classroom teacher to provide for differences among students. Each student is an individual with special needs, problems, and rates of learning. Each student enrolls in an appropriate program that encourages maximum progress towards education goals. The instructional program is a multi-purpose structure, which allows individualism of instruction.

Courses listed in this book are only those courses offered at one-half or more of the middle schools in the district. Individual schools will offer these courses according to expressed student interest, facilities, and personnel available. A school may also offer a course, which is not described in this booklet when permission is obtained from the superintendent or designee. The school must show that the desired course is included in the State Course Code Directory, has value and need, has student performance standards developed, has a qualified teacher available, and will not adversely affect the present program.

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

Note: Portions of this handbook may be subject to change due to any future Florida legislative and/or Brevard School Board action. Edgewood Jr/Sr High School is a school of choice where the requirements differ from the District's requirements. District information is included in the appendix.

## Course Selection

Middle school students in grades 7-8 must select the following subject areas each year.

Language Arts	Science	Electives including the
Mathematics	Social Studies	Middle School
Physical Education		Comprehensive Career
		Exploration and Planning
		Course (grade 7)

Students in grades 7-8 who scored Level 1 or 2 on the Florida Comprehensive Assessment Test (FCAT 2.0) Reading the previous year are required to pass a remedial reading course in addition to language arts.

## BREVARD COUNTY REQUIREMENTS FOR 7<sup>th</sup>/8<sup>th</sup> GRADE PROMOTION

**To be promoted from 7<sup>th</sup> grade to 8<sup>th</sup> grade and from 8<sup>th</sup> grade to 9<sup>th</sup> grade a student must have completed the following:**

1. Received a yearly passing grade in the four major academic subjects (mathematics, language arts, science, and social studies) by demonstrating satisfactory mastery of the State Student Performance Standards in language arts, mathematics, science, and social studies as documented in accordance with procedures described in administrative guidelines.

**NOTE:** If the student fails math or language arts, the student must show proficiency in math or language arts by earning:

- Annual learning gains on FCAT 2.0 reading or FCAT 2.0 math, **OR**
  - Acceptable scores on FAIR or reading program assessments, **OR**
  - SAT 10 score of 45% or higher.
- 
- Received a passing grade in at least two of all other courses taken during the year (Note 1: The Grade 7 semester middle school career exploratory course must be passed. Note 2: If the student must take an intensive reading course, this course must be passed. If the student fails the intensive reading course, he/she must demonstrate proficiency in reading by earning:
    - Annual learning gains on FCAT 2.0 reading, **OR**
    - Acceptable scores on FAIR or reading program assessments, **OR**
    - SAT 10 score of 45% or higher.

If the student scores a Level 1 or 2 on the FCAT 2.0, the student will be required to enroll in intensive reading for the next school year. If the student scores a Level 3 or above, he/she will not be required to take intensive reading again the next year.

2. Met the district attendance requirements.
3. Demonstrated mastery of the Sunshine State Standards by scoring at Level 2 or above on FCAT 2.0 (Note: Remediation is required of students scoring at Level 1 or Level 2 on FCAT 2.0 the previous year.)

4. Demonstrated mastery of the Sunshine State Standards by scoring at Level 2 or above on FCAT Math (Note: Remediation is required of students scoring at Level 1 or Level 2 on FCAT Math the previous year.)

For students who have not met promotional criteria, the following options for assistance may be available:

1. Referral to Exceptional Education,
2. Retention in the current grade level,
3. Before and after school programs,
4. Assignment of academic support strategies to students who have been identified as needing assistance,
5. Remedial groups within existing classes,
6. Recommendation for referral to the child study team,
7. Progress Monitoring Plan (PMP) initiated for students scoring Level 1 on the FCAT Reading and/or Math the previous year and/or scoring below a 4.0 on the most recent FCAT Writes,
8. Summer school programs for students who qualify (limited to ESY),
9. Mentoring/tutoring,
10. Academic wheel,
11. Pull out counseling sessions,
12. Pull out remedial instruction,
13. Remedial programs during the school day.

## **GRADUATION REQUIREMENTS BEGINNING**

**2007-2008**

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

1. Completed all high school credit requirements as defined below or completed the requirements for an International Baccalaureate diploma or Advanced International Certificate of Education diploma. (Note: There are new graduation requirements beginning in 2007-2008 for entering 9<sup>th</sup> grade students).
2. Been enrolled four years in the 9-12 sequence.
3. Met the district attendance requirements.
4. Passed both the reading and math sections of the 10<sup>th</sup> grade FCAT 2.0 and/or appropriate End of Course (EOC) exam.
5. Demonstrated satisfactory mastery of the Performance Standards in reading, writing, mathematics, science and social studies as documented in accordance with procedures described in administrative guidelines.
6. Earned a minimum cumulative unweighted grade point average for specific high school diploma option. This GPA is computed on all courses taken, except courses forgiven under state and district policies.
7. Received the principal's approval for graduation.

See Edgewood's Graduation Requirements on Page 20.

## **GRADING SCALE**

The following grading scale has been established by Florida Statute and is used in all Brevard County middle and high schools:

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

To average semester grades, the teacher doubles the average for each grading period, adds the semester exam grade, and divides by five.

## **ATHLETIC ELIGIBILITY**

**FOR 7<sup>TH</sup> GRADERS:** 7<sup>th</sup> graders who are regularly promoted from the 6<sup>th</sup> grade are eligible to participate during the first semester of 7<sup>th</sup> grade, regardless of entry GPA. Any 7<sup>th</sup> grader who has a 2.0 or higher GPA from the first semester, will be eligible for athletic competition during the second semester.

**FOR 8<sup>TH</sup> GRADERS:** Any 8<sup>th</sup> grader who is regularly promoted from the 7<sup>th</sup> grade must have a 2.0 unweighted GPA or higher on all courses taken during the previous year for initial eligibility. From there, a student must maintain a 2.0 unweighted cumulative GPA on all courses taken since the beginning of 7<sup>th</sup> grade. Eligibility is determined for each semester.

## **EDGEWOOD MIDDLE SCHOOL REQUIREMENTS**

- Service Learning. (25 hours per year in attendance at the school) 10 hours are to be earned each semester.
- Accelerated study at least one time in middle school.  
(Acceleration in middle school means obtaining high school credit)
- Successful completion of components to fulfill some of the requirements of the portfolio for senior project.

## **ACCELERATION OPTIONS**

Students must accelerate at least one time during their middle school years. This means a student must enroll and successfully pass a course that earns high school credit. The following are the courses that middle school students may take to meet his/her acceleration requirement:

### **7<sup>th</sup> grade:**

- Algebra I Honors (requires a passing score on a screening test for enrollment)
- Spanish I Honors
- Latin I Honors

### **8<sup>th</sup> grade:**

- Algebra I Honors (requires teacher recommendation)
- Geometry Honors (requires teacher recommendation)
- Biology Honors (requires Accelerated Science in 7<sup>th</sup> grade and teacher recommendation)
- Spanish I Honors
- Spanish II Honors (requires successful completion of Spanish I)
- Latin I Honors
- Latin II Honors (requires successful completion of Latin I)

See Page 23 for high school acceleration information.

# MIDDLE SCHOOL COURSE DESCRIPTIONS



## LANGUAGE ARTS

### **M/J Language Arts II Advanced**

10010504

Provides integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language and literature. Content includes: 1) using the reading process to construct meaning from a wide range of literary, informational, and technical texts; 2) using the writing process to communicate information and ideas; 3) using listening, viewing, and speaking strategies; 4) understanding the power of language and using language in authentic contexts; 5) understanding the common features of a variety of literary forms; and 6) responding critically to visual, oral, and written texts.

### **M/J Language Arts II Pre-AP**

10010504

Provides integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language and literature. Prepares students for the rigor and requirements of Advanced Placement.

### **M/J Language Arts III Advanced**

10010804

Provides integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language and literature. Includes: 1) using the reading process to construct meaning from a wide range of literary, informational, and technical texts; 2) using the writing process to communicate information and ideas; 3) using listening, viewing, and speaking strategies; 4) understanding the power of language and using language in authentic contexts; 5) understanding the common features of a variety of literary forms; and 6) responding critically to visual, oral, and written texts.

### **M/J Language Arts III Pre-AP**

10010804

Provides integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language and literature. Prepares students for the rigor and requirements of Advanced Placement.

### **M/J Journalism I**

1006000X

### **M/J Journalism II**

1006010X

Introduces the student to print media production and journalism. Upon completion of Journalism I, students have the option to register for newspaper.



## **MATHEMATICS**

### **M/J Math 2 Advanced**

12050504

Provides a smooth transition from arithmetic to algebra. Students will understand relationships among arithmetic, algebra, and geometry; model physical situations algebraically; and use statistical methods and probability concepts as a means for decision making.

### **Algebra I Honors**

**1.0 credit**

12003204

Provides the foundation for success in more advanced mathematics courses. Students will use the real number system and its subsystems; demonstrate understanding of algebraic procedures and symbolism; and demonstrate understanding of the geometry associated with equations. (Student receives high school credit for this course)

### **Geometry Honors**

**1.0 credit**

12063204

Provides a rigorous and in-depth study of geometry. Students will use geometric models to represent and solve problems; use and understand an axiomatic system; explore relationships between plane and solid geometry; demonstrate an understanding of the algebra associated with coordinate geometry; and be aware of the differences between Euclidean and non-Euclidean geometries. (Student receives high school credit for this course.)



## **SCIENCE**

### **M/J Comprehensive Science II Adv**

20020804

Includes problem solving, measurement, safety procedures, motion, force, energy, biotic and abiotic interactions; structure and organization of matter, compound machines, light; sound, and interactions of science with technology and society. The student will design and conduct a scientific investigation demonstrating skills and knowledge in a variety of scientific areas.

### **M/J 7/8 Accelerated Science**

20021104

Includes problem solving, measurement, safety procedures, motion, force, energy, biotic and abiotic interactions; structure and organization of matter, compound machines, light; sound, and interactions of science with technology and society. Also includes problem solving, measurement, safety procedures, taxonomy, functions and interrelationships of living systems, principles of genetics, rock and mineral classification, comparative astronomy, atomic theory, conservation of energy, inertia and acceleration, and interactions of science with technology and society. The student will design and conduct a scientific investigation demonstrating skills and knowledge in a variety of scientific areas. If a student is successful in this course, they will be allowed to take Biology I Honors as an 8<sup>th</sup> grader. **This is a 7<sup>th</sup> grade course.**

### **M/J Comprehensive Science III Adv**

20021104

Includes problem solving, measurement, safety procedures, taxonomy, functions and interrelationships of living systems, principles of genetics, rock and mineral classification, comparative astronomy, atomic theory, conservation of energy, inertia and acceleration, and interactions of science with technology and society. The student will design and conduct a scientific investigation demonstrating skills and knowledge in a variety of scientific areas.

**Biology 1 Honors****1.0 credit**

20003204

Emphasizes exploratory experiences in the fundamental concepts of life. Includes scientific processes, structure and function of cells, genetics, classification and taxonomy, structure and function of plants and animals, ecological relationships, and biological changes through time. Experimental design and laboratory investigations are integral to this course. (Student receives high school credit for this course.) Pre-requisite: 7<sup>th</sup> grade Accelerated Science and Accelerated Science signature.

**M/J Science Research II**

1700010X

**M/J Science Research III**

1700020X

Focuses on scientific processes, experimental design and the collection, analysis and presentation of data. Successive years will involve a variation and/or study of a progressive nature. A Science Fair project is required

**SOCIAL STUDIES****M/J Civics Adv**

21050304

The seventh grade social studies curriculum consists of the following content area strands: Civics, Geography, and Economics. The primary content for the course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system. The course is embedded with strong geographic and economic components to support civic education instruction.

**M/J US History Adv**

21000204

Provides an in-depth study of the social, political, and economic events in America up through the 19<sup>th</sup> century. Includes Florida History.



## **PHYSICAL EDUCATION**

### **M/J Team Sports**

1508200X

Designed to develop competence in physical fitness and body management skills. These courses use a spiral curriculum approach, which addresses the developmental levels and instructional needs of students. Participation will provide an introduction to a wide variety of team and dual sports that will form a strong foundation for more advanced instruction.

### **M/J Comprehensive P.E.**

1508600X

Designed to develop competence in physical fitness and body management skills. These courses use a spiral curriculum approach, which addresses the developmental levels and instructional needs of students. Participation will provide an introduction to a wide variety of team, individual and dual sports that will form a strong foundation for more advanced instruction.



**WORLD LANGUAGES**

**Spanish I Honors**

**1.0 credit**

0708340X

Enables students to begin to acquire proficiency in a modern language. Emphasis is placed on conversing, understanding, and presenting information about areas of immediate need and interest. Cross-cultural understanding, connections with other subject area disciplines, and the ability to perform in an interdependent society are also stressed. (Student receives high school credit for this course.)

**Spanish II Honors**

**1.0 credit**

0708350X

Enables students to continue to acquire proficiency in a modern language. Continued emphasis on conversing, understanding, and presenting information while increasing language proficiency in more areas of content. Cross-cultural understanding and connection with other subject areas are reinforced. Real-life applications are emphasized. (Student receives high school credit for this course.)

**Latin I Honors**

**1.0 credit**

0706300X

Introduces the student to fundamental Latin vocabulary and grammar and to classical culture. Includes English derivatives and vocabulary based on Latin; basic grammatical structure of Latin; simple stories for comprehension, including their translation into English; classical heroes and legends, with special attention to classical myths; and selected aspects of life in a Roman family. (Student receives high school credit for this course.)

**Latin II Honors**

**1.0 credit**

0706310X

Provides an intensive study of the Latin language and the Roman history and culture. Instruction includes the grammar and vocabulary necessary for the reading and appreciation of Latin authors, particularly Caesar's writings. Reading is designed to increase the student's understanding of sentence structure, English word-origin, and Roman history and customs. (Student receives high school credit for this course.)



## **APPLIED TECHNOLOGY**

### **M/J Robotics I 0600020X**

Introduces the student to the history and applications of robots and the basic mechanical design process involved in building robots. A great deal of class time is dedicated to the students working in groups to design, build, program and test robots using LEGO Mindstorms kits to achieve various missions and challenges.

### **M/J Robotics II 060030X**

Designed for the student who wants to further their knowledge of design, building and programming process involved in constructing robots. Provides students with the opportunity to create robot and programming designs utilizing advanced techniques. Building will continue to employ the use of LEGO Mindstorms.

### **M/J Exploratory Wheel 2 ~ Introduction to Multi-Media Broadcasting (Semester) 8000210X**

Students will be introduced to the technology of television production using broadcast studio equipment. Emphasis will be placed on the use of computers in the studio including graphic design, teleprompting, and green screen effects. Students will rotate positions of a studio crew as they create a daily broadcast implementing the technology of the studio.



## **FINE AND PERFORMING ARTS**

### **M/J Art Appreciation 3 (semester)**

0100020X

Acquaints students with the fundamentals of art. Student will develop skills in using media (crayon, tempera, pen and ink, watercolor, magic marker); in working with stimulus (imaginary scenes, abstractions, geometric forms, emotions); and, in applying principles of art (balance, variation, emphasis, contrast, unity, rhythm, and repetition).

### **M/J Art Appreciation 4 (semester)**

0100030X

Gives the student opportunities to work in both two and three dimensions. Planning and creativity are emphasized using a variety of media such as fabrics, clay, paper mache, and paper for sculptural techniques.

### **M/J Band II**

1302010X

Designed for the student who has little or no previous band instrumental training or experience. Upon completion of this course, the student should be able to produce a characteristic sound on an instrument, demonstrate and play simple and compound rhythms, play the most common major scales at least an octave, demonstrate appropriate posture and basic techniques on an instrument suited to individual needs.

### **M/J Band III**

1302020X

Designed for the student who has satisfactorily completed beginning band or who can demonstrate required competencies. At the completion of this course, the student will be expected to demonstrate improved instrumental techniques and concepts and have a broadened appreciation for reading and performing music. **Audition required.**

### **M/J Chorus 1**

1303000X

Designed for the student with limited musical experience. It is open to all students and no audition is required. Covers basic musicianship, proper tonal production, breath control, and vocal techniques. It will also develop the ability to sing in two- and three- part harmony and sight-read simple melodic lines and rhythms.

**M/J Chorus II**

1303010X

Designed to develop sight-reading skills, proper vocal techniques, and tonal production. Involves performances which include solos, ensembles, and large group experiences. It also develops ability to sing in three- and four- part harmony. Extra rehearsals and performances are an integral part. **Audition required.**

**M/J Drama II**

0400010X

Introduces the student to drama and provides opportunities for exploring acting and interpretation.

**M/J Drama III**

0400020X

Enables students to increase fundamental knowledge and skill in the elements of theatre arts, with an emphasis on performance.

**M/J Exploratory Wheel 1 (Comprehensive Theatre)**

0600100X

Enables students to develop fundamental elements of theatre art into final production. Major emphasis is on musical theatre

**M/J Orchestra II**

1302050X

Enables students with no experience at the elementary school to develop beginning level skills on bowed string instruments through the performance and refinement of a variety of orchestral literature in an ensemble setting.

**M/J Orchestra III**

1302060X

Provides an orchestral experience for students who have successfully completed M/J Orchestra I or have the equivalent level of proficiency. Designed for students who have successfully completed an intermediate string course at the elementary level. **Audition required.**



## **FAMILY & CONSUMER SCIENCES**



### **M/J Career Exploratory Wheel (semester)**

8000200X

Provides a variety of activities designed to explore careers and tasks performed by individuals employed in business and office occupations. **Required in 7<sup>th</sup> grade.**

### **M/J Culinary Careers (semester)**

8809200X

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding culinary careers found within the hospitality industry. The content includes but is not limited to the development of leadership skills, communication skills, employability skills; resource management; exploration careers in the culinary; food safety and sanitation; safe, proper use of culinary tools/equipment; interpreting recipes and developing menus; basic food preparation skills; front-of-the-house and back-of-the-house responsibilities; artistic presentation of food; and the use of technology in the culinary field.

**EDGEWOOD JR/SR HIGH SCHOOL 2012-2013  
REGISTRATION INFORMATION  
HIGH SCHOOL SECTION**

**INTRODUCTION**

**Selecting a Program of Study**

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

**Course Numbers, Titles, Content**

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

**Course Levels**

The state of Florida has instituted a course leveling system for 9-12 courses in art, dance, drama, foreign languages, health, language arts (including ESOL), mathematics, music, physical education, science, and social studies. Courses in these areas are designated as Level 1, 2, and 3.

**Course Load**

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

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

**PROMOTION REQUIREMENTS BEGINNING**

**2007-2008**

**Grade 8 to Grade 9 Student must have:**

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

**9<sup>th</sup> Grade to 10<sup>th</sup> Grade**

1. Been enrolled one year in the 9-12 sequence;
2. Earned at least six credits (block schools – seven credits). Students must pass one course each in language arts and mathematics, as well as the remedial reading course for students scoring Level 1 or 2 on the FCAT 2.0 Reading the previous year;
3. Met the district attendance requirements; and
4. Must meet end of course exam requirements by graduation.

### **10<sup>th</sup> Grade to 11<sup>th</sup> Grade**

1. Been enrolled two years in the 9-12 sequence;
2. Earned at least twelve credits (block schools – fourteen credits). Students must pass two courses each in language arts and mathematics, as well as the remedial reading course for students scoring Level 1 or 2 on the FCAT 2.0 Reading the previous year;
3. Met the district attendance requirements; and
4. Must meet end of course exam requirements by graduation.

### **11<sup>th</sup> Grade to 12<sup>th</sup> Grade**

1. Enrolled three years in the 9-12 sequence;
2. Earned at least eighteen credits (block schools – twenty-one credits) including remedial reading for students who failed the FCAT 2.0 Reading the previous year;
3. Met the district attendance requirements;
4. Must meet all end of course exam requirements by graduation.

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

This guide contains information to help you plan your academic program at Edgewood Jr./Sr. High School. Please read it carefully and pay particular attention to the descriptions of courses and graduation requirements.

**Choose your classes wisely as you work toward meeting graduation requirements. If you have questions about which courses to take or have other scheduling concerns, contact your counselor. Please discuss your course selections with your parents.**



## **GUIDANCE STAFF**

Mrs. Kristi Cooper-Denton – Guidance Counselor (students with last names L – Z)

Mrs. Valerie Wells – Guidance Counselor (students with last names A – K)

Mrs. Danielle Infurna – Guidance Counselor FLVS

Ms. Cindy Cahill – Registrar/Data Entry

Mrs. Julie Kugelmann – Registrar/Data Entry

Tammy Brock – Test Coordinator

Mrs. Sharon Willingham – Senior Project Coordinator

Mrs. Melissa J. Hall – Assistant Principal for Curriculum

## **REGISTRATION OVERVIEW**

The following course guide contains all of the courses that may be offered at Edgewood during school year 2011-2012. Please pay careful attention to special notes and teacher signature requirements. All courses are yearlong (2 semesters) unless specifically noted. **Only choose courses shown in this registration bulletin. When registering – Please be sure you have chosen the courses that you would like to take. Materials are ordered and teachers are hired based on the course selections of the students. Requests for changes cannot be made after the deadline for registration cards.**

**EDGEWOOD GRADUATION REQUIREMENTS**  
**CLASS OF 2011 AND BEYOND**



<b>Language Arts:</b>	<b>4 credits</b>
<b>Mathematics:</b>	<b>4 credits</b>
<b>Science:</b>	<b>4 credits</b>
<b>Social Studies:</b>	<b>4 credits</b>
<b>Foreign Language:</b> (all three credits must be in the same language)	<b>3 credits</b>
<b>HOPE</b> (Health Opportunities through Physical Education)	<b>1 credits</b>
<b>Career Research &amp; Decision Making:</b>	<b>.5 credit</b>
<b>Performing or Fine Arts</b>	<b>1.0 credit</b>
<b>Electives:</b>	<b>6.5 credits</b>

**TOTAL: 28 credits**

**9<sup>th</sup> graders must declare a major and minor program of study.**

**ADDITIONAL GRADUATION REQUIREMENTS**

- **Passing score of 10<sup>th</sup> grade FCAT 2.0 reading and passing scores on EOC exams**
- **Must have completed one semester of Career Exploration in middle school**
- **Leadership experience in one or more areas or projects**
- **Service Learning (25 hours per year in attendance at the school – 12.5 hours per semester)**
- **Accelerated study at least one time in middle school and at least two times in high school. (Acceleration in middle school means obtaining high school credit. Acceleration in high school means passing college courses through AP or Dual Enrollment)**
- **Successfully complete 3 consecutive years of one foreign language**
- **Eligibility for at least one post-secondary scholarship**
- **Maintain a competitive post-secondary admissions portfolio to include career and personal goals**
- **Successful completion of a senior project**

## **ACCELERATION OPTIONS**

### **ACCELERATED PROGRAMS**

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

### **COLLEGE LEVEL WORK**

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

#### **1. ADVANCED PLACEMENT**

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

## **ADVANCED PLACEMENT (AP) COURSES**

Edgewood offers the following AP classes based upon student interest/enrollment:

AP English Language & Composition	AP Macroeconomics
AP English Literature	AP Microeconomics
AP Calculus AB	AP Chemistry
AP Calculus BC	AP Biology
AP Statistics	AP Psychology
AP Computer Science AB	AP Physics B
AP Music Theory	AP Physics C
AP Human Geography	AP Art 2-D
AP American Government (1 semester)	AP Studio Drawing
AP American History	AP Art 3-D
AP European History	AP Spanish
AP World History	AP Latin

## **2. DUAL ENROLLMENT (ACADEMIC/VOCATIONAL)**

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

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

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

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

Students may take courses during school hours, after school hours and during the summer term. Dual enrollment students are exempt from the payment of registration, tuition and lab fees. Textbooks will be provided free of charge to public school dual enrollment students. Students in dual enrollment may not drop a course without first obtaining permission from the principal.

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

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

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

## **EDGEWOOD PROCEDURES FOR ENROLLING IN DUAL ENROLLMENT**

**To be eligible for Dual Enrollment a student must complete the following four steps.**

Test scores and high school GPA determines what classes can be taken.

1. Attend a BCC Dual Enrollment orientation program. The BCC schedule is available in Guidance.
2. Have test scores: SAT, ACT or CPT. Call the BCC Testing office for an appointment to take the CPT test at 433-7352 (Cocoa campus).
3. Complete BCC application (received in orientation packet) to the BCC admission offices, along with an Edgewood transcript.
4. Make appointment to see your guidance counselor after steps 1-3 are complete.

### **FIRST-TIME STUDENTS ENROLLING IN BCC DUAL ENROLLMENT**

#### **STEP 1 – GETTING STARTED**

Meet with your school counselor to determine your eligibility for BCC's Dual Enrollment Program. Applicants must meet the state unweighted cumulative GPA requirements for the selected program of study.

Associate in Arts Degree	3.0
Associate in Science & Associate in Applied Science	2.5
College Credit Certificate	2.5
Postsecondary Adult Vocational Certificate	2.0

## **STEP 2 – BCC APPLICATION FOR ADMISSION & OFFICIAL HIGH SCHOOL TRANSCRIPT**

Complete a BCC Application for Admission. Write legibly using blue or black ink. High school students may NOT apply online, also the FL Residency Affidavit is not required. You are exempt from payment of the application fee.

Obtain an official copy of your high school transcript from Guidance. If you have taken the ACT or SAT within the last two years and want the college to use your scores for academic placement, the scores must be recorded on your high school transcript. If not, obtain an official copy of your test scores to submit with your BCC Application for Admission.

## **STEP 3 – BCC DUAL ENROLLMENT ORIENTATION**

Attend a BCC Dual Enrollment Orientation (**must bring photo ID**). The mandatory orientation is conducted by a BCC advisor and will provide you with essential information about college programs and services. **Turn in your completed BCC Application for Admission and official high school transcript to the BCC staff member at Orientation.**

## **STEP 4 – PLACEMENT TESTING**

Schedule an appointment to take the CPT if you plan to register for college courses and do NOT have ACT or SAT scores. Placement test scores are not required if you are dual enrolling in a vocational program.

Titusville 433-5034 Melbourne 433-5584 Cocoa 433-7352 Palm Bay 433-5251

## **STEP 5 – BCC ACCELERATED EDUCATION REGISTRATION FORM**

Take your CPT score report to your school counselor and complete the BCC Accelerated Education Registration Form. Review the form carefully to ensure that it is complete, including required signatures. BCC will not accept an incomplete application.

## **STEP 6 – ADVISING/REGISTRATION**

Register early to get the classes you want! When the registration period opens for dual enrollment students, meet with a BCC Advisor to discuss your postsecondary plans and register for your selected classes. **You MUST bring your BCC Accelerated Education Registration Form with you to register.**

## **STEP 7 – TEXTBOOKS**

**Immediately take your BCC schedule back to your high school and give copies to your school counselor and Media Specialist.** Instructions for BCC textbooks will be given to you at that time. **Students are responsible for purchasing required instructional materials that can be used only one time, such as a workbook, electronic access code or a onetime use CD.**

**IMPORTANT! DO NOT MAKE ANY CHANGES IN YOUR BCC SCHEDULE WITHOUT TALKING FIRST WITH YOUR HIGH SCHOOL COUNSELOR!**

**Edgewood Jr/Sr High does not provide transportation to B.C.C. campuses. Students may not be on Edgewood campus at times when BCC classes are scheduled.** Brevard County School does pay for tuition and textbooks for most BCC classes. Some classes, such as music and physical education classes, are not included in Dual Enrollment.

3. **EARLY ADMISSIONS**

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

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

- a. Completed their junior year;
- b. Completed all required courses except those specified for the college attended. These must be completed at the college;
- c. Met the grade point average and other admission requirements of the community college, college or university they plan to attend;
- d. Been recommended by a high school counselor and received prior approval of the high school principal.

Students participating in the early admissions program may be awarded a high school diploma after he/she completes two semesters of college with a minimum of 24 hours of college credits earned with an overall unweighted grade points average of 2.0 or higher and meets the high school graduation requirements.

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

## **FLORIDA VIRTUAL SCHOOL**

### **DISTANCE LEARNING - FLVS.net**

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

Florida Virtual School (FLVS) offers fully accredited, online courses aligned with Florida's Sunshine State Standards. The district school board will allow students to enroll in appropriate courses and award credit for successful completion of such courses. FLVS courses may be taken during or after the normal school day and during the summer. Students who wish to enroll in FLVS as part of the regular school day must submit a written request to the school principal. **FLVS courses are taken at home and cannot be taken on Edgewood's campus. Students are NOT allowed to be on Edgewood campus when scheduled for a FLVS class.**

Advanced Placement (AP) courses can also be taken on-line through Florida Virtual School. While courses other than advanced placement can also be taken on FLVS, only the AP courses will count toward a student's acceleration requirement. If interested in FLVS, please contact your guidance counselor.

### **STUDENT ENROLLMENT GUIDELINES FOR FLORIDA VIRTUAL SCHOOL (FLVS.NET) 1-407-513-FLVS**

- **Students must take "Honors" level coursework at FLVS which is required for Edgewood Curriculum.**
- Seniors needing any required courses for graduation may take these courses on FLVS but they **MUST** be finished with these courses by the end of 1<sup>st</sup> semester. If this is not met students **MUST** return to their home school to meet graduation requirements.
- FLVS may be used for "grade forgiveness" for 7<sup>th</sup> or 8<sup>th</sup> graders who make a "C" or below, or 9-12<sup>th</sup> graders who make a "D" or below.

### **COURSES TAKEN IN "ADDITION" TO A FULL-DAY SCHEDULE**

- Students must receive guidance and principal approval for all courses taken on FLVS.
- Upon completion, these courses and grades will be entered into the student's transcript.
- Grade Forgiveness courses must be taken "in addition" to the school day and may not be taken "as part" of the school day.

### **COURSES TAKEN “AS PART” OF THE SCHOOL DAY**

- Students may not take their entire schedule of courses at FLVS and remain in membership with Brevard Public Schools. Students must be enrolled in courses at their assigned school to be eligible for FLVS.
- FLVS classes should try to be scheduled at the first or the last part of the day, schedule permitting.
- The parent must submit to the principal a written request for the student to take FLVS courses as a part of the student’s schedule.
- The student must remain in a full day schedule at Edgewood until he/she has been “Classroom Assigned”.
- Students must receive guidance and principal approval for all courses.
- Students may **NOT** remain on campus during the period they are taking a FLVS class. Students may not ride the bus to campus and then leave campus for a FLVS class 1<sup>st</sup> period or leave campus for an 8<sup>th</sup> period FLVS class then return to the school to catch the bus. This is not permitted. Upon completion, the course and grades will be entered into the student’s transcript.
- Students must complete 1<sup>st</sup> semester courses by the end of 1<sup>st</sup> semester and 2<sup>nd</sup> semester courses by the end of 2<sup>nd</sup> semester.

Only through continuous communication can students be successful in an online course. Within each course the instructor outlines the weekly minimum work requirements and will abide by the following FLVS policies:

### **GRADING SCALE**

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

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

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

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

## **GRADE POINT AVERAGE**

### **UNWEIGHTED GPA**

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

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

### **WEIGHTED GPA**

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

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

## **HONOR GRADUATES/ VALEDICTORIAN/SALUTATORIAN**

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

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

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

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

## **RANK IN CLASS**

1. Rank-in-class shall be for the purpose of college admissions and scholarship applications.
2. The release of such individual student information shall be in accordance with School Board Policy 8330. Rank-in-class shall be computed on a cumulative unweighted GPA.
3. State universities in Florida recalculate a student's grade point average for admissions purposes in accordance with Florida statute and rule.
4. Upon student or parent request, for purposes of admissions to colleges and universities which are not a part of the Florida state system, and for certain scholarship applications, the rank-in-class procedure utilizing only academic subjects on a weighted basis shall be used.
5. A student selecting one of the three-year graduation options must be included in the overall class ranking for his/her graduation year based on the relative ranking of his/her cumulative GPA. These students are also eligible for consideration as valedictorian, salutatorian, and the Talented 20 Program. If the student meets all the requirements, he/she is also eligible for a National merit Scholarship, a Bright Futures Scholarship, and the participation in college athletics.

6. State universities in Florida recalculate a student's grade point average for admissions purposes in accordance with Florida statute and rule. Only academic courses are included in the calculations and only Level III courses such as "honors," "advanced placement," "Pre IB," "IB," or "dual enrollment" courses receive any weight. Only traditional academic courses are to be included in these weighted grade point average calculations. Academic courses shall include mathematics (Algebra I and above), English, science, social studies, foreign language, humanities, computer education, and all Advanced Placement courses. The following chart shall be used in Brevard Public Schools for weighting grades:
7. School districts must weigh college-level dual enrollment courses the same as advanced placement courses when GPA's are calculated. Alternative grade calculation or weighting systems that discriminate against dual enrollment courses are prohibited.

## **BRIGHT FUTURES SCHOLARSHIPS**

The Bright Futures Scholarship Program is the umbrella program for three state-funded scholarships: the Florida Academic Scholars, the Florida Medallion Scholars, and the Florida Gold Seal Vocational Scholars Awards. These awards are based on specific academic requirements and community service hours earned in grades 9-12. The new community service requirements are as follows:

- Florida Academic Scholars Award – 100 hours (s. 1009.534(1)(e) F.S.)
- Florida Medallion Scholars Award – 75 hours (s. 1009.535(1)(e) F.S.)
- Florida Gold Seal Vocational Scholars Award – 30 hours (s. 1009.536(1)(e) F.S.)

Students should see their counselors or visit the Bright Futures website at:

<http://www.floridastudentfinancialaid.org/SSFAD/home/uamain.htm>. Students completing the three-year graduation options are eligible for a Bright Futures Scholarship if they meet all the requirements.

## **FACTS.ORG**

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

With FACTS.org, students are able to:

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

## **OFFICE OF STUDENT SERVICES**

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

- Attendance
- Child abuse and neglect prevention services
- Guidance and counseling
- Child labor partial waiver
- Dropout prevention
- English for Speakers of Other Languages (ESOL)
- School counseling
- Health services
- Home education
- Missing children
- Nonimmigrant students
- Safe schools program
- Student records
- Student-parent program
- Vision and hearing screening

## **TESTING**

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

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

The FCAT 2.0 test and End-of-Course assessments are criterion-referenced tests. These tests assess student achievement on the knowledge and skills described in the state curriculum framework called the Next Generation Sunshine State Standards.

- Seventh, eighth, ninth and tenth grade students take the FCAT 2.0 Reading test.
- Seventh and eighth grade students take the FCAT 2.0 Math test.
- Eighth grade students take the FCAT 2.0 Science test.
- Eighth and tenth grade students take the FCAT Writing test.

For students who began 9<sup>th</sup> grade in 2010-11 and after, a passing score on the Reading FCAT 2.0 is a requirement for graduation from a Florida public high school. Students who do not receive a passing score on the 10<sup>th</sup> grade Reading FCAT 2.0 have additional opportunities to take the FCAT 2.0 Reading Retake Test before graduation. Students may also enroll for a 13<sup>th</sup> year of public education should they need additional instruction to successfully pass the FCAT 2.0 Retake Test. Students may also submit a passing concordant score on ACT or SAT to meet the graduation requirement if they do not pass the 10<sup>th</sup> grade Reading FCAT 2.0.

An Algebra 1 End-of-Course (EOC) assessment is required beginning with freshmen who enter high school during the 2010-2011 school year. A passing score on this assessment will be required for graduation beginning with freshman who enter high school during the 2011-2012 school year.

A Geometry End-of-Course (EOC) assessment will be required for all students enrolled in Geometry or an equivalent course in 2011-12 and, for freshmen, will be included as part of a student's final course grade. A passing score on this assessment will be required for graduation beginning with freshman who enter high school during the 2012-13 school year.

A Biology End-of-Course (EOC) assessment will be required for all students enrolled in Biology in 2011-12 and, for freshmen, will be included as part of a student's final course grade. Freshman who enter high school during the 2012-13 school year will be required to take the Biology End-of-Course assessment upon completion of their first Biology course or completion of the three-course Integrated Science sequence. A passing score on this assessment will be required for graduation beginning with freshman who enter high school during the 2012-13 school year.

A History End-of-Course (EOC) assessment will be required for all students enrolled in History or an equivalent course in 2012-13. A score on this assessment that will count as 30% of the final course grade will be required for graduation beginning with freshman who enter high school during the 2012-13 school year.

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

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

### **PLAN**

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

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

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

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

### **Scholastic Assessment Test I (SAT I):**

A reasoning test that measures developed verbal and mathematical reasoning abilities and process writing abilities related to successful performance in college.

### **ACT:**

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

### **Scholastic Assessment Test II (SAT II):**

Subject tests that are designed to measure knowledge and the ability to apply that knowledge in specific subject areas.

### **Advanced Placement Program:**

A series of college level subject area tests taken after the completion of AP coursework in high school.

### **College Level Examination Program (CLEP):**

A program of exams in undergraduate college courses. Students may earn advanced standing.

**Postsecondary Education Readiness Test (PERT):** A series of content specific exams in reading, math and writing to determine if students are in need of additional remediation prior to beginning college level courses.

**Comprehensive English Language Learner Assessment (CELLA)**

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

**TESTING CALENDAR**

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

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

**POST-HIGH SCHOOL EDUCATION**

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

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

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

Admission to college is based upon an evaluation of one's grade point average (GPA), standardized test scores (SAT I or ACT), recommendations, and personal data (which may include a written essay). Colleges usually determine GPA status based on the following core academic courses: English, social studies, foreign language, laboratory science, and mathematics beginning with Algebra I. Depending on individual college requirements, other courses may be

included in determining the GPA. Students can best prepare for college and college entrance tests by taking Level 3 or higher classes. Minimum college entrance course recommendations, in grades 9 through 12 are:

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

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

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

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

## **What Colleges Require**

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

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

- An interview with a college admissions officer is in your best interest. This is your chance to express personally your background, your interests and goals and why you are interested in the college. It is also a time for you to ask questions to get the information you need about a college in order to make an informed decision.

## **ATHLETIC ELIGIBILITY**

In order to participate on an interscholastic athletic team, each prospective athlete must:

1. Be regularly enrolled and in regular attendance.
2. Document his/her initial eligibility with a birth certificate.
3. Be less than 19 years, 9 months old through the entire season of the sport in which he/she participates.
4. Fulfill scholastic requirements as follows:
  - a. Must have a cumulative 2.0 GPA based on all courses taken
  - b. Must not have entered 10<sup>th</sup> grade more than three years ago
5. Present a doctor's statement for the current school year as to the student's physical condition.
6. Submit a Parent Player Agreement form for the current school year, signed by the student's parent or guardian. A listing of all school clubs and athletic programs is available in the student planner and the guidance office.

### **PLEASE NOTE:**

**AS A SCHOOL OF CHOICE STUDENT, IF YOU BEGIN YOUR HIGH SCHOOL CAREER (9<sup>TH</sup> GRADE) AT EDGEWOOD AND THEN DECIDE TO TRANSFER BACK TO YOUR HOME SCHOOL, YOU WILL HAVE TO WAIT ONE CALENDAR YEAR BEFORE YOU ARE ELIGIBLE TO PARTICIPATE IN ATHLETICS AGAIN.**

## **HIGH SCHOOL COURSE DESCRIPTIONS**



### **LANGUAGE ARTS**

#### **English I Honors**

10013204

**1.0 credit**

#### **English II Honors**

10013504

#### **English III Honors**

10013804

#### **English IV Honors**

10014104

Provides integrated educational experiences in reading, writing, listening, viewing, speaking, language and literature. The student will: 1) use reading strategies to construct meaning from a range of technical, informative and literary texts; 2) use process writing strategies to meet the needs of a variety of audiences, writers, and types of information being communicated; 3) select and use appropriate speaking, listening and viewing skills to clarify and interpret meaning in both formal and informal situations; 4) understand the common features of a variety of literary forms; 5) respond critically and aesthetically to literature; 6) demonstrate understanding and use of appropriate language for effective visual, oral, and written communication; 7) select and use a variety of electronic media to create, revise, retrieve, and verify information; 8) demonstrate an understanding of the impact of mass media and the regulations that govern its use. Will challenge the student to produce with more depth and breadth.

#### **English 4 College Prep**

1001405X

**1.0 credit**

Provides an opportunity for identified students to demonstrate reading and writing postsecondary readiness.

#### **Pre-AP English I**

10013204

**1.0 credit**

Includes the curriculum of English I Honors but also prepares students for AP Language and AP Literature.

#### **Pre-AP English II**

10013504

**1.0 credit**

Includes the curriculum of English II Honors but also prepares students for AP Language and AP Literature

#### **Advanced Placement English Language and Composition**

10014205

**1.0 credit**

Develops students' awareness and sharpens their skills in effective writing, critical thinking, and critical reading. The emphasis is upon preparing students for more specialized studies in English and American literature, and upon building skills in writing expository prose.

**Advanced Placement English Literature and Composition**

**1.0 credit**

10014305

Provides students with an understanding of the semantic, structural, and rhetorical resources of the English language, as they relate to the principles of effective writing.

**Journalism I**

**1.0 credit**

1006300X

**Journalism II**

1006310X *Newspaper*

**Journalism III**

1006320X *Newspaper*

**Journalism IV**

1006330X *Newspaper*

Provides instruction in writing and production skills related to various journalistic media. Includes news-gathering and writing; development of editorials; sports and feature articles; electronic design and production; and management of journalistic enterprises. (Students must submit an application and be selected for yearbook).

**Speech I**

**0.5 credit**

1007300X

**Speech II**

1007310X

**Speech III**

1007320X

Focuses on the use of effective speaking and listening strategies. Students will work toward mastery of the speaking benchmarks as stated in the district curriculum frameworks. **This course helps seniors with their senior project and is linked with Leadership Techniques.**



**MATHEMATICS**

**Algebra I Honors**

**1.0 credit**

12003204

Provides the foundation for success in more advanced mathematics courses. Students will use the real number system and its subsystems; demonstrate understanding of algebraic procedures and symbolism; and demonstrate understanding of the geometry associated with equations.

**Geometry Honors****1.0 credit**

12063204

Provides a rigorous and in-depth study of geometry. Students will use geometric models to represent and solve problems; use and understand an axiomatic system; explore relationships between plane and solid geometry; demonstrate an understanding of the algebra associated with coordinate geometry; and be aware of the differences between Euclidean and non-Euclidean geometries.

**Algebra II Honors****1.0 credit**

12003404

Continues the study of algebra with an emphasis on applications. Students will use algebraic procedures and symbolism to solve problems; demonstrate an understanding of the geometry associated with functions; and understand algebraic concepts and their relationship to probability.

**Advanced Topics in Mathematics****1.0 Credit**

1298310X

Enhances and continues the study of mathematics after Algebra I and II and Geometry, and provides a college level foundation to students who choose not to pursue a math, science, or technical major.

**Analysis of Functions****1.0 credit**

12013104

This class is a combination of Algebra II Honors, Pre-Calculus and Trigonometry that is designed for the mathematics student who is on an AP Calculus track. This class is designed for 9<sup>th</sup> and 10<sup>th</sup> grade students who wish to continue on with AP Calculus AB and then BC.

**Pre-Calculus****1.0 credit**

12023404

Emphasizes the study of functions and other skills needed for success in the study of Calculus.

**Advanced Placement Calculus AB****1.0 credit**

12023105

Provides students an opportunity to study college level mathematics under the guidelines of the College Board Advanced Placement Program. Content follows the outline prescribed by the College Board.

**Advanced Placement Calculus BC****1.0 credit**

12023205

This is an extension of Calculus AB rather than an enhancement; common topics require a similar depth of understanding. Content follows the outline prescribed by the College Board.

**Advanced Placement Statistics****1.0 credit**

12103205

Provides students an opportunity to study college level mathematics under the guidelines of the College Board Advanced Placement Program. Content follows the outline prescribed by the College Board.

**Advanced Placement Computer Science AB****1.0 credit**

02003805

Emphasizes object-oriented programming methodology with a concentration on problem solving and algorithm development. Is equivalent to a first-semester college level course in Computer Science. Also includes the study of data structures, design, and abstraction.

**Mathematics for College Readiness****1.0 credit**

1200700X

This course is targeted for grade 12 students, whose test scores on the Postsecondary Educational Readiness Test or the ACT are below the established cut scores for mathematics, indicating that they are not yet “college ready” in mathematics.

**SCIENCE****Biology I Honors****1.0 credit**

20003204

Emphasizes exploratory experiences in the fundamental concepts of life. Includes scientific processes, structure and function of cells, genetics, classification and taxonomy, structure and function of plants and animals, ecological relationships, and biological changes through time. Experimental design and laboratory investigations are integral to this course.

**Advanced Placement Biology****1.0 credit**

20003405

Provides college level learning in biology and prepares the high school student to seek credit and/or appropriate placement in college biology courses. Includes molecular and cellular biology, organismal biology and population biology.

**Chemistry Honors****1.0 credit**

20033504

Emphasizes the study of composition, properties, and changes associated with matter. Includes measurement, classification and structure of matter, atomic theory, molecules, periodicity, chemical bonding, formula writing, nomenclature, chemical equations, stoichiometry, kinetic theory, gas laws, acids and bases, energy relationships, solids, liquids and solution. Experimental design and laboratory investigations are an integral part of this course.

**Advanced Placement Chemistry****1.0 credit**

20033705

Provides college level learning in chemistry and prepares the student to seek credit and/or appropriate placement in college chemistry courses. Includes structure of matter (atomic theory and atomic structure, chemical bonding, and nuclear chemistry), states of matter (gases, liquids, solids, and solutions), reaction (reaction types, stoichiometry, equilibrium, kinetics, and thermodynamics), and descriptive chemistry.

- Physics Honors** **1.0 credit**  
 20033904  
 Emphasizes the theories and laws governing the interaction of matter, energy, and the forces of nature. Includes mechanics, thermodynamics, wave phenomenon, magnetism, nuclear physics and electricity. Experimental design and laboratory investigations are an integral part of the course.
- Advanced Placement Physics B** **1.0 credit**  
 20034205  
 Provides college level learning in physics and prepares the student to seek credit and/or appropriate placement in college physics courses. Includes kinetics, Newton's laws of motion, thermodynamics, waves, optics, and modern physics.
- Advanced Placement Physics C: Mechanics, Electricity & Magnetism** **1.0 credit**  
 20034305  
 Provides college level learning in physics and prepares the students to seek credit and/or appropriate placement in college physics courses. Includes mechanics, electrostatics, electric circuits, and magnetism.
- Anatomy and Physiology Honors** **1.0 credit**  
 20003604  
 Emphasizes the structure and functions of the components of the human body. Includes cellular processes, organs and tissues, the skeletal, muscular, nervous, cardiovascular, respiratory, digestive, urinary, reproductive systems, and special senses. Laboratory activities are an integral part of this course.
- Marine Science Honors** **1.0 credit**  
 20025104  
 The purpose of this course is to provide an overview of the marine environment. The content includes the following: the nature of science; the origins of the oceans; the chemical, physical, and geological aspects of the marine environment; ecology of various sea zones; marine communities; the diversity of marine organisms; characteristics of major marine ecosystems; characteristics of major marine phyla/divisions; the interrelationship between man and the ocean.
- Science Research: Experimental Science** **1.0 credit**  
**Level I** 20023404  
**Level II** 20023504  
**Level III** 20023604  
**Level IV** 20023704  
 Focuses on scientific processes, experimental design and the collection, analysis and presentation of data. Successive years will involve a variation and/or study of a progressive nature. A Science Fair project is required.



## **SOCIAL STUDIES**

### **Advanced Placement World History**

**1.0 credit**

21094205

Examines the political, social, economic, scientific, and cultural events that have affected human civilizations with an emphasis on the Renaissance to modern times.

### **American History Honors**

**1.0 credit**

21003204

Examines the political, economic, religious, military, scientific, and cultural events that have affected the rise and growth of our nation. Emphasis is on events from 1900 to the present.

### **Advanced Placement Human Geography**

**1.0 credit**

21034005

Introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students learn about the methods and tools geographers use in their science and practice. Need: Pre-AP U.S. History prior

### **Advanced Placement U.S. History**

**1.0 credit**

21003305

Uses primary sources and outside readings to explain the political, social, and economic forces at work on historical events from Colonial period to modern times.

### **American Government Honors**

**0.5 credit**

21063204

Examines the American governmental structure and political behavior at the federal, state, and local level. Examines the effect of each level of government upon the individual citizen. (semester)

### **Advanced Placement US Government and Politics**

**0.5 credit**

21064205

Helps students acquire a critical perspective of politics and government in the United States. (semester) Need: Am. Government Honors prior

### **Economics Honors**

**0.5 credit**

21023204

Involves the study of the major characteristics of the mixed market economic system in the United States and their role in this system as producers, consumers, savers, investors, resource owners, voters, and taxpayers.

<b>Advanced Placement Microeconomics</b> 21023605	<b>0.5 credit</b>
Involves the study of fundamental economic concepts to understand how societies organize themselves to meet the unlimited wants with their limited resources. (semester)	
<b>Advanced Placement Macroeconomics</b> 21023705	<b>0.5 credit</b>
Examines the choices they must make as producers, consumers, investors, and taxpayers in varying economic systems. (semester)	
<b>Advanced Placement European History</b> 21093805	<b>1.0 credit</b>
Examines primary sources to understand the political, economic and geographic connections of events in European history.	
<b>Psychology I</b> 2107300X	<b>0.5 credit</b>
Provides opportunities to examine human development, behavior, and behavioral interactions. Discussions of intelligence, learning, personality patterns, and motivation techniques may be included. (semester)	
<b>Advanced Placement Psychology</b> 21073505	<b>1.0 credit</b>
Helps students acquire an understanding of human behavior, interactions and development as designed by the College Board. (full year)	
<b>Law Studies</b> 2106350X	<b>0.5 credit</b>
Examines the American criminal and civil justice systems and their relationship to the individual and society. Included in this study is origin and necessity of law; the concept of criminal and civil law; elements of criminal, consumer, family and school law; individual rights and responsibilities; and discrimination. (semester)	
<b>Sociology</b> 2108300X	<b>0.5 credit</b>
Examines group interactions and their impact on individuals to better understand the beliefs, values and behavior patterns of others. (semester)	
<b>Anthropology</b> 2101300X	<b>0.5 credit</b>
Scientific study of the origin, culture, and development of humans. Studies all facets of society and culture. Describes the impact of humans on other humans. (semester)	



## **WORLD LANGUAGES**



### **Spanish I Honors**

0708340X

Enables students to begin to acquire proficiency in a modern language. Emphasis is placed on conversing, understanding, and presenting information about areas of immediate need and interest. Cross-cultural understanding, connections with other subject area disciplines, and the ability to perform in an interdependent society are also stressed.

**1.0 credit**

### **Spanish II Honors**

0708350X

Enables students to continue to acquire proficiency in a modern language. Continued emphasis on conversing, understanding, and presenting information while increasing language proficiency in more areas of content. Cross-cultural understanding and connection with other subject areas are reinforced. Real-life applications are emphasized.

**1.0 credit**

### **Spanish III Honors**

07083604

Enables students to continue acquiring proficiency in a modern language. There is continued emphasis on conversing, understanding, and presenting information while increasing language proficiency in more areas of content. Cross-cultural understanding and connections with other subject areas are reinforced. Real-life applications are emphasized.

**1.0 credit**

### **Spanish IV Honors**

07083704

Continues to enhance proficiency in a modern language. The students will increase their ability to converse, understand and present information. Exposure to literature in the target language, cross-cultural understanding, connections with other subject areas, and applications to real situations and communities are emphasized.

**1.0 credit**

### **Advanced Placement Spanish Language**

07084005

Develops oral and written fluency in the language. The student will comprehend formal and informal spoken language and compose expository passages. This course follows the Advanced Placement Program Guidelines.

**1.0 credit**

**Latin I Honors****1.0 credit**

0706300X

Introduces the student to fundamental Latin vocabulary and grammar and to classical culture. Includes English derivatives and vocabulary based on Latin; basic grammatical structures of Latin; simple stories for comprehension, including their translation into English; classical heroes and legends, with special attention to classical myths; and selected aspects of life in a Roman family.

**Latin II Honors****1.0 credit**

0706310X

Provides an intensive study of the Latin language and the Roman history and culture. Instruction includes the grammar and vocabulary necessary for the reading and appreciation of Latin authors, particularly Caesar's writings. Reading is designed to increase the student's understanding of sentence structure, English word-origin, and Roman history, and customs.

**Latin III Honors****1.0 credit**

07063204

Reviews and expands the essentials of Latin grammar, readings in prose; the study of the Roman civilization through its literature with emphasis on politics, history and mythology; and intensive derivative study to refine the student's English vocabulary.

**Latin IV Honors****1.0 credit**

07063304

Expands the essentials of Latin grammar, readings in prose; the study of the Roman civilization through its literature with emphasis on politics, history and mythology; and intensive derivative study to refine the student's English vocabulary.

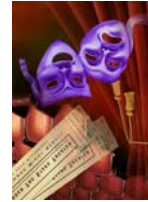
**Advanced Placement Latin****1.0 credit**

07063605

Allows the advanced Latin student to continue to build upon the usage of Latin grammar readings in prose; the study of the Roman civilization through its literature with an emphasis on politics, history and mythology and in depth derivative study to refine and develop the student's English vocabulary. This course follows the Advanced Placement Program Guidelines.



## **ART & DRAMA**



### **Drawing & Painting I**

**1.0 credit**

0104320X

Acquaints students with the fundamentals of art. The student will develop skills in using media (crayon, craypas, tempera, pen and ink, water color, felt tip), working with stimulus (imaginary scenes, abstractions, geometric forms, still life), understanding elements (line, color, shape, space, volume and texture), and applying principles of art (balance, variation, emphasis, contrast, proportion, rhythm and repetition). This course is open to any student and is considered as preparatory to more advanced art courses.

### **Drawing & Painting II**

**1.0 credit**

0104330X

### **Drawing & Painting III**

0104400X

Extends the experiences of the student from Drawing and Painting I. Continues to emphasize composition and creative visual design in mixed media, color theory, and critical thinking skills as the relationship between the elements and principles of art is studied.

### **Art 2D/3D**

**1.0 credit**

0101300X

Shows the student how the basics of art apply to the fine arts, to designer/craftsmen and to the commercial artist. Students will gain an understanding of how art influences the quality of everyday life. They will demonstrate awareness of forms and styles in art and describe how the elements and principles are used in art to make a personal statement.

### **Advanced Placement Studio Art 2D**

**1.0 credit**

01093605

Addresses a very broad interpretation of two-dimensional design issues. This type of design involves purposeful decision making about how to use the elements and principles of art in an integrative way.

**Advanced Placement Studio Art 3D**

**1.0 credit**

01043005

Addresses a very broad interpretation of sculptural issues in three-dimensional (3-D) design. Includes: advanced study of the principles of design including unity/variety, balance, emphasis rhythm, proportion/scale, symmetry/asymmetry, and anomaly; development of proficiency in a variety of 3D forms including traditional sculpture, architectural models, apparel, ceramics, jewelry, and three-dimensional fiber arts or metal work.

**Advanced Placement Studio Art: Drawing**

**1.0 credit**

01093505

Designed for students who are seriously interested in the practical experience of art. AP Studio Art is not based upon a written exam; instead students submit portfolios for evaluation at the end of the year. Gives advanced students the opportunity to develop quality, concentration, discipline and breadth in drawing.

**Drama I**

**Drama II**

**Drama III**

**Drama IV**

**1.0 credit**

0400310X

0400320X

0400330X

0400340X

Includes theater arts, literature, theater history, theater operations, acting and interpretation, stage production and management.

**Comprehensive Theatre I**

**1.0 credit**

0400450X

Enables students to develop fundamental elements of theatre art into final production. Major emphasis is on musical theatre.



## **PHYSICAL EDUCATION**

### **HOPE (Health Opportunities through Physical Education)**

**1.0 credit**

3026010X

This course incorporates the key components of life management skills and personal fitness. This course is a graduation requirement for all students beginning with the class of 2011.

### **Beginning Weight Training**

**0.5 credit**

1501340X

Provides students the opportunity to acquire knowledge and skills in weight training that may be used in physical fitness to improve muscular strength and endurance and enhance their body image. Includes knowledge and assessment of muscular strength and endurance, knowledge of health problems associated with inadequate levels of muscular strength and endurance, knowledge of skeletal muscles, knowledge and application of biomedical and physiological principles to improve and maintain muscular strength and endurance, and knowledge of sound nutritional and safety practices related to weight training.

### **Intermediate Weight Training**

**0.5 credit**

1501350X

Stresses the implementation of personal weight-training programs and realization of personal goals.

### **Team Sports I**

**0.5 credit**

1503350X

Improves the student's knowledge and application of skills, techniques, strategies, rules, safety practices and the opportunity to work on good sportsmanship. May include basketball, soccer, softball, volleyball, speedball, flag football, field or street hockey, lacrosse, rugby, and team handball.

### **Team Sports II**

**0.5 credit**

1503360X

Provides students opportunities to acquire strategical knowledge of team sports, hone their skills in selected team sports, and maintain and improve their personal fitness. Strategies of team sports play, skill acquisition, and the maintenance and/or improvement of personal fitness will be stressed.

### **Beginning Aerobics**

**0.5 credit**

1503400X

Provides students the opportunity to develop an individual optimal level of cardiovascular fitness, while acquiring knowledge of cardiovascular fitness concepts, and learning the significance of cardiovascular fitness on one's health.



## APPLIED TECHNOLOGY



**Television Production I**  
8772110X

**1.0 credit**

**Television Production II**  
8772120X

**1.0 credit**

**Television Production III**  
8772130X

**1.0 credit**

**Television Production IV**  
8772140X

**1.0 credit**

Provides students with an opportunity to perform both in front of and behind the television camera.

**Digital Design I**  
8209510X

**1.0 credit**

This course offers a broad foundation of knowledge and skills to prepare students for employment in digital publishing positions. Focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the digital publishing industry.



## **BAND**

### **Band I**

1302300X

**1.0 credit**

### **Band II**

1302310X

Provides opportunities to develop musicianship skills through band and instrumental ensemble performance. Includes developing and refining fundamental skills. **Extra rehearsals and performances are required.**

### **Band III**

1302320X

**1.0 credit**

### **Band IV**

1302330X

Serves as the principal performing components of the instrumental division. Purpose- varied levels of instruction focusing on the development of musicianship and technical skills through the study of more advanced band literature. Students are exposed to an in-depth study of the elements of music in order to further develop their aesthetic sensibilities. **Extra rehearsals and performances are required. Admission is by teacher approval.**

### **Jazz Ensemble I**

1302500X

**1.0 credit**

### **Jazz Ensemble II**

1302510X

### **Jazz Ensemble III**

1302520X

### **Jazz Ensemble IV**

1302530X

Introduces, develops, and applies knowledge of styles and performance techniques of varied styles and performance techniques of varied contemporary and early jazz literature. Includes tone production, ensemble performance, stylistic interpretation and basic improvisational techniques. Membership is selected from Band I-VI by audition. **Extra rehearsals and performances are required for these courses.**



## **ORCHESTRA**

### **Orchestra I**

1302360X

**1.0 credit**

### **Orchestra II**

1302370X

### **Orchestra III**

1302380X

### **Orchestra IV**

1302390X

Develops musicianship skills related to the performance of basic orchestra literature. Includes development of fundamental skills, orchestral performance techniques, music literacy and appreciation. **Extra rehearsals and performances are required.**



## **CHORUS**

### **Chorus I**

1303300X

**1.0 credit**

### **Chorus II**

1303310X

Provides students with basic vocal production techniques and part-singing. Includes choral performance techniques, musical literacy, appreciation and listening. Designed for students who have limited vocal experience. **Extra rehearsals and performances are required.**

### **Chorus III**

1303320X

**1.0 credit**

### **Chorus IV**

1303330X

Serves as components of the principal performing group of the vocal division. Includes appropriate performance techniques, sight singing, and stylistic interpretation as it relates to the performance of choral literature. Students will be exposed to further in-depth study of the elements of music making to further develop their aesthetic sensibilities. **Extra rehearsals and performances required.**



## **MUSIC**

### **Advanced Placement Music Theory**

**1.0 credit**

13003305

Parallels basic college level music theory objectives, which include harmonic analysis, part writing, sight singing and musical dictation. Students must be able to demonstrate a visual and aural understanding of basic musical elements and compositional procedures before they can sign up for this course.



## **LEADERSHIP SKILLS**

### **Leadership Techniques**

**0.5 credit**

2400310X

Some of the content covered in this course enables students to develop goal setting, enhance problem solving skills, increase communication skills and techniques, utilize time management techniques and acquire stress management techniques. **This course is directly related to senior project and helps students with meeting the requirements for senior project and is required for all seniors.**



## **SAT PREP**

### **SAT Prep/Critical Thinking Skills**

**0.5 credit**

1700370X

In this course, you'll practice thinking strategies, build verbal competence, and sharpen your mathematics reasoning. You'll become familiar with the terrain as you acquire essential test-taking strategies.



## **FAMILY & CONSUMER SCIENCE**



### **Nutrition and Wellness**

**0.5 credit**

8500355X

Instruction in the relationship between nutrition and wellness by selecting, preparing, serving and storing food. Using a hands on approach, students will practice meal management techniques as they apply to food choices. **Pre-requisite: Food Prep**

### **Principles of Food Preparation**

**0.5 credit**

8500390X

Provides instruction in food preparation, selection, and storage.

### **Fabric Construction**

**0.5 credit**

8500380X

Identifies characteristics, uses, costs and care of fibers and fabrics; demonstrate clothing construction skills by constructing a garment or garments and demonstrate leadership and organizational skills.

## **CAREER RESEARCH & DECISION MAKING**



### **Career Research and Decision Making**

**0.5 credit**

1700380X

The purpose of this course is to enable students to make informed career choices and develop the skills needed to successfully plan and apply for college or a job. The content includes, but is not limited to, the following:

- goal-setting and decision-making processes
- self-assessment
- sources of career information
- occupational fields and educational requirements
- postsecondary education and training opportunities
- writing, listening, viewing, and speaking skills for applications and interviews
- sources of educational financial assistance
- career planning

**Required for ALL 9<sup>th</sup> grade students.**

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## DISTRICT GENERAL INFORMATION

### Selecting a Program of Study

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

### Course Load

All Brevard County secondary students must attend the regularly scheduled instructional day.

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

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## MIDDLE SCHOOL COURSE SELECTION

Middle school students in grades 7-8 must select the following subject areas each year:

- Language Arts
- Mathematics
- Science
- Social Studies
- Physical Education
- Electives including the Middle School Comprehensive Career Exploration and Planning course (grade 7)

Students in grades 7-8 who scored Level 1 or 2 on the Florida Comprehensive Assessment Test (FCAT 2.0) Reading the previous year are required to pass a remedial reading course in addition to language arts.

### Course Load

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

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## MIDDLE SCHOOL PROMOTION REQUIREMENTS

To be promoted, a student must have completed the following:

1. Received a yearly passing grade in three of the four major academic subjects (mathematics, language arts, science, social studies) by demonstrating satisfactory mastery of the Next Generation Sunshine State Standards in language arts, mathematics, science, and social studies as described in administrative guidelines;  
**NOTE:** If the student fails math or language arts, the student must show proficiency in math or language arts by earning:
  - Annual learning gains on FCAT 2.0 reading or FCAT 2.0 math, **OR**
  - Acceptable scores on FAIR or reading program assessments, **OR**
  - SAT 10 score of 45% or higher.
2. Received a passing grade in at least two of all other courses taken during the year.
  - **Note 1:** The Grade 7 semester middle school career exploratory course must be passed. If a seventh grade student fails the career course, he/she will be required to take and pass the course in the eighth grade.
  - **Note 2:** If the student must take an intensive reading course, this course must be passed. If the student fails the intensive reading course, he/she must demonstrate proficiency in reading by earning:
    - Annual learning gains on FCAT 2.0 reading, **OR**
    - Acceptable scores on FAIR or reading program assessments, **OR**
    - SAT 10 score of 45% or higher.

If the student scores a Level 1 or 2 on the FCAT 2.0, the student will be required to enroll in intensive reading for the next school year. If the student scores a Level 3 or above, he/she will not be required to take intensive reading again the next year.

3. A student who has failed one of the four major academic subjects (mathematics, language arts, science, social studies) in grade six may be promoted from grade six to grade seven under the provisions described in the Student Progression Plan. This student is “conditionally promoted or promoted with deficiency/reservation” and will have a “P” code entered on the S319 panel by the elementary school. The principal of the elementary school must provide, in writing, to the Area Superintendent and the principal of the receiving middle school a list of all students who have been “conditionally promoted” to the seventh grade. The student must pass the sixth grade course that was failed during the seventh grade year before promotion can be earned to eighth grade.

Similarly, a student who has failed one academic course in grade seven may be promoted from grade seven to grade eight under the provisions described in #2 on page 36. This student is (“conditionally promoted or promoted with deficiency/reservation”) and would have a “P” code so noted on panel S319 panel. The student must pass the seventh grade course that was failed during the eighth grade year before promotion can be earned to ninth grade.

4. Met the district attendance requirements;
5. Demonstrated mastery of the Next Generation Sunshine State Standards by scoring at Level 2 or above on FCAT 2.0 Reading (Note: Remediation is required of students scoring at Level 1 or Level 2 on FCAT 2.0 Reading the previous year.);
6. Demonstrated mastery of the Next Generation Sunshine State Standards by scoring at Level 2 or above on FCAT 2.0 Math (Note: Remediation is required of students scoring at Level 1 or Level 2 on FCAT 2.0 Math the previous year);
7. The K-12 Comprehensive Reading Plan must be fully implemented by 2006-2007. Based on the plan, this includes the following:
  - Students who scored a Level 1 or 2 on the most recent FCAT 2.0 Reading must be placed in Intensive Reading unless they scored a Level 3 or higher for the previous three years. These students will be granted a 1-year exemption from Intensive Reading.
  - All remaining students who scored a Level 1 or 2 on the most recent FCAT 2.0 Reading will be placed into one of two types of Intensive Reading classes:
    - **Extended Academic Learning Time** – Those students identified as needing intervention in the areas of vocabulary and comprehension, as well as extra support with decoding and text reading efficiency should be provided with extended academic learning time. These students must be scheduled into a double block of reading every day, all year long. The same highly qualified reading teacher must teach this double block of reading. The identification of students as needing extended academic learning time is not limited by FCAT level, ESE or ESOL status but is driven by FAIR and progress monitoring data.
    - The following FAIR scores, in combination with a score of Level 1 or 2 on the FCAT 2.0 reading, indicate a student needs extended academic learning time:
      - less than or equal to the tenth percentile rank on the reading comprehension subscore, **and**
      - less than or equal to the thirtieth percentile rank on the MAZE subscore.
    - **One Period of Reading** - All other students who have been identified as needing reading intervention require one period of reading daily every day, all year long. Schools may choose to have the Intensive Reading class blocked with an English class if the teacher is dually certified.

FAIR data is utilized to make the best match of student need to strengths of the district adopted Comprehensive Intervention Reading Program.

The instruction in each of the components of reading (oral language, phonemic awareness, phonics, fluency, vocabulary and comprehension) will be addressed as appropriate in all intervention classrooms. The amount and intensity of differentiated instruction each student receives will depend upon current progress monitoring data and should be discussed in regular data meetings. Literacy coaches, teachers and administrators should work together to ensure all assessment data gathered be used to develop and guide intervention instruction for each student. As data indicates, student placement can and should change among intervention programs.

NOTE: Immediate implementation of the K-12 reading plan is expected and supported by the district.

For students who have not met promotional criteria, the following options for assistance may be available:

1. Referral to Exceptional Education,
2. Retention in the current grade level,
3. Before and after school programs,
4. Assignment of academic support strategies to students who have been identified as needing assistance,
5. Remedial groups within existing classes,
6. Recommendation for referral to the IPST,
7. Progress Monitoring Plan (PMP) initiated for students scoring Level 1 on the FCAT 2.0 Reading and/or Math the previous year and/or scoring below a 4.0 on the most recent FCAT Writing,
8. Summer school programs for students who qualify (limited to ESY),
9. Mentoring/tutoring,
10. Academic wheel,
11. Pull out counseling sessions,
12. Pull out remedial instruction,
13. Remedial programs during the school day.

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## **HIGH SCHOOL PROMOTION REQUIREMENTS**

### **9<sup>th</sup> Grade to 10<sup>th</sup> Grade**

1. Been enrolled one year in the 9-12 sequence;
2. Earned at least six credits (block schools – seven credits). Students must pass one course each in language arts and mathematics, as well as the remedial reading course for students scoring Level 1 or 2 on the FCAT 2.0 Reading the previous year;
3. Met the district attendance requirements; and
4. Must meet end of course exam requirements by graduation.

### **10<sup>th</sup> Grade to 11<sup>th</sup> Grade**

1. Been enrolled two years in the 9-12 sequence;
2. Earned at least twelve credits (block schools – fourteen credits). Students must pass two courses each in language arts and mathematics, as well as the remedial reading course for students scoring Level 1 or 2 on the FCAT 2.0 Reading the previous year;
3. Met the district attendance requirements; and
4. Must meet end of course exam requirements by graduation.

### **11<sup>th</sup> Grade to 12<sup>th</sup> Grade**

1. Enrolled three years in the 9-12 sequence;
2. Earned at least eighteen credits (block schools – twenty-one credits) including remedial reading for students who failed the FCAT 2.0 Reading the previous year;
3. Met the district attendance requirements;
4. Must meet all end of course exam requirements by graduation.

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

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## GRADUATION REQUIREMENTS

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

1. Completed all high school credit requirements as defined below or completed the requirements for an International Baccalaureate diploma or Advanced International Certificate of Education diploma.
2. Been enrolled four years in the 9-12 sequence for the 26-credit option or three years for the 18-credit option.
3. Met the district attendance requirements.
4. Passed both the reading and math sections of the 10<sup>th</sup> grade FCAT 2.0 and/or appropriate End of Course (EOC) exam.
5. Demonstrated satisfactory mastery of the Performance Standards in reading, writing, mathematics, science, and social studies as documented in accordance with procedures described in administrative guidelines.
6. Earned a minimum cumulative unweighted grade point average for specific high school diploma option. This GPA is computed on all courses taken, except courses forgiven under state and district policies.
7. Received the principal's approval for graduation.

### NOTES:

1. Exceptional education students working towards a standard diploma will follow the same graduation requirements as students without disabilities. In specific circumstances an FCAT waiver may be available as outlined in Florida statute.
2. Students who meet the promotion requirements shall be reclassified each semester.
3. Credits for grade level classification may be waived for students who are enrolled in an approved Performance Based Diploma Plan through the Alternative Education Program. At a minimum, a student considered for such a waiver must have taken the Florida Comprehensive Assessment Test either as a 9th or 10th grade student.
4. High school students in grades 9-10 who scored a Level 1 or 2 on the most recent FCAT 2.0 Reading must be placed in Intensive Reading unless they scored a Level 3 or higher for the previous three years. These students will be granted a 1-year exemption from the reading remediation requirement; however, the student must have an academic improvement plan already in place, signed by the appropriate school staff and the parent, for the school year in which the exemption is granted. (s.1003.428(2)(b)1 F.S.)

All remaining students who scored a Level 1 or 2 on the most recent FCAT 2.0 Reading will be placed into one of two types of Intensive Reading classes:

- Extended Academic Learning Time – Those students identified as needing intervention in the areas of vocabulary and comprehension, as well as extra support with decoding and text reading efficiency, should be provided with extended academic learning time. These students must be scheduled into a double block of reading every day, all year long.
  - One Period of Reading - All other students who have been identified as needing reading intervention require one period of reading daily every day, all year long.
5. Students who in grade 10 scored Level 2, 3, or 4 on the 10<sup>th</sup> grade Math FCAT 2.0 test and who in grade 11 did not achieve the cut score for college readiness on the Postsecondary Readiness Test (PERT) or equivalent test (ACT) as determined by the Florida Department of Education, must complete one of the following courses as determined by the appropriate designated score: Math for College Readiness (1.0 math credit) or Math for College Success (0.5 elective credit).
  6. Students who in grade 10 scored Level 2 or 3 on the 10<sup>th</sup> grade Reading FCAT 2.0 test and who in grade 11 did not achieve the cut score for college readiness on the Postsecondary Readiness Test (PERT) or equivalent test (ACT) as determined by the Florida Department of Education, must complete one or more of the following courses as determined by the appropriate designated score: English 4: Florida College Prep (1.0 English credit) or Reading for College Success (0.5 elective credit) or Writing for College Success (0.5 elective credit).

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

The following specific course and credit requirements are required for graduation in the Four-Year Standard 26 Credit Program:

<u>SUBJECT AREA</u>	<u>CREDITS</u>	
Language Arts (English)	4.0	(A)
Mathematics	4.0	(B)
Science*	4.0	(C)
Social Studies*	4.0	(D)
Performing or Fine Arts	1.0	(E)
HOPE (physical education including health)	1.0	(F)
Career Research and Decision Making	0.5	(G)
Electives	<u>7.5</u>	(H)
Total Credits	26	(I) (J) (K)
Block Schedule Total Credits	30	(L)

\*Pending Board approval the requirement is a 4th credit in science OR social studies beginning with the 2012-13 school year.

### NOTE 1:

Any student in Grades 9-12 who scored Level 1, Level 2, or failed FCAT 2.0 Reading the previous year must take Intensive Reading which will be recorded as an elective.

### NOTE 2:

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

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

### NOTE 3:

- A. Language Arts must include a major concentration in composition and literature. The four credits in language arts may be chosen from the following: English 1, English 2, English 3, English 4, AP Language, AP Literature, AICE English courses, IB English courses, Dual Enrollment English courses. (s.1003.429(1)(b)1,F.S.)
- B. Mathematics must be taken during the ninth and tenth grade years. Note: Three of the credits must be earned in grades 9-12. Two of the four credits in mathematics must include Algebra I (or a series of courses equivalent to Algebra I), geometry (or equivalent course), or a higher-level mathematics course. School districts are encouraged to set specific goals to increase enrollments in, and successful completion of, Geometry, and Algebra II. Beginning with the following school years, additional mathematics graduation requirements for students entering grade nine include the following:
  - 2010-2011** -Algebra I EOC Assessment performance which will constitute 30 percent of the student's final course grade, if enrolled (s.1008.22(3)(c)2.a.(1),F.S.);
  - 2011-2012** –Earn passing score on the Algebra I EOC Assessment in order to earn course credit and the Geometry EOC Assessment performance which will constitute 30 percent of the student's final course grade, if enrolled. s.1008.22(3)(c)2.a.(1),F.S.); and
  - 2012-2013** –Earn a passing score on the Geometry EOC Assessment in order to earn course credit and one of the four credits in mathematics which must be Algebra 2 or a series of courses equivalent to Algebra 2 as approved by the State Board of Education. Note: Courses identified as equivalent courses for Algebra I, Geometry, and Algebra 2 are listed in the "Equivalent Course" Recommendations. (s.1003.428(2)(a)2,F.S.)

- C Two of the four credits in science must have a laboratory component. Three of the four credits in science must include either (a) one credit each in biology, chemistry, and physics, (b) the three-credit sequence of Integrated Science I, II, and III, or (c) equivalent approved by the Director of Secondary Programs. Beginning with the graduation Class of 2012, based on individual student needs, the 4th additional science credit may be chosen from the science core (biology, chemistry, physics OR Integrated Science I, II, III,) **OR** from any additional science course offered. Beginning with the following school years, additional science graduation requirements for students entering grade nine include the following:  
-**2011-2012** –Biology I EOC Assessment performance will constitute 30% of the student’s final course grade, if enrolled (s.1008.22(3)(c)2(a)(1),F.S.); and  
-**2012-2013** –Earn a passing score on the Biology I EOC Assessment in order to earn course credit. (s.1003.428(2)(a)3,F.S.)
- D Three of the four credits in social studies must include one credit each in United States History and World History and one-half credit each in United States Government and Economics. (s.1003.428(2)(a)4,F.S.)
- E One credit is required in performing or fine arts, which may include speech and debate or a practical arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination. Eligible practical arts courses shall be identified through the FLDOE Course Code Directory.
- F One credit in physical education must include the integration of health (Health Opportunities through Physical Education – H.O.P.E.).
1. Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons shall satisfy the one-credit requirement in physical education if the student passes a competency test on personal fitness test with a score of “C” or better. The competency test on personal fitness must be developed by the Department of Education. A district school board may not require that the one credit in physical education be taken during the 9<sup>th</sup> grade year.
  2. Completion of two years in a Reserved Officer Training Corps (R.O.T.C) class, a significant component of which is drills, shall satisfy the one credit requirement in physical education and the one credit requirement in performing arts.
- G. One-half credit is required in Career Research and Decision Making. (s.1003.428(2)(a)1-6, F.S.)
- H. Electives – Seven and a half credits. Any student who earns 4 credits in science OR social studies, would be required to earn a minimum of 8.5 electives.
- For each year in which a student scores at Level 1 or Level 2 on FCAT 2.0 Reading, the student must be enrolled and complete an intensive reading course the following year. Placement of Level 2 readers in either an intensive reading course or a content area course in which reading strategies are delivered shall be determined by diagnosis of reading needs. The department shall provide guidance on appropriate strategies for diagnosing and meeting the varying instructional needs of students reading below grade level. Reading courses shall be designed and offered pursuant to the comprehensive reading plan required by s.1011.62 (8), F.S.
  - For each year in which a student scores at Level 1 or Level 2 on FCAT 2.0 Mathematics, the student must receive remediation the following year. These courses may be taught through applied, integrated, or combined courses and are subject to approval by the department for inclusion in the course Code Directory. (s.1003.428(2)(b)(1-2), F.S.)
- I. Beginning with students entering Grade 9 in the 2011-2012 school year, at least one course within the 26 credits required for graduation must be completed through online learning. A high school online course taken during grades 6 through 8 fulfills this requirement. This requirement shall be met through an online course offered by the Florida Virtual School, an online course offered by the high school, or an online dual enrollment course offered pursuant to a district interinstitutional articulation agreement pursuant to s.1007.235, F.S. A student who is enrolled in a full-time or part-time virtual instruction program under s.1002.45 meets this requirement.
- J. ESOL/Home Language - Upon successful completion, students in grades 9-12 who are enrolled in ESOL/Home Language are awarded credit towards graduation requirements.
- K. Student completion of an International Baccalaureate or Advanced International Certificate of Education curriculum shall be deemed to meet the curricular requirements of this subsection.
- L. Students who transfer from a block schedule school with a concentrated semester curriculum must complete an extra (1/2) credit for each completed semester taken in the block schedule school. Any student who completes at least one semester in a Concentrated Semester Curriculum must complete four less than the maximum credits available in the 9-12 sequence to graduate. The GPA for graduation will be calculated on this number of credits.

**The Three-Year 18-Credit Standard College Preparatory Graduation Option**  
**Effective for students entering grade 9 beginning 2010-11**

The following specific course and credit requirements are required for graduation in the Three-Year 18-Credit Standard College Preparatory Graduation Option. See your counselor for more information.

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

Additional Requirements:

1. At least 6 of the 18 credits required for this program must be received in classes that are; dual enrollment; Advanced Placement; International Baccalaureate; Advanced International Certificate of Education courses; specifically listed or identified by the Department of Education as rigorous pursuant to section 1009.531(3), F.S;
2. A cumulative weighted grade point average of 3.5 on a 4.0 scale in the courses required for the college preparatory option
3. A weighted or unweighted grade that earns at least 3.0 points, or its equivalent, to earn course credit toward the 18 credits required for the college preparatory option
4. All 18 credits required for the Three-Year College Preparatory Program, including two electives, must satisfy the course distribution requirements for state university admissions.

**The Three-Year 18-Credit Career Preparatory Graduation Option**  
**Effective for students entering grade 9 beginning 2010-11**

The following specific course and credit requirements are required for graduation in the Three-Year 18-Credit Standard Career Preparatory Graduation Option. See your counselor for more information.

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

Additional Requirements:

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

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

- A. The four credits in language arts may be chosen from the following: English 1, English 2, English 3, English 4, AP Language, AP Literature, AICE English courses, IB English courses, Dual Enrollment English courses. (s.1003.429(1)(b)1,F.S.).
- B. Mathematics must be taken during the ninth and tenth grade years.- One of the three credits in mathematics must be Algebra I or a series of courses equivalent to Algebra I; however, there must be two

credits other than Algebra I or its equivalent. Beginning with the students entering Grade 9 in the 2010-2011 school year, four credits in mathematics at Algebra I level or higher from the list of courses that qualify for state university system are required. Beginning with the following school years, additional mathematics graduation requirements for students entering grade nine include the following:

- 2010-2011 - Algebra I EOC Assessment performance which will constitute 30 percent of the student's final course grade, if enrolled (s.1008.22(3)(c)2.a.(1));
  - 2011-2012 – Earn passing score on the Algebra I EOC Assessment in order to earn course credit and the Geometry EOC assessment performance which will constitute 30 percent of the student's final course grade, if enrolled (s.1008.22(3)(c)2.a.(1); and
  - 2012-2013 – Earn a passing score on the Geometry EOC assessment in order to earn course credit and one of the four credits in mathematics which must be Algebra 2 or a series of courses equivalent to Algebra 2 as approved by the State Board of Education. Note: Courses identified as equivalent courses for Algebra I, Geometry, and Algebra 2 are listed in the "Equivalent Course" Recommendations.
- C. Two of the three credits in science must have a laboratory component. Students shall meet the three-credit graduation requirement in science by either (a) one credit each in biology, chemistry, and physics, (b) the three-credit sequence of Integrated Science 1, 2, and 3, or (c) equivalent approved by the Director of Secondary Programs. Beginning with the following school years, additional science graduation requirements for students entering grade nine include the following:
- 2011-2012 – Biology I EOC assessment performance will constitute 30% of the student's final course grade, if enrolled (s.1008.22(3)(c)2.a.(1); and
  - 2012-2013 – Earn a passing score on the Biology EOC Assessment in order to earn course credit.
- D. One credit each in United States History and World History and one-half credit each in United States Government and Economics.

## EXCEPTIONAL STUDENT EDUCATION DIPLOMA OPTIONS

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

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

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

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

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

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

**Special Diploma – Independent Level – Option 2**

Students who are working toward a Special Diploma and taking FCAT 2.0 or those students who are appropriately educated at the Independent Level taking the FAA, are considered to be capable of meeting their own needs, working and living successfully in their communities as adults without overt support from others. To meet graduation requirements, students must have 12 specific credits. For special diploma students taking 7000 level courses or higher, the following credits are required:

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

Additionally, the following requirements are in place:

- IEP goals and objectives written specifically for Option 2;
- Complete graduation plan;
- 22 community and employment competencies;
- 18 weeks of continuous employment at an average of up to 20 hours per week as indicated in student’s IEP.

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

**Special Certificate of Completion**

Exceptional education students, except students eligible for the Gifted Student Program, working towards a Standard Diploma, may participate in all commencement exercises without having passed the Florida Comprehensive Assessment Test (FCAT 2.0) or receiving an FCAT waiver. These students must have all required credits and will receive a Certificate of Completion.

Certificate of Completion will be available to ESE students who are working towards a Standard Diploma but cannot successfully pass the FCAT 2.0 or meet the alternative waiver requirement. To be awarded a Certificate of Completion a student must earn the minimum number of credits and pass the specific standard diploma courses designated by the School Board. Exceptional Education Students will be allowed to participate in all commencement exercises when they have completed the required 26/30 credits even if they have not successfully passed the FCAT 2.0 or met the alternative requirements.

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**ACCELERATED PROGRAMS**

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

## **COLLEGE LEVEL WORK**

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

### **1. Advanced Placement**

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

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

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

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

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

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

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

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

Students may take courses during school hours, after school hours and during the summer term. Dual enrollment students are exempt from the payment of registration, tuition and lab fees. Required textbooks will be issued free of charge to public school dual enrollment students for use during the term. All textbooks issued to the students must be returned to the school before textbooks can be issued for

the next term. Purchase of workbooks, lab manuals, and other recommended materials are the responsibility of the students. Students in dual enrollment may not drop or withdraw from a course without first obtaining permission from the principal.

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

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

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

### 3. **Early Admission**

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

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

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

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

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

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

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

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

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

score on the examination. (s.1007.27(9), F.S.)

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

**6. Advance Standing Credit Program**

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

**DISTANCE LEARNING**

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

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

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**DISTRICT VIRTUAL INSTRUCTION PROGRAM**

Beginning with the 2009-2010 school year, each school district shall provide eligible students within its boundaries the option of participating in a virtual instruction program. The program shall be full-time for students enrolled in kindergarten through grade 12. Section 1002.45(5), F.S and part-time enrollment for grades 6-12. Enrollment in the full or part-time program for grades 6-12 is limited to students who reside in Brevard County and meet eligibility requirements for enrollment in a traditional Brevard Public school.

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**GRADING SCALE**

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

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

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

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

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## GRADE POINT AVERAGE (GPA)

### UNWEIGHTED GPA

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

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

### WEIGHTED GPA

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

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

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## HONOR GRADUATES / VALEDICTORIAN / SALUTATORIAN

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

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

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

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

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

Rank-in-class shall be for the purpose of college admissions and scholarship applications. The release of such individual student information shall be in accordance with School Board Policy 8330. Rank-in-class shall be computed on a cumulative unweighted GPA. State universities in Florida recalculate a student's grade point average for admissions purposes in accordance with Florida statute and rule.

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

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## **FACTS.ORG**

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

With FACTS.org, students are able to:

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

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## **OFFICE OF STUDENT SERVICES**

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

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

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## **BRIGHT FUTURES SCHOLARSHIPS**

The Bright Futures Scholarship Program is the umbrella program for three state-funded scholarships: the Florida Academic Scholars, the Florida Medallion Scholars, and the Florida Gold Seal Vocational Scholars Awards. These awards are based on specific academic requirements and community service hours earned in grades 9-12. The new community service requirements are as follows:

- Florida Academic Scholars Award – 100 hours (s. 1009.534(1)(e) F.S.)
- Florida Medallion Scholars Award – 75 hours (s. 1009.535(1)(e) F.S.)
- Florida Gold Seal Vocational Scholars Award – 30 hours (s. 1009.536(1)(e) F.S.)

Students should see their counselors or visit the Bright Futures website at: <http://www.floridastudentfinancialaid.org/SSFAD/home/uamain.htm>. Students completing the three-year graduation options are eligible for a Bright Futures Scholarship if they meet all the requirements.

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## TESTING

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

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

The FCAT 2.0 test and End-of-Course assessments are criterion-referenced tests. These tests assess student achievement on the knowledge and skills described in the state curriculum framework called the Next Generation Sunshine State Standards.

- Seventh, eighth, ninth and tenth grade students take the FCAT 2.0 Reading test.
- Seventh and eighth grade students take the FCAT 2.0 Math test.
- Eighth grade students take the FCAT 2.0 Science test.
- Eighth and tenth grade students take the FCAT Writing test.

For students who began 9<sup>th</sup> grade in 2010-11 and after, a passing score on the Reading FCAT 2.0 is a requirement for graduation from a Florida public high school. Students who do not receive a passing score on the 10<sup>th</sup> grade Reading FCAT 2.0 have additional opportunities to take the FCAT 2.0 Reading Retake Test before graduation. Students may also enroll for a 13<sup>th</sup> year of public education should they need additional instruction to successfully pass the FCAT 2.0 Retake Test. Students may also submit a passing concordant score on ACT or SAT to meet the graduation requirement if they do not pass the 10<sup>th</sup> grade Reading FCAT 2.0.

An Algebra 1 End-of-Course (EOC) assessment is required beginning with freshmen who enter high school during the 2010-2011 school year. A passing score on this assessment will be required for graduation beginning with freshman who enter high school during the 2011-2012 school year.

A Geometry End-of-Course (EOC) assessment will be required for all students enrolled in Geometry or an equivalent course in 2011-12 and, for freshmen, will be included as part of a student's final course grade. A passing score on this assessment will be required for graduation beginning with freshman who enter high school during the 2012-13 school year.

A Biology End-of-Course (EOC) assessment will be required for all students enrolled in Biology in 2011-12 and, for freshmen, will be included as part of a student's final course grade. Freshman who enter high school during the 2012-13 school year will be required to take the Biology End-of-Course assessment upon completion of their first Biology course or completion of the three-course Integrated Science sequence. A passing score on this assessment will be required for graduation beginning with freshman who enter high school during the 2012-13 school year.

A History End-of-Course (EOC) assessment will be required for all students enrolled in History or an equivalent course in 2012-13. A score on this assessment that will count as 30% of the final course grade will be required for graduation beginning with freshman who enter high school during the 2012-13 school year.

### **CONCORDANT SCORES**

A student may also meet the FCAT 2.0 graduation requirement by attaining a score on the ACT or SAT that is comparable to the FCAT passing score. (Students new to the public school system in Grade 12 must pass the Reading portion of the FCAT 2.0, and may use alternative ACT or SAT scores, but do not need to have taken FCAT 2.0 three times to use the alternate scores.)

	Reading	Math
SAT	420	340
ACT	18	15

Effective beginning 2010-2011

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

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

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

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

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

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

### **PLAN**

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

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

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

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

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

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

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

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

**Postsecondary Education Readiness Test (PERT):** A series of content specific exams in reading, math and writing to determine if students are in need of additional remediation prior to beginning college level courses.

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

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

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

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## POST-HIGH SCHOOL EDUCATION

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

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

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## ADMISSION TO TWO AND FOUR YEAR COLLEGES AND UNIVERSITIES

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

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

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

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

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

### What Colleges Require

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

- An application fee, usually nonrefundable. Many colleges will waive this fee under special circumstances. See your counselor for details.
- An official application form providing information about your background, previous education, and college plans.
- An official high school transcript of your courses, final grades and test scores.
- One or more standardized admission tests. The most common tests used are SAT I, SAT II and ACT. Visit [www.collegeboard.com](http://www.collegeboard.com) and [www.act.org](http://www.act.org) for further information on these tests. (Plan to take these tests at least six weeks before the college's application deadline to allow enough time for the score report to reach the college.)
- One or more letters of recommendation from a teacher and/or counselor. Generally, the colleges are interested in what you have accomplished in high school and what kind of school citizen you are; however, some institutions may also accept recommendations from a member of the clergy, alumnus, or adult

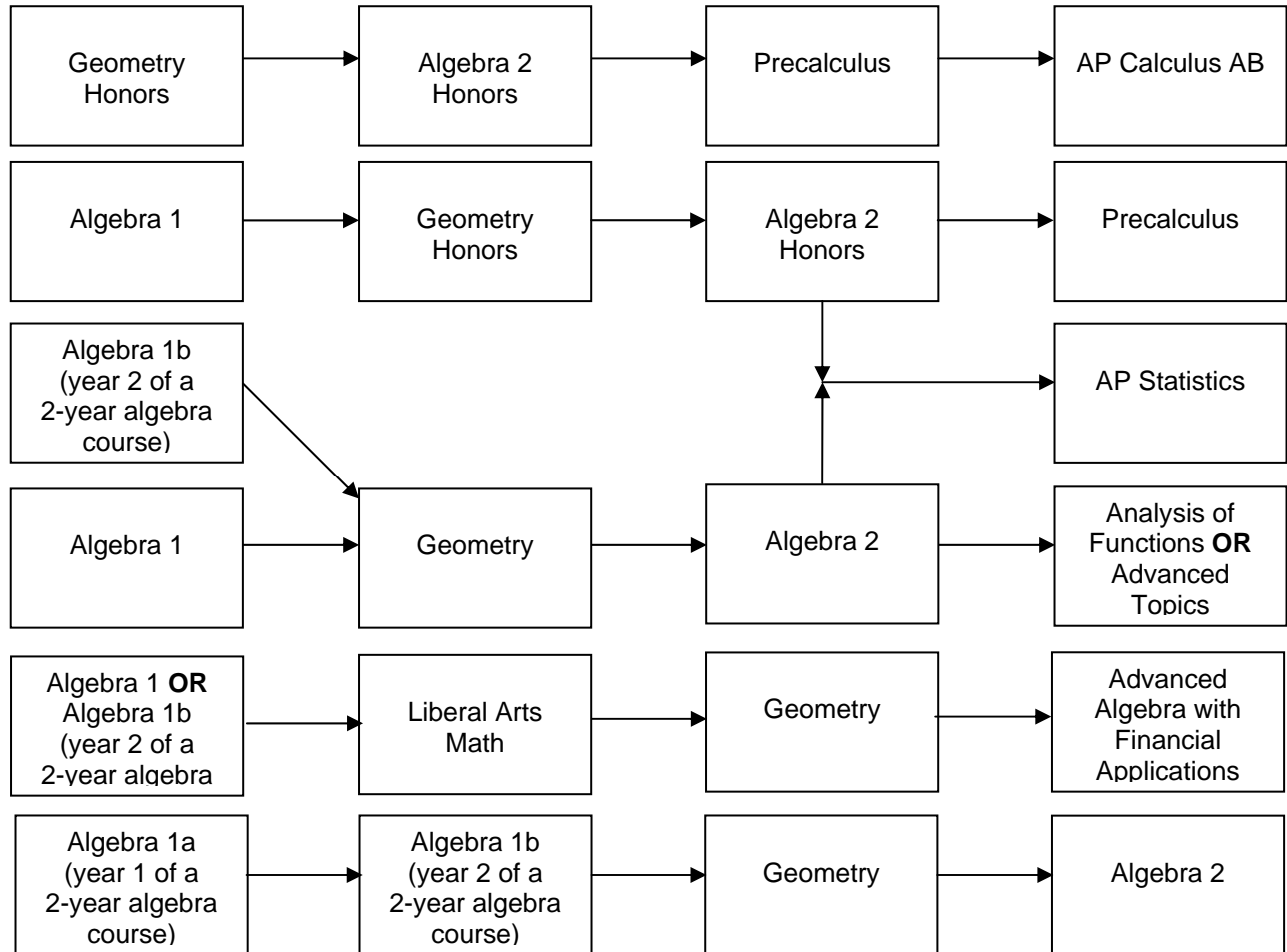
member of the community. As a courtesy you should give people ample time to complete the recommendations and meet the college deadline.

- A personal essay or autobiographical statement is required by some institutions, particularly four-year private colleges. This is your chance to express your individuality in a way that will set you apart from other applicants.
- An interview with a college admissions officer is in your best interest. This is your chance to express personally your background, your interests and goals and why you are interested in the college. It is also a time for you to ask questions to get the information you need about a college in order to make an informed decision.

## COURSE SEQUENCES FOR MATHEMATICS, LANGUAGE ARTS, SCIENCE AND SOCIAL STUDIES

Please see below the approved course sequences for the Mathematics, Language Arts, Science, and Social Studies graduation requirements.

### SENIOR HIGH SCHOOL MATHEMATICS



NOTE: The flowchart is intended to indicate a normal sequence of courses for the senior high school student. It is not a system for tracking. For example, a student who begins the sequence with Algebra 1 could take Geometry Honors the following year, based on performance and teacher recommendation.

The following 9<sup>th</sup> grade cohorts are subject to the End of Course requirements outlined below:

2010-11 – Take the Algebra 1 EOC which counts 30% of the final course grade

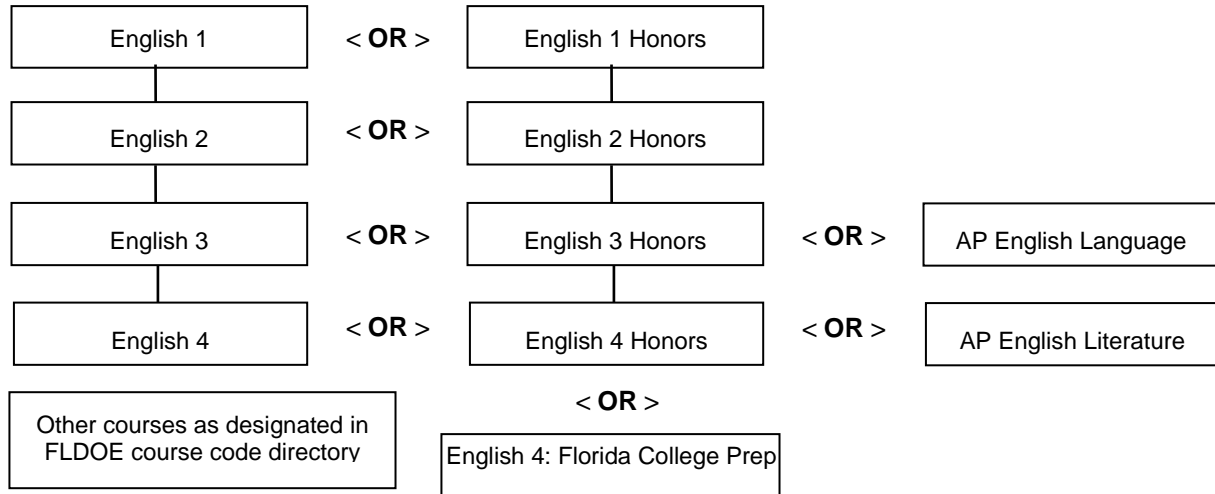
2011-12 – Pass the Algebra 1 EOC to receive course credit. Take the Geometry EOC which counts 30% of the final course grade

2012-13 – Pass the Algebra 1 and Geometry EOC to receive course credit. Receive credit in Algebra 2 (or equivalent courses) to graduate.

For more information on the EOC testing go to <http://fcats.fldoe.org/eoc/>

Students who in grade 10 scored Level 2, 3, or 4 on the 10<sup>th</sup> grade Math FCAT 2.0 test and who in grade 11 did not achieve the cut score for college readiness on the Postsecondary Readiness Test (PERT) or equivalent test (ACT) as determined by the Florida Department of Education, must complete one of the following courses as determined by the appropriate designated score: Math for College Readiness (1.0 math credit) or Math for College Success (0.5 elective credit).

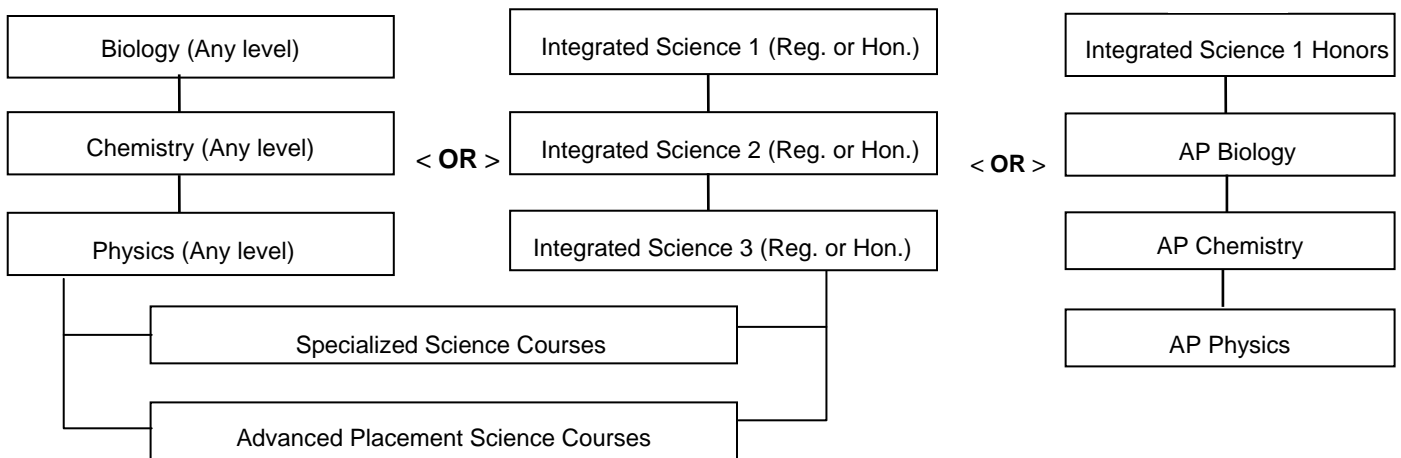
## SENIOR HIGH SCHOOL LANGUAGE ARTS



NOTE: There are four language arts credits required for graduation.

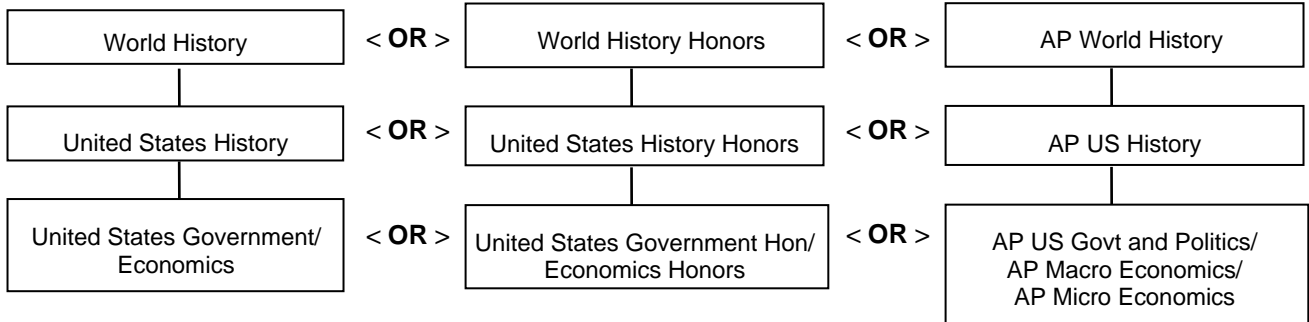
Students who in grade 10 scored Level 2 or 3 on the 10<sup>th</sup> grade Reading FCAT 2.0 test and who in grade 11 did not achieve the cut score for college readiness on the Postsecondary Readiness Test (PERT) or equivalent test (ACT) as determined by the Florida Department of Education, must complete one or more of the following courses as determined by the appropriate designated score: English 4: Florida College Prep (1.0 English credit) or Reading for College Success (0.5 elective credit) or Writing for College Success (0.5 elective credit).

## SENIOR HIGH SCHOOL SCIENCE



NOTE: Three of the four science credits required for graduation must include (a) one credit each in biology, chemistry, and physics, (b) the three-credit sequence of Integrated Science 1, 2, 3, or (c) the equivalent approved by the Director of Secondary Programs.

### SENIOR HIGH SCHOOL SOCIAL STUDIES



NOTE: Three of the four social studies credits required for graduation must include one credit each in World History, United States History, and United States Government/Economics.

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## CAREER AND TECHNICAL EDUCATION (CTE)

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

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

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

CTE programs include:

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

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


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

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


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

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

# High School CTE Program Offerings by Location

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

# High School CTE Program Offerings by Location

	Astronaut	Bayside	Cocoa	Cocoa Beach	Eau Gallie	Edgewood	Heritage	Melbourne	Merritt Island	Palm Bay	Rockledge	Satellite	Space Coast	Titusville	Viera
<b>PUBLIC SERVICE EDUCATION</b>															
Criminal Justice									●	●					
Teacher Assisting												●			
Water Resources Technology						●									
<b>TECHNOLOGY EDUCATION</b>															
Communications Technology		●								●		●			●
Construction Technology	●							●		●					
Drafting/Illustrative Design Technology	●	●	●		●		●		●	●		●			
Engineering Technology	●	●			●			●		●			●		
Geospatial/Geographic Information Systems (GIS)				●											
Pathways to Engineering-Aerospace									●						
<b>POSTSECONDARY/VOCATIONAL DUAL ENROLLMENT</b>															
Culinary Operations (PSAV)		●	●					●		●				●	
Drafting and Design (CCC)					●										
Early Childhood Education (CCC)					●				●	●		●			●
Patient Care Assisting (PSAV)	●	●						●		●	●			●	
<b>CAREER ACADEMY THEMES</b>															
Business and Finance	●							●							●
Digital Arts & Media															●
Engineering	●	●							●				●		
Fine Arts		●			●				●			●			
Health Sciences	●													●	
Hospitality & Tourism									●		●				
International Business				●											
Law										●	●				
Teaching Professions													●		
Technology			●							●					
Water Resources Technology						●									
Wellness			●		●	●									
<b>Office of Career and Technical Education ● (321) 633-1000, ext. 380 ● www.ctebrevard.com</b>															

