

CURRICULUM GUIDE

2022-2023



Cover Designed by
George D. Burtless



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Manatee County School District

Cynthia Saunders
Superintendent

Bayshore High School

Wendell Butler Jr
Principal

Dr. Lindy Carlson
Assistant Principal

Donald French Jr
Assistant Principal

Allison Gehlot
Assistant Principal

Christopher Brady
Athletic Director

Bayshore High School Mission Statement

Our mission is to provide to all students an education which prepares them to be college and career ready by engaging them in rigorous academic work that promotes student achievement.



Message from the Principal

Dear Students and Parents,

Welcome to Bayshore High School, "Home of the Bruins."

Your high school experience will help shape the decisions you make and the paths you take for years to come. During this learning adventure, our goal is to help you discover who you will be. The first step in this experience is deciding what courses you will take for the 2022-2023 school year. We are pleased to be able to provide this curriculum guide full of courses that will challenge you reach your potential.

In order to be successful in your selection process, please consider the following:

Focus on Academics – Our Manatee Curriculum is created with rigor and relevance. We will offer Dual Enrollment courses, Advanced Placement (AP) courses, the high-quality Cambridge AICE Program, AVID, and a variety of vocational courses, where you can achieve Industry Certifications for the 2022-2023 school year. We encourage you to take advantage of every academic opportunity available.

Take a Chance – You can complete college-level courses. To be successful, you need two things: 1. A thirst for knowledge; 2. Strong work ethic. Taking academically rigorous courses such as AICE, AP, or Dual Enrollment can be tough. We encourage you to take Honors courses in preparation for our college level course offerings. In addition, you can take advantage of some of the opportunities to gain one or more Industry Certifications in Construction Technology, Digital Design, Multimedia Design, TV Productions, Applied Engineering, Robotics, and Cyber Security during your high school career.

Network! – The Bruin Way is not only about rigorous academic work and student achievement. We emphasize Family, Individuality, and Connectedness. The combination of our academic programs, arts, and athletics gives you an opportunity to branch out and meet new people and explore new things. We offer over 37 different academic organizations and extracurricular groups, 23 athletic teams, an award-winning Arts department, and JROTC program.

Self-Advocate – Through academic support via our AVID tutorial classes and afterschool tutoring, you will be academically successful in high school and college ready. Envision yourself receiving a personalized educational experience that helps you become a productive, lifelong learner. Know what you need to be successful and get the help you require. Your contribution to society starts with your experience at Bayshore High School.

Ask questions – Discuss this registration guide, the process, and your course selection with your parent/guardian so your educational experience is a family experience. Please contact Student Services at 941-751-7004 if you have any questions.

We look forward to partnering with you along your educational journey and as you Discover Bayshore High School. Thank you and as always, Go Bruins!

In Partnership,

A handwritten signature in blue ink that reads "Wendell Butler".

Wendell Butler,
School Principal



REGISTRATION CHECKLIST

(In addition to Registration Packet Paperwork, the following is required prior to enrollment at Bayshore High School.)

Coming from Manatee County or another county in Florida

1. Withdrawal Form and Records from Prior School (Please fill out the Request for Student Records form found in the packet.)
2. Legal Guardianship papers (if applicable)
3. Proof of Residency (Only one of the below is required.)
 - a. Current electric bill, water bill, or lease/rental agreement - must show billing address and name of enrolling parent/guardian.
 - b. A **notarized** statement from owner/lessee of home where living. It must state the names of student and parent/guardian. A copy of the water or electric bill with owner/lessee must be attached.
 - c. Hardship/Choice Letter from School District of Manatee County.
4. Student's Social Security Number (Please fill out Student Collection of Social Security Number Form in packet. You do not have to provide the Social Security Number, but must sign the form)
5. Florida Certificate of Immunization (Form DOH680) or immunizations on Florida transcript.

Coming from outside of Florida (never attended a Florida school)

1. Withdrawal Form and Records from Prior School (Please fill out the Request for Student Records form found in the packet).
2. Legal Guardianship papers (if applicable).
3. Proof of Residency (One one of the below is required.)
 - a. Current electric bill, water bill,
 - b. or lease/rental agreement - must show billing address and name of enrolling parent/guardian.
 - c. A **notarized** statement from owner/lessee of home where living. It must state the names of student and parent/guardian. A copy of the water or electric bill with owner/lessee must be attached.
 - d. Hardship/Choice Letter from School District of Manatee County.
4. Student's Social Security Number (Please fill out Student Collection of Social Security Number Form in packet. You do not have to provide the Social Security Number, but must sign the form.)
5. Birth Certificate or Passport.
6. Florida Certificate of Immunization (Form DOH680)
7. Physical examination certificate (Must be dated within the past 12 months of enrollment date).

For assistance with immunizations or physicals: Contact Manatee County Health Department at 748-0747. They are located at 410 6th Avenue East, Bradenton, FL 34208 or contact a local physician.

Bayshore High School Registration Planner

Student Name: _____ Expected Graduation Year: _____

Using your transcript, list grades for all the courses you have passed in the spaces below. Put an "X" in the Semester 2 space for the classes you are currently taking. When finished, the unfilled spaces are the courses you need to complete your graduation requirements.

Subject	Sem 1	Sem 2	Credit Earned
English: 4 credits			
English 1			
English 2			
English 3			
AICE General Paper			
Math: 4 credits			
1. Algebra 1			
2. Geometry			
3.			
4.			
Science: 3 credits			
1. Biology			
2.			
3.			
Social Studies: 3 credits			
1. World History			
2. US History			
3. US Gov't/Economics			
Fine/Practical/Performing Art: 1 credit			
1.			
PE: 1 credit			
HOPE/JROTC			
Electives: 8 credits			
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
Total Credits: 24		Your Total:	

*List any courses you failed in the spaces below.
In most cases you will need to retake these courses through Credit Recovery or Florida Virtual School.*

<u>Failed Courses</u>		
Course Name	Sem 1	Sem 2

Preliminary Course Selection:

Choose courses for next year in each of the categories below. If you have completed all courses in an academic year, you may put any elective course in that space. You will use this information to complete your course request form.

Area	Course Name and Number
English	
Math	
Science	
SocStudies	
Elective 1	
Elective 2	
Elective 3	
Alt 1	
Alt 2	

Standard Diploma Requirements

Academic Advisement – What Students and Parents Need to Know

What are the diploma options?

Students must successfully complete one of the following diploma options:

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

What are the state assessment requirements?

Students must pass the following statewide assessments:

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

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

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

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

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

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

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

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

- At least 18 credits are required
- 4 elective credits instead of 8
 - 2 credits in CTE courses, must result in completion and industry certification
 - 2 credits in work-based learning programs or up to 2 elective credits including financial literacy
- Physical Education is not required
- Fine and Performing Arts, Speech and Debate, or Practical Arts is not required
- Online course is not required

24 Credit Standard Diploma

4 Credits ELA
<ul style="list-style-type: none"> • ELA 1, 2, 3, 4 • ELA honors, Advanced Placement (AP), AICE, IB and dual enrollment courses may satisfy this requirement
4 Credits Mathematics*
<ul style="list-style-type: none"> • One of which must be Algebra 1 and one of which must be Geometry • Industry Certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry) • An identified computer science** credit may substitute for up to one mathematics credit (except for Algebra 1 and Geometry)
3 Credits Science
<ul style="list-style-type: none"> • One of which must be Biology 1, two of which must be equally rigorous science courses • Two of the three required course credits must have a laboratory component • Industry Certifications that lead to college credit may substitute for up to one science credit (except for Biology 1) • An identified computer science** credit may substitute for up to one science credit (except for Biology 1)
3 Credits Social Studies
<ul style="list-style-type: none"> • 1 credit in World History • 1 credit in U.S. History • 0.5 credit in U.S. Government • 0.5 credit in Economics
1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts*
1 Credit Physical Education*
<ul style="list-style-type: none"> • To include the integration of health
8 Elective Credits
1 Online Course
<p>Students must earn a 2.0 grade point average (GPA) on a 4.0 scale for all cohort years and pass statewide, standardized assessments unless a waiver of assessment results is granted by the IEP team for students with disabilities.</p>

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

**A computer science credit may not be used to substitute for both a mathematics and science credit.

Scholar Diploma Designation

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

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

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

Merit Diploma Designation

- Meet the standard high school diploma requirement
- Attain one or more industry certifications from the 11st established (per s 1003.492, F.S.)

What are the additional graduation options for students with disabilities ?

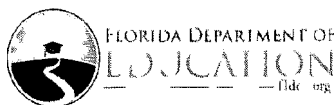
Two additional options are available only to students with disabilities. Both allow students to substitute a CTE course with related content for one credit in ELA 4, mathematics, science and social studies (excluding Algebra 1, Geometry, Biology 1 and U.S. History). The two options are as follows:

- Students with significant cognitive disabilities may earn credits via access courses and be assessed via an alternate assessment.
- Students who choose the academic and employment option must earn at least 0.5 credit via paid employment.

What is the CAP?

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

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



State University System (SUS)

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

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

State University System of Florida

The Florida College System

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

Florida College System

Career and Technical Colleges and Centers

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

Career and Technical Education Directors

Where is information on financial aid located?

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

Office of Student Financial Assistance

Requisitos de Diploma Estándar

Asesoría Académica – Lo que los estudiantes y padres deben saber

¿Cuáles son las opciones de diploma?

Los estudiantes deben completar con éxito una de las siguientes opciones de diploma:

- Diploma estándar de 24 créditos
- 18 créditos Currículo Académicamente Desafiante para Mejorar el Aprendizaje (ACCEL)
- Vía de Educación Técnica y Profesional (CTE)
- Currículo de Certificado de Educación Internacional Avanzado (AICE)
- Currículo de Diploma de Bachillerato Internacional (IB)

¿Cuáles son los requisitos de evaluación del estado?

Los estudiantes deben aprobar las siguientes evaluaciones a nivel estatal:

- Artes del Lenguaje de Inglés (ELA) de Grado 10 o una puntuación equivalente
- Álgebra 1 de fin de curso (EOC) o una puntuación comparativa

Consulte los [Requisitos de Graduación para las Evaluaciones Estatales de Florida](#) para puntuaciones equivalentes o comparativas.

Los estudiantes matriculados en los siguientes cursos deben participar en las evaluaciones de EOC, lo cual constituye 30 por ciento de la nota final del curso*:

- Álgebra 1
- Geometría
- Biología 1
- Historia de EE. UU

*Nota especial: Treinta por ciento no es aplicable si no está inscrito en el curso, pero aprobó el EOC (a través del programa de aceleración de crédito [CAP]).

¿Cuál es la diferencia entre la opción ACCEL de 18 créditos y la opción de 24 créditos?

- 3 créditos optativos en vez de 8
- No se requiere educación física
- No se requiere curso en línea

¿Cuál es la diferencia entre la opción Camino CTE y la opción de 24 créditos?

- Se requieren por los menos 18 créditos
- 4 créditos optativos en vez de 8
 - 2 créditos en cursos CTE, deben resultar en finalización de programa y certificación de la industria
 - 2 créditos en programas de aprendizaje basado en el trabajo o hasta 2 créditos optativos, incluido educación financiera
- No se requiere bellas artes, discurso y debate o artes practicas
- No se requiere curso en línea



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Diploma Estándar de 24 Créditos

4 Créditos ELA

- ELA 1, 2, 3, 4
- ELA con honores, AP, AICE, IB y cursos de doble matrícula puede satisfacer este requisito

4 Créditos Matemáticas*

- Uno de los cuales debe ser Álgebra 1 y uno de lo cual debe ser Geometría.
- Certificaciones de industria que conducen a crédito universitario puede sustituir hasta dos créditos de matemáticas (excepto para Álgebra 1 y Geometría).
- Un crédito de informática identificado puede sustituir hasta un crédito de matemáticas (excepto para Álgebra 1 o Geometría)

3 Créditos Ciencias

- Uno de los cuales debe ser Biología 1, dos de los cuales deben ser cursos de ciencias igualmente rigurosos.
- Dos de los tres cursos de créditos requeridos deben tener un componente de laboratorio.
- Certificaciones de industria que conducen a crédito universitario puede sustituir hasta un crédito de ciencias (excepto para Biología 1).
- Un riguroso curso de informática** puede sustituir hasta un crédito de ciencias (excepto para Biología 1)

3 Créditos Estudios Sociales

- 1 crédito en Historia Mundial
- 1 crédito en Historia de EE. UU
- 0.5 crédito en Gobierno de EE. UU
- 0.5 crédito en Economía

1 Crédito en Bellas Artes y Artes Escénicas, Discurso y Debate, o Artes Practicas*

1 Crédito Educación Física*

- Para incluir la integración de salud

8 Créditos Electivos

1 Curso en Línea

Los estudiantes deben obtener un promedio de 2.0 (GPA) en una escala de 4.0 para todos los años siguientes y deben aprobar evaluaciones estandarizadas a nivel estatal a menos que el equipo del IEP otorgue una exención de los resultados de la evaluación para estudiantes con discapacidades.

* Los cursos elegibles están especificados en el [Directorio de Cursos en Florida](#).

**Un crédito de informática no se puede utilizar para sustituir tanto para un crédito en matemáticas como en ciencias.

Designación de Diploma Académico

Además de cumplir con los requisitos del diploma estándar de 24 créditos de escuela secundaria, el estudiante debe cumplir con todos los siguientes requisitos.

- Obtener 1 crédito en Álgebra 2 o un curso igualmente riguroso
- Obtener 1 crédito en estadísticas o un curso de matemáticas igualmente riguroso
- Aprobar Biología 1 EOC*
- Obtener 1 crédito en química o física
- Obtener 1 crédito en un curso igualmente riguroso a la química o física
- Aprobar Historia de EE. UU. EOC*
- Obtener 2 créditos en el mismo idioma mundial
- Obtener por lo menos 1 crédito en un curso AP, IB, AICE o curso de doble matrícula

*Un estudiante está exento de la evaluación EOC de Biología 1 o Historia de EE. UU. si el estudiante está matriculado en un curso AP, IB o AICE Biología 1 o un curso de Historia de EE. UU. y el estudiante obtiene la calificación mínima para obtener crédito universitario en la evaluación respectiva de AP, IB o AICE.

Designación del Diploma de Mérito

- Cumplir con los requisitos del diploma estándar de escuela secundaria.
- Obtener una o más certificación de industria de la lista establecida (per s. 1003.492, F.S.).

¿Cuáles son las opciones adicionales de graduación para estudiantes con discapacidades?

Hay dos opciones adicionales disponibles solo para estudiantes con discapacidades. Ambas permiten a los estudiantes sustituir un curso de carrera y educación técnica (CTE) con contenido relacionado por un crédito en ELA 4, matemáticas, ciencias y estudios sociales (excluyendo Álgebra 1, Geometría, Biología 1 e Historia de EE. UU.). Las dos opciones son las siguientes:

- Estudiantes con discapacidades cognitivas significativas pueden obtener créditos a través de cursos de acceso y pueden ser evaluados a través de una evaluación alterna.
- Estudiantes que eligen la opción académica y laboral deben de obtener por lo menos 0.5 crédito a través del empleo pago.

¿Qué es el CAP?

El Programa de CAP le permite al estudiante obtener créditos de escuela secundaria si el estudiante aprueba un examen de Colocación Avanzada (AP), un Programa de Examen de Nivel Universitario (CLEP) o una evaluación de curso a nivel estatal sin matricularse en el curso. Los cursos incluyen las siguientes materias:

- Álgebra 1
- Geometría
- Biología 1
- Historia de EE. UU.

agosto de 2020

Sistema Universitario del Estado (SUS)

La admisión a las universidades públicas de Florida es competitivo. Futuros estudiantes deben de completar un currículo riguroso en la escuela secundaria y solicitar a más de una universidad para aumentar sus posibilidades de ser aceptado. Para calificar para entrar a una de las universidades públicas de Florida, un estudiante que ingresa a la universidad por primera vez tiene que cumplir con los siguientes requisitos mínimos (crédito obtenido por un certificado de industria no cuenta para admisión al SUS):

- Graduación de escuela secundaria con un diploma estándar, un promedio mínimo de 2.5, y puntajes de admisión que cumplen con los puntajes mínimos de exámenes listos para la universidad según el Reglamento de la Junta de Gobernadores (BOG) 6.008
- 16 créditos de cursos académicos preparatorios para la universidad aprobados según el Reglamento de BOG 6.002
- 4 Inglés (3 con escritura sustancial)
- 4 Matemáticas (Álgebra nivel 1 y superior)
- 3 Ciencias Naturales (2 con laboratorio sustancial)
- 3 Ciencias Sociales
- 2 Idioma Mundial (consecutivos, en el mismo idioma u otros equivalentes)
- 2 electivos aprobados

Sistema Universitario del Estado de Florida

El Florida College System

Los 28 colegios del Florida College System sirven a casi 800,000 estudiantes. Los colegios ofrecen credenciales de fuerza de trabajo asequibles y apilables incluyendo los programas de certificación, grado Asociado en ciencia y grado Asociado en arte, lo cual transfiere a un programa de licenciatura. Muchos colegios también ofrecen programas de licenciatura de fuerza de trabajo en áreas de alta demanda. Todas las instituciones del Florida College System tienen admisiones de puertas abiertas para los estudiantes que han obtenido un diploma estándar de escuela secundaria, un diploma equivalente o han obtenido crédito universitario exitosamente.

Florida College System

Colegios y Centros Profesionales y Técnicos

Florida también ofrece a los estudiantes 49 colegios o centros técnicos y profesionales acreditados en todo el estado, que proporcionan la educación y certificación necesaria para trabajar en una carrera particular o campo técnico. Los programas son flexibles para los estudiantes y brindan educación y capacitación específica de la industria para una amplia variedad de profesiones.

Directores de Educación Secundaria y Técnica

¿Dónde se encuentra la información sobre ayuda financiera?

La Oficina de Asistencia Financiera para Estudiantes del Departamento de Educación de Florida administra una variedad de becas y subvenciones educativas postsecundarias financiadas por el estado.

Oficina de Asistencia Financiera para Estudiantes

Florida Bright Futures Scholarship Program

Initial Eligibility for High School Applicants

..The application opens annually on October 1.

Initial Eligibility Requirements for Florida Academic Scholars and Florida Medallion Scholars:

1. Submit the Florida Financial Aid Application (FFAA) by August 31 of senior year of high school
2. Complete the 16 college-preparatory courses required for admission to a state university
3. Achieve the required weighted GPA in the 16 college-preparatory courses per chart below
4. Complete the required number of service hours per chart below
5. Achieve the required combined ACT or composite SAT score per chart below

Initial Eligibility Requirements for Florida Gold Seal Vocational Scholarship

1. Submit the Florida Financial Aid Application (FFAA) by August 31 of senior year of high school
2. Achieve the required weighted 3.0 GPA in the non-elective high school courses
3. Take at least 3 full credits in a single Career and Technical Education program
4. Achieve the required minimum 3.5 unweighted GPA in the career education courses
5. Complete 30 service hours
6. Achieve the required minimum scores on one of the college entrance exams per the chart below

Florida Academic Scholars Award	Florida Medallion Scholars Award	Florida Gold Seal Vocational Scholars Award
100% of tuition and fees at a public Institution (or comparable amount at a private Institution) and \$300 for fall and spring semesters for educational expenses	75% of tuition and fees at a public institution (or comparable amount at a private Institution)	\$39-\$48/credit hour- depending on program • up to 60 college credit hours in a vocational program of study •
3.5 weighted GPA in the 16 college preparatory credits listed (GPA's are not rounded and weighted 0.5 for AP, DE, IB, and Honors courses)	3.0 weighted GPA in the 16 college preparatory credits listed (GPA's are not rounded and weighted 0.5 for AP, DE, IB, and Honors courses)	3.0 weighted GPA in non-elective courses AND 3.5 unweighted GPA in a minimum of 3 vocational credits (same program)
4-English (three must include substantial writing) 4- Mathematics (at or above Algebra I) 3- Natural Science (two must have substantial lab) 3- Social Science 2-World Language (sequential, in same language) 16 Total	4-English (three must include substantial writing) 4- Mathematics (at or above Algebra I) 3- Natural Science (two must have substantial lab) 3- Social Science 2-World Language (sequential, in same language) 16 Total	4 English 4 Math (must include Algebra 1 and Geometry) 3 Science (one must be Sloggy 1, two must be equally rigorous science courses) 3 Social Studies (1 World History, 1 U.S. History, 1 U.S. Government, 1 Economics with Financial Literacy) 1 fine and Performing Arts, Speech and Debate, or Practical Arts • (specified in course code directory) 1 Physical Education (to include the integration of health)
100 Community Service Hours	75 Community Service Hours	30 Community Service Hours
<u>2021-2022 Graduates:</u> 29 ACT or 1330 SAT <u>2022-2023 Graduates:</u> 29 ACT or 1330 SAT Best composite score without writing ACT scores round up .5 or higher	<u>2021-2022 Graduates:</u> 25 ACT or 1210 SAT <u>2022-2023 Graduates:</u> 25 ACT or 1210 SAT Best composite score without writing ACT scores round up .5 or higher	Students must achieve the minimum score on each section of the following tests: ACT: Reading 19 English 17 Math 19 SAT: Reading Test 24 Writing and Language Test 25 Math Test 24 PERT: Reading 106 Writing 103 Math 114 Sections of different tests may not be combined

Requirements to Receive an Award:

1. Evaluated by Office of Student Financial Assistance (OSFA) as meeting the Initial Eligibility requirements,
2. Graduated with a standard high school diploma or its equivalent,
3. Be a Florida resident and U.S. citizen or eligible noncitizen, and
4. Enroll as a degree or certificate-seeking student at a Florida Institution in at least 6 non-remedial semester credit hours

Gold Seal Vocational Scholars Restrictions:

Gold Seal may only be used at postsecondary institutions that offer an applied technology diploma, technical degree education program (associate in applied science or associate in science), or a career certificate program

For detailed information, including other ways to qualify, please refer to the Bright Futures Student Handbook.

<https://www.floridastudentfinancialaid.org/SAPBFMAIN/SAPBFMAIN>

These eligibility requirements are subject to change with each legislative session,

The student is responsible for tracking application and award status online and ensuring that funding for an academic year is accurate by contacting their Institution's financial aid office.

QUALIFYING COURSES FOR FLORIDA GOLD SEAL OFFERED AT BAYSHORE HIGH SCHOOL

Digital Design
Digital Design 1
Digital Design 2
Digital Design 3

Applied Cyber Security
IT Fund or Digital Info Tech
Computer & Network Security Fund
Cybersecurity Essentials

Engineering Technology
Applied Engineering 1
Applied Engineering 2
Applied Engineering 3

TV Production Technology
TV Production Technology 1
TV Production Technology 2
TV Production Technology 3

Robotics Technology
Foundations of Robotics
Robotic Design Essentials
Robotic Systems

Building Trades and Construction Technology
Building Trades and Construction Technology 1
Building Trades and Construction Technology 2
Building Trades and Construction Technology 3

Students taking vocational programs at MTC may also qualify for the
Florida Gold Seal Vocational scholarship.

INDUSTRY CERTIFICATION

Bayshore High School believes that all students graduating from high school should be prepared to continue their postsecondary education and/or have the competencies to enter the workforce. Business and industry are seeking assurances that job seekers have the skills required to fill their openings. BHS Career and Technical programs are providing students with credentials and certifications which are recognized and valued by our business and industry partners. These credentials are called industry certifications. The certifications we offer at BHS include Adobe Certified Associate Illustrator, Flash, InDesign, Dreamweaver, and Premiere Pro; Adobe Certified Expert InDesign, Illustrator, and Photoshop; Adobe Certified Associate Photoshop Creative Cloud; Microsoft Office Specialist; RECF Robotics Certification and RECF Pre-Engineering Certification, and NCCER. A grade in a Career & Technical Education course that is level 3 or above and leads to an industry certification is weighted the same as a grade in an Honors course.

ACADEMIC POLICIES AND INFORMATION

Change of Class/Schedule

Students and parents are strongly urged to learn about expectations and demands of each course before entering the class. Students are provided with an opportunity to change classes for the following year after course registration near the end of the current year. Please note: No change is “automatic” or “guaranteed,” and requests may be denied. Thus, students are expected to attend all scheduled classes and be a responsible class member until they receive a response.

Requests to change may be honored for the following reasons: (1) scheduling error; (2) student does not meet prerequisites; (3) or has successfully completed course. Schedules may also be changed for administrative reasons, such as balancing class sizes or remediation.

Schedules will NOT be changed for the following reasons: (1) Student/parent preference of teachers; (2) Course meets at an inconvenient time or conflicts with a job, etc.; (3) Personal opinion about the difficulty of the course; and (4) “I have changed my mind about what I want to take”; or (5) “the course is not what I thought it would be.”

Semester Grade

1. An End of Course (EOC) exam is required in Algebra I, Geometry, U.S. History, and Biology.

2. Semester exams may not be given early.

3. Course grades are averaged as follows:

For courses where an EOC is not required the exam is divided into 2 parts which is given at the end of each semester. The student's semester grade is calculated by averaging, according to the following scale:

Quarter 1 = 40%
Quarter 2 = 40%
Final Exam = 20%

Quarter 3 = 40%
Quarter 4 = 40%
Final Exam = 20%

For courses where an EOC is required, the required EOCs constitute 30% of the final course grade. The grade is calculated as follows:

Quarter 1 = 35%
Quarter 2 = 35%
Benchmark Assessment = 30%

Quarter 3 = 35%
Quarter 4 = 35%
End of Course Exam (EOC) = 30%

Grading Scale

Beginning with courses taken during the 2017-2018 school year and thereafter, the letter grading scale and definitions adopted for all courses in grades 9 through 12 are:

<u>Unweighted Grade Points</u>	<u>Weighted Honors Course Grade Points</u>	<u>Weighted Advanced Studies*</u> <u>Grade Points</u>
A = 4 B = 3 C = 2 D = 1	A = 4.5 B = 3.5 C = 2.5 D = 1.5	A = 5 B = 4 C = 3 D = 2

* (Section 1003.437, F.S., specifies that “For the purposes of class ranking, district school boards may exercise a weighted grading system pursuant to s. 1007.271.” For districts that use a weighted grading system, s. 1007.271(18), F.S., states that “school districts and Florida College System institutions must weigh dual enrollment courses the same as advanced placement, International Baccalaureate, and Advanced International Certificate of Education courses when grade point averages are calculated. Alternative grade calculation or weighting systems that discriminate against dual enrollment courses are prohibited.” This provision relating to GPA weighting includes all dual enrollment courses, including career education courses.) Weighted GPA calculation is only for graduation in Manatee County. Weighting for scholarships, Bright Futures, and college admissions varies.

Cumulative Grade Point Average

A student's cumulative Grade Point Average (GPA) will be calculated based upon all of the courses a student completes including courses taken for high school credit in middle school, except those where the forgiveness policy applies. Transfer credit(s) with a grade of Pass (P) are calculated into the grade point average. In order to graduate, students must earn a cumulative unweighted GPA of 2.0 on 4.0 scale in courses required for graduation.

Class Rank

1. For the purposes of class ranking, high schools use a weighted grading system for appropriate courses as indicated in the Florida Department of Education Comprehensive Course Table for high school credit courses. Class rank for graduation are determined in January.
2. For courses taken prior to the 2017-2018 school year, an additional one (1) weighted grade point is added to each course grade of a D or above in courses designated as weighted in the Florida Department of Education Comprehensive Course Table. See chart on Page 12 to identify the grade weight-ing rules for courses taken in specified academic years.
3. For courses taken prior to the 2017-2018 school year, the grade weighting scale is as follows:

<u>Unweighted Grade Points</u>	<u>Weighted Honors Course Grade Points</u>	<u>Weighted Advanced Studies* Grade Points</u>
A = 4 B = 3 C = 2 D = 1	A = 4.5 B = 3.5 C = 2.5 D = 1.5	A = 5 B = 4 C = 3 D = 2

4. Class rank is determined based on courses for which credit and grades are awarded toward a standard diploma. A student's rank in class is determined by using the cumulative weighted grade point average.

Student Grade Classification and Promotion

Students earning a standard high school diploma are promoted based on the number of years they have attended high school.

First Year - 9th grade
Second Year - 10th grade
Third Year - 11th grade
Fourth Year - 12th grade

Repeating a Course

Only a course in which the student earned a "D" or "F" may be repeated to replace a grade.

For core courses required for graduation, the student may repeat the same course or a comparable course. A comparable course is defined as one with the same course code number or, if the course the student wishes to repeat is an honors course, then that course may be replaced with the regular course. For example, English 4 Honors may be replaced by repeating the same course or English 4. In elective courses, a level 2 course may be replaced with another level 2 or 3 course in the same discipline. A level 3 course may be replaced with level 2 or 3 course in the same discipline.

Only one grade and one credit may be earned for the same course. All grades appear on the transcript. If a course has been repeated, the higher of the two grades are included in calculating the student's grade point average.

Remediation

Remediation must be provided to students based on criteria set by the Florida Department of Education. Student electives are replaced by Intensive Reading and/or Intensive Math, if required, due to the student's ELA (English/Language Arts Assessment) or Alg 1 EOC results. Remediation for EOC courses may be implemented by schedule adjustments.

COURSE WAIVER OPTIONS

Students may waive the HOPE graduation requirement through one of the three options below. A waiver form must be completed to use any of these options. Certain activities as follows may satisfy a portion of or all of the HOPE/Physical Education and Performing Arts requirements.

1. Participation in an interscholastic sport for two full seasons (J.V. or Varsity)
 - Waives the 1 credit Physical Education requirement
2. Completion of one semester with a grade of “C” or better in a marching band class, in a physical activity class that requires participation in marching band activities as an extracurricular activity, or in a dance class
 - Waives 0.5 credit in physical education or 0.5 credit in performing arts.
 - May not be used to satisfy the Personal Fitness requirement or the requirement for adaptive physical education under an IEP or Section 504 plan.
3. Completion of two years in a Reserve Officer Training Corps (JROTC) course
 - Must include a significant component of drills
 - Waives 1.0 credit in physical education and 1.0 credit in performing arts
 - May not be used to satisfy the Personal Fitness requirement or the requirement for adaptive physical education under an IEP or Section 504 plan.

Today's Learners,
Tomorrow's Leaders



AVID (Advancement via Individual Determination) - 9th, 10th, 11th, and 12th
Course #: AVID 1 (1700390), AVID 2 (1700400), AVID 3 (1700410), AVID 4 (1700420)
Length of Course: One year

Prerequisite: Approved application required. This course serves the college-bound student who has the individual desire and determination to succeed in academics. Students that best fit this class are those who have academic and personal potential to do well. In the AVID program, students receive academic instruction and tutorial support from the teacher and college students and also participate in motivational activities to prepare them for the more rigorous academic courses, such as AICE, Honors, Advanced Placement, and Dual Enrollment. Students are required to take at least one honors class each year to remain in the program. The following criteria is used to qualify students for AVID: (1) student has a 2.5 or higher GPA, (2) student has the potential to complete rigorous courses, (3) student is “under-represented” in the college arena, (4) student is considered first in-family to either attend and/or graduate college, and (5) student comes from a single parent family and/or a family considered financially disadvantaged. Exceptions determined on a case-by-case basis.

HIGH SCHOOL FOUR YEAR PLAN

Students should select electives based on their career pathway and personal interest.

Students entering high school as freshmen during 2022-2023 should refer to the 2016-2017 requirements on page 6 (8 & 9 in Spanish) until the Florida Department of Education publishes their requirements for graduation.

All requirements for graduation are subject to change if required by state legislation or school board policy.

*****All students are required to complete one online course to graduate.*****

Example High School Diploma with Scholar Designation

9th – Freshman	10th- Sophomore	11th – Junior	12th – Senior
English 1 (H)	English 2 (H)	English 3 (H)	AICE English
Algebra 1 (H)	Geometry (H)	Algebra 2 (H)	Pre-Calculus H
Biology (H)	Chem or Physics (H)	Advanced Science	Elective
World History (H)	US Gov / Econ (H)	US History (H)	Elective
Elective	World Language	World Language	Elective
Performing Art	HOPE	Elective	Elective
Elective	Elective	Elective	Elective

Testing and specific courses requirements for the Scholar Designation are listed on page 10.

Example High School Diploma with Merit Designation

9th – Freshman	10th- Sophomore	11th – Junior	12th – Senior
English 1 (H)	English 2 (H)	English 3 (H)	AICE English
Algebra 1-A	Algebra 1	Math Data & Fin Lit	Geometry
Physical Science (H)	Biology (H)	Advanced Science	Elective
Elective	World History (H)	US History (H)	US Gov / Econ (H)
Performing Art	HOPE	Elective	Elective
Elective	Elective	Elective	Elective
Elective	Elective	Elective	Elective

Industry Certification requirements for the Merit Designation are listed on page 11.

EARLY COLLEGE

The Students at Bayshore High School have multiple options to earn college credit with little or no cost. The school district has agreements with both State College of Florida (SCF) and University of South Florida-Sarasota Manatee (USFSM). Through Early College, students can begin work on an Associate of Science (A.S.) degree or Associate of Arts (A.A.) degree for transfer to a four-year college.

The initial requirements to be considered for Early College are being 10th grade or higher and having a 3.0 or higher unweighted GPA. Ninth graders who are in English 2 and/or Algebra 2 and meet the GPA requirement are also considered. Student GPAs are evaluated each semester, and students are contacted to see if they are interested in Early College. If a student thinks they meet initial qualifications for Early College and they have not been contacted, they can consult their school counselor.

In addition to the GPA requirement, students must earn a qualifying score on PERT, SAT, or ACT, complete an online application, complete additional documents, and register to take classes.

USFSM offers English and American History on the Bayshore campus. Other USFSM and SCF courses are located off campus or are web based.

Program	Dual Enrollment SCF	Accelerated Dual Enrollment SCF	Early Admission SCF	Dual Enrollment USFSM
GPA Requirement	3.0 unweighted	3.3 unweighted	3.0 unweighted	3.5 weighted
School Grade	10-12	11	12	10-12
Qualifying Scores				
Reading	PERT Reading 106 ACT Reading 20 SAT Reading 24	PERT Reading 106 ACT Reading 20 SAT Reading 24	PERT Reading 106 ACT Reading 20 SAT Reading 24	PERT 106 ACT Reading 21 SAT Reading 560
Writing	PERT Writing 103 ACT Reading 20 SAT Reading 24	PERT Writing 103 ACT Reading 20 SAT Reading 24	PERT Writing 103 ACT Reading 20 SAT Reading 24	PERT Writing 103 ACT Reading 21 SAT Reading 560
Math	PERT 123 ACT Math 20 SAT Math 27	PERT 123 ACT Math 20 SAT Math 27	PERT 123 ACT Math 20 SAT Math 27	PERT 123 ACT Math 21 SAT Math 530

Bayshore High School offers PERT once each semester, and staff works with students to complete online applications and other required documents. Parent meetings are held in the evening to present information for parents of qualified students.

Additional information can be found on the college websites.

State College of Florida

<https://www.scf.edu/StudentServices/Registrar/EarlyCollege/default.asp>

USF - Sarasota Manatee

<http://edu/registrar/services/non-degree-admissions/dual-enrollment-students.aspx>

AICE - Cambridge University

AICE Cambridge Advanced is for learners aged 16 to 19 years who want advanced study to prepare for university and higher education. The courses offered include Cambridge International AS and A Level. Thousands of learners worldwide are accepted at universities every year with Cambridge International AS & A Levels. The syllabi for courses develop a deep understanding of subjects and independent thinking skills. While schools have a choice of 55 subjects and the freedom to offer them in almost any combination, we are starting with the courses listed below. Learners can choose from a range of assessment options, including Cambridge International AS Level qualifications alone, or as part of a progression to Cambridge International A Level. AICE courses are a passport to success.

AICE General Paper
1009400

AICE English Language/Literature AS
1001555

AICE Art & Design 1 AS
0101370

ADVANCED PLACEMENT OFFERINGS

In order for an Advanced Placement course to be offered at BHS, there must be at least fifteen requests for the course. If an Advanced Placement course is not included in the Master Schedule at Bayshore High School, students are scheduled for an equivalent Honors course or have the option to take the Advanced Placement course through eTech Manatee.

AP Computer Science Principles
0200335

AP Biology
2000340

AP Human Geography
2103400

AP Spanish Language
0708400

AP Environmental
Science 2001380

AP Psychology
2107300

AP Calculus
1202310

AP World History: Modern
2109420

AP US History
2100320

MANATEE TECHNICAL COLLEGE

Dual Enrollment is the enrollment of students in college classes while still in high school. In order for MTC to provide dual enrollment classes, they must insure the same standards of instruction as in all other college classes, including academic practices and collegiate learning environment. To be eligible for participation in the Dual Enrollment program, students must meet all of the qualifications listed below:

- 11th - 12th grade classification (Age 16 minimum)
- Have an unweighted GPA of a 2.0 or higher
- Written notification from the high school signed by a school official.
- Written approval of the student's parent or legal guardian if the student is under 18 years of age.

High School students do not pay tuition for dual enrollment; however they may be required to pay fees for uniforms and some materials. MtC dual enrollment offerings vary from year to year. See their website for the current list of offerings.

Students who participate in programs at MTC may have to take their BHS courses via Manatee Virtual School.

Applications and information can be obtained from their school counselors.

For more information: www.manateetech.edu or call (941)751-7900

ONLINE EDUCATION OPPORTUNITIES

eTECH SCHOOL OF MANATEE

eTech (ETSM) is Manatee County's virtual school alternative. With eTech, students in grades 6-12 can register for up to four virtual courses if currently attending a Manatee County School and up to six classes if home schooled. eTech is a franchise of the Florida Virtual School which integrates the highly acclaimed FLVS curriculum, but is taught by Manatee County School teachers. eTech can be used for credit recovery, acceleration, scheduling conflicts, and/or just to fulfill the online course requirement. For more detailed information, please visit your guidance counselor or call 941-708-8770 ext: 2178 or visit the eTech website at

<http://www.manatee.k12.fl.us/students/schools/Index/Index1.html>

FLORIDA VIRTUAL SCHOOL

Students have the opportunity to earn credit each school year through the online Florida Virtual School. Students should be self-motivated and task oriented to successfully complete this type of course. Visit the website at www.flvs.net for course and enrollment information. Counselor approval is required.

ASSESSMENT REQUIREMENTS AND OPPORTUNITIES AT BAYSHORE HIGH SCHOOL

These assessment requirements are subject to change pending state legislation.

END OF THE COURSE EXAMS (EOC) and FSAs

Florida State Assessments, or achievement tests, are given to all students pursuing a high school diploma. The new state graduation requirements take effect based on the year that students enter 9th grade (see grad requirements on pages 6 - 9). There are two main types of Florida State Assessments, EOCs and the ELA exams.

End-of-course (EOC) assessments are different from FCAT. Students are assessed on the computer at the conclusion of specific high school courses. EOC requirements may be waived for some exceptional student education (ESE) students.

POST-SECONDARY EDUCATION READINESS TEST (PERT)

The Postsecondary Education Readiness Test (PERT) is Florida's customized common placement test. Test scores are used to determine whether a student is ready for college level course work. PERT scores can also be used to qualify students to take Early College/Dual Enrollment classes.

PLAN or PSAT

The PLAN or PSAT is a test administered to 10th grade students in the Fall to measure academic progress in high school. The PLAN is a great way to prepare students for the ACT. The PLAN also has a career component that helps students find careers that match their interests. The PSAT prepares students for the SAT and links to Khan Academy which provides individualized programs for students to improve their results.

SAT and ACT

The SAT and the ACT are national college admissions examinations that are designed to assess a student's academic readiness for college. Registration and practice packets for both the SAT and the ACT are available in Guidance. Online registration and practice for the SAT may be found at Collegeboard.org and for the ACT at ACTstudent.org.

ARMED SERVICES VOCATIONAL APTITUDE BATTERY (ASVAB)

The Armed Services Vocational Aptitude Battery (ASVAB) is a multiple aptitude battery that measures developed abilities and helps predict future academic and occupational success in the military. The ASVAB also has a career component that provides tools to help students learn more about career exploration and planning in both the civilian and military worlds of work. It is administered on campus to interested students each January.

BAYSHORE HIGH SCHOOL

INFORMATION FOR STUDENT-ATHLETES

Before any type of participation in athletics at Bayshore High School, the following forms need to be completed and returned to Coach Brady (room 123) or Mrs. Kaylor-Mathias (room 122).

- Physical
- Medical History signed by parent/guardian (back side of physical form)
- FHSA Consent and Release Form
- FHSA Heat, Concussion, and Cardiac Arrest Awareness Form
- School Board of Manatee County Eligibility/Residency Affidavit
- County Concussion Test Form
- Activities Fee (includes insurance coverage info)
- FHSA Compliance Affidavit (Only for students who have attended high schools other than Bayshore)

In addition, students must meet all other state and county eligibility requirements, including maintaining a cumulative 2.0 grade point average and clearing all school debts. Below is a list of sports offered at Bayshore High School during the 2022 - 2023 school year. See the team coach or Coach Brady (room 123) for more details on individual teams.

Online courses taken may not be approved by the NCAA for Division 1 or 2 athletic eligibility as a college freshman. See the Athletic Director for more information.

School Information:

Principal: Wendell Butler, Jr
Athletic Director: Chris Brady
Nickname: Bruins

Colors: Blue, Gold, White
School Phone: 751-7004
Athletics Office: ext. 2158

Sports Offered: * - Boys and Girls Teams

FALL

Cross-Country *
Golf *
Football - Boys
Swimming & Diving *
Volleyball - Girls

WINTER

Basketball *
Soccer *
Weightlifting - Girls
Wrestling *
Competitive Cheer *
(Comp. Cheer begins in fall)

SPRING

Baseball - Boys
Softball - Girls
Tennis *
Track *
Weightlifting - Boys
Flag Football- Girls
Beach Volleyball-Girls

Bayshore High School/ Clubs and Activities

Academic Team
ASL (American Sign Language)
Art Club
AVID
Band
Bayshore Theatre Company
Book Club
Business OJT
Career Experience OJT
Choir
Cyber Patriot
FBLA (Future Business Leaders of America)
Honey Bears & Bruins
HOSA (Health Occupations Students of America)
JROTC
JROTC Academic Team
JROTC Drill Team
JROTC Raiders
National Key Club
National Honor Society
Literacy Magazine/Book Club
Mu Alpha Theta
National Art Honor Society
Orchestra
Pawprint (Newspaper)
Skills USA
Spanish Club/Spanish Honor Society
Student Government
SWAT (Students Working Against Tobacco)
TSA (Technology Student Association)
UnidosNOW
Yearbook
Youth In Action/Drug Free Manatee

Courses Offered 2022-2023

English	Math	Science	Social Studies
AICE General Paper	Algebra 1A	Astronomy Solar/Galactic	Economics & Honors
AICE Language & Literature	Algebra 1-2 & Honors	Biology 1, Honors, & AP	Personal Financial Literacy
English 1 - 4 & Honors	Calculus AP	Chemistry 1 & Honors	US Government & Honors
ESOL English 1-4	Math for College & Career	Earth/Space	US History, Honors, & AP
Journalism 1-4 Newspaper	Readiness	Environmental, Honors, & AP	World Geography AP World
Journalism 1-4 Yearbook	Financial Algebra	Forensics	History, Honors, & AP
	Geometry & Honors	Marine 1 Honors	
	Math Data & Financial Lit	Physical & Honors	
	Probability & Statistics	Physics Honors	

Arts	Career & Technology	Physical Education	Dual Enrollment - BHS campus
Ballet 3 & 4 Honors (HB) Dance Career Prep (HB) Dance Repertory 1-4 (HB) Dance Techniques 1-4 Band 1-5 Eurhythmics 1-4 Guitar Jazz Ensemble 1-4 Keyboard Marching Band 1-4 Orchestra 1-5 Concert Choir Intermediate Ens 2-4 Men's Choir Ursa Forte Vocal Ensemble Women's Chamber Ens Music of the World Improvisation Film Studies Acting 1 Studio B (Acting 3) 2-D Art 1-3 AICE Art & Design Ceramics 1-3	Applied Engineering 1-4 Building Trades 1-4 Computer Sci Princ AP Comp & Net Security Fund Construction 1-4 Cybersecurity Essentials Digital Design 1-4 Digital Info Tech IT Fundamentals OJT Operational Cybersecurity Robotics 1-4 TV Production Tech 1-4	HOPE Beg/Int/Adv/Pwr Weight Train Care & Prev Athletic Injuries/ First Aid & Safety Team Sports 1-2 Volleyball & Basketball 1-2 Personal Fitness Comp Fitness Individual Dual Sports 1-3 Outdoor Education Softball Soccer	College Algebra Construction History of the US 1-2 Statistical Methods Written Communication 1-2
	Driver Education	Student Leadership	
	Driver Education	Leadership Skills Dev (SGA)	
	Traffic Safety Class & Lab	Peers as Partners	
	JROTC	World Language	
	AR Leadership 1-4	American Sign Language 1-4 Spanish 1-4 & AP Spanish Lang & Culture	

ENGLISH

English 1

1001310 1.0 credit 9

In this course students read, write about, and discuss various types of literature. Class time is spent on English language skills, including writing, speaking, listening, and viewing. A reading component addresses all levels of reading and comprehension. Students learn research skills, mechanics, and usage.

English 1 Honors

1001320 1.0 credit 9

Prerequisites: B or better in 89th grade Advanced English, teacher recommendation, and or 3.00 or better on FSAS Reading and Writing. This course features enriched experiences in reading, writing, speaking and listening, and presents advanced techniques for studying major types of literature and nonfiction. Students write compositions for a variety of purposes and audiences, and students learn techniques for speaking and listening in numerous settings. Students refine their research mechanics and usage skills.

English 2

1001340 1.0 credit 10

Students read and respond to several kinds of literature from around the world, including prose, poetry, and drama. Along with literature, students also study vocabulary, composition, and reading strategies and extensively prepare for the Language Arts portion of FSA Reading and Writing. The study of language includes grammar, mechanics, usage, and the conventions of language with a continued component of research skills.

English 2 Honors

1001350 1.0 credit 10

Prerequisites: "B or higher in English 1 Honors or "A" in English 1, teacher recommendation, Level 3 or higher on 9th grade FSA Reading and Writing, 4.0 or higher on 8th grade FSA Reading and Writing. This class focuses on close readings of various texts, studying the organization and structure of language for correct use in writing and speaking, and building and refining writing, reading, listening, critical thinking, and research skills. Self-discipline and time management is also central to this course, which lays the groundwork for entry into an Advanced Placement English class. This course is a part of the honors/Pre-AP track, and intentional focus is on the required knowledge and critical thinking and analytical skills to prepare a student to be successful in future upper-level and Advanced Placement (AP) courses.

English 3

1001370 1.0 credit 11

The purpose of this course is to provide instruction in English language skills. Emphasis is placed on American writers and nonfiction passages. Students engage in frequent practice in writing multi-paragraph essays of various types and research on a variety of topics.

English 3 Honors

1001380 1.0 credit 11

Prerequisites: B or higher in English 2 HHonors or A in English 2, teacher recommendation, level 3 3 or higher on 10th grade FSA Reading and Writing, 4.0 or higher on FSA Reading and Writing. The purpose of this course is to prepare students to become critical readers and writers. Special emphasis is placed on the writing process and on critical analysis of literary works focusing on American Literature. Students are expected to read from a variety of American literature genres from the earliest inceptions through con-

temporary literature. Research is an integral portion of the class as is writing for multiple purposes. Emphasis is placed on informative and argumentative writing techniques. This class is for the academically inclined student and requires commitment of time for both reading and writing out of class.

Written Communication 1

ENC 1101 1.0 credit

Prerequisite: Students must qualify for SCF Dual Enrollment to take this course. This course encompasses grammar and diction review, composition, expository writing, work with both primary and multiple source themes, instruction on the use of the library, and writing the research paper, and practice in oral communication. Students are required to submit typed papers in APA and MLA formats. They are also required to submit classwork online.

Written Communication 2

ENC 1102 1.0 credit

Prerequisite: Students must qualify for SSCF Dual Enrollment to take this course. Course content continues focus of ENC 1101 and also includes introduction of literature and nonfiction. Students are required to submit typed papers in APA and MLA formats. They are also required to submit classwork online.

AICE General Paper

1009400 1.0 Credit 9-12

The purpose of this course is to encourage students to make cross-curricular links, to develop a maturity of thought appropriate to students at their level, and to achieve an understanding and usage of the English language. These skills enable them to express arguments, ideas, and opinions in a reflective and academic manner. An awareness of the wider implications of issues enhances the quality of the students' responses to the questions. The key objective is for students to convey information and/or opinions in a way that is thoughtful, perceptive, and intelligent to the reader.

**AICE English Language/Literature
AS 1001555 1.0 Credit 10-12**

Prerequisite: English 2 H or English 2 and the approval of the instructor. The Language and Literature in English syllabus aims to encourage an appreciation of literature in English - prose, poetry, and drama - of different types and from different cultures; and to develop the key skills required to read, analyze, and communicate effectively in English. By studying a range of texts, learners understand more about writers' choices of language, form, structure and develop their ability to form independent opinions about what they read. Learners also improve their understanding of the English language and how it is used, extending their skills across a range of writing styles, including imaginative, discursive, and argumentative.

ESOL

**English through ESOL 1-4
1002300/310/320/520 1.0 credit 9-12**

Requires ESOL Placement. These courses provide instruction to English Speakers of Other Languages who are classified as English Language Learning (ELL). The main goal of these courses is to provide a curriculum equal to the English 1-4 curriculum, but accessible to ELLs. The content includes practice in the development of listening, speaking, reading, and writing skills, as well as an understanding of the American culture. This course meets graduation requirements for English.

**Developmental Language Arts
Through ESOL**

1002380 1.0 credit 9-12

This course provides instruction to English Speakers of Other Languages who are classified as English Language Learning (ELL). Emphasis is on acquisition of integrated English communication skills in a wide range of activities and content areas. After successfully completing this course, the student demonstrates use of

appropriate vocabulary in formal and informal conversation, demonstrates use of reading comprehension skills to identify themes, elements, and qualities in major literary genres and informational texts, demonstrates proficient use of all elements of the writing process, including use of complex structures in sentence writing, responds effectively to varied oral and written communication through use of listening and speaking skills, and demonstrates proficient use of listening, speaking, reading, and writing skills in school and work related situations.

JOURNALISM

**Journalism 1-4 Newspaper
(Elective) A**

1006300N/10/20/3

1.0 credit

10-12

Enrollment in this course is limited. Prerequisites: written application, writing sample, two teacher recommendations. Students learn how to produce the high school newspaper, The Paw Print, using the journalistic style and desktop publishing programs. In addition, students learn about the history and tradition, the evolving role, and the ethics and responsibility of journalism. Students also produce news content for the web edition of Paw Print. All Paw Print staff members are required to meet an advertising quota. Outside class time is often required to complete assignments and meet deadlines.

**Journalism 1-4 Yearbook
(Elective) B**

1006300Y/10/20/30

1.0 credit

10-12

Enrollment in this course is limited. Prerequisites: written application, two teacher recommendations, and year-book instructor approval. This class involves a daily commitment. The primary purpose of this course is to produce the URSA MAJOR Yearbook.

Tasks include selecting and developing an appropriate theme, designing and laying out pages, photography, writing, and editing copy. Teamwork and a willingness to commit to work outside of class is a necessity. Students use business-compatible computer programs and work with digital photography. Organization and management techniques relating to journalistic productions will be stressed, including leadership skills, record keeping, time management, interviewing, sales techniques, and task organization. Students are re-required to sell advertising to assist in paying for the publication.

MATHEMATICS

Algebra 1

1200310

1.0 credit

9-12

Algebra 1 is a course designed to provide the foundation for more advanced mathematics courses and to develop the skills needed to solve problems.

Algebra 1A

1200370

1.0 credit

9-11

This course is the first half of a two-part Algebra 1 program. Fundamental concepts of algebra are presented at a slower pace than in a regular Algebra 1 course.

Math Data and Financial Literacy

1200387

1.0 credit 9-12

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

Algebra 1 Honors**1200320 1.0 credit 9**

Prerequisite: 3 or better on FSAT Math. This course is for college-directed students with an interest in mathematics and science. It provides a deeper exploration of basic algebra topics and provides a strong foundation for higher math courses.

Geometry**1206310 1.0 credit 9-12**

Prerequisites: Algebra 1. This course emphasizes critical thinking involving the discovery of relationships and inductive reasoning methods.

Geometry Honors**1206320 1.0 credit 9-10**

Prerequisites: B or better in Algebra 1. HHonors & teacher recommendation. This course is designed to give an in-depth study of Geometry to the college-directed student with emphasis on independent discovery.

Algebra 2**1200330 1.0 credit 10-12**

Prerequisites: Geometry & Teacher recommendation. This course is designed to continue the study of the structure of algebra and to provide the foundation for applying these skills to other mathematics and scientific fields.

Algebra 2 Honors**1200340 1.0 credit 10-11**

Prerequisites: B or better in Geometry HHonors or Algebra 1 Honors, teacher recommendation. This course is for college-directed students with an interest in mathematics and science. This course presents an in-depth study of the topics of Algebra 1 with emphasis on theory and application.

Financial Algebra**1200387 1.0 credit 12**

Prerequisites: Algebra 1 and Geometry. This course is designed to give students the opportunity to apply mathematics found in topics such as personal investments, automobile expenses, insurance, income tax, household budgeting, retirement planning, credit card interest, and savings. It provides a real-life framework to apply upper-level mathematics including: functions, systems of equations, graphs, statistics, finite geometric series, functions, exponential models, and probability.

Probability and Statistics with Applications Honors**121030 1.0 credit 11-12**

Prerequisites: C or better in Algebra 2, teacher recommendation. This course explores the basic concepts of probability, statistics, normal distribution of data and hypothesis testing

College & Career Readiness Math**1200700 1.0 credit 12**

This is a course designed to help seniors become better prepared for college level mathematics. The topics covered include: real numbers and algebraic expressions, equations and inequalities, solving systems of linear equations, polynomial functions, rational functions, radical functions, and quadratic functions.

Pre-Calculus Honors**1202340 1.0 credit 10-12**

Prerequisite: C or better in Algebra 2 and teacher recommendation. Pre-calculus is an excellent final course for students with strong math skills; those students looking to study the sciences, engineering, or business in college; or as a stepping stone to calculus. This course includes topics in Polynomial and Rational functions; Trigonometric functions and identities (including polar equations and vectors); Analytical Geometry; and limits and continuity.

AP Calculus AB**1202310 1.0 credit**

AP Calculus AB focuses on students' understanding of calculus concepts and provides experience with methods and applications. Using the big ideas of calculus (e.g., modeling change, approximation and limits, and analysis of functions), the course becomes a cohesive whole, rather than a collection of unrelated topics. The course requires students to use definitions and theorems to build arguments and justify conclusions. The course features a multi-representational approach to calculus, with concepts, results, and problems expressed graphically, numerically, analytically, and verbally. Exploring connections among these representations builds understanding of how calculus applies limits to develop important ideas, definitions, formulas, and theorems. A sustained emphasis on clear communication of methods, reasoning, justifications, and conclusions is essential. Teachers and students should regularly use technology to reinforce relationships among functions, to confirm written work, to implement experimentation, and to assist in interpreting results. AP Calculus AB is designed to be the equivalent of a first semester college calculus course devoted to topics in differential and integral calculus.

SCIENCE**Physical Science****2003310 1.0 credit 9-12**

This course is designed to provide students with a quantitative and investigative study of the introductory concepts of physics and chemistry. Laptops strongly recommended, but not required.

Biology 1**2000310 1.0 credit 10-12**

This course deals with the structure, function, and diversity of living organisms with environmental emphasis. Laboratory activities are an integral part of this course.

SCIENCE

Biology 1 Honors

2000320 1.0 credit 9-12
Prerequisites: 9th grade - taking Algebra 1 or higher. (Algebra 1 completion preferred) 10th grade - "B" or higher in Algebra 1. A rigorous course in biology for the above average student, Emphasis is on laboratory experiences and the learning process. Same topics as Biology 1. This is a technology driven course, and laptops are required.

AP Biology

2000340 1 credit 10-12
Prerequisite: Biology. Advanced Placement Biology is designed to offer students a solid foundation in college level introductory biology, Student should be pre-pared for complex science texts & reading, including a minimum of 30 minutes to 1 hour of work outside class each day (about 5-8 hours a week). As a college level course, the amount of material covered as well as the complexity of the topics high. An ongoing expectation, therefore, is to learn the material as it is presented and come to class each day understanding the previous day's material. Students must be certain that they accept this challenge and committed to keeping up with the work. Upon completion of the course, students have the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology.

Earth/Space Science

2001310 1.0 credit 10-12
 This course is designed for students desiring a knowledge of the earth and the space around it. Topics include water systems, weather, minerals, as well as a comprehensive study of space and rocketry. This is a technology driven course with laptops used on a regular basis.

Environmental Science

2001340 1.0 credit 9-12
2001341 1.0 credit 9-12

This course is designed as an interdisciplinary course to provide students with scientific principles, concepts, and methodologies required to identify and analyze environmental problems and to evaluate risks and alternative solutions for resolving and/or preventing them. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models. Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. The honors version of this course is more rigorous and investigates topics in more depth.

Astronomy Solar/Galactic

2001350 1.0 credit 9-12
 The purpose of this course is to enable students to develop and apply knowledge of the universe and compare the conditions, properties, and motions of bodies in space. Emphasis is placed on concepts basic to Earth, including materials, processes, history, and the environment. Laboratory investigations of selected topics in the content to foster inquiry should include use of the scientific method, measurement, laboratory apparatus, and safety procedures as an integral part of this course. Use of satellite imagery, image-processing techniques, model development with behavior-over-time graphs, and night telescopic observations are encouraged. The content includes, but is not limited to, the following: implementation of scientific habits of mind -application of scientific knowledge, methodology, and historical context to solve problems; use of laboratory technologies; terminology; historical developments from ancient cultures to the present; instruments for collection of astronomical data; celestial sphere; ascension and declination; planets, asteroids, and comets; effects of the motions of the Earth; effects of the Earth-Moon system; the sun; astronomical measurements; stars; cosmology; connections between astronomy, technology, and society; space flight and exobiology.

Forensics

2002480 1.0 credit 10-12
Prerequisite: Biology This course is designed to prepare the student in the fundamental background of forensic science. The course outlines the roles and responsibilities of a forensic scientist, surveys the different fields that use forensics, and teaches the skills needed to investigate basic crime scenes. Students must work independently, as well as in close group/class situations and in the outside environment. The course is appropriate for students interested in the study of forensic science, criminal justice, or crime scene investigations. Emphasis is placed upon observation skills, documentation, and presentation.

Chemistry 1

2003340 1.0 credit 11-12

Prerequisite: Biology & Algebra 1 with a grade of "C" or better; pass Algebra and Biology EOC, and enrollment in Algebra 2. This course should be taken by all students planning to go to college, considering a career in nursing, medical technology, or in other related technical fields. In this course, students learn scientific inquiry through questions, observations, investigations, and models. Additionally, they gain an understanding of matter and energy. Laboratory activities are an integral part of the course.

Chemistry 1 Honors

2003350 1.0 credit 10-12

Prerequisite: Biology & Algebra with a grade of "B" or better; pass Algebra & Biology EOC, and enrollment in Algebra 2. A rigorous course in chemistry for the above-average student planning a career in the sciences or medicine. In this course, students gain an understanding of matter & energy & the fundamental laws that govern these bodies. There is a strong concentration of computation in the course. Additional emphasis is on laboratory experiences & techniques.

Advanced Placement Environmental Science

2001380 1.0 credit 9-12

AP Environmental Science provides students with the scientific principles, concepts, and methodologies required to understand the inter-relationships of the natural world, to identify and analyze environmental problems, (both natural and human-made), to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study.

Physics 1

2003380 1.0 credit 11-12

Prerequisites: "C" or higher in each semester of Algebra 2 or instructor approval. This course should be taken by all students planning to attend college. This course deals with the study of kinematics, thermodynamics, electromagnetism, etc. Laboratory activities are an integral part of this course.

Physics 1 Honors

2003390 1.0 credit 11-12

Prerequisites: "B" or higher in Chemistry 1 or instructor approval, and Algebra 2. This course covers the topics of Physics 1 in more depth. There is an increased focus on problem solving & critical thinking. Laboratory activities are an integral part of this course.

Marine Science 1 Honors

2002510 1.0 credit 11-12

Prerequisites: "C" or better in Biology or instructor approval. Marine Science includes a study of marine botany, vertebrate and invertebrate marine zoology, and oceanography. Maintenance or salt water aquarium is required. Laboratory activities are an integral part of this course.

Anatomy and Physiology

2000350 1.0 credit 11-12

Prerequisites: B or better in both Biology & English. Instructor approval required. The purpose of this course is to provide students with general exploratory advanced activities in the structures and functions of the components of the human body. This is a technology driven course having internet access at home is strongly recommended. Laboratory activities are an integral part of this course.

SOCIAL STUDIES

US History

2100310 1.0 credit 11

This course gives students the basic understanding of United States history through the analysis of significant political and social events from the end of the Civil War to the Modern Era. Students examine political, military, religious, and social events that have affected the rise of the American nation. Passing the End of course exam is needed for credit.

US History Honors

2100320 1.0 credit 10-12

This course is an in-depth perspective into American History and is an excellent way for students to prepare for AP American History.

AP US History

2100330 1.0 credit 9-12

Examine key themes and events of our history including American identity, diversity, religion, culture, war, and slavery, as well as economic, political, and demographic changes. You will also analyze globalization and environmental issues.

AP Human Geography

2103400 1.0 credit 9

This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards. (2012)

Economics & US Government
2102310/2106310
0.5 credit each 12

Economics provides students with an opportunity to understand the way society organizes its limited resources to satisfy unlimited wants. Students examine their roles as producer, consumer, saver, investor, resource owner, voter, and taxpayer in a mixed marketplace system. American government provides students a basic understanding of American federal, state, and local government. Political theory and process will be stressed.

Economics Honors
2102320 0.5 credit 10
Prerequisite: Instructor approval.
 In this course, students learn about the nature and method of economics, the economizing problem, individual markets, demand and supply, the market system, the U.S. economy in both the private and public sectors, and the United States in the global economy.

US Government Honors
2106320 0.5 credit 10
 The goal of this course is to explore and analyze the six principles of U.S. Government. Emphasis is placed on the role of the Constitution, civil rights and liberties, political parties, public policy, the media, and special interest groups play in the governmental process.

World History
2109310 1.0 credit 10
 This course provides students with an understanding of the chronological development of civilizations using political, economic, religious, scientific, and cultural events that have shaped the world. This enables the student to understand the past and how it has affected the events of the world today. The course begins with the Middle Ages and ends with the Modern Era.

World History Honors
2109320 1.0 credit 9-10
 This class begins with a solid foundation of ancient history, moves to a presentation of Asian and African cultures, explores the renaissance culture, the Middle Ages, and ends with an in-depth look at modern and contemporary history. Students develop an understanding of some of the key themes of history, an ability to analyze historical evidence, and an ability to analyze and express historical understanding and writing. Using a variety of sources, this course emphasizes reading comprehension, writing, research, and analytical skills. This course is a part of the honors track, and intentional focus is on the required knowledge and critical thinking and analytical skills to prepare a student to be successful in future upper-level and Advanced Placement (AP) courses.

AP World History
210942 1.0 credit 9-12
 In this course, students cultivate their understanding of world history from 1200 E to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology innovation.

History of the United States 1
AMH 1010 1.0 credit
Prerequisite: Students must qualify for SCF Dual Enrollment to take this course. This one-term survey course of United States history covers the European discoveries of the Western Hemisphere to the end of Reconstruction. Emphasis is on historical study to determine the social, economic, and political issues through Reconstruction.

History of the United States 2
AMH 1020 1.0 credit
Prerequisite: Students must qualify for SCF Dual Enrollment to take this course. This one-term survey course of United States history covers the end of Reconstruction to the present. Emphasis is on historical study to determine the social, economic, and political problems of the 20th and 21st centuries.

Psychology 1
2107300 0.5 Credit 11-12
 Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction and the progressive development of individuals. The content examined in this first introductory course includes major theories and orientations of psychology, psychological methodology, memory and cognition, human growth and development, personality, abnormal behavior, psychological therapies, stress/coping strategies, and mental health.

Psychology 2
2107310 0.5 Credit 11-12
 Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction, and the progressive development of individuals. The content examined in this second introductory course includes statistical research, psychobiology, motivation and emotion, sensation and perception, states of consciousness, psychological testing, and social psychology.

AP Psychology **2107350**

The purpose of the AP course in Psychology is to introduce the systematic and scientific study of the behavior and mental processes of human beings and other animals. Included is a consideration of the psychological facts, principles, and phenomena associated with each of the major subfields within psychology.

Personal Financial Literacy **2102372 1.0 Credit 9-12**

Prerequisite: Geometry. The primary content for the course is learning the ideas, concepts, knowledge, and skills that enable students to implement beneficial personal decision-making choices to become wise, successful, and knowledgeable consumers, savers, investors, users of credit, and money managers and to be participating members of a global workforce and society.

EXCEPTIONAL STUDENT EDUCATION

Graduation Requirements

(A) Standard Diploma:

1. Exceptional education students (students with disabilities) entering grade 9 are expected, to the maximum extent possible, to have access to the regular curriculum and to graduate with a Standard Diploma. The District School Board must provide instruction to prepare students with disabilities to demonstrate proficiency in the core content knowledge and skills necessary for successful grade-to-grade progression and high school graduation.

2. All Exceptional Student Education (ESE) students must meet the district course and credit requirements in order to earn a Standard Diploma.

Accommodations may be provided for exceptional education students as specified in the Transition Individual Education Plan (TIEP).

Requirements for academic or basic high school courses may not be modified (curriculum frameworks or students standards cannot be changed) for students with disabilities if the courses are to be used to meet the graduation requirements for a Four Year Standard Diploma or 18-credit ACCEL diploma.

B. Certificate of Completion:

1. Beginning with students entering grade 9 in the school year, a parent of a student with a disability shall, in collaboration with the individual education plan (IEP) team during the transition planning process, declare intent for the student to graduation from high school with either a standard high school diploma or a certificate of completion. A student with a disability who does not satisfy the standard high school diploma requirements shall be awarded a certificate of completion.

(C) Deferment of Diploma:

1. A student with a disability may defer the receipt of a standard high school diploma and continue to receive services if s/he meets the following requirements:

a)The IEP includes special education, transition planning, transition services or related services through age 21; and

(b) The student is enrolled in: accelerated college credit instruction pursuant to 1007.27, F.S., industry certification courses leading to college credit, collegiate high school program, courses necessary to satisfy the Scholar designation requirements, or a structure work-study, internship or pre-apprenticeship program. ESE students who pursue a Standard Diploma will have access to the regular education curriculum/ classes with support and accommodations from Gen. Ed. Teachers and the ESE teachers. Some of the Classes required for graduation will be: Algebra I, Biology I, Geometry, and Hope. Please, refer to the Curriculum Guide for specific descriptions of all classes required. Most academic classes will be hand scheduled by the ESE coordinator and Guidance Counselors. Elective classes will be chosen by individual meetings.

ESE Classes- For Self-Contained Students or students with significant cognitive disabilities : Students work on a standard diploma via Access point classes. Classes will be hand scheduled by counselor or case manager.

CAREER & TECHNOLOGY

BUSINESS

Business Cooperative Education OJT (On the Job Training)

8200410 1.0 credit 11-12

Prerequisite: Successfully completed or currently enrolled in the course, Digital Information Technology, or an equivalent business course. Discipline and attendance history impact OJT enrollment. Employment sites must be approved by OJT Coordinator based on state and county requirements. Required initial paperwork and monthly time cards and evaluations, signed by employers, are submitted as part of OJT grade and credit. Students must be actively employed and on a payroll the entire grading period. A minimum of 7.5 hours of work per credit per week is required for OJT students. Upon approval, students may enroll in multiple OJT credits providing they meet the weekly hour requirement. Students enrolled may NOT be employed by relatives. Regular school attendance is required. Failure to abide by all OJT requirements results in being removed from the program.

Digital Information Technology (DIT)

8207310 1 credit 9-12

This course is required in order to be enrolled in OJT.

This course provides a basic overview of current business and information systems while introducing students to the foundations required for today's business and academic environment. Computer skills are emphasized including the exploration and use of: databases, the internet, spreadsheets, presentation applications, word processing, web page design, and integration of these applications using industry standard software. Students have the opportunity to become industry certified in specific applications. This course provides the fundamental computer skills necessary to prepare students to be successful in our information based society.

APPLIED ENGINEERING TECHNOLOGY

Applied Engineering Technology 1

*** # ^§**

8401110 1.0 credit 9-12

Prerequisite: None

This course provides students with a foundation of knowledge and technically oriented experiences in the study of applied engineering and the effect upon our lives and choosing an occupation. The content of activities also includes the study of entrepreneurship, safety, and leadership skills. The program focuses on transferable skills and stresses understanding and demonstration of the technology tools, machines, instruments, materials, processes, and systems in business and industry. This course helps students understand the field of engineering/engineering technology and prepares them for postsecondary engineering programs by developing a more in-depth mastery of the associated mathematics, science, and technology knowledge and skills.

Applied Engineering Technology 2

*** # ^§**

8401120 1.0 credit 10-12

Prerequisite: 8401110 and instructor approval. This course provides students with opportunities to further their mastery of engineering-related math and science principles to design solutions to real world problems. The course also includes a more in-depth look into the relationship between technology and design. Students use the engineering design process to solve problems, develop designs using computer-aided drafting (CAD), communicate solutions using office, image editing, and web design software applications, prototyping using shop tools including drill press, band saw, laser engraver, and 3-D printer.

Applied Engineering Technology 3

* # ^ §

8401130 1.0 credit 11-12

Prerequisite: 8401120 and instructor approval. This course provides opportunities for students to apply their acquired knowledge and skills in engineering scenarios. The course features multiple options for providing context-based projects oriented to specific fields of engineering. This feature enables instruction in complex projects involving multi-faceted project teams by providing instruction oriented to key engineering disciplines: mechanical, electrical, industrial environment, civil, and chemical. Students use the engineering design process to solve problems, develop designs using computer-aided drafting (CAD), communicate solutions using office, image editing, and web design software applications, prototyping using shop tools including drill press, band saw, laser engraver, and 3D printer.

Advanced Technology Applications (Applied Engineering Technology 4)

^ § 8601900

1.0 credit

12

Prerequisite: Engineering Technology 1, 2, 33, or Applied Engineering 1, 2, 3 3 and requires instructor approval. This is a senior capstone project which focuses on advanced design concepts and project teams. *Applied Engineering TTechnology 1, 2, and 3 is an approved vocational Gold SSeal scholarship sequence. Students may qualify for 3 SCF credits through articulation or dual enrollment credit for each qualifying course. Industry Certification is available to students in this course. § A grade in a Career & Technical Education course that is level 3 or above and leads to an industry certification will be weighted the same as a grade in a Honors course*

ROBOTICS

Foundations of Robotics*^§ 9410110 1.0 credit 9-12

Prerequisite: SScience teacher recommendation. The purpose of the robotics program is to provide students with a foundation of knowledge and technically oriented experiences in the study of the principles and applications of robotics engineering, its effect upon our lives, and the choosing of an occupation. The content and activities also include the study of entrepreneurship, safety, and leadership skills. This program focuses on transferable skills and stresses understanding and demonstration of the science and mathematics knowledge, technological tools, machines, instruments, materials, processes, and systems related to robotics. This course provides students with a foundation in content and skills associated with robotics and automation, including artificial intelligence, electronics, physics, and principles of engineering.

Robotic Design Essentials

(Robotics 2)*^§

9410210 1.0 credit 10-12

Prerequisite: Foundations of Robotics. Robotics 2 picks up where Robotics 1 leaves off - working with robotic systems. Students build robotic systems that have intelligence and learning capability. The course also provides basic electronics as well as pneumatic and hydraulic principals. Focus on the engineering design cycle as well as project planning is covered. Students learn transferrable technical skill in a "hands on" environment. Some microprocessor theory and programming also is covered. Students may attend conferences and/or competitions in robotics.

Robotic Systems (Robotics 3)

9410130 1.0 credit

11-12

Prerequisite: Robotics Design Essentials. This course provides students with extended content and skills essential to the design and operation of robotic systems, including artificial intelligence, specialized sensors, electronics, engineering technologies, environmental physics, manufacturing, programming, communications, simulation and modeling, and critical thinking skills. Students work with a variety of robotic and automation systems.

Industry Certification is available to students in this course. Foundations of Robotics, Robotic Design Essentials, and Robotics systems are an approved vocational Gold Seal scholarship sequence. A grade in a Career & TTechnical Education course that is level 33 or above and leads to an industry certification will be weighted the same as a grade in a HHonors course.

TV PRODUCTION

TV Production Tech 1-4 ^

8772110 1.0 credit 9-12

TV Production Tech 1 is the introductory class. The TV Production Tech 2-4 produces the Bayshore Rising Morning News Program each day. Students produce news stories, short films, PSAs, commercials, music videos, and documentaries using Adobe PremierePro and AfterEffects. Students learn the art of animation and game design using Adobe Flash, photography, and photo editing using Adobe Photoshop, graphic design using Adobe Illustrator, and web design using Adobe Dreamweaver. Students produce an online portfolio website that showcases their projects and design skills learned throughout the year. Students also compete in local, state, and national film competitions. Students work towards industry certifications in the Adobe suite of products that prepare them for entry level positions in TV, film, photography, and multimedia jobs.

Industry Certification is available to students in this course.

A grade in a Career & Technical Education course that is level 3 or above and leads to an industry certification will be weighted the same as a grade in an Honors course.

MULTIMEDIA DESIGN

Digital Design 1 * # ^
8209510 1.0 credit 9-12

Prerequisite: None- The purpose of this program is to prepare students for employment as graphic and web designers, illustrators, and commercial designing entrepreneurs. This is an introductory course. Careers explored include graphic design, web design, fashion design and promotional graphics illustration. Not only are the many variety of careers of design explored, but their impact and how to make a living today. The course content also includes training in communication, leadership, human relations, and employability skills; and safe, efficient work practices. This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the commercial design industry; planning, management, finance, technical and product skills, underlying principles of technology, labor issues, community issues, and health, safety, and environmental issues.

Digital Design 2 * # ^
8209520 1.0 credit 10-12

Prerequisite: Digital Design 1- This course is designed to provide instruction in graphic production and web design as it applies to business entrepreneurship. This course is essentially a portfolio class to explore creating dynamic work for professional portfolios. Businesses and further education all require a portfolio. A portfolio is a collection of art or artifacts that accurately reflects the skills of the designer. This class targets skills each designer needs to develop to be

professionally successful in graphic design, web design, and other growing design industries. This course prepares students for the demands of the professional industry. The focus is to train students to meet their needs as a designer and the needs of the professional world to create marketable products.

Digital Design 3-4 * # ^
8209530 1.0 credit 10-12

Prerequisite: Digital Design 2- This course is designed to provide instruction in computer applications for commercial design and employability skills. The focus of this course is promotional design for business. Students develop the skills on computer they need professionally. Student enhance their previously learned skills to the point where they can be successful in today's job market. They create digital images, websites, create professional vector graphic, learn the skills of publishing, and interface various programs to create the most effective products possible. This course assists students in presenting their work professionally and understand how to better market their product.

COMPUTER EDUCATION

AP Computer Science Principles
0200335 1.0 credit 10-12

AP Computer Science Principles course is designed to be equivalent to a first semester introductory college computing course. In this course, students develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course engages students in the creative aspects of the field by allowing them to develop computational artifacts based on their interests. Students also develop effective communication and collaboration skills by working individually and

collaboratively to solve problems, and discuss and write about the impacts these solutions could have on their community, society, and the world.

Digital Information Technology (DIT)

8207310 1 credit 9-12

This course provides a basic overview of current business and information systems while introducing students to the foundations required for today's business and academic environment.

Computer skills are emphasized including the exploration and use of: databases, the internet, spreadsheets, presentation applications, word processing, web page design, and integration of these applications using industry standard software. Students have the opportunity to become industry certified in specific applications. This course provides the fundamental computer skills necessary to prepare students to be successful in our information based society.

IT Fundamentals* ^
9001310 1.0 credit 9-12

This course introduces students to the essential concepts, components, terminology, and knowledge about computers, computer systems, peripherals, and networks.

Computer and Network Security Fundamentals* ^ (1)
9001320 1.0 credit 9-12

Prerequisite: Digital Information Technology or IT Fundamentals. This course teaches students about computers, networks, and operating systems. Students learn how to build and repair a computer, as well as how to install and configure Windows.

Cybersecurity Essentials (2)
9001330 1.0 credit 10-12
Prerequisite: Digital Information Technology or IT Fundamentals and Computer and Network Security Fundamentals. This course

the many variations of vulnerabilities, attack mechanisms, intrusion detection systems, and some methods to mitigate cybersecurity risks, including certificate services and cryptographic systems.

**Operational Cybersecurity* ^ (3)
9001340 1.0 credit 9-12**

Prerequisite: Digital Information Technology or IT Fundamentals, Computer and Network Security Fundamentals and Cybersecurity Essentials. This course teaches students of ethical hacking which includes scanning, gaining access, and maintaining access. Students will also learn how to defend a network by thinking like an attacker.

**ITT Fundamentals and Computer Network Security Fundamentals are an approved vocational Gold Seal scholarship sequence.*

^I Industry Certification and Cybersecurity Essentials are available to students in this course.

BUILDING TRADES & CONSTRUCTION DESIGN TECHNOLOGY

**Building Trades & Construction
Design Technology 1* # ^
8722010 10 credit 9 – 12**

No Prerequisite. Building Trades and Construction Design Technology is a course sequence for students who want to learn about building techniques and how to safely use hand and power tools in a construction site environment. building design, students assemble wood models of a utility building and garage. This course is great for those who want a “hands on” classroom experience.

**Building Trades & Construction-
Design Technology 2* # ^ 8722020
1.0 credit 10 – 12**

Prerequisite: Building Trades and Construction Design Technology I. In BT&CDT II, students learn how to adjust, align and maintain tools, experience precision measurement and elevation leveling techniques, as well as construct, use, remove concrete forms, and apply finishing techniques. Students install framing and wall-finishing materials, check for level and plumb, and safely work on an extension ladder and scaffolding. Students work toward the completion of NCCER industry standards certification in basic safety, construction math, hand and power tools, employability skills, and more. They construct a tiny house/ utility building, install electric, insulation, and drywall. They also assemble a wood model of a large house.

**Building Trades & Construction
Design Technology 3* # ^ 8722030
1.0 credit 10 – 12**

Prerequisite: Construction 1 and 2. The purpose of this course is to prepare students for employment or advanced training in the construction industry. The program offers rigorous content with challenging academic standards and technical knowledge and skills needed to prepare students for careers in construction. It includes competency-based learning centered on problem-solving, work ethic/attitudes, employability skills, specific trade skills, and knowledge of all aspects of a construction career. The content includes, but is not limited to, reading plans/specifications and developing skills in the areas of carpentry, masonry, electricity, plumbing, and heating & air conditioning. This is a very active hands-on course for the serious construction student.

**Building Trades & Construction
Design Technology 4* # ^ 8722040
1.0 credit 10 – 12**

The purpose of this course is to provide students with hands on skills in the carpentry and masonry trades. This is a very active hands-on course for the serious construction student.

Building Trades & Construction Design Technology 1, 2 & 33 are an approved vocational Gold Seal scholarship sequence.

^Industry Certification is available to students in this course.

A grade in a Career & Technical Education course that is level 3 or above and leads to an industry certification will be weighted the same as a grade in an Honors course.

**Bldg Const Asst 3.0 *(PA)
BCV0080 Building Construction
Asst**

**Carp and Masonry Tech
AC HeatM@7 7 G 1.0 credit**

Architecture & Construction Cluster prepare students for careers in design/pre-construction, construction, and maintenance/operations, or advanced training in the building construction industry. Examples of careers include carpenters, drafters, electricians, construction managers HVAC technicians, and plumbers. This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Architecture & Construction career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills and occupation-specific skills, and knowledge of all aspects of the Architecture & Construction career cluster.

ARTS

CAREER AND TECHNOLOGY
COURSES MARKED WITH A
“#” ALSO FULFILL THE
PERFORMING ARTS
GRADUATION REQUIREMENT

DANCE

Dance Techniques 1 **0300310 1.0 credit 9-12**

Students in this year-long, entry-level course, designed for those having no prior dance instruction, learn foundational skills in two or more dance styles. Their development of fundamental dance technique is enriched and enlivened through study of works by a variety of diverse artists, developing genre-specific movement, vocabulary and dance terminology, and building knowledge and skills related to somatic practices, dance composition, analysis of effort and outcomes, dance history and culture, collaborative work, and rehearsal and performance protocols.

Dance Techniques 2 **0300320 1.0 credit 9-12**

Prerequisite: Grade “C” or better in Dance Tech 1 and good behavior. Required Materials. Materials: camisole, capri tights, spandex shorts, ballet shoes, and jazz shoes; Cost of materials \$80. Students in Dance Techniques 2, a year-long course, build on previously acquired knowledge and fundamental technical skills in two or more dance forms, (ballet, modern, jazz, hip-hop, and ballroom) focusing on developing the aesthetic quality of movement in the ensemble and as an individual.

Dance Techniques 3 Honors **0300330 1.0 credit 9-12**

Prerequisite: Acceptance by Audition, Monthly Fees Required. Students in this year-long, intermediate-level course, designed for dancers who have mastered the basics in two or more dance forms, build technical and creative skills with a focus on developing the aesthetic quality of movement in the ensemble and as an individual.

Dance Techniques 4 Honors **0300334 1.0 credit 9-12**

Prerequisite: Acceptance by Audition, Monthly Fees Required. Students in this year-long, advanced dance techniques class build on skills learned in previous dance classes to improve their performance in two or more dance styles. During the class, students perform sequences of increasing complexity to advance their technical skills.

Dance Choreography & Perf 1 (Honey Bears)

0300380 1.0 credit 9-12

Prerequisite: Acceptance by Audition, Monthly Fees Required. Students explore key concepts of dance making with a focus on improvisation, composition, and choreographic processes and principles. Students study the works and creative techniques of highly respected choreographers in varied performance genres. They also examine the social, political, and cultural forces that influenced significant or exemplary works, and consider the innovations that came out of them. Public performances serve as a culmination of specific instructional goals. Students are REQUIRED to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Dance Choreography & Performance 2 Honors (Honey Bears)

0300390 1.0 credit 9-12

Prerequisite: Acceptance by Audition, Monthly Fees Required. Students explore key concepts of designing dance works with a focus on improvisation, composition, and choreographic processes and principles. Students study the works and creative techniques of highly respected choreographers in varied performance genres as guidance and a source of inspiration. They also examine the social, political, and cultural forces that influenced their works, and consider the innovations that came out of them. Public performances serve as a culmination of specific instructional goals. Students are required to attend and participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Dance Repertory 1 (Honey Bears)

0300400 1.0 credit 9-12

Prerequisite: Acceptance by audition, Monthly Fees required. Students study the historical works of professional choreographers in one or more genres, such as ballet, modern, jazz, or other traditional dance forms. Students learn to understand and apply each choreographer's movement design and artistic intent, respecting the work as each choreographer's intellectual property, and gain skills for group and self-assessment, analysis, and problem solving. Public performances serve as a culmination of specific instructional goals. Students are REQUIRED to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Dance Repertory 2 (Honey Bears)
0300410 1.0 credit 9-12

Prerequisite: Acceptance by audition. Monthly Fees
REQUIRED. Students study the historical works of exemplary professional choreographers in one or more genres, learning to understand and apply each choreographer's movement design and artistic intent, and respecting the work as each choreographer's intellectual property. Students learn about Narrative, Literal, Non-Literal and Abstract dances, gaining skills for group and self-assessment, analysis, and problem solving. Public performances serve as a culmination of specific instructional goals. Students are **REQUIRED** to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Dance Repertory 3 Honors (Honey Bears)

0300420 1.0 credit 9-12

Prerequisite: Acceptance by audition. Monthly Fees
REQUIRED. Students study the historical works of professional choreographers in one or more genres, and respect each choreographer's in one or more genres, learning to understand, apply and respect each choreographer's movement design, artistic intent, and intellectual property. Students expand on Narrative, Literal Non-Literal and Abstract dance, refining skills for group and self-assessment, analysis, and problem solving. Public performances serve as a culmination of specific instructional goals. Students are **REQUIRED** to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess in the classroom.

Dance Repertory 4 Honors (HoneyBears)

0300430 1.0 credit 9-12

Prerequisite: Acceptance by audition, monthly fees required. Students study the historical background and works of professional choreographers in one or more genres, and have the ability to apply, and respect each choreographer's movement design, artistic intent, and intellectual property. Students may demonstrate Narrative, Literal, Non-Literal and Abstract dance, advancing skills for group and self-assessment, analysis, and problem solving. Dancers assess their skills and techniques in the context of careers in theatrical, commercial and concert dance. Students are required to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

BAND

Band 1 (Symphonic Band)
1302300 1.0 credit 9-12

Prerequisite: 1-3 years of Middle School Band Completion. This year-long, intermediate-level class, designed for students with at least one year of woodwind, brass, and/or percussion ensemble experience, promotes the enjoyment and appreciation of music through performance of high-quality wind and percussion literature. Rehearsals focus on the development of critical listening skills, instrumental and ensemble technique and skills, expanded music literacy, and aesthetic awareness culminating in periodic public performances. Students are **REQUIRED** to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students are **REQUIRED** to participate in fundraisers. Additional experiences with small ensembles, solo performance, and leadership

opportunities are available. Students who enjoy the challenges and successes of this course may wish to take an accelerated music class in the future. Students in this class are **REQUIRED** to obtain (e.g., borrow, rent, purchase an instrument from an outside source).

Band 2-5 Honors(Wind Ensemble)
1302310/1302320/1302330/1302340
1.0 credit 9-12

Prerequisite: Middle School Band completion or Director recommendation. This year-long, advanced-level course, designed for students who demonstrate proficiency in woodwind, brass and/or percussion techniques, music literacy, critical listening/aural skills, and ensemble performance skills, promotes greater engagement with and appreciation for music through performance and other experiences with a broad spectrum of music, as well as creativity through composition and/or arranging. Study includes cultivation of well-developed instrumental ensemble techniques and skills, music literacy and theory, and deeper aesthetic engagement with a wide variety of high-quality repertoire. Students are **REQUIRED** to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom, including Marching Band rehearsals, performances, and after school hours and Friday night football games. Students are **REQUIRED** to participate in fundraising activities. Additional experiences with small ensembles, solo performance, and leadership opportunities are available and are **REQUIRED**. Students who enjoy the challenges and successes of this course may wish to take an accelerated music class in the future. Students in this class are **REQUIRED** to obtain (e.g., borrow, rent, purchase) and instrument from an outside source.

Marching Band - after school class
1302355 1.0 credit 9-12

Prerequisite: This class takes place after school and student must be enrolled in Band or Orchestra class. Students participate in activities of their school's marching band. Activities include, but are not limited to, the study of the cho-sen program of music for the season, rehearsals of the marching routine to accompany music. There are a va-riety of ways that students may participate and earn credit in this course. Some students may play instruments, some may work with flags, batons, or other apparatus, some may be dancers, etc. This course **REQUIRES** students to participate in extra rehearsals and performances beyond the school day. Students in this class are **REQUIRED** to obtain (e.g., borrow, rent, purchase) an instrument, shoes, and supplies from an outside source.

Eurhythmics 1 – 4 (Color Guard) - after school class

1305300/1305310/1305320/1305330
1.0 credit 9-12

No Prerequisite needed. Student dances develop basic to advanced level skills in performing and evaluating choreographed performances as an independent ensemble and in cooperation with a music ensemble, most often with marching band. Emphasis is placed on dance, equipment manipulation, precision, and the relationship between music and dance. Public performances serve as a culmination of specific instructional goals. Students are **REQUIRED** to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

JAZZ BAND

Jazz Band 1 - 4 Honors

1202500/510/520/530 1 credit 9-12

Students with experience on an instrument suited for jazz ensemble explore the fundamentals of performance practices, improvisation,

JAZZ BAND

and music theory through a diverse repertoire of high-quality jazz literature. Students learn the basics of foundational jazz styles, use chord symbols, develop knowledge of musical structure, and study the history of jazz and its iconic musicians. As students become more sophisticated and enter higher levels of these courses, they also become familiar with the cultural context of various compositions and artists, apply their theory skills to arranging, transposition, and composing, improvise over various forms, keys, and styles, are knowledgeable about the professional jazz scene and its icons, study the impact of technology on jazz and the music industry, and learn the basics of sound reinforcement for solo and ensemble performance. Public performances serve as a culmination of specific instructional goals. Students are **REQUIRED** to attend and participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source. Fundraising is **REQUIRED** in this course.

ORCHESTRA

Orchestra 1 – 5 Honors
1302360/1302370/1302380/1302390/1302400 1.0 credit 9-12

Prerequisite: 1-3 years Middle School Orchestra. Students who have at least one year of orchestral experience study, rehearse, and perform high-quality orchestra literature to advance their string and ensemble performance techniques, music theory,

and aesthetic engagement through high-quality orchestra literature. Student musicians use reflection and problem-solving skills to improve performance significantly based on structural, cultural, and historical understanding of the music. Rehearsals focus on the development of critical listening skills, basic string techniques, music literacy, ensemble skills, and aesthetic awareness in the context of relevant history and cultures. Honors students are required to prepare and perform a solo or small ensemble piece for adjudication at the Solo & Ensemble assessment. Public performances serve as a culmination of specific instructional goals. Students are **REQUIRED** to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class are **REQUIRED** to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

MUSIC

Music of the World
1300340 1.0 credit

Prerequisite: instructor permission. Students explore the musical traditions of 20th and 21st century American and global communities around the world through study of current trends, focusing on the function of music withing various cultures, (e.g. jazz, world drumming. mariachi, soul, gameland, Bollywood, digital). Students examine and report on human activities involving music, technology and culture-related influences on music, and the sounds and structures of music composition. Public performances may serve as a resource for specific instructional goals. Students may be **REQUIRED** to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

GUITAR **KEYBOARD**

Guitar
1301320 1.0 credit 9-12

Students with little or no experience develop basic guitar skills and knowledge, including simple and full-strum chords, bass lines and lead sheets, barre and power chords, foundational music literacy and theory, major scales, simple finger-picking patterns, and ensemble skills for a variety of music. Beginning guitarists explore the careers and music of significant performers in a variety of styles.

Keyboard
1301360 1.0 credit 9-12

Students build fundamental piano techniques while learning to read music, acquire, and apply knowledge of basic music theory, and explore the role of keyboard music in history and culture. Beginning pianists develop skills in analytical listening and explore musical creativity in the form of basic improvisation and basic composition.

CHORUS

Beginning Women
(Vocal Ensemble 1)
1303440 1.0 credit (Beginning/
Intermediate FRESHMAN women)

Come sing with a great group of new and intermediate (9th grade) level singers! No audition or experience necessary for this class. This women's choir works towards a deeper knowledge of proper vocal technique, sight-singing, and music theory through the study of a wide variety of women's choral music. Students are REQUIRED to participate in rehearsals and performances outside of school hours as a major part of their grade. Choral fees/fundraising are REQUIRED for this class.

Intermediate Women (Music
Ensemble 2-4 Honors)
1305410/1305420/1305430
1.0 credit (Intermediate &
Advanced women 10-12)

In this course, Bayshore's 2nd level women's ensemble, students continue to develop proper vocal technique and musicianship, as well as musical analysis and theory skills. Students are REQUIRED to participate in rehearsals and performances outside of school hours including Choral MPA, and evening concerts as a major part of their grade. Choral fees/fundraising are REQUIRED for this class.

Women's Chamber Ensemble:
Advanced Women's Choir
(Vocal Ensemble 3 & 4 Honors)
1303460470 1.0 credit 11-12

Prerequisite: Placed by Audition only
Women's Chamber Ensemble is an all women's choir offered as a continuation of the choral sequence. Students are required to dedicate outside practice time to learning advanced music and improving their individual vocal technique and independent musicianship. Students are REQUIRED to participate in performances outside of school hours, such as Choral MPA and evening concerts as a major part of their grade. Choral fees/fundraising are REQUIRED for this class.

Men's Choir: All men in choir
(Chorus 1-4)
1303300/310/320/330 1 credit 9-12

Men's choir is the place for all of the male singers at Bayshore! Have you been singing your whole life? Have you always wanted to learn? This is the place to be, no matter what your level of experience is! Students are REQUIRED to participate in rehearsals and performances outside of school hours including Choral MPA, and evening concerts as a major part of their grade. Choral fees/fundraising are REQUIRED for this class.

Ursa Forte
(Music Techniques 4 Honors)
1305530 1.0 credit 9-12

Prerequisite: Students are also enrolled in either Women's Chamber Ensemble or Men's Choir. With choreography and tight harmonies, this mixed group is for select, auditioned students who are musically ready to take their musicianship to the next level. Ursa Forte performs a variety of genres including, but not limited to jazz, choral, Broadway, madrigals, and many others. Minimal dancing is included, but quality understanding of musicianship and ability is REQUIRED. Performances may include, but are not limited to, MPA as a mixed ensemble, competitions as a show choir or community performances as an acapella group. Students are REQUIRED to participate in after school rehearsals and performances. Fundraising is REQUIRED.

THEATRE **ARTS**

Improvisation

0400620 1.0 credit 9-11

You must be ready to step on stage! Students are introduced to the fundamentals of Improvisation for comedic performance. We focus on comedic storytelling, ensemble playing, movement and using space, and developing characters. This is a performance-based class REQUIRING after school hours and does have a fee requirement.

Acting 1

0400370 1.0 credit 9-12

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

Studio B (Acting 3)

0400390 1.0 credit 10-12

Pre-requisite: Audition Only or Instructors approval. Improvisation.

We take what we learned in improvisation and apply it to professional shows. We focus on basic storytelling structures to create comedic characters, monologues, and sketch pieces for ensemble performances. This is a performance based class REQUIRING after school hours, and does have a fee attached.

Intro to Film

(Theater, Cinema, & Film)

0400660 1.0 credit 9-12

This course is designed as an introductory to Film Appreciation. Many films are viewed, and the focus is on visual storytelling and development of script, character, and master plot-lines. Particular attention is paid to the analysis of story structure, with the goal of completing a detailed film critique.

VISUAL ARTS

2-D Studio Art 1

0101300 1.0 credit 9-12

Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of painting, printmaking, collage, and/or design. Students practice, sketch, and/or design. Students practice, sketch, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials. \$20 fee REQUIRED.

2-D Studio Art

10101300 1.0 credit 9-12

Prerequisite: B or higher in 2-D Art

1. Students develop and refine technical skills and create 2-D compositions with a variety of media in drawing, painting, printing making, collage, and/or design. Student artists sketch, manipulate, and refine the structural elements of art to improve mark-making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials. \$20 fee REQUIRED.

2-D Studio Art 3 Honors

0101320 1.0 credit 11-12

Prerequisite: B or higher in 2 D Studio 2 and instructor approval.

Students demonstrate proficiency in the conceptual development of content in the drawing to create self-directed or collaborative 2-D artwork suitable for inclusion in a portfolio. Students produce works that show evidence of developing craftsmanship and quality in the composition. Through the critique process, students evaluate and respond to their own work and that of their peers. Through a focused investigation of traditional techniques, historical and cultural models, and individual expressive goals, students begin to develop a personal art style. this course incorporates hands-on activities and consumption of art materials. \$20 fee is REQUIRED.

Ceramics 1

0102300 1.0 credit 9-12

Students experience clay with hand-building techniques making both functionals and decorative work. They learn the history of pottery and sculpture. Students work with a variety of materials, including found objects, to create both small and large pieces. For the serious, self-disciplined student only. \$30 materials fee REQUIRED.

Ceramics 2

0102310 1.0 credit 10-12

Prerequisite: B in Ceramics 1. Students continue their exploration of clay by building larger and more intricate forms. Students learn to build a body of work by making sets of projects, developing mastery of technical skill. \$30 materials fee REQUIRED.

Ceramics 3 Honors

0102320 1.0 credit 11-12

Prerequisite: B in Ceramics 2. Students continue their exploration of clay by developing self-directed projects. Students continue to build a body of work by making sets of projects and demonstrate mastery of technical skill. Students begin to show sophisticated analytical and problem-solving skills and personal vision. \$30 materials fee REQUIRED.

AICE Art and Design 1 AS

0101370 1.0 credit 10-12

Prerequisite: Drawing 2, Ceramics 2, or approval by the instructor.

The Cambridge International AS Level Art and Design syllabus considers expression and communication. Learners gain an understanding of visual perception and aesthetic experience, and the ways in which art and design creates a language of its own. Most of the work for this syllabus is practical or studio based, so that learners can develop their abilities of observation and analysis of the visual world, sensitivity, skill, personal expression and imagination.

They also learn how to relate their skills to an enhanced knowledge of their own cultures, past and present, as well as an appreciation of practical design problems.

JROTC

AR Leadership Education and Training 1

1801300 1.0 credit 9-12

The intent of this course is to develop informed and responsible citizens, to strengthen character, to promote an understanding of the pride of the Armed Forces, and to teach respect for and understanding of the need for constituted authority in a democratic society. Students must wear an Army uniform weekly, and be physically fit in order to meet demands of the class. 10th-12th graders may take this course with instructor approval. Students are REQUIRED to pay a \$20.00 materials fee.

AR Leadership Education and Training 2

1801310 1.0 credit 10-12

Prerequisite: Instructor approval. The second-year course continues the objective of Leadership Education with increased emphasis on all areas of leadership development. Cadets receive more practical leadership experience as first line supervisors of first-year cadets. Students must wear an Army uniform weekly, and be physically fit in order to meet demands of class.

AR Leadership Education and Training 3

1801320 1.0 credit 11-12

Prerequisite: Instructor approval. Leadership 3 is a continuation of Leadership 1 and 2, but the course content is a more in-depth study of leadership skills. The objective of this phase of instruction is to further develop the leadership capabilities of the cadet by becoming a unit leader, competitive team commander, chair-

ing a committee, and making decisions that affect the entire unit. Students must wear an Army uniform weekly, and be physically fit in order to meet demands of class.

AR Leadership Education and Training 4

1801330 1.0 credit 12

Prerequisite: Instructor approval. Fourth year J.R.O.T.C. students have the same basic objectives, but have additional duties as staff officers and leaders of all cadets in J.R.O.T.C. The LET 4 cadets become assistant instructors for the leadership development of LET 1, LET 2, and LET 3 cadets. Students must wear an Army uniform weekly, and be physically fit in order to meet demands of class.

LANGUAGES

WORLD LANGUAGE COURSES ARE INTENDED FOR COLLEGE BOUND STUDENTS

American Sign Language 1

0717300 1.0 credit 9-12

Prerequisite: C or better in English or Instructor Approval. This course trains students to hold basic conversations in American Sign Language (ASL). Students develop topical sign vocabulary. Sign performance, Deaf culture, history of the deaf, and sign systems are taught. All students are REQUIRED to participate in signed presentations & video recordings. ASL is a world language credit.

American Sign Language 2 **071730 1.0 credit 9-12**

Prerequisite: Completed ASL 1 or Instructor Approval. This course builds on knowledge mastered in ASL 1. Students learn additional sign vocabulary, grammatical structures, ASL storytelling, and various professions that use ASL. All students are REQUIRED to participate in signed pre-sentations & video recordings.

American Sign Language 3 Honors & 4 Honors

0717312 1.0 credit 9-12

0131 1.0 credit 9-12

Prerequisite: Completed previous levels or Instructor approval. This course builds on knowledge mastered in ASL 1 and ASL 2. Interpreting codes of ethics, history, and qualifications are discussed. Technical vocabulary are developed. Grammatical aspects of individual signs is mastered. Cultural interaction issues are discussed. All students are required to participate in oral presentations.

Spanish 1

0708340 1.0 credit 9-12

Prerequisite: "C" in English or Instructor approval. Note: Not recommended for Spanish Heritage speaker. The one-year course in Spanish emphasizes speaking, fundamentals of grammar, and understanding culture. The intent of the student is to continue language study for a minimum of two years. All students are required to participate in oral presentations. Mastery of spelling in a World Language is also required.

Spanish 2

0708350 1.0 credit 9-12

Prerequisite: Completed Spanish 1 with a C or higher or Heritage Language Speaker. The second year further develops the four skills: reading, writing, listening, and speaking with emphasis on grammar and culture. All students are REQUIRED to participate in oral presentations.

Spanish 3 Honors

0708360 1.0 credit 9-12

Prerequisite: Completed previous level with a B or higher or Instructor approval. Classes are conducted mostly in the target language and give students the opportunity to explore culture and literature while improving all language skills. All student are REQUIRED to participate in oral presentations.

Spanish 4 Honors

0708370 1.0 credit 9-12

Prerequisite: Completed previous level with a B or higher or Instructor approval. This course introduces students to the geography, history, politics, and culture of many Spanish-speaking countries through mostly authentic materials such as extracts from newspaper articles and literacy works written by popular Spanish and Latin American writers and poets. Advanced grammar skills and vocabulary are taught and practiced across the three modes of communication: interpersonal, interpretive, and presentative.

AP Spanish Language & Culture

0708400 1.0 credit 10-12

This is a rigorous course taught exclusively in Spanish that requires students to improve their proficiency across the three modes of communication: interpersonal, interpretive, and presentative. The course is divided into six thematic units, which are further based on recommended contexts. Corresponding cultural elements are integrated into the study of the units. Based on a variety of authentic sources, students investigate, integrate, discuss, and present information both orally and in writing, striving to solve real-life problems. It is assumed that students have previously been exposed to advanced language structures in the previous Spanish courses. Therefore, review of the mechanics is done within the contextual framework as needed. College Board AP Spanish Language and Culture Exam practice is built into daily activities.

PHYSICAL EDUCATION

HOPE (Health Opportunities through Physical Education) 3026010 **1.0 credit 9-10**

This course is a combination of health and physical education topics and is a required course for graduation.

Beginning/Intermediate/ Advanced/ Beginning/Power Weight Training 1501340/50/60/410 **0.5 credit each 10-12**

Students acquire basic knowledge and skills in weight training, setting individual goals and extending the acquisition of their knowledge and skills by gradually incorporating new exercises.

Care and Prevention of Athletic Injuries 1502490 **0.5 credit 11-12**

The purpose of this course is to receive an overview of the basics of athletic training, including the care, prevention, management, treatment, and rehabilitation of athletic injuries. Instruction includes basic anatomy, physiology, and kinesiology concerning athletic injuries. Students are expected to demonstrate appropriate taping, wrapping, and bracing techniques for athletic injuries. Students are also be required to purchase supplies. *This course is paired with First Aid and Safety.*

First Aid and Safety 0800320 **0.5 credit 11-12**

The purpose of this course is to acquire advanced skills in first aid, emergency care, and personal, community and environmental safety. This course is paired with Care and Prevention of Athletic Injuries.

Team Sports 1 and 2 1503350/60

0.5 credit 9-12 The purpose of Team Sports is to provide students with opportunity to develop skills and learn strategies use team handball, and fitness activities related to those sports. Students may also learn the rules and history of the sports listed above. Team Sports 2 continues to cover sports/activities not covered in Team Sports 1.

Volleyball and Basketball 1505500/1503310

0.5 credit each 9-12 The purpose of this pair of courses is to acquire knowledge & skills in vol-leyball and basketball. Course content includes rules, strategies, skills, team play, officiating, & fitness activities related to these sports.

Basketball 2/Volleyball 2 1503315/1505510

0.5 credit 9-12 The purpose of this course is to provide more in-depth instruction of the fundamental skills, tactics, rules and etiquette in basketball/volleyball. Introduction to systems of play are included to enhance the student's understanding. Advanced skills and drills which directly affect student's physical and cognitive abilities are covered. Students participate in advanced individual and team techniques in relationship to basketball strategy.

Personal Fitness 1501300
0.5 credit 9-12 Personal Fitness classes gives students an understanding of the components of fitness. Students are able to express themselves through a variety of physical activities. For example, some sports and activities may include ultimate frisbee, flickerball, capture the flag, matball, and kickball. These sports/activities are chosen to encourage students to participate in physical activity for life and to promote good health and wellness.

Comprehensive Fitness 1501390
0.5 credit 9-12 Students engage in activities to understand and participate in safe physical exercise. The exercise may be game related, weight lifting, cardiovascular in nature, and/or include other areas of the principles of fitness.

Individual & Dual Sports 1502410/20/30 **0.5 credit each 9-12**

Students taking Individual/Dual Sport gain basic knowledge of individual sports, fitness, and lifetime activities. For example, some sports and activities may include golf, tennis, track and field, disc golf, beach volleyball doubles, pickle ball, badminton, horseshoes, and cornhole. These sports/activities are chosen to encourage students to participate in physical activity for life and to promote good health and wellness.

Outdoor Education 1502480
0.5 credit 9-12 The purpose of Outdoor Ed is to enable students to acquire knowledge of outdoor education; develop skills in outdoor education activities, such as hiking, biking, orienteering, and water sports; and maintain or improve health related fitness.

Softball 1503330
0.5 credit 9-12 The purpose of this course is to acquire knowledge and skills in the game of softball. Students improve fitness levels and work on techniques, skills and game strategies. Attendance, dressing out, class participation, and exams determine students' grades.

Soccer 1503320
0.5 credit 9-12 The purpose of this course is to acquire knowledge and skills in the game of soccer. Students improve fitness levels and work on techniques, skills and game strategies. Attendance, dressing out, class participation and exams determine students' grades.

DRIVER EDUCATION

**Driver Education/Traffic Safety-
Classroom and Laboratory
1900300 0.5 credit 10-12**

Prerequisite: Students absolutely MUST be at least 15 years old to be in this program. The purpose of this course is to introduce students to the highway transportation system and to strategies that develop driving knowledge and skills related to today's and tomorrow's motorized society. It also provides an in-depth study of the scope and nature of accident problems and their solutions. The course requires a mandatory fee of \$54.25 to be paid to DMV by the 3rd week of class. This class also includes the drug and alcohol class.

The content includes, but is not limited to, the following:

- vehicle control and traffic procedure
- defensive driving strategies
- pertinent laws and their application to driving
- energy efficient and safe enjoyable vehicle ownership
- physical and mental factors
- legal and moral obligations
- knowledge of motorcycle operations and interactions in the system
- planning for safe travel to include map studies
- the effects of alcohol and other drugs on driving performance.

STUDENT LEADERSHIP

**Leadership Skills Development
2400300/310/320/330 1.0 credit**

The purpose of these courses are to teach leadership skills, parliamentary procedure, problem solving, decision making, communication skills, group dynamics, time and stress management, public speaking, human relations, public relations, team building, and other group processes.

The content includes, but is not limited to, the following

- development in such areas as goal setting, self-actualization, and assertiveness
- study of organizational theories and management.

**Peers as Partners in Learning
1400340 1.0 credit 11 - 12**

This course is designed to provide reciprocal academic and social benefits to students with disabilities and their peers without disabilities. Students enrolled in this course learn and apply knowledge and skilled practices in the areas of academic engagement, communication, social barriers, leadership, problem solving, and other disability-related topics such as historical perspectives, inclusion, Universal Design for Learning, person-first language, presumed competence, social justice for minority populations, and media representation of diverse people.

The content and concepts include but are not limited to:

- Know and understand the legal and human rights of people with disabilities and their families.
- Understand and apply the concepts of confidentiality and self-determination.
- Understand historical events and aspects of disability and their influence on current attitudes, beliefs, and practices.

•Build awareness and understanding, through research and communication, of disability rights issues in the local community and beyond.

•Apply methods for problem-solving and advocacy (including self-advocacy for students with disabilities).

•Apply knowledge and strategies to promote learning for people with disabilities, in inclusive settings, through academic, communication, physical and social supports.

•Facilitate meaningful peer relationships in and out of school.

•Understand and facilitate team and cooperative learning skills among all students.

•Contribute to the concept of civic responsibility by researching and communicating information about social justice in a democratic society.

•Design and implement one or more projects to demonstrate knowledge, understanding, and application of course content and concepts.

•Assess and evaluate the impact of course efforts on self and others.



Anti-Discrimination Policy

The SSchool Board does not discriminate on the basis of race, color ethnicity, religion, national origin, sex including sexual orientation, transgender status, or gender identity), disability including HIV, AIDsS, or sickle cell trait), pregnancy, marital status, age (except as authorized by law)), ancestry, genetic information, which are classes protected by state and or Federal law collectively, "protected classes") in its programs and activities, including employment opportunities. Equal access to facilities and other patriotic youth groups, as required by the Boy Scouts of American Equal Access Act.

