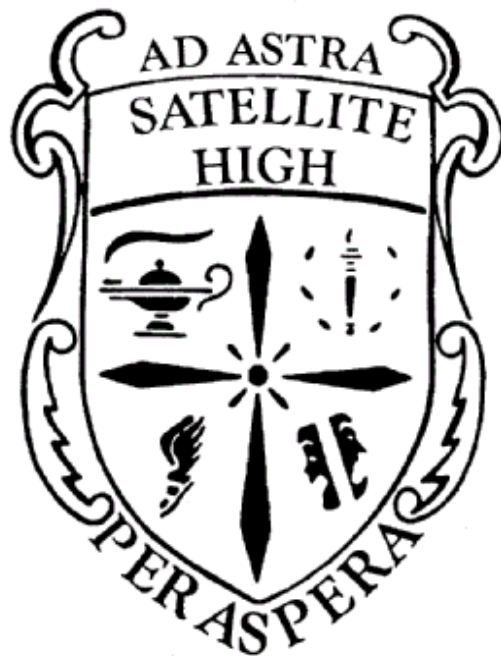


# SATELLITE HIGH SCHOOL

GRADES 9-12  
**REGISTRATION BULLETIN**  
2012-2013



Satellite High School  
300 Scorpion Court  
Satellite Beach, FL 32937  
321-779-2000

<http://scorpnnet.brevard.k12.fl.us>

SATELLITE HIGH SCHOOL  
**300 Scorpion Court**  
**Satellite Beach, Fl. 32937**  
**321-779-2000**  
<http://scorpnnet.brevard.k12.fl.us>

#### ADMINISTRATION

**Mr. Mark Elliott, Principal**  
**Ms. Ilene Herr, Assistant Principal for Curriculum and Instruction**  
**Mr. Doug Cook, Assistant Principal for Facilities**  
**Dr. Danny Dotson, Assistant Principal/Dean**

#### GUIDANCE STAFF

**Ms. Carrie Eller**  
**Ms. Kathleen Lucas**  
**Ms. Jane McDermott**  
**Ms. Karen Tsairis**  
**Ms. Suzanne Hynes – Exceptional Education Counselor**  
**Mr. Jason Carter – Guidance Services Professional**

#### Adequate Enrollment

**Only those courses for which there is adequate enrollment during the spring registration period will actually be taught.** The courses, the number of sections of each, and the staff assignments are determined on the basis of student requests. It is imperative, therefore, that students determine EXACTLY what they need and want to take. Occasionally, however, plans do change as new students enter or current students leave. These circumstances could cause changes in the necessity for a certain class and/or the availability of a teacher. The school, therefore, reserves the right to cancel, without further notice, any course listed in this bulletin.

**IF A STUDENT DOES NOT TURN IN A REQUEST FORM, A SCHEDULE WILL BE MADE FOR THAT STUDENT AND NO SCHEDULE CHANGES WILL BE PERMITTED.**

#### SCHEDULE CORRECTIONS

We expect students, after discussion with their parents, teachers and counselors, to choose their courses with care prior to registration. During the registration process, counselors will issue a Registration Card. Students will have 1 week to secure necessary approval signatures from teachers. We ask that parents review and sign the registration card before it is turned in.

After registration cards are turned in, requests for schedule changes must meet the following criteria as classroom seats/space allows:

1. A teacher initiated recommendation for level change.
2. Written teacher requests for corrections relating to special courses.
3. Student failed the course or has failed to meet the requirements for the next level.
4. Student has already received credit for the course.

Schedule changes for the following requests will NOT be honored:

1. Teacher preferences/conflicts.
2. Personal opinion as to the difficulty of the course.
3. Course does not meet at a convenient time.
4. Course is not what the student expected.
5. Last minute change of mind.
6. Lunch period preference.

**SCHOOL BOARD MEMBERS**

Dr. Barbara Murray, Chairman

Amy Kneessy, Vice Chairman

Dr. Michael Krupp

Karen Henderson

Andy Ziegler

**SUPERINTENDENT**

Dr. Brian Binggeli



**DIVISION OF CURRICULUM AND INSTRUCTION**

**ASSOCIATE SUPERINTENDENT**

Cyndi Van Meter

**OFFICE OF SECONDARY PROGRAMS**

Dr. Walter Christy, Director

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## DISTRICT GENERAL INFORMATION

### **Selecting a Program of Study**

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

### **Course Load**

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

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

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## PROMOTION REQUIREMENTS

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

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

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

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

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

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

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

---

## GRADUATION REQUIREMENTS

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

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

### NOTES:

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

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

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

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

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

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

\*The requirement for the Class of 2013 is a 4<sup>th</sup> credit in science OR social studies. Pending Board approval, the requirement may be a 4th credit in science OR social studies beginning with the 2012-13 school year for all grade levels 9-12.

### NOTE 1:

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

### NOTE 2:

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

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

### NOTE 3:

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

equivalent to Algebra 2 as approved by the State Board of Education. Note: Courses identified as equivalent courses for Algebra I, Geometry, and Algebra 2 are listed in the "Equivalent Course" Recommendations. (s.1003.428(2)(a)2,F.S.)

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

student who completes at least one semester in a Concentrated Semester Curriculum must complete four less than the maximum credits available in the 9-12 sequence to graduate. The GPA for graduation will be calculated on this number of credits.

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

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

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

Additional Requirements:

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

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

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

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

Additional Requirements:

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

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

- A. The four credits in language arts may be chosen from the following: English 1, English 2, English 3, English 4, AP Language, AP Literature, AICE English courses, IB English courses, Dual Enrollment English courses. (s.1003.429(1)(b)1,F.S.).
- B. Mathematics must be taken during the ninth and tenth grade years.- One of the three credits in mathematics must be Algebra I or a series of courses equivalent to Algebra I; however, there must be two credits other than Algebra I or its equivalent. Beginning with the students entering Grade 9 in the 2010-2011 school year, four credits in mathematics at Algebra I level or higher from the list of courses that qualify for state university system are required. Beginning with the following school years, additional mathematics graduation requirements for students entering grade nine include the following:
  - 2010-2011 - Algebra I EOC Assessment performance which will constitute 30 percent of the student’s final course grade, if enrolled (s.1008.22(3)(c)2.a.(1);
  - 2011-2012 – Earn passing score on the Algebra I EOC Assessment in order to earn course credit and the Geometry EOC assessment performance which will constitute 30 percent of the student’s final course grade, if enrolled (s.1008.22(3)(c)2.a.(1); and
  - 2012-2013 – Earn a passing score on the Geometry EOC assessment in order to earn course credit and one of the four credits in mathematics which must be Algebra 2 or a series of courses equivalent to Algebra 2 as approved by the State Board of Education. Note: Courses identified as equivalent courses for Algebra I, Geometry, and Algebra 2 are listed in the “Equivalent Course” Recommendations.
- C. Two of the three credits in science must have a laboratory component. Students shall meet the three-credit graduation requirement in science by either (a) one credit each in biology, chemistry, and physics, (b) the three-credit sequence of Integrated Science 1, 2, and 3, or (c) equivalent approved by the Director of Secondary Programs. Beginning with the following school years, additional science graduation requirements for students entering grade nine include the following:
  - 2011-2012 – Biology I EOC assessment performance will constitute 30% of the student's final course grade, if enrolled (s.1008.22(3)(c)2.a.(1); and
  - 2012-2013 – Earn a passing score on the Biology EOC Assessment in order to earn course credit.
- D. One credit each in United States History and World History and one-half credit each in United States Government and Economics.

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**EXCEPTIONAL STUDENT EDUCATION DIPLOMA OPTIONS**

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

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

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

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

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

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

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

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

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

Additionally, the following requirements are in place:

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

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

**Special Certificate of Completion**

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

Certificate of Completion will be available to ESE students who are working towards a Standard Diploma but cannot successfully pass the FCAT 2.0 or meet the alternative waiver requirement. To be awarded a Certificate of Completion a student must earn the minimum number of credits and pass the specific standard

diploma courses designated by the School Board. Exceptional Education Students will be allowed to participate in all commencement exercises when they have completed the required 26/30 credits even if they have not successfully passed the FCAT 2.0 or met the alternative requirements.

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## **ACCELERATED PROGRAMS**

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

### **COLLEGE LEVEL WORK**

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

1. **Advanced Placement**

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

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

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

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

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

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

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

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

Students may take courses during school hours, after school hours and during the summer term. Dual enrollment students are exempt from the payment of registration, tuition and lab fees. Required textbooks will be issued free of charge to public school dual enrollment students for use during the term. All textbooks issued to the students must be returned to the school before textbooks can be issued for the next term. Purchase of workbooks, lab manuals, and other recommended materials are the responsibility of the students. Students in dual enrollment may not drop or withdraw from a course without first obtaining permission from the principal.

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

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

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

### 3. **Early Admission**

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

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

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

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

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

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

The International Baccalaureate (IB) Program is the curriculum whereby students are enrolled in a

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

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

The Advanced International Certificate of Education (AICE) Program is the enrollment of eligible secondary students in a program of study offered through the Advanced International Certificate of Education Program administered by the University of Cambridge Local Examinations Syndicate. The specific course for which the student receives credit is determined by the community college or university that accepts the student for admission. Students shall be exempt from the payment of any fees for administration of the examinations regardless of whether or not the student achieves a passing score on the examination. (s.1007.27(9), F.S.)

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

6. **Advance Standing Credit Program**

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

**DISTANCE LEARNING**

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

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

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**DISTRICT VIRTUAL INSTRUCTION PROGRAM**

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

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**GRADING SCALE**

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

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

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

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

## GRADE POINT AVERAGE (GPA)

### UNWEIGHTED GPA

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

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

### WEIGHTED GPA

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

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

## HONOR GRADUATES / VALEDICTORIAN / SALUTATORIAN

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

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

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

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

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

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

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

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## **FACTS.ORG**

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

With FACTS.org, students are able to:

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

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## **OFFICE OF STUDENT SERVICES**

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

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

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## BRIGHT FUTURES SCHOLARSHIPS

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

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

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

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

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## TESTING

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

### NEXT GENERATION SUNSHINE STATE STANDARDS (NGSSS)

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

- Ninth and tenth grade students take the FCAT 2.0 Reading test.
- Tenth grade students take the FCAT Writing test.

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

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

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

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

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

### **CONCORDANT SCORES**

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

|     | Reading | Math |
|-----|---------|------|
| SAT | 420     | 340  |
| ACT | 18      | 15   |

Effective beginning 2010-2011

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

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

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

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

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

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

### **PLAN**

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

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

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

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

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

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

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

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

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

**College Admission Testing Calendar:**

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

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

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## POST-HIGH SCHOOL EDUCATION

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

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

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## ADMISSION TO TWO AND FOUR YEAR COLLEGES AND UNIVERSITIES

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

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

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

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

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

### What Colleges Require

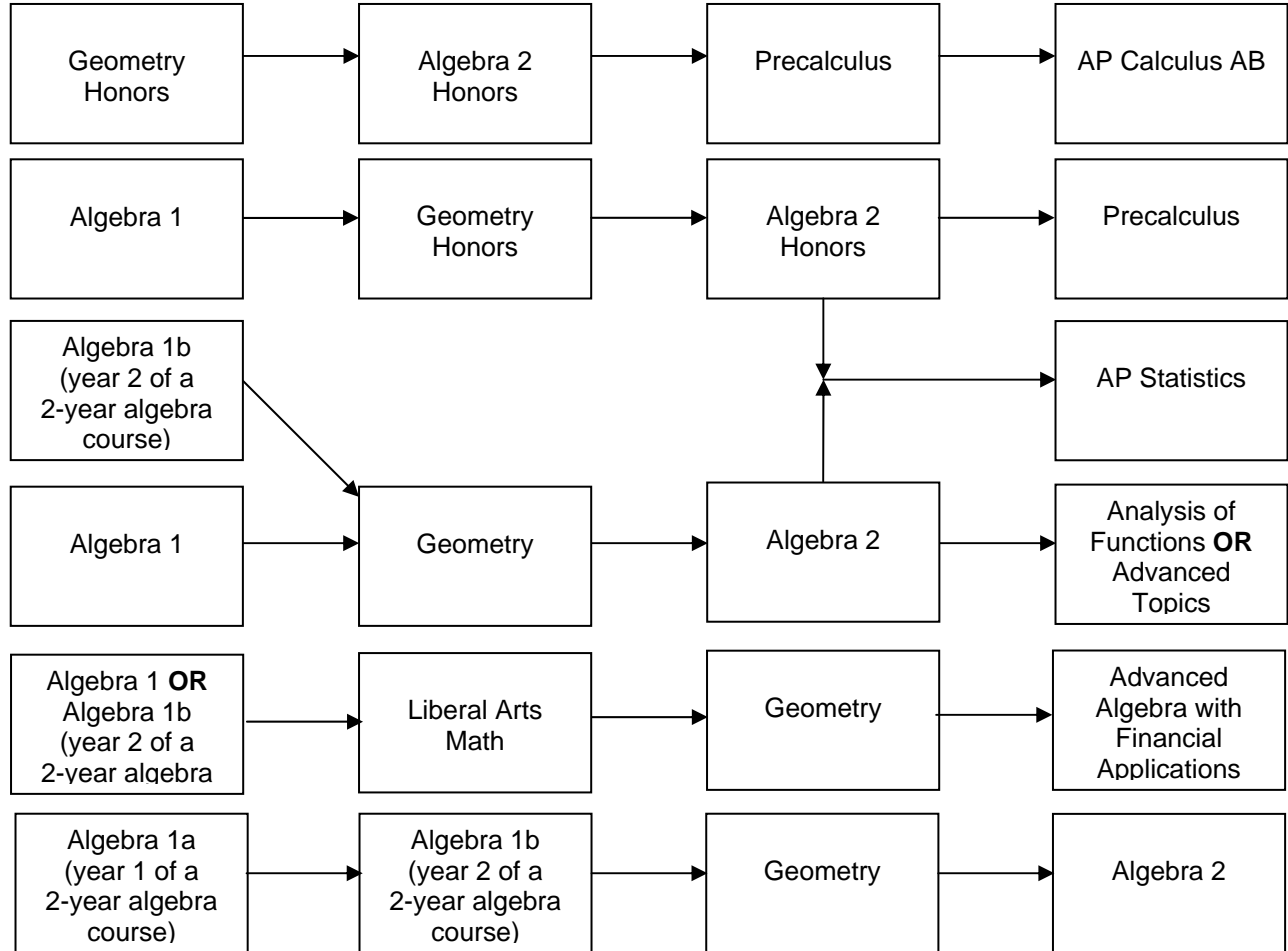
The admission requirements vary from college to college. They may include any or all of the following:

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

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

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

**SENIOR HIGH SCHOOL MATHEMATICS**



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

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

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

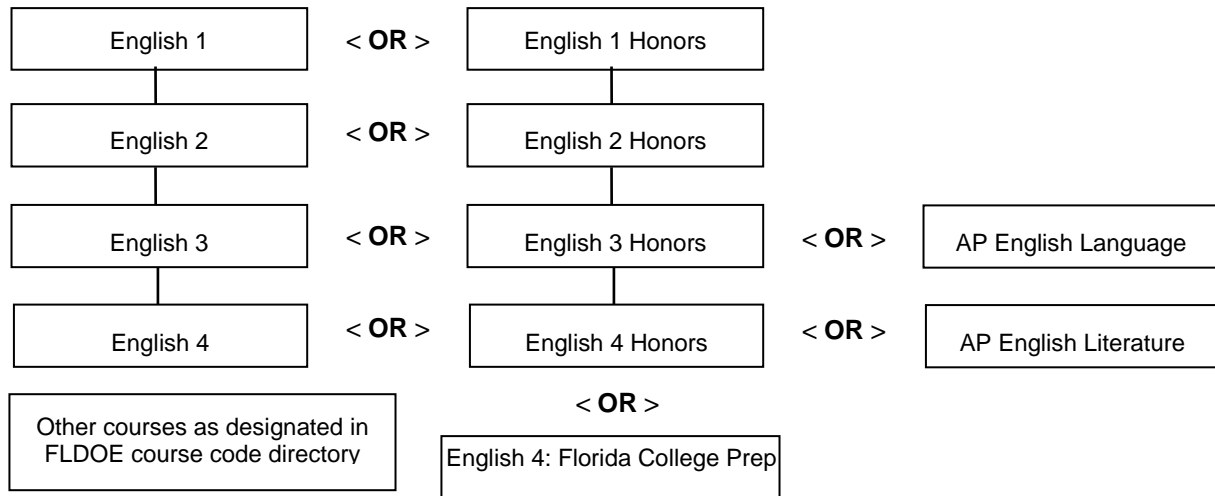
2011-12 – Pass the Algebra 1 EOC to receive course credit. Take the Geometry EOC which counts 30% of the final course grade

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

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

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

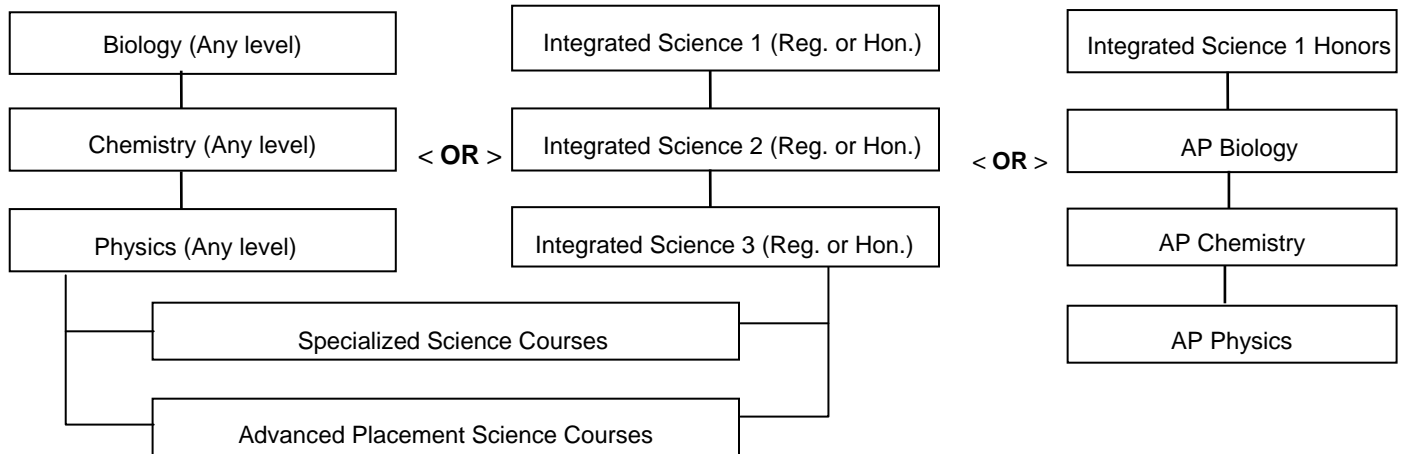
## SENIOR HIGH SCHOOL LANGUAGE ARTS



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

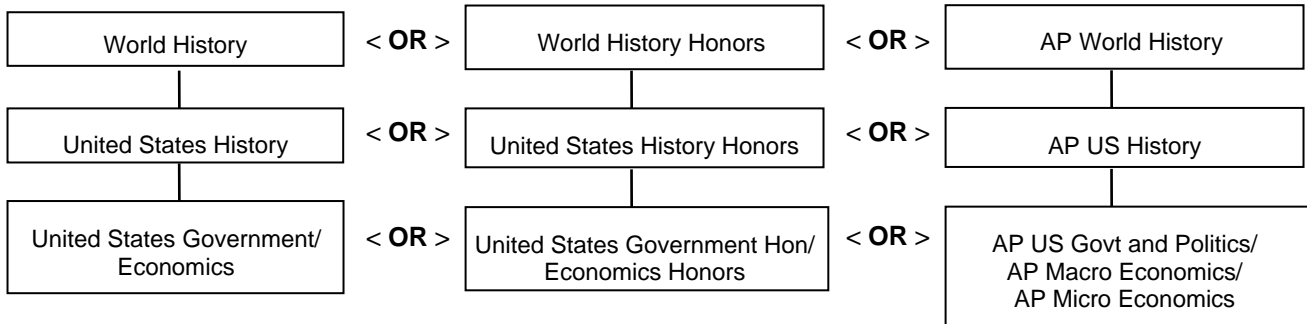
Students who in grade 10 scored Level 2 or 3 on the 10<sup>th</sup> grade Reading FCAT test and who in grade 11 did not achieve the cut score for college readiness on the Postsecondary Readiness Test (PERT) or equivalent test (ACT) as determined by the Florida Department of Education, must complete one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

## SENIOR HIGH SCHOOL SCIENCE



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

## SENIOR HIGH SCHOOL SOCIAL STUDIES



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

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## CAREER AND TECHNICAL EDUCATION (CTE)

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

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

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

CTE programs include:

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

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

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


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

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

A wide variety of CTE programs and technical dual enrollment courses are available on the high school and community college campuses. CTE-CHOICE programs are available to students, through application, in grades 10-12, providing the requested CTE courses are not already offered at their regular high school.


Additional information is available at [www.ctebrevard.com](http://www.ctebrevard.com) and is provided by each school through program information

## High School CTE Program Offerings by Location

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

Office of Career and Technical Education ● (321) 633-1000, ext. 380 ● [www.ctebrevard.com](http://www.ctebrevard.com)

# High School CTE Program Offerings by Location

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

## **Athletic Eligibility**

Satellite High School follows the sports eligibility guidelines as set forth by the Florida High School Activities Association. In order to participate on an interscholastic athletic team, each prospective athlete must:

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

In accordance with FHSAA Bylaws 11.2.1 and 11.2.8, a student whose cumulative high school grade point average is below 2.0 at the conclusion of a semester shall not be eligible during the following semester. Furthermore, coursework completed for "credit retrieval" labs/programs, Florida Virtual and other programs where grades can be changed or made up during a semester, cannot be used to calculate athletic academic eligibility during the current semester. Fla. Statue 1006.15 states that academic athletic eligibility can only be calculated after each semester for the next semester. Academic athletic eligibility cannot be gained during a semester.

## **Satellite High School Ninth Grade Center**

The Ninth Grade Center is a program made of small learning communities to allow for all students to share the freshman experience while sharing the same teachers. Teachers work in teams with common students so they can work together to assist students and plan integrated/interdepartmental instruction. The Ninth Grade Center gives students a smoother transition to high school and better acquaints them with the academic rigors that await.

Teachers are able to focus on 9<sup>th</sup> grade only and work together as a team. Students get to know the peers they are entering high school with and have their core classes in close proximity. Entering 9<sup>th</sup> grade can be one of the most emotionally difficult, most academically challenging times in children's lives. There are self esteem issues, developmental and environmental changes faced by the young adolescent. Researchers have identified ninth grade as the most critical point to intervene and prevent students from losing motivation, failing and dropping out of school.

The Ninth Grade Center is designed to smooth the transition to high school and give students the attention they need during this critical time.

Students develop a bond and a sense of belonging and teachers find it easier to identify those with special needs.

Students have the opportunity to be around other students who share the same basic interests, concerns, issues, problems and joys of life that they are experiencing. Ninth graders are a unique group of individuals who are searching for their own identity.

# Academy of Fine Arts at Satellite High School

The Academy of Fine Arts officially opened in the Fall 2008. Admission to the Academy is by application and open only to Satellite High School students who will be in Grades 9 and 10 during the 2012-2013 school year. Auditions and interviews will be required for correct level class placement. Applications are available in the Guidance Office and on the Satellite High School website.

The Academy will provide an opportunity for students to pursue their dreams and goals of working in the exciting fields of the Fine Arts. Academic, performance and technical course work will prepare students at all levels for the 21<sup>st</sup> Century Arts Community workplace and post-secondary degree opportunities.

The Academy will provide an emersion in the Arts including core academic subjects presented from a Fine Arts viewpoint. The Fine Arts Academy's approach is geared toward improved success for Academy students by emerging them in a manner that is relevant to them. Students will take English Honors and Social Studies Honors classes that are specifically designed for the Fine Arts.

Students will choose 1 of the 4 programs available in the Academy:

- Music (Instrumental and/or Vocal)**
- Theatre (Performing and/or Technical)**
- Art**
- Career and Technical Education**

## Sample Schedule (Music/Theatre/Art)

| Grade 9  | Grade 10  | Grade 11  | Grade 12  |
|--|---|---|---|
| Fine Arts Academy<br>English I   | Fine Arts Academy<br>English II   | Fine Arts Academy<br>English III or<br>AP English Language                          | Fine Arts Academy<br>English IV or<br>AP English Literature |
| Fine Arts Academy<br>World History Honors  | Fine Arts Academy<br>United States History<br>Honors or<br>AP World History | Fine Arts Academy<br>United States History<br>Honors or<br>AP United States History | American Govt. Honors<br>.5<br>Economics Honors<br>.5       |
| Math Class   | Math Class  | Math Class  | Math Class  |
| Biology or<br>Biology Honors or<br>AP Biology  | Chemistry or<br>Chemistry Honors  | Physics or<br>Physics Honors  | Science Research<br>AP Sciences                             |
| HOPE<br>(PE)   | Foreign Language  | Foreign Language  | AP Art<br><br>/AP Music<br><br>Theatre History/Lit          |
| Career Research and<br>Decision Making for the<br>Fine Arts .5<br><br>Fine Arts Course | Fine Arts Course  | Fine Arts Course  | Fine Arts Course  |
| Fine Arts Course   | Fine Arts Course  | Fine Arts Course  | Fine Arts Course  |

**Sample Schedule (Career & Technical)**

| Grade 9  | Grade 10  | Grade 11   | Grade 12  |
|--|---|--|---|
| Fine Arts Academy English I  | Fine Arts Academy English II  | Fine Arts Academy English III or AP English Language                       | Fine Arts Academy English IV or AP English Literature                   |
| Fine Arts Academy World History Honors                                     | Fine Arts Academy United States History Honors or AP World History      | Fine Arts Academy United States History Honors or AP United States History | American Govt. Honors<br>.5<br>Economics Honors<br>.5                   |
| Math Class   | Math Class  | Math Class   | Math Class  |
| Biology or Biology Honors or AP Biology                                    | Chemistry or Chemistry Honors   | Physics or Physics Honors  | Science Research<br>AP Sciences   |
| HOPE (PE)  | Foreign Language  | Foreign Language   | AP Art<br>/AP Music<br>Theatre History/Lit                              |
| Career Research and Decision Making for the Fine Arts .5<br>Academy Course | Fashion Design Services Course<br>Or<br>Communication Technology Course | Fashion Design Services Course<br>Or<br>Communication Technology Course    | Fashion Design Services Course<br>Or<br>Communication Technology Course |
| Academy Course   | Academy Course  | Academy Course   | Academy Course  |

AP courses may be substituted for Honors Classes.

Students may take courses “on-line” through “www.flvs.net”. Many fine arts students find this a viable avenue for opening up more space in their schedules to add additional electives.

Academy students who are performing below grade level will be scheduled for remediation classes as needed.

**FLORIDA VIRTUAL SCHOOL**

Florida Virtual High School offers many students the opportunity to take courses not available to them during the school day. The following guidelines apply to Satellite High School students for “on-line” enrollment.

1. Students must apply for a waiver in order to take virtual classes in lieu of classes at school. (See your counselor for details).
2. Students must register themselves. (<http://www.flvs.net>)
3. Students must have their guidance counselor approve the course enrollment.
4. Student understands that a “WF” from Florida Virtual School will become part of their permanent record.
5. Students must take at least 1 class on the SHS campus each day.

## **MAP PROGRAM**

### **Making Alternatives Possible**

The MAP program is a competency based education program at Satellite High School designed to keep at-risk students in school. The curriculum is computer based, and students work at their own pace to complete courses in our MAP lab. Because the academic courses are self-paced, students in the MAP program do not qualify for honor graduate status. Please see your counselor for more information. Students must be recommended by Guidance Counselor for this program.

## **COLLEGIATE HIGH SCHOOL PROGRAM**

**(Available to Students in Grade 10 ONLY during 2012-2013)**

The Collegiate High School Program is a partnership between Brevard Community College and Brevard County Public Schools whereby students are able to earn both their high school diploma and an Associate in Arts (AA) degree by the end of their senior year. Participating dual enrollment students are exempt from payment of registration, matriculation, required textbooks and laboratory costs.

Students can enroll in dual enrollment courses on a part-time basis during school hours, after school or during summer term. Students are able to take up to 11 credits at BCC each semester (6 credits total during summer). SHS students typically register for up to 3 classes. By working with their SHS counselor and BCC advisor, many students are able to map out a plan so they can graduate with both a high school diploma and an AA degree.

Who is eligible for the Collegiate High School Program? Students who have

1. Completed grade 9.
2. Chosen the 26 credit high school diploma option.
3. A state cumulative unweighted GPA of 3.0 or higher.
4. Completed Algebra I or IB by the end of grade 9.
5. CPT / ACT / SAT / FELPT Reading and Writing Scores.
6. Acceptable attendance and appropriate conduct.
7. Met all program deadlines and requirements.
8. Attended Collegiate High School Orientation.

Recently the State Board of Education identified the specific dual enrollment courses that meet high school graduation requirements and assigned a specific amount of high school credit that must be granted for each dual enrollment course. You can check the listings of dual enrollment course equivalencies at [www.facts.org](http://www.facts.org). Click on "Academic References Resources" to find the listing. Not all courses are offered at BCC. You can access BCC's current degree requirements, course catalogue, and schedule of classes at [www.brevardcc.edu](http://www.brevardcc.edu).

## **Course Descriptions**

# ***Language Arts***

## **4 Credits of Language Arts required for graduation**

These courses provide integrated studies in reading, writing, listening, viewing, speaking, language, and literature according to the strands of the Sunshine State Standards. Honors level courses offer more complex materials, advanced skills, practices, tasks, and strategies.

### **English I (Survey Course)**

1001310X

### **English I Honors**

10013204

### **Fine Arts Academy English I Honors (Survey Course)**

1001320F

This course will provide the integrated studies in reading, writing, listening, viewing, speaking, language and literature according to the strands of the Sunshine State Standards; however, the emphasis of the course will be to address the creative, artistic needs of students in the Fine Arts Academy.

### **English II (World Literature)**

1001340 X

### **English II Honors (World Literature)**

10013504

### **Fine Arts Academy English II Honors**

1001350F

This course will provide the integrated studies in reading, writing, listening, viewing, speaking, language and literature according to the strands of the Sunshine State Standards; however, the emphasis of the course will be to address the creative, artistic needs of students in the Fine Arts Academy using selections from various nationalities from around the world which are incorporated into thematic units in the academy.

### **English III (American Literature)**

1001370 X

### **English III Honors (American Literature)**

10013804

### **Fine Arts Academy English III Honors**

1001380F

This course will provide the integrated studies in reading, writing, listening, viewing, speaking, language and literature according to the strands of the Sunshine State Standards; however, the emphasis of the course will be to address the creative, artistic needs of students enrolled in the Fine Arts Academy using selections from American literature which are incorporated into thematic units in the academy.

### **English IV (British Literature)**

1001400X

### **English IV Honors (British Literature)**

1001410 4

### **Fine Arts Academy English IV Honors**

1001410F

This course will provide the integrated studies in reading, writing, listening, viewing, speaking, language and literature according to the strands of the Sunshine State Standards; however, the emphasis of the course will be to address the creative, artistic needs of students enrolled in the Fine Arts Academy using selections from British literature which are incorporated into thematic units in the academy.

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

1001405 X

Provides an opportunity for targeted seniors whose placement scores on the ACT Exam are below the established cut score indicating they are not “college ready” in reading and writing. This is a full year senior English credit.

## Advanced Placement (AP) Course Sequence

### Pre AP English II Honors

1001350 P

Provides 10<sup>th</sup> grade students advanced curriculum studies in reading, writing, critical thinking, and language skills in preparation for Advanced Placement Language and Composition (11<sup>th</sup>) and Advanced Placement Literature and Composition (12<sup>th</sup>). **Students registering for this course will receive recommended summer reading assignments in preparation for this program. Teacher recommendation is required for entry.**

### Advanced Placement English Language and Composition

1001420 5

This college-level course prepares 11<sup>th</sup> grade students for advanced analytical and critical writing, reading, and thinking. The course enables students to read complex texts with understanding and to effectively and confidently write skilled prose for a variety of purposes. **Teacher recommendation is required for entry and the Advanced Placement Exam is required for final grade. There are recommended summer reading assignments in preparation for this program.**

### Advanced Placement English Literature and Composition

1001430 5

This course engages 12<sup>th</sup> grade students in the careful reading and critical analysis of imaginative literature. Students will experience, interpret, and evaluate literature in active reading and analytical writing. **Teacher recommendation required for entry and AP Exam is required for final grade. There are recommended summer reading assignments in preparation for this program.**

## Language Arts Electives

### Intensive Reading

**Mandatory Remedial elective for all students who score FCAT Reading Level 1 or Level 2 in grades 9 & 10 and for all 11<sup>th</sup> & 12<sup>th</sup> graders who have not passed FCAT reading.**

1000410 X

Students in grades nine through twelve who score a Level 1 or Level 2 on the reading portion of the FCAT standardized test will take Intensive Reading to practice and improve reading, test-taking, and study skills. The purpose of this course is for students to build reading knowledge, develop independent reading endurance, and increase reading comprehension through intensive instruction and practice. Critical thinking and problem solving skills are also addressed.

This year-long course in remedial reading can be repeated for elective credit, but it may not be used to meet graduation requirements in language arts.

### Journalism 1

1006300 X

Provides instruction in writing, design, and production skills related to print media including information gathering for the development of news, editorials, sports, and feature articles. Instruction in photography, desktop publishing, layout, and production. **This is a pre-requisite for students wanting to take Newspaper and Yearbook. Limited to grades 9 – 11.**

### Newspaper Staff

1006310 N

Provides advanced hands-on instruction in print media production skills including writing, editing, design, format, layout, and business management of print media enterprises. **Students must obtain instructor approval and must complete Journalism 1 prior to taking this course.** This course is based upon completion of projects and deadlines, including advertising deadlines.

**Yearbook Staff**

1006310 Y

Provides advanced hands-on instruction in print media production skills including writing, editing, design, format, layout, and business management of print media enterprises.

**Students must obtain instructor approval and must complete Journalism 1 prior to taking this course.** This course is based upon completion of projects and deadlines, including advertising deadlines.

***Speech and Creative Writing are taken together as a 1 year program***

**Speech I (first semester)**

1007300 X

Focuses on the use of effective speaking and listening strategies. Content will include formal and informal oral communication skills; techniques of public speaking; research, organization, and writing for public speaking; and analysis of public speaking.

**Creative Writing I (second semester)**

1009320 X

Emphasizes the effective use of the writing process through a program that integrates reading, writing, and responding to a variety of texts in different genres. **This course is designed for students who enjoy extensive writing experiences.**

## MATHEMATICS

### 4 credits required for graduation

**Please see the course sequence page in this booklet for mathematics to follow the appropriate flowchart of study. Progression from one math course to another is highly dependent upon a student's grade in the present course. A grade of A may suggest movement to a more advanced course. A grade of B or C would suggest remaining in the present level. A grade of D would suggest movement to a lower level class. A grade of F would require repeating the class.**

**Algebra 1A**

1200370 X

The purpose of this course is to develop an understanding of algebraic concepts and processes needed to solve a variety of mathematical problems. This is the first if a 2 year sequence of courses, Algebra 1A and Algebra 1B. Together these 2 courses meet the requirement for completion of Algebra 1.

**Algebra 1B**

1200380 X

This is the second of a two year sequence, Algebra I A and Algebra IB. Together, the two courses complete the state Algebra I requirements.

**NOTE: Beginning with the 2012-2013 school year, Algebra 1A and Algebra 1B will equal 1 credit of mathematics for the Bright Futures Scholarship Program.**

**Algebra I**

1200310 X

This year long course is designed for students who have not yet had Algebra I A (students coming from private schools or out of area). The purpose of this course is to develop an understanding of algebraic concepts and processes needed to solve a variety of mathematical problems. **Students who were unsuccessful in Algebra 1A will repeat Algebra 1A and will not be scheduled for this course.**

**Liberal Arts Math**

1208300 X

This course emphasizes a comprehensive review of Algebra I skills and includes some Informal Geometry. It can serve as a bridge between Algebra I and Geometry or as a bridge between Geometry and Algebra II. In either case, it provides the weak algebra student with the basic Algebra I skills necessary to move on to the next level. Liberal Arts Math can also serve as the final course in the sequence: Algebra 1A, Algebra 1B, Geometry and Liberal Arts.

Liberal Arts Math is NOT a college prep math course and is not accepted by the State University System for admission.

A student who earns a D in Algebra I should take Liberal Arts Math BEFORE attempting Geometry.

A student who earns a D in Geometry should take Liberal Arts Math BEFORE attempting Algebra II.  
**Students may not downphase from Algebra II to Liberal Arts Math.**

### **Geometry**

1206310 X

Emphasizes critical thinking involving the discovery of relationships. Students will learn the fundamental properties of geometry, use geometric models to represent and solve problems, understanding the algebra associated with coordinate geometry.

### **Geometry Honors**

1206320 4

This course provides a rigorous and in-depth study of Geometry. Students will use geometry models to represent and solve problems.

Course Prerequisite: Algebra I Honors

### **Algebra II**

1200330 X

This course continues the study of algebra and its application to other mathematical and scientific fields. A graphing calculator is highly recommended for this course.

Course Prerequisite: Algebra IA, IB, Geometry or Algebra I, Geometry.

### **Algebra II Honors**

1200340 4

Continues the study of algebra with an emphasis on applications. Students will use algebraic procedures and symbolism to solve problems. Course Prerequisite: Algebra I Honors and Geometry Honors.

### **Advanced Topics in Mathematics**

1298310X

This course is for students who have been successful in Algebra 2 and want to strengthen their math skills in preparation for college. It is a link between Algebra 2 and College Algebra with a focus on functions and graphs, sequences and series, probability and statistics, and trigonometry. A TI-83+ or TI-84 graphing calculator is recommended.

### **Pre-Calculus Honors**

12023404

This course emphasizes the study of functions and other skills needed for success in the study of calculus. Students taking this course should be interested in taking AP Calculus the following year. A TI-84 graphing calculator is highly recommended for this course. **Students must have a signature from their current math teacher before registering for this course.**

Prerequisite: Geometry Honors and Algebra II Honors.

### **Calculus**

1202300 4

This course is designed for the student who has earned an A, B, or C in Pre-Calculus Honors and is planning to take Calculus in college. The course content will include (but not limited to) functions, limits, and continuity, derivatives and their applications, anti-derivatives, and definite integrals and their applications.

**Advanced Algebra with Financial Applications- full year**

1200500X

Students will reinforce their algebra skills and learn about sound financial decisions.

Must have successfully completed Geometry. This course is not intended for Honors Track mathematics.

**Math for College Readiness- full year**

1200700X

Targets seniors whose placement score on the ACT Exam is below the established cut score indicating they are “college ready” in mathematics. This course strengthens the skill level of seniors who have completed Algebra 1, Algebra 2 and Geometry who wish to pursue credit generating math courses at the college level.

**Probability and Statistics with Applications Honors**

1210300 4

This course is an elementary study of the collection, organization and interpretation of mathematical data. It includes planning the data collection through design of experiments and surveys and the basic concepts of probability. **Students must have successfully completed Algebra 2.**

**Advanced Placement Calculus AB**

1202310 5

This course provides students an opportunity to study college level mathematics under the guidelines of the College Board Advanced Placement Program. Content follows the outline prescribed by the College Board. Students are required to take the AP Exam. A TI-84 graphing calculator is highly recommended for this course.

**Advanced Placement Calculus BC**

12023205

**Advanced Placement Statistics**

1210320 5

This course enables students to develop and apply a college level knowledge of statistics and probability. Students are exposed to four broad conceptual themes: exploring data, sampling and experimentation, anticipating patterns and statistical inference. **Students must have a signature from the AP Statistics teacher before registering for the course.** Students are required to take the AP Exam. A graphing calculator is required (TI-83+ or TI-84 recommended).

## SCIENCE

**Students are required to have four (4) credits in a science sequence for graduation.** The two sequences are: Integrated Science I, II, III, or Biology, Chemistry and Physics and an additional science elective. They cannot be combined. Either sequence meets the requirement for the Florida Bright Futures Scholarship.

### INTEGRATED SCIENCE TRACK

### **Integrated Science I**

2002400 X

The purpose of this course is to provide opportunities to investigate the theories and ideas associated with biological, earth, and physical sciences in a way that is engaging and meaningful. Students construct scientific knowledge by formulating questions, making predictions, planning experiments, making observations, classifying, interpreting and analyzing data, drawing conclusions, and communicating these results. This is the first class in a three-course series including Integrated Science II and III. Students will explore the Nature of Science integrated with Earth Science, Astronomy, Chemistry, Physics, and make connections with science, technology and society.

### **Integrated Science II**

2002420 X

This course continues with the Integrated Science framework. This includes the study of living systems, classification, animal anatomy and physiology, structure and function, biochemical processes, genetics, ecosystems and life on earth. Students are also introduced to the science of chemistry and physics preparing them for Integrated III.

### **Integrated Science III**

2002440 X

This is the third course in a three-course series that also includes Integrated Science I and Integrated Science II. The content includes but is not limited to: The nature of science, the nature of matter, energy, force and motion, processes that shape the Earth, biochemistry, chemistry, processes of life and how living things interact with their environment.

## **TRADITIONAL SCIENCE TRACK**

### **Biology I**

2000310 X

This is a laboratory-based course that is structured around the Sunshine State Standards for Biology. The course is designed as a challenging program that will provide students with the skills, basic knowledge, biological concepts and experiences necessary to prepare them for future high school courses and post high school courses in science. The course includes fundamental concepts of life such as the characteristics of life, chemicals important to life, biochemical processes, cell structures and function, genetics, mechanisms of biological change, diversity of life on Earth, ecological relationships emphasizing Brevard County ecosystems.

### **Biology I Honors**

2000320 4

This is a laboratory-based course that is structured around the Sunshine State Standards for biology. The course is designed to be an academically challenging program that will provide students with the skills, knowledge, biological concepts and experiences necessary to prepare them for higher-level classes in science. The course includes fundamental concepts of life such as the characteristics of life, chemicals important to life, biochemical processes, cell structures and function, genetics, mechanisms of biological change, diversity of life on Earth, ecological relationships and human biology.

### **Advanced Placement Biology**

2000340 5

AP Biology is a rigorous, college-level course that covers all levels of biology and biochemistry. Topics of study include: organic molecules, cellular structure and function, biochemistry of respiration and photosynthesis, mechanics of cell division, genetics, DNA and protein synthesis, evolution, structure and function of plant and animal systems, and ecology. All subjects matter is treated in depth and student performance is assessed by written, oral, and extensive laboratory work. Students are required to take the AP exam in the spring.

Course prerequisites: Requires successful completion of both Biology and Chemistry. **An honors level in each of these subjects with a minimum grade of B is the recommended prerequisite.** Students must have a signature from the Biology AP teacher before registering for the course.

### **Chemistry I**

2003340 X

This course focuses on chemistry literacy, which emphasizes the mastery of information specific to chemistry, and scientific literacy, and a focus on the process of thinking, evaluating, and the quest for knowledge. Chemistry I students participate in both qualitative and quantitative chemistry laboratory and coursework with a strong emphasis on comprehension and application.

### **Chemistry I Honors**

2003350 4

This course is designed for talented, dedicated science students and is taught at an appropriate level of challenge. Students in this course are expected to regularly function at higher cognitive levels of analysis and synthesis. Chemistry honors students participate in qualitative and quantitative chemical systems analysis and laboratory work.

### **Physics I**

2003380 X

This course emphasizes the theories and scientific laws regarding interactions of matter, energy and forces of nature that govern our world. Concepts are developed using basic problem-solving methods, demonstrations and laboratory experiments. The course will prepare students for post high school science courses. Topics include mechanics, conservation of energy and momentum, electricity and magnetism, energy, heat and thermodynamics and wave characteristics. In addition, the course also focuses on technology and its role in society.

### **Physics I Honors**

2003390 4

This course is designed to prepare students for post high school science courses. Concepts are developed using mathematics, demonstrations and laboratory experiments. The theories and laws governing the interactions of matter, energy and forces of nature are emphasized. Topics include mechanics, energy, light and wave phenomenon, electricity, magnetism, nuclear particle physics and the inter-relationships between science, technology and society. This course requires complex math skills so students should have completed Geometry and Algebra II in order to be successful.

## **SCIENCE ELECTIVES**

### **Anatomy and Physiology**

2000350 X

Emphasizes the structure and functions of the components of the human body. Includes cellular processes, organs and tissues, the skeletal, muscular, nervous, cardiovascular, respiratory, digestive, urinary, reproductive systems, and special senses. Majority of lab activities utilizes dissection of animals.

**Successful completion of Biology and Chemistry or Integrated Science I and Integrated Science II is required in order to register for this class.**

Course prerequisites: This is a rigorous course that requires a basic understanding of major biological and chemistry concepts.

### **Environmental Science**

2001340 X

This course is designed to be an introduction to environmental science. Emphasizes the way that humans interact with the environment. Topics include the nature of science, influence of technology on environmental quality, environmental quality issues, use and conservation practices, biodiversity, environmental planning and waste management, environmental monitoring and policy, sustainable use of public land, characteristics of populations, biotic and abiotic environmental factors, and energy production technologies.

Course prerequisite: a basic understanding of major biological and chemistry concepts. Successful completion of Biology and Chemistry or Integrated Science I and Integrated Science 2.

### **Advanced Placement Environmental Science**

2001380 5

AP Environmental Science is a rigorous, college level course. The course is designed to be the equivalent of a one-semester, introductory college course in environmental science. Topics revolve around 6 themes: science is a process, energy conversions underlie all ecological processes, Earth itself is one interconnected system, humans alter natural systems, ecological processes, environmental problems have a cultural and social context, human survival depends on developing practices that will achieve sustainable systems. All subject matter is treated in depth and student performance is assessed by written, oral and laboratory work. Students are required to take the AP exam in the spring.

Course prerequisites: requires the successful completion of two years of high school honors laboratory science with a grade of B. Students must have the signature of the AP Environmental Science teacher before registering for the course. Due to quantitative analysis that is required in the course, students should have completed at least Algebra I or equivalent.

### **Marine Science 1**

2002500 X

This is a course that provides an overview of the marine environment. It facilitates an ongoing, integrated study of all aspects of the marine environment including physical, chemical and biological processes. Laboratory investigations which 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.

Course prerequisites: a basic understanding of major biological and chemistry concepts is necessary.

**Successful completion of Biology and Chemistry or Integrated Science I and Integrated Science II is required in order to register for this class.**

### **Food Science Technology- full year**

8500395X

A hands-on science based foods and nutrition course that includes experiments and observations of physical and chemical changes in foods, structures and functions of nutrients, awareness of human physiology and food chemistry labs which include emulsions, mixtures, additives and other chemical reactions.

### **Science Research**

Focuses on scientific processes, experimental design and data collection, analysis and presentation. Successive years will involve a variation and/or study of progressive nature. Students must have a signature from the Satellite Science Research teacher before registering for the course.

### **Experimental Science I**

2002340 4

### **Experimental Science II**

2002350 4

### **Experimental Science III**

2002360 4

### **Experimental Science IV**

2002370 4

# SOCIAL STUDIES

**4 credits required for graduation must include:**

**1 World History**

**1 United States History**

**½ American Government**

**½ Economics**

## **World History**

2109310 X

### **World History Honors**

2109320 4

Examines the political, social, economic, scientific, and cultural events that affected early civilizations to the Renaissance with further emphasis thereafter to modern times.

### **Fine Arts Academy World History Honors**

2109320F

## **Advanced Placement World History**

2109420 5

AP World History is a college level class emphasizing the development of analytical skills in connection with understanding world history from 8000 B.C. E. to the present. Students will be expected to learn to construct and support intellectual arguments and use documents and other data to analyze varying points of view. This course highlights the changes and continuities in international frameworks, their causes and consequences, as well as comparisons among major societies. Other areas of interest will include understanding a diversity of ideological and religious interpretations and recognizing global patterns and processes over both time and space. **World History Honors Prerequisite**

## **Advanced Placement European History**

2109380 5

**For Grades 11–12. Need teacher approval.**

The study of European History since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live, helping to understand the development of contemporary institutions, the role of conflict and continuity in present day society, and the evolution of current forms of artistic expression and intellectual discourse. **Prerequisite: AP U.S. History or AP World History**

## **United States History**

2100310 X

### **United States History Honors**

2100320 4

Examines the political, economics, religious, military, scientific and cultural events that have affected the rise and growth of our nations.

### **Fine Arts Academy United States History Honors**

2100320F

## **Advanced Placement United States History**

2100330 5

This course uses primary sources and outside readings to explain the political, social and economic forces at work on historical events from the Colonial period to modern times. Students are required to take the AP exam.

**Economics – (one semester)**

2102310 X

**Economics Honors – (one semester)**

2102320 4

Studies the major characteristics of the mixed market economic system in the United States and the role in this system of producers, consumers, savers, investors, resources, owners, voters, and taxpayers.

**American Government – (one semester)**

2106310 X

**American Government Honors – (one semester)**

2106320 4

Examines the American Government structure and political behavior at the federal, state, and local level. Students will be required to complete a research paper.

**Advanced Placement Government and Politics- second semester**

2106420 5

This course includes both the study of general concepts used to interpret U.S. politics and the analysis of specific examples. Topics which will be explored include: constitutional underpinnings of U.S. government; political beliefs and behaviors of individuals; political parties, interest groups and mass media; institutions of national government; public policy; civil liberties and civil rights. **This course is limited to grades 11 – 12.** Students are required to take the AP exam. **Prerequisite: American Government Honors**

## **SOCIAL STUDIES ELECTIVES**

***Anthropology and Sociology are taken together as a 1 year program***

**Anthropology – (one semester)**

2101300 X

Anthropology is the study of the global diversity of human cultures both past and present. Students will be treated to multidisciplinary, systematic, and scientific approach to understanding human societies from an ethnological and archaeological perspective. Actual field research in ethnology and archaeology will highlight and enrich the student experience in this course of study including laboratory analysis and processing of artifacts from ongoing projects. **This course is limited to grades 10, 11, and 12.**

**Sociology – (one semester)**

2108300 X

Open discussion format.

The students will explore the organizational patterns of human relationships. Some of the major areas of study are: culture, values and norms of behavior, deviant behavior, crime, conformity, roles, group behavior, social stratification, social class, prejudice, discrimination, racism, sexism, poverty, family, religion, and socialization.

***Contemporary History and Law Studies are taken together as a 1 year program***

**Contemporary History – (one semester)**

2109350 X

Identifies and analyzes the significant historical events and cultural trends that have shaped and influenced the people of American society today. Included in the discussion of these events and trends are social changes, generational characteristics, and the current demographic makeup of our society. **Successful completion of World History and United States History is recommended. Limited to grades 11 – 12.**

**Law Studies – (one semester)**

2106350 X

Examines the American criminal and civil justice systems and their relationship to the individual and society. Included in this study is origin and necessity of law; the concept of criminal and civil law; elements of criminal, consumer family and school law; individual rights and responsibilities; and discrimination.

**Psychology I/II – (one year program)**

2107300 X

Students will be introduced to the following major sub fields within psychology: history, methods, and approaches; cognitive processes; developmental psychology; and personality theories and methods.

**Advanced Placement Psychology**

2107350 5

In this college level course, students acquire a deeper understanding of the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students will examine the psychological facts, principles, and phenomena associated with the major sub fields within psychology. There is some overlap of information with AP Biology and AP Statistics as well as application to AP English Language and Composition. Students are required to take the AP exam.

**Prerequisites: Psychology I and II are recommended but not required if you have successfully completed other AP level courses. Students must have teacher approval. Open to 11<sup>th</sup> and 12<sup>th</sup> grade only.**

**Russian History – (one semester)**

2104320 X

The course will trace the history of Russia, her leaders and her people from their origins, through the development of the Soviet Union; to the break-up of the Soviet State and the role Russia plays in the world today. **Limited to 11-12 grade with approval of instructor.**

**Issues in Humanities- (one semester)**

0900330 X

The purpose of this course is to enable students to explore fundamental issues in the humanities in relation to self and others. Emphasis will be on examination of these issues in the context of history, literature, religion, philosophy, politics, and the arts. Content will include the visual arts, music and some literature as these works reflect the influences of these socio-cultural, political, religious and economic factors at work from prehistoric times through the present.

## WORLD LANGUAGES

**French I**

0701320 X

**Latin I**

0706300 X

**Spanish I**

0708340 X

Enables students to begin acquiring proficiency in the target language. Emphasis is placed on conversing, understanding and presenting information about areas of immediate need and interest. It is strongly recommended that a student have a "C" or better in English before beginning a Foreign Language.

**French II**

0701330 X

**Latin II**

0706310 X

**Spanish II**

0708350 X

**Latin III**

0706320 4

**Spanish III**

0708360 4

**French III**

0701340 4

Continues to enhance proficiency in the target language. Emphasis on conversing, understanding, and presenting information continues with an expanded exposure to literature in the target language.

**French IV**

0701350 4

Students must use French to succeed in situations dealing with travel, medical, technical and other situations. After reading and studying vocabulary, students will present orally.

8200330 X

**Spanish IV**

0708370 4

**Latin IV**

0706330 4

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

**For Latin all levels: participation in the Junior Classical League, District and State competition is strongly advised.**

**Advanced Placement Spanish Language**

0708400 5

This course follows the Advanced Placement Program Guidelines. The student will develop oral and written fluency in the language. The student will comprehend formal and informal spoken language and compose expository passages. Students are required to take the AP exam.

**Advanced Placement Latin: Vergil**

0706360 5

The basic objective of the course is progress in reading, translating, understanding, analyzing, and interpreting Latin. Class reading will focus on Vergil's *Aeneid* as established in the AP Syllabus. Considerable time will be spent discussing and evaluating the history and culture of the ancient world. Students will take the AP exam at the end of the course.

**Note: Two (2) years progressive study in the same foreign language is required for Bright Futures Academic Scholar and Medallion Awards. Two years progressive study is also a minimum requirement for admission to a Florida public 4 year university: three years study is strongly recommended.**

# ELECTIVES

## **Career Research and Decision Making and Study Skills**

### **1700380X (Required during the 9<sup>th</sup> grade)**

Students will take 1 semester of Career Research and 1 semester of Study Skills.

The Career Research class will enable students to explore career choices and develop the skills needed to successfully plan and apply for college and employment. The Study Skills class will give students the tools for better notetaking, organization, test taking and study skills.

### **Peer Counseling I (1<sup>st</sup> semester)**

1400300 X

### **Peer Counseling II (2<sup>nd</sup> semester)**

1400310 X

### **Peer Counseling III (1<sup>st</sup> semester)**

1400320 X

### **Peer Counseling IV (2<sup>nd</sup> semester)**

1400330 X

**Students must apply, be interviewed, and accepted prior to registering for this course.**

**Open to 11<sup>th</sup> and 12<sup>th</sup> grade only.**

The purpose of this course is to provide an understanding of the components of personal development and to facilitate personal and group growth and fulfillment through individual and group processes. Students will apply the facilitative skills learned when working with peers that have academic and/or personal problems.

## **Aerospace Science and Leadership Education (JROTC)**

Satellite High School is home to one of the oldest Air Force Junior ROTC units in Florida. The program aims to help our young men and women develop the skills to be productive and successful citizens. This is accomplished through academic excellence, realistic leadership experiences and wholesome co-curricular activities to include: field trips to Patrick AFB and other areas of interest, flights aboard USAF airplanes and/or helicopters, Relay for Life, community service projects, wilderness/water survival, leadership reaction courses, and the "Kitty Hawk Air Society" (a national academic honors society). Cadets who successfully complete the program, receive a "Certificate of Completion" which earns higher pay for those who enter military service. Cadets may forward their transcript to the University of Colorado and receive college credit for completed JROTC courses. JROTC can also be a plus in the competition for college scholarships and be credited for one of the first two years of college ROTC.

The AFJROTC Aerospace Science and Leadership Education curriculum integrates five themes: Aviation, National Defense, Careers, Space, and Leadership. Each of these themes is interwoven throughout the four-year high school program. JROTC is a terrific leadership/learning experience and is not just for students planning to enter the military.

***Completion of two years in ROTC class will satisfy the one credit HOPE class requirement.***

### **Aerospace Science I - Frontiers of Flight**

1800300 X

The Heritage of Flight – Development of Air Power - Military Aerospace – Contemporary Aviation - Customs and Courtesies - Citizenship - Attitude and Discipline - Study Habits and Leadership

### **Aerospace Science II – Science of Flight**

1800310 X

Aerospace Environment – Human Requirements of Flight – Principles of Aircraft – Principles of Navigation - Dynamics of Human Behavior – Sexism Prejudice - Basic Leadership Concepts - Building Teamwork - Drill and Ceremonies

### **Aerospace Science III –Exploration of Space**

1800320 X

Space Environment – Space Programs Space Technology – Space Flight Stress Management – Financial Management - Systems of Government - Ethics - Decision Making

### **Aerospace Science IV**

1800330 X

Management of the JROTC program - Applying for Admission to College - Job Search – Writing a Resume - Career Opportunities

### **Aerospace Science IV Honors- Aviation Honors Ground School Program**

1800360X

This course is a foundation for students interested in receiving a private pilot's license. When the course is completed the students should be prepared to take and pass the Federal Aviation Administration (FAA) written examination. Fundamental of Flight- Flight Operations- Basic Navigation

**Prerequisite: 2 years of JROTC**

### **AFJROTC Clubs / Activities**

Model Rocketry/Model Airplane Club - Awareness Presentation/Speech Team - AFJROTC Awards Banquet - Drill and Color Guard Teams - Field Trips - Drill Meets- Picnics - AFJROTC Military Ball - AFJROTC Dining-In - Newsletter/Scrapbook - Service projects - Aircraft Flights – Summer Leadership School

### **ESE Learning Strategies (elective)**

7963080 E

Elective designed for ESE students. Topics included are cognitive and problem solving skills, listening comprehension, and test taking strategies. This course will provide remedial strategies in math for students who have not passed the FCAT. The course may be repeated for multiple credits.

## **ART COURSES**

### **Art 2-D / 3-D Comprehensive – (full year)**

0101300 X

During the first semester students will gain an understanding of how art influences the quality of everyday life. They will demonstrate awareness of forms and styles in art and describe how the elements and principles are used in art to make a personal statement. The second semester will enable students to develop fundamental skills using knowledge of 3D art and sculpture media, design processes and techniques. There is a \$5.00 fee each semester for materials and supplies.

### **Drawing and Painting I**

0104320 X

Continues to emphasize composition and creative visual design in mixed media, color theory, and critical thinking skills as the relationship between the elements and principles of art is studied. \$15.00 fee for materials and supplies.

**Prerequisite: Art 2-D / 3-D Comprehensive**

### **Drawing and Painting II**

0104330 X

### **Ceramics I / II (full year)**

0102300 X

0102310 X

The purpose of this course is to enable students to recognize the properties, possibilities, and limitations of clay by creating functional and nonfunctional works of ceramics using basic hand building techniques. There is a fee each semester for materials and supplies.

### **Portfolio I**

0109310 X

Includes an in-depth investigation into various two and/or three-dimensional materials and techniques. Emphasis will be placed on the preparation and presentation of individual art portfolios as evidence of student's growth and work. Students compete in juried art exhibits and shows on a local, state, national level. **Students must have a signature from the Portfolio teacher before registering for the course.** \$15.00 fee for materials and supplies.

### **Portfolio II**

0109320 X

Admission is by teacher approval. Continuation of Portfolio I. **Students must have a signature from the Portfolio teacher before registering for the course.** \$15.00 fee for materials and supplies. Portfolio I is a pre-requisite.

### **Portfolio III**

0109330 X

**Admission is by teacher approval.** Continuation of Portfolio II. Students must have a signature from the Portfolio teacher before registering for the course. \$15.00 fee for materials and supplies. Portfolio II is a pre-requisite

### **Advanced Placement Art**

0109350 5

The Advanced Placement Studio Art courses, Drawing, Two-dimensional Design, and Three-dimensional Design portfolio, are college-level courses in the visual arts. Each course is intended to offer students a college-level curriculum in the high school environment. Students enrolled will be expected to produce a portfolio of art in designated media to be graded by the College Boards. A slide portfolio will be submitted along with original work. This is a teacher guided and student motivated curriculum. **Students must have a signature from the AP Art teacher before registering for the course.** Students are required to take the AP exam. \$18.00 fee for materials and supplies.

### **Jewelry Making**

0107300 X

The purpose of this course is to enable students to create and communicate ideas and concepts through the understanding and use of elements and principles of design in the jewelry making process. Students will create and learn using various mediums and techniques that apply to jewelry. Students will learn and develop the appreciation of varied cultures and historical periods. There is a \$5.00 fee each semester for materials and supplies.

## **DRAMA AND THEATRE ARTS**

These courses will satisfy the performing arts graduation requirement.

### **American Musical Theatre**

1300390 X

The purpose of this course is to enable students to participate in and study varied aspects of American Musical Theatre, including music theory, development of basic skills in vocal production, stage movement, characterization, choreography, and the technical aspect of a musical production. Extra after school rehearsals and performances are required.

Instructor approval is required.

**Drama I**

0400310 X

This is an introductory course and requires attendance and participation in addition to the fundamental academics of drama.

**Drama II**

0400320 X

This course requires completion of Drama I to allow entry. It deals with characterization, styles, theory, and the historical and political influences of the performing arts.

**Drama III (0400330 X); Drama IV (0400340 X);**

These courses require instructor permission, by audition, and successful completion of Drama I and Drama II. This advanced class encompasses the previous course's instruction and aids in developing a practical, hands-on skilled student of the performing arts. All enrolled students are required to audition for competition, and all mainstage productions. Extra after school rehearsals and performances are required.

**Stagecraft I**

0400410 X

Allows students to design and construct the sets for mainstage productions, development of scale models and lighting design skills are also mastered. Students are required to observe and participate in after-school events.

Instructor approval is required.

**Stagecraft II**

0400420 X

Stagecraft I is a pre-requisite.

Instructor approval is required.

## GENERAL MUSIC

### BAND & ORCHESTRA

**Concert Band**

**Teacher approval** – This is the entry-level high school band ensemble at Satellite High School. Music difficulty ranges in the II & III grade level. Students are provided with varied levels of instruction focusing on the development of basic performance techniques and skills. Extra rehearsals and performances are required. Participants may be required to march.

**Symphonic Band**

**Audition required** – This is the intermediate performance based band at Satellite High School. Music difficulty is in the IV & V grade level. In addition to the development of basic performance techniques, students are exposed to an in-depth study of music elements in order to develop their aesthetic sensibilities. Participants are required to march. Extra rehearsals and performances are required.

**Wind Ensemble**

**Audition required** – This is the advanced performance based band at Satellite High School. Music difficulty ranges in the grade VI & VII level. Musicianship and technical skills are developed through the study of more advanced band literature. All participants are required to march. Extra rehearsals and performances are required.

**Beginning Jazz Ensemble**

**Teacher approval** – This is an entry level jazz ensemble. This course introduces improvisation, style, technique, jazz history and varied performance techniques. Membership is selected from symphonic and concert bands.

### **Intermediate Jazz Ensemble**

**Teacher approval** – This is the “feeder chain” ensemble to the advanced group. This course introduces, develops, and applies knowledge of varied performance techniques and literature. Membership is selected from the wind ensemble, symphonic, and concert bands.

### **Advanced Jazz Ensemble**

**Audition required** – This is the premiere performance ensemble. This course applies knowledge of styles and performance techniques in varied contemporary and early jazz literature. Extra rehearsals and performances are required. Membership is selected from the wind ensemble, symphonic and concert bands by audition.

### **Chamber Winds**

**Teacher approval** – This course provides intermediate/advanced instruction for solo performance and ensemble playing in a class situation. Special emphasis is placed on solo work, development of critical listening skills, and aesthetic awareness. Membership is selected from the band program. Extra rehearsals and performances are required.

### **Concert Orchestra**

**Teacher approval** – This is the intermediate string ensemble at Satellite High School. A wide range of literature is performed with an emphasis on developing fundamental skills, orchestral performance techniques, musical literacy and music appreciation. Extra rehearsals and performances are required.

### **Symphonic Orchestra**

**Audition required** – This is the advanced string ensemble at Satellite High School. The literature ranges from classical to modern with emphasis on orchestral performance techniques, musical literacy and music appreciation. Extra rehearsals and performances are required.

### **Chamber Orchestra**

**Teacher Approval** – This course provides advanced instruction for solo and ensemble playing in a class situation. Special emphasis is placed on solo work and advanced string ensemble literature. The class is designed to develop advanced critical listening skills, performance technique, and aesthetic awareness. Membership is selected from string students in the Symphonic Orchestra. Extra rehearsals and performances are required.

### **Advanced Placement Music Theory**

1300330 5

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

## **VOCAL MUSIC**

### **Beginning Women Choir**

**No audition is required.** This group will concentrate on basic vocal techniques: posture, breathing techniques, tone production, vowel formation, rhythmic & melodic sight-reading, and proper music interpretation. Styles of music to be performed will range from medieval to popular music. Extra rehearsals and performances are required for this class.

### **Chamber Choir**

**This is Satellite High School's largest auditioned ensemble.** These students are selected based on their music reading skills and knowledge of vocal techniques. Students interested in auditioning for this ensemble must be enrolled in a chorus the year of their audition. Styles of music to be performed will range from medieval to popular music. Extra rehearsals and performances are required for this class. Auditions are held every year in late March or early April.

### **Advanced Women's Choir**

**An audition is required for this course.** This group will concentrate on advanced vocal techniques: posture, breathing techniques, tone production, vowel formation, rhythmic & melodic sight-reading, and proper music interpretation. Styles of music to be performed will range from medieval to popular music. Extra rehearsals and performances are required for this class.

### **Ten Tones**

**An audition is required for this course.** This is a select group of singers. Each student is required to read music at a high proficiency level as well as have a strong background in vocal technique. This group is responsible for numerous community functions throughout the calendar year. The repertoire consists of all styles of music from early Madrigals to 20<sup>th</sup> century vocal jazz and pop selections. All members must be enrolled in chorus. **(Extra rehearsals include Monday evenings from 6-9 p.m. and are required!)** Extra rehearsals and performances are required for this class. Students will be required to purchase additional costume pieces as necessary, including, but not limited to: dance shoes, show choir dress (ladies), vest (men), tux/mandarin collar shirt (men). A costume deposit will be required the first day of classes.

**PLEASE NOTE THAT DRAMA, BAND, AND CHORAL GROUPS REQUIRE SOME AFTER SCHOOL AND EVENING ATTENDANCE.**

### **Television Production I**

1100300 X

This class provides a hands-on approach to learning about television production. Students learn behind the scene operation of various pieces of equipment as well as performance in front of the camera. *Some after school filming/work is required.* Limited class size – student must apply and be accepted by the teacher before registering for the class.

### **Television Production II**

1100310 X

The purpose of this class to produce the SHS TV News – “The Sting” each day. The class provides a hands-on approach to learning about television production. Students learn behind the scenes operation of various pieces of equipment as well as performance in front of the camera. *Some after school filming/work is required.* Limited class size -students must apply and be accepted by the teacher before registering for the class.

Prerequisite: Television Production I

### **Television Production III**

1100320 X

The purpose of this class is to create special news segments and projects for Satellite High. Through a hands-on approach, students will learn the process and techniques for video production. *Some after school filming/work is required.* Limited class size -Students must apply and be accepted by the teacher before registering for the class.

## **HEALTH & PHYSICAL EDUCATION**

### **HOPE – Health Opportunities through Physical Education**

3026010 X

This is a full year course and required for graduation. The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness including nutrition, CPR, disease prevention and control, tobacco, alcohol and drug use and abuse, teen pregnancy prevention, self-awareness, self-acceptance and self-improvement.

### **Weight Training 1**

1501340 X

Includes knowledge and assessment of muscular strength and endurance, knowledge of skeletal muscles.

### **Weight Training 2**

1501350 X

Provides students the opportunity to acquire knowledge and skills in weight training that may be used in physical fitness to improve muscular strength, endurance, and enhance their body image.

**Weight Training 3**

1501360 X

Implementation of personal weight-training programs and realization of personal goals will be stressed.

**Power Weight Training 1**

1501410 X

**Comprehensive Fitness**

1501390 X

**Team Sports I**

1503350 X

May include but not limited to basketball, flag-football, gatorball, soccer, softball, field hockey and volleyball. Through participation in selected team sports, students will improve their knowledge and application of skills, techniques, strategies, rules, safety practices, and good sportsmanship.

**Team Sports II**

1503360 X

Provides students opportunities to acquire strategic knowledge of team sports, hone their skills in selected team sports, maintain and improve their personal fitness.

**Volleyball 1**

1505500 X

Provides students with opportunities to acquire knowledge of skills in volleyball that may be used as a lifetime sport to maintain and/or improve their physical fitness.

**Volleyball 2**

1505510 X

**Volleyball 3**

1505520

**Basketball**

1503310 X

Provides students opportunities to acquire knowledge and skills that may be used in recreational pursuits throughout life, and to maintain and improve their physical fitness. Includes in-depth knowledge and application of skills.

**Recreational Sports**

1502470 X

**Swimming 1**

1504460 X

**Students must know how to swim to take these classes.**

***Only school approved 1 piece tank suits will be permitted in swim classes.***

**Swimming 2**

1504470 X

**Water Safety**

1504490 X

**Students may request training for Lifeguards as part of Water Safety**

**Must be 15 years old by end of course**

**Students will purchase Red Cross Certification fee, Red Cross Lifeguard Book, pocket mask, supplies for \$75.00.**

**Football Class-Outdoor Education – 1<sup>st</sup> semester**

1502480 X

Football team members only

**Extracurricular after school participation in the football program is required.**

**Football Class-Individual and Dual Sports – 2<sup>nd</sup> semester**

1502410 X

Football team members only

This course is a national athletic fitness program (BFS) to help improve performance through an individualized regime of stretching, lifting, speed, power, and agility. This program has national standards in which we can measure future individual success. Each student will be expected to adopt an attitude to train properly, consistently, record workouts, test, and establish weekly goals. This program is ongoing with built in variety for the athlete in season, out of season, and for the student that would like to work at an advanced pace. Each student will be expected to develop individual goals and follow an individual plan for achieving success. Teacher approval required.

**Extracurricular after school participation in the football program is required.**

## **CAREER AND TECHNICAL EDUCATION**

**Communication Technology I**

8601010 X

This art and technology course explores the creation of effective visual communication utilizing industry standard hardware and software. Students will learn to use digital technology to create original works of art and graphics that reflect their knowledge of the elements of art and the principles of design. This course will also include the study of entrepreneurship, safety and leadership skills.

**Communication Technology II**

8601020 X

**Communication Technology III**

8601030 X

**Drafting Design I**

8600810X

Basic steps in the design process are introduced. They include sketching, 2 dimensional technical drawings, 3 dimensional illustrations and modeling. Students are introduced to various disciplines of design such as mechanical, architecture, structural, landscape and interior design. Students will learn how to use the AutoCad program to assist in the design process.

**Drafting Design II**

8600820 X

This course teaches advanced skills in architectural design. Both 2 dimensional technical drawings and 3 dimensional illustrations and renderings will be completed. Students will learn to use Revit to create designs and will be introduced to building information modeling. Actual models of designs are created.

**Drafting Design III**

8600830 X

Advanced individual study of a student's specific interest area in drafting and illustrative design. Various competitive events are available to the students. The class also includes an in depth study of basic AutoCad commands as all students have the opportunity to earn Autodesk's industry certification.

**Courses are to be taken sequentially.**

## **ADMINISTRATIVE ASSISTANT NEW**

This new program offers a 3 year sequence of courses that provide knowledge and skills needed to prepare for further education and careers in business, management and administration.

### **Computing for College and Careers**

8209020

This is the first year of the 3 year business program. This course will teach business information systems including database and spreadsheet applications, workplace finance planning, business software presentation, computer file management and job/career exploration and planning.

### **Business Software Applications will be taught 2013-2014**

8212120

### **Digital Design will be taught 2014-15**

8209510

## **AUTOMOTIVE**

For the Automotive Technology Program, please note that the first year Auto I is offered as a one period class. Subsequent levels, Auto 2-5, need to be taken as a two period block. All automotive classes are year long.

### **Students may enter Auto Tech I in grades 9 or 10 only.**

#### **Automotive Technology I**

8709410 X

The purpose of this course is to develop skills in equipment and safety regulations, O.S.H.A. and material M.S.D.S.'s along with employability skills. Student will be taught tools identification and proper tool usage along with correct shop procedures in minor repairs. This is a one period class with 85% of the training done in the classroom.

#### Advanced Auto 2 Steering and Suspension

8709420 X

#### Advanced Auto 3 Brakes

8709430 X

This is a 2 hour block class with an emphasis on hands-on training.

#### Advanced Auto 4 Electrical /Electronics

8709440 X

#### Advanced Auto 5 Engine Performance

8709450 X

This is a 2 hour block class with an emphasis on hands-on training

Advanced Auto courses stress performance standards stated by the National Institute of Automotive Service Excellence (A.S.E.) necessary for National Certification. Students are taught "state of the art" repair procedures in each area of instruction. Articulation agreements with Brevard Community College, Nashville Auto/Diesel College and Universal Technical Institute are available to course completers.

# MARKETING

## **Marketing Essentials- year long**

8827110 X

The Marketing program will provide students with exposure to the process of planning, pricing, promoting, selling distributing ideas, goods or services to create exchanges that satisfy customers. The students will be utilizing an up to date computer lab, online text edition, Virtual Business lessons, computer exercises, projects and multiplayer business education computer simulation.

Students will have the opportunity to affiliate with DECA- an International Association of Marketing Students. DECA competitive events will build on the student's previous classroom experiences at district, state and national competitions.

The program can provide a Co-Op work experience for those students that have and/or seek an opportunity to learn additional marketing skills in the community. Students can be released from school for up to three class periods each day.

## **Marketing Applications- for 2<sup>nd</sup> year students- year long**

8827120X

## **Marketing Management for 3<sup>rd</sup> year students- year long**

8827230X

## **Marketing Cooperative Education – OJT**

8800410 X

# FAMILY AND CONSUMER SCIENCE

## **Food and Nutrition (year long)**

8500390 X

**The first semester provides instruction in the principles of food prep. This course covers the food pyramid, making wise food choices, storage & selection of foods and basic food preparation. The second semester covers nutrient benefits, eating disorders, meal planning, budgeting and preparation, as well as ethnic influences and how health is related to diet both here and in countries around the world.**

**Recommended for juniors and seniors only.**

## **Fabric Construction (one semester)**

8500380 X

This semester long course is a beginning class where students learn basic sewing skills. Simple garments such as boxers, skirts/shirts and quilts are made. The garment requirements are flexible enough to accommodate both male and female students. Great class for reinforcing math and reading skills.

## **Fashion Design Services/Sewing**

**The Fashion Design Cluster is designed to develop competencies in the area of Fashion Design. Students will learn how to construct garments and accessories they choose. It includes essential basic skills for working in the design services, leadership and organizational skills. Reinforces FCAT reading and math skills. Projects are individualized for males and females alike. Completion of three courses can be eligible for the Bright Futures Scholarship. Community Service opportunities are available through the classes.**

**Fashion Design I (year long)****Design Services I**

8506405 F

First in the Fashion Design cluster. Students learn the basics of garment construction. Students operate and maintain equipment necessary for sewing; sewing machines, serger, pressing equipment. Boxer shorts are the first of many garments made in the beginning class. Use and care of sergers and embroidery machines are taught.

No pre-requisite.

**Fashion Design II (year long)****Principles of Fashion Design Services**

8506410 X

It includes employment opportunities in fashion design services. Students learn to use the embroidery machine and to construct "the perfect pants" among other more advanced garments. The first part of the portfolio begins in this class.

Prerequisite: Design Services I

**Fashion Design III (year long)****Pattern Design Techniques**

8506420 X

Students learn to use a CAD program to design patterns. Formals, lined jackets are among the type of garments made at this level.

Prerequisite: Principles of Fashion Design.

**Fashion Design IV (year long)****Fashion Design Specialist**

8506430 X

This course focuses on five specialty areas of fashion design services: window display, fashion design assistant, tailor's assistant, personal shopper and stylist. Students will focus on those areas. Students will finalize their portfolio.

Prerequisite: Pattern Design III

**Interior Design I**

8506540 I

This program will offer students the opportunity to be exposed to the career field of architectural design. Students will be provided with the foundation of Auto CAD and design principles including space planning and architectural design.

This program will incorporate joint projects with the Fashion Design Services, Drafting Design, and Graphic Design programs at Satellite High School.

**Interior Design II – Techniques**

8506550 X

This is the 2<sup>nd</sup> year of the Interior Design Program. Must have completed Interior Design I to take this class.

**Early Childhood Education I**

8503211 X

Be a preschool teacher in our own Scorpland Preschool! Work with young children while you learn!

Class prepares for employment in the child care field and provides experience working with young children; covers principles of child development, preparing and maintaining a safe healthy learning environment, DCF rules and regulations, preparing developmentally appropriate materials. Get gooey with paint and play doh! Required for Early Childhood Ed II and III.

### **Early Childhood Education II**

8503212 X

Taken simultaneously with Early Childhood Education III as a 2-period block. Earn BCC credit by playing with children! Continues coursework of Early Childhood Ed I by expanding responsibilities working in Scorpland Preschool as well as working in other local preschools. Further develops child care skills and knowledge of child development while completing college coursework. Students will earn 12 credits from BCC toward an A.S. degree in Early Childhood and their 40 hour DCF certificates. Topics include Intro to Early Childhood and Early Childhood Curriculum. Course requires teacher approval.

### **Early Childhood Education III**

8503213 X

Taken concurrently with Early Childhood Education II, students continue to implement the roles of the child care center staff, while broadening their base of experience and knowledge. Prepare for 40 DCF certificates while covering the topics of Conflict Resolution and Infant-Toddler Development. Students completing the Early Childhood series of classes may be eligible to earn the Bright Futures Gold Seal Scholarship. Course requires teacher approval.

Early Childhood II and III are taken as a 2-hour block. Once admitted to this class students must fill out an application to BCC, attend a dual enrollment orientation and take a college placement test before school begins in August. Qualifying tests are the SAT, ACT or CPT, which may be taken at BCC. There is no minimum score necessary.

## **BRIGHT FUTURES COMMUNITY SERVICE**

To earn community service hours for the Bright Futures Scholarship Program, students must first complete a proposal. The paperwork for the proposal can be obtained in the Guidance Office. The student completes the paperwork and returns the completed form to the Guidance Office. It is the student's responsibility to return to the Guidance Office to check on the status of their proposal. **Students may not earn hours earned prior to their proposal being approved.** Upon approval, a student will receive a log to record volunteer hours.

**FLORIDA BRIGHT FUTURES Scholarship Programs**  
**The Florida Legislature is authorized to change eligibility and funding requirements.**  
**For the most up-to-date eligibility and requirements go to: <http://www.floridastudentfinancialaid.org/sfad/br/>**

- Students must be a Florida resident (determined by college).
- Students must earn a Florida standard high school diploma or go Early Admission the senior year.
- Initial Eligibility Requirements must be met prior to graduation from a Florida public high school or a registered FDOE private high school.
- Students seeking state scholarships must complete a Florida Financial Aid Application (FFAA) and a Free Application for Federal Student Aid (FAFSA) during their senior year of high school before graduation.

| Award Name   | Award   | GPA  | Test Scores   | Community Service Required | Academic Courses |         |         |                 |    |         |      |           |         |                   |     |   |  |             |     |           |  |                   |    |         |    |         |    |             |    |  |  |
|--|---|--|---|----------------------------|------------------|---------|---------|-----------------|----|---------|------|-----------|---------|-------------------|-----|---|--|-------------|-----|-----------|--|-------------------|----|---------|----|---------|----|-------------|----|--|--|
| <b>FLORIDA ACADEMIC SCHOLARS AWARD</b>             | <ul style="list-style-type: none"> <li>• A specified amount per college credit. See Bright Futures site for more specific information.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>3.5</b> weighted GPA using the 16 credits listed.</li> <li>• May include 2 additional academic units to raise GPA (including AP and IB Fine Arts)</li> </ul> | <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Graduating Year</th> <th>SAT</th> <th>ACT</th> </tr> </thead> <tbody> <tr> <td>2011-12</td> <td>1270</td> <td>28</td> </tr> <tr> <td>2012-13</td> <td>1280</td> <td>28</td> </tr> <tr> <td>2013-14</td> <td>1290</td> <td>29</td> </tr> </tbody> </table>  | Graduating Year            | SAT              | ACT     | 2011-12 | 1270            | 28 | 2012-13 | 1280 | 28        | 2013-14 | 1290              | 29  | <p style="text-align: center;">NEW!</p> <p>100 hours of community service</p> | <ul style="list-style-type: none"> <li>• 4 English (3 with substantial writing)</li> <li>• 4 Math (Algebra 1 level and above, SEE NOTE)</li> <li>• 3 Science (Biology, Chemistry and Physics <b>OR</b> Integrated Science 1, 2 and 3)</li> <li>• 3 Social Studies (World History, US History, US Government, Economics)</li> <li>• 2 Foreign Language (sequential, same language)</li> </ul> |             |     |           |  |                   |    |         |    |         |    |             |    |  |  |
| Graduating Year                                    | SAT   | ACT  |   |                            |                  |         |         |                 |    |         |      |           |         |                   |     |   |  |             |     |           |  |                   |    |         |    |         |    |             |    |  |  |
| 2011-12  | 1270  | 28   |   |                            |                  |         |         |                 |    |         |      |           |         |                   |     |   |  |             |     |           |  |                   |    |         |    |         |    |             |    |  |  |
| 2012-13  | 1280  | 28   |   |                            |                  |         |         |                 |    |         |      |           |         |                   |     |   |  |             |     |           |  |                   |    |         |    |         |    |             |    |  |  |
| 2013-14  | 1290  | 29   |   |                            |                  |         |         |                 |    |         |      |           |         |                   |     |   |  |             |     |           |  |                   |    |         |    |         |    |             |    |  |  |
| <b>FLORIDA MEDALLION SCHOLARS AWARD</b>            | <ul style="list-style-type: none"> <li>• A specified amount per college credit. See Bright Futures site for more specific information</li> </ul>  | <ul style="list-style-type: none"> <li>• <b>3.0</b> weighted GPA using the 16 credits listed.</li> <li>• May include 2 additional academic units to raise GPA (including AP and IB Fine Arts)</li> </ul> | <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Graduating Year</th> <th>SAT</th> <th>ACT</th> </tr> </thead> <tbody> <tr> <td>2011-12</td> <td>980</td> <td>21</td> </tr> <tr> <td>2012-13</td> <td>1020</td> <td>22</td> </tr> <tr> <td>2013-14</td> <td>1170</td> <td>26</td> </tr> </tbody> </table>   | Graduating Year            | SAT              | ACT     | 2011-12 | 980             | 21 | 2012-13 | 1020 | 22        | 2013-14 | 1170              | 26  | <p style="text-align: center;">NEW!</p> <p>75 hours of community service</p>  | <ul style="list-style-type: none"> <li>• 4 English (3 with substantial writing)</li> <li>• 4 Math (Algebra 1 level and above, SEE NOTE)</li> <li>• 3 Science (Biology, Chemistry and Physics <b>OR</b> Integrated Science 1, 2 and 3)</li> <li>• 3 Social Studies (World History, US History, US Government, Economics)</li> <li>• 2 Foreign Language (sequential, same language)</li> </ul> |             |     |           |  |                   |    |         |    |         |    |             |    |  |  |
| Graduating Year                                    | SAT   | ACT  |   |                            |                  |         |         |                 |    |         |      |           |         |                   |     |   |  |             |     |           |  |                   |    |         |    |         |    |             |    |  |  |
| 2011-12  | 980   | 21   |   |                            |                  |         |         |                 |    |         |      |           |         |                   |     |   |  |             |     |           |  |                   |    |         |    |         |    |             |    |  |  |
| 2012-13  | 1020  | 22   |   |                            |                  |         |         |                 |    |         |      |           |         |                   |     |   |  |             |     |           |  |                   |    |         |    |         |    |             |    |  |  |
| 2013-14  | 1170  | 26   |   |                            |                  |         |         |                 |    |         |      |           |         |                   |     |   |  |             |     |           |  |                   |    |         |    |         |    |             |    |  |  |
| <b>FLORIDA GOLD SEAL VOCATIONAL SCHOLARS AWARD</b> | <ul style="list-style-type: none"> <li>• A specified amount per college credit. See Bright Futures site for more specific information</li> </ul>  | <ul style="list-style-type: none"> <li>• <b>3.0</b> weighted GPA calculated on the 16 credits required for graduation.</li> </ul>  | <table style="width: 100%;"> <tr> <td style="text-align: center;"><b>CPT scores</b></td> <td style="text-align: center;">83</td> </tr> <tr> <td style="text-align: center;">Reading</td> <td style="text-align: center;">83</td> </tr> <tr> <td style="text-align: center;">Sentence Skills</td> <td style="text-align: center;">83</td> </tr> <tr> <td style="text-align: center;">Algebra</td> <td style="text-align: center;">72</td> </tr> <tr> <td style="text-align: center;"><b>OR</b></td> <td></td> </tr> <tr> <td style="text-align: center;"><b>SAT scores</b></td> <td style="text-align: center;">440</td> </tr> <tr> <td style="text-align: center;">Verbal</td> <td style="text-align: center;">440</td> </tr> <tr> <td style="text-align: center;">Mathematics</td> <td style="text-align: center;">440</td> </tr> <tr> <td style="text-align: center;"><b>OR</b></td> <td></td> </tr> <tr> <td style="text-align: center;"><b>ACT scores</b></td> <td style="text-align: center;">17</td> </tr> <tr> <td style="text-align: center;">English</td> <td style="text-align: center;">17</td> </tr> <tr> <td style="text-align: center;">Reading</td> <td style="text-align: center;">18</td> </tr> <tr> <td style="text-align: center;">Mathematics</td> <td style="text-align: center;">19</td> </tr> </table> | <b>CPT scores</b>          | 83               | Reading | 83      | Sentence Skills | 83 | Algebra | 72   | <b>OR</b> |         | <b>SAT scores</b> | 440 | Verbal  | 440  | Mathematics | 440 | <b>OR</b> |  | <b>ACT scores</b> | 17 | English | 17 | Reading | 18 | Mathematics | 19 | <p style="text-align: center;">NEW!</p> <p>30 hours of community service</p> | <ul style="list-style-type: none"> <li>• Complete 3 sequential high school vocational credits</li> <li>• Earn a minimum unweighted GPA of 3.5 for the 3 sequential courses in one Career and Technical and Education (CTE) Program.</li> <li>• 4 English</li> <li>• 4 Mathematics (including Algebra 1, SEE NOTE)</li> <li>• 3 Science (Biology, Chemistry and Physics <b>OR</b> Integrated Science 1, 2 and 3)</li> <li>• 3 Social Studies (World History, US History, US Government, Economics)</li> <li>• 1 Fine Art (or approved Practical Arts)</li> <li>• 1 Physical Education (HOPE)</li> </ul> |
| <b>CPT scores</b>                                  | 83  |  |   |                            |                  |         |         |                 |    |         |      |           |         |                   |     |   |  |             |     |           |  |                   |    |         |    |         |    |             |    |  |  |
| Reading  | 83  |  |   |                            |                  |         |         |                 |    |         |      |           |         |                   |     |   |  |             |     |           |  |                   |    |         |    |         |    |             |    |  |  |
| Sentence Skills                                    | 83  |  |   |                            |                  |         |         |                 |    |         |      |           |         |                   |     |   |  |             |     |           |  |                   |    |         |    |         |    |             |    |  |  |
| Algebra  | 72  |  |   |                            |                  |         |         |                 |    |         |      |           |         |                   |     |   |  |             |     |           |  |                   |    |         |    |         |    |             |    |  |  |
| <b>OR</b>  |   |  |   |                            |                  |         |         |                 |    |         |      |           |         |                   |     |   |  |             |     |           |  |                   |    |         |    |         |    |             |    |  |  |
| <b>SAT scores</b>                                  | 440   |  |   |                            |                  |         |         |                 |    |         |      |           |         |                   |     |   |  |             |     |           |  |                   |    |         |    |         |    |             |    |  |  |
| Verbal   | 440   |  |   |                            |                  |         |         |                 |    |         |      |           |         |                   |     |   |  |             |     |           |  |                   |    |         |    |         |    |             |    |  |  |
| Mathematics  | 440   |  |   |                            |                  |         |         |                 |    |         |      |           |         |                   |     |   |  |             |     |           |  |                   |    |         |    |         |    |             |    |  |  |
| <b>OR</b>  |   |  |   |                            |                  |         |         |                 |    |         |      |           |         |                   |     |   |  |             |     |           |  |                   |    |         |    |         |    |             |    |  |  |
| <b>ACT scores</b>                                  | 17  |  |   |                            |                  |         |         |                 |    |         |      |           |         |                   |     |   |  |             |     |           |  |                   |    |         |    |         |    |             |    |  |  |
| English  | 17  |  |   |                            |                  |         |         |                 |    |         |      |           |         |                   |     |   |  |             |     |           |  |                   |    |         |    |         |    |             |    |  |  |
| Reading  | 18  |  |   |                            |                  |         |         |                 |    |         |      |           |         |                   |     |   |  |             |     |           |  |                   |    |         |    |         |    |             |    |  |  |
| Mathematics  | 19  |  |   |                            |                  |         |         |                 |    |         |      |           |         |                   |     |   |  |             |     |           |  |                   |    |         |    |         |    |             |    |  |  |

**NOTE: Liberal Arts Math and Informal Geometry are not considered to be at the Algebra I level or above. Since these courses have not been identified as college preparatory courses by the State University System, they may not be used to meet the mathematics requirement for the FAS and FMS awards. However, these courses may be used to meet the mathematics requirement for the Gold Seal Vocational Scholars award.**

## NONDISCRIMINATION NOTICE

It is the policy of the School Board of Brevard County to offer the opportunity to all **students** to participate in appropriate programs and activities without regard to race, color, gender, religion, national origin, disability, marital status, or age, except as otherwise provided by Federal law or by Florida state law.

A **student** having a grievance concerning discrimination may contact:

Dr. Brian Binggeli  
Superintendent  
Brevard Public Schools

Ms. Cyndi Van Meter  
Associate Superintendent,  
Division of Curriculum  
and Instruction  
Equity Coordinator

Dr. Walter Christy, Director  
Office of Secondary Programs

Ms. Pam Treadwell,  
Director  
ESE Administrative  
Support Services  
ADA/Section 504  
Coordinator

School Board of Brevard County  
2700 Judge Fran Jamieson Way  
Viera, Florida 32940-6601  
(321) 633-1000

It is the policy of the School Board of Brevard County not to discriminate against **employees** or **applicants** for employment on the basis of race, color, religion, sex, national origin, participation and membership in professional or political organizations, marital status, age, or disability. Sexual harassment is a form of employee misconduct which undermines the integrity of the employment relationship, and is prohibited. This policy shall apply to recruitment, employment, transfers, compensation, and other terms and conditions of employment.

An **employee** or **applicant** having a grievance concerning employment may contact:

Ms. Susan Standley, Director  
Office of Compensation & Benefits

Ms. Joy Salamone, Director  
Human Resources Services  
and Labor Relations

School Board of Brevard County  
2700 Judge Fran Jamieson Way  
Viera, Florida 32940-6601  
(321) 633-1000

This publication or portions of this publication can be made available to persons with disabilities in a variety of formats, including large print, Braille or audiotape. Telephone or written requests should include your name, address, and telephone number. Requests should be made to Kim Riddle, Exceptional Education Projects, 633-1000, extension 535, at least two (2) weeks prior to the time you need the publication.