

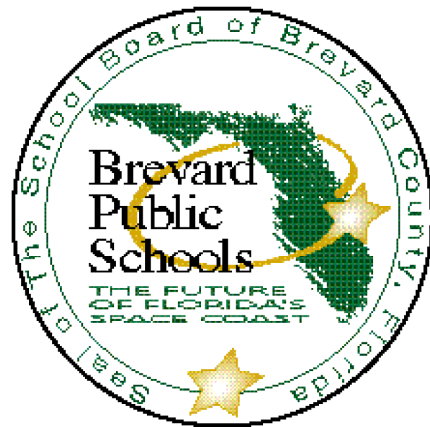
Middle School Instructional Handbook 2011~2012



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MIDDLE SCHOOL INSTRUCTIONAL HANDBOOK

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INTRODUCTION

The instructional programs of Brevard County are based upon a plan, which permits the classroom teacher to provide for differences among students. Each student is an individual with special needs, problems, and rates of learning. Each student enrolls in an appropriate program that encourages maximum progress towards educational goals. The instructional program is a multi-phase structure, which allows individualization of instruction. Exceptional education students working towards a standard diploma will follow the same requirements as students without disabilities.

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

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

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

COURSE SELECTION

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

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

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

Note: The K-12 Comprehensive Reading Plan was fully implemented by 2006-2007. Based on the plan, this includes the following:

- **Disfluent Readers** - Students who scored Level 1 or 2 on the most recent FCAT and below 500 Lexile score on the Scholastic Reading Inventory have two periods of reading (blocked) and one period of language arts. If a student scores below 500 Lexile on the Scholastic Reading Inventory, further diagnostic testing will occur prior to placement in a class designed for disfluent readers.
- **Fluent Readers** - Students who scored Level 1 or a Level 2 on the most recent FCAT and at or above 500 Lexile on the Scholastic Reading Inventory have one period of Intensive Reading. Schools may choose to have the Intensive Reading class blocked with an English class if the teacher is dually certified. Fluent readers are placed into Intensive Reading classes based upon their identified needs in order to make the best match of student need to strengths of the district adopted Comprehensive Intervention Reading Program.

NOTE: “Disfluent Readers” replaces the term “Tier 3” and “Fluent Readers” replaces the terms “Tier 2 and Tier 1”.

Course Load

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

PROMOTION REQUIREMENTS

To be promoted from 7th grade to 8th grade and from 8th grade to 9th grade a student must have completed the following:

1. Received a yearly passing grade in the four major academic subjects (mathematics, language arts, science, and social studies) by demonstrating satisfactory mastery of the State Student Performance Standards in language arts, mathematics, science, and social studies as documented in accordance with procedures described in administrative guidelines.
2. Received a passing grade in at least two of all other courses taken during the year (Note 1: The Grade 7 semester middle school career exploratory course must be passed. Note 2: If the student has to take a remedial reading course, this course must be one of the courses passed. Students scoring at Level 1 or Level 2 on the FCAT Reading the previous year must take the remedial reading course.)
3. Met the district attendance requirements.
4. Demonstrated mastery of the Sunshine State Standards by scoring at Level 2 or above on FCAT Reading (Note: Remediation is required of students scoring at Level 1 or Level 2 on FCAT Reading the previous year.)
5. Demonstrated mastery of the Sunshine State Standards by scoring at Level 2 or above on FCAT Math (Note: Remediation is required of students scoring at Level 1 or Level 2 on FCAT Math the previous year.)

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

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

GRADUATION REQUIREMENTS

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 10th grade FCAT.
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.

NOTE: 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.

The Four-Year 26-Credit Standard Graduation Option

<u>Subject Area</u>	<u>Credits</u>
Language Arts (English)	4 (a)
Mathematics	4 (b)
Science	4 (c)
Social Studies	4 (d)
Performing or Fine Arts	1 (e)
Physical Education (H.O.P.E.)	1 (f)
Career Research and Decision Making	1/2 (g)
Electives	7 ½ (h)
Total Credits Required	26 (i)(j)
*Block Schedule Total Credits	30 (k)

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

NOTE 1:

Any student in Grades 9-12 who scored Level 1, Level 2, or failed FCAT 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 included 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 a minimum of three (3) 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. One of the four credits in language arts must English III, English III Honors, Advanced Placement Language and Composition or equivalent course.
- 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 1 (or a series of courses equivalent to Algebra 1), geometry (or equivalent course), or a higher-level mathematics course. 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.
- c) Three of the four science credits 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. Three of the four credits in science must include a laboratory component.

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) Three of the social studies four credits must include one credit each in United States History, and World History and one-half credit each in United States Government and Economics.
- 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, interpretations, and imagination. Eligible practical arts courses shall be identified through the Course Code Directory.
- f) One credit in physical education must include the integration of health (Health Opportunities through Physical Education – H.O.P.E.). Waivers include the following:
- 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 with a score of "C" or better. The competency test on personal fitness must be developed by the Department of Education. The district school board may not require that the one credit in physical education be taken during the ninth grade year.
 - 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.
- h) Seven and one half credits.
- i) Upon successful completion, students in grades 9-12 who are enrolled in ESOL/Home Language are awarded credit toward graduation requirements.
- j) Student completion of an International Baccalaureate diploma curriculum or Advanced International Certificate of Education diploma curriculum shall be deemed to meet the curricular requirements of this subsection.
- k) Students who transfer to a block schedule school must complete an extra one-half (1/2) credit for each completed semester taken in the block schedule school.

The Three-Year 18-Credit Standard College Preparatory Graduation Option
Specific Course and Credit Requirements

(This option must be selected by the end of Grade 9. See your counselor for more information.)

- 4 credits in English (major concentration in composition and literature)
- 3* 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.
- 3 credits in electives

*4 credits in math required of students entering grade 9 beginning 2010-2011

Additional Requirements:

1. At least 6 of the 18 credits required for this program must be 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), Florida Statutes; or weighted by the district school board for class ranking purposes. Explanatory Note: The DOE identifies rigorous courses as those courses listed at Level 3 in the Florida Course Code Directory and Instructional Personnel Assignments that meet the course distribution requirements for state university admissions.)
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 three electives, must satisfy the course distribution requirements for state university admissions.

The Three-Year 18-Credit Career Preparatory Graduation Option
Specific Course and Credit Requirements

(This option must be selected by the end of Grade 9. See your counselor for more information.)

- 4 credits in English (major concentration in composition and literature)
- 3* 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 (must include a lab component)
- 3 credits in social sciences

3 credits in a single vocational or career education program and 2 elective credits, or 3 credits in career and technical certificate dual enrollment and 2 elective credits, or 5 credits in vocational or career technical courses

*4 credits in math required of students entering grade 9 beginning 2010-2011

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. One of the four credits in language arts must be in English 3, English 3 Honors, or Advanced Placement Language and Composition or equivalent course.
- 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 American History and World History and one-half credit each in American Government and economics.

EXCEPTIONAL STUDENT EDUCATION DIPLOMA OPTIONS

Exceptional Student Education Diploma – Independent Level – Option 1

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

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

(a) Personal Fitness, 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 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
Total	12

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 20 hours per week.

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) 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 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 or met the alternative requirements.

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. 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, electronic access codes 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 Admissions**

The early admission program is in lieu of the senior year of high school and is available only in the fall semester for students 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 admissions 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 studies 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 studies 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), (3) the program is taken through an institution accredited by a state, one of the six regional accrediting agencies, or other accrediting agencies as determined by the district, and (4) 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.

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. states that a student may enroll in a virtual instruction program provided by the school district in which he or she resides if the student meets at least one of the following conditions:

1. The student has spent the prior school year in attendance at a public school in this state and was enrolled and reported by a public school district for funding during the preceding October and February for purposes of the Florida Education Finance Program surveys.
2. The student is a dependent child of a member of the United States Armed Forces who was transferred within the last 12 months to this state from another state or from a foreign country pursuant to the parent's permanent change of station orders.
3. The student was enrolled during the prior school year in a school district virtual instruction program under this section or a K-8 Virtual School Program under s.1002.415, Florida Statutes.
4. The student has a sibling who is currently enrolled in a school district virtual instruction program and that sibling was enrolled in such program at the end of the prior school year.

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 then 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

TESTING

Each school provides testing services to all of its students. Upon request, the counselor can make arrangements to have interest inventories, intelligence and/or aptitude tests administered. 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.

SUNSHINE STATE STANDARDS (SSS)

The FCAT Sunshine State Standards (SSS) test is a criterion-referenced test. It assesses student achievement on the knowledge and skills described in the state curriculum framework called the Sunshine State Standards. All seventh and eighth grade students take the Reading and Mathematics tests. Eighth grade students also take the FCAT Science test and the FCAT Writing test.

FLORIDA ALTERNATE ASSESSMENT (FAA)

The FAA is provided for a small number of students with significant 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.

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

PLANNING FOR COLLEGE

The minimum high school course requirements for college admission are:

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

Qualified students should consider taking high school math and foreign language courses in middle school. Algebra 1 Honors, Geometry Honors, and high school level foreign languages 1 and 2 taken in grades 7 and 8 will earn high school credit. Taking these courses will also afford the student advanced course work in the upper grades of high school. Middle school students with a need for accelerated course work in areas other than math and foreign language should contact their guidance counselor. The grade earned in these courses will be factored into the high school GPA.

Opportunities for advanced study and future college scholarships are afforded through early standardized testing. The Duke Talent Search utilizes the Scholastic Assessment Test (SAT I) or the ACT and can be accessed as early as 7th grade. The Belin-Blank Exceptional Student Talent Search (BESTS) uses the ACT to provide an opportunity for students in grades 4-9 to experience above-level testing. Stetson University provides fee based summer enrichment programs for these students through the High Achieving Talent Students (HATS) program. Florida DOE website www.facts.org offers many useful resources to parents and students with questions about college admission.

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

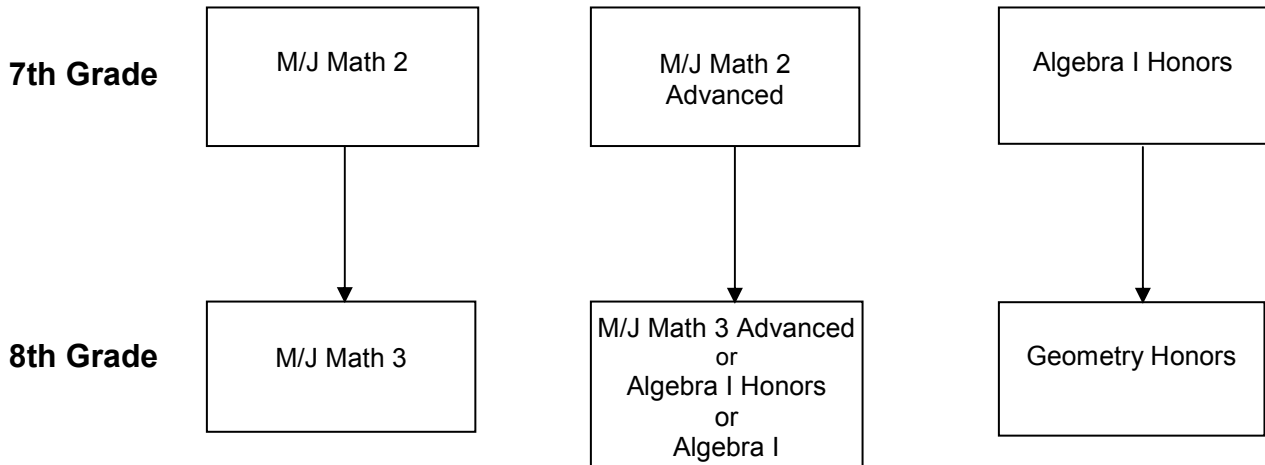
BASIC EDUCATION COURSE DESCRIPTIONS

Course	State Level	Number	Description	Meets Req. for	Course Length/ Credit
ART & DRAMA					
M/J Art/Art Appreciation 3	N/A	0100020X	Acquaints students with the fundamentals of art. The student will develop skills in using media (crayon, tempera, pen and ink, watercolor, magic marker); in working with stimulus (imaginary scenes, abstractions, geometric forms, emotions); and, in applying principles of art (balance, variation, emphasis, contrast, unity, rhythm, and repetition).	Elective	One Semester
M/J Art/Art Appreciation 4	N/A	0100030X	Gives the student opportunities to work in both two and three dimensions. Planning and creativity are emphasized using a variety of media such as fabrics, clay, paper mache, and paper for sculptural techniques.	Elective	One Semester Each
M/J Art/Art Appreciation 5	N/A	0100040X			
M/J Drama 1	N/A	0400000X	Introduces the student to drama and provides opportunities for exploring acting and interpretation.	Elective	1 or 2 Semesters
EXPLORATORY SPECIAL INTERESTS					
M/J Exploratory Wheel 1	N/A	0600000X	The purpose of these courses is to provide opportunities for improvement in student self-development through the study of specific subject areas. The content should include, but not be limited to the following: <ul style="list-style-type: none"> • Exploration of basic principles, concepts, processes, and knowledge of subject areas to which the student is exposed • Specific content based on selected intended outcomes from exiting courses After successfully completing this course, the student will: (1) Demonstrate competencies and skills; (2) List career or further study opportunities; (3) Demonstrate problem-solving skills; (4) Locate and use data; (5) Exercise creativity; (6) Communicate personal reactions; (7) Describe community resources.	Electives	One Semester or Less Each
M/J Exploratory Wheel 2	N/A	0600010X			
M/J Exploratory Wheel 3	N/A	0600020X			
M/J Exploratory Wheel 4	N/A	0600030X			
M/J Exploratory Wheel 5	N/A	0600040X			
M/J Exploratory Wheel 6	N/A	0600050X			
WORLD LANGUAGES					
Spanish 1	2	0708340X	Enables students to begin to acquire novice-low to novice-mid proficiency in a modern language. Emphasis is placed on conversing, understanding, and presenting information about areas of immediate need and interest. Cross-cultural understanding, connections with other subject area disciplines, and the ability to perform in an interdependent society are also stressed.	Elective	1.0 Credit
Spanish 2	2	0708350X	Enables students to continue to acquire novice-mid to novice-high proficiency in a modern language. Conversing, understanding,	Elective	1.0 Credit

Course	State Level	Number	Description	Meets Req. for	Course Length/ Credit
			and presenting information while increasing language proficiency in more areas of content continue to be emphasized and enhanced. Cross-cultural understanding and connections with other subject areas are reinforced. Real-life applications are emphasized.		
LANGUAGE ARTS					
<p>Central to the language arts program is the effective and meaningful use of reading, writing and speaking, listening, viewing and observing. Competencies in these areas are integrated throughout the student's learning experiences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the student's application of skills and strategies.</p> <p>Reading and communicative strategies are taught to create fully literate and independent learners. The student learns to understand the nature and power of language and learns to respond critically to a variety of literary genres. Exploring the worlds of both print and technology, the student uses research for both written and oral products. Language Arts affords and demands critical thinking skills from all students.</p> <p>Students in grades 7-8 are required to pass language arts each year in order to be promoted. Students in grades 7-9 who score Level 1 or Level 2 on the FCAT Reading are required to pass an additional class in reading.</p>					
M/J Language Arts 2 (Grade 7)	N/A	1001040X	Provides integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language and literature. The content will include: 1) using the reading process to construct meaning from a wide range of literary, informational, and technical texts; 2) using the writing process to communicate information and ideas; 3) using listening, viewing, and speaking strategies; 4) understanding the power of language and using language in authentic contexts; 5) understanding the common features of a variety of literary forms; and 6) responding critically to visual, oral, and written texts. Student performance should meet the specific benchmarks as stated in the district curriculum frameworks. Honors level courses are for students seeking the demands of a more rigorous curriculum; work both in and out of class will challenge the student to produce with more depth and breadth.	Language Arts	One Year Each
M/J Language Arts 2 Advanced	N/A	10010504			
M/J Language Arts 3 (Grade 8)	N/A	1001070X			
M/J Language Arts 3 Advanced	N/A	10010804			
M/J Journalism	N/A	1006000X	Introduces the student to print media production and to journalism. This course does not fulfill the language arts requirement.	Elective	One Semester
M/J Speech and Debate	N/A	1007000X	Introduces the student to speech and debate and provides opportunities to develop speaking and listening skills in both individual and group settings.	Elective	1 or 2 Semesters
M/J Reading 2 (Grade 7)	N/A	1008040X	Provides instruction in reading strategies through an integrated reading, listening, speaking, and writing approach. Instruction is progressive and activities more advanced as individual needs are met and/or as the student progresses through the courses.	Reading	One Year Each
M/J Reading 3 (Grade 8)	N/A	1008070X			

Course	State Level	Number	Description	Meets Req. for	Course Length/ Credit
M/J Intensive Reading	N/A	1000010X	Provides intervention in the area of reading to increase students' ability to decode, comprehend and think critically about text.	Reading	Multiple
LIBRARY/MEDIA					
M/J Library/ Multi-Media 1	N/A	1100000X	Provides students with an opportunity to produce non-print media, such as videotape. In most cases, enrollment is limited and a tryout is required.	Elective	1 or 2 Semesters

**MATHEMATICS COURSE SEQUENCE
Middle School**



Course	State Level	Number	Description	Meets Req. for	Course Length/ Credit
MATHEMATICS					
M/J Mathematics 2 (Grade 7)	N/A	1205040X	Provides a smooth transition from arithmetic to algebra. Students will understand relationships among arithmetic, algebra, and geometry, model physical situations algebraically, and use statistical methods and probability concepts as a means for decision making.	Math	One Year Each
M/J Mathematics 2 Advanced	N/A	12050504			
M/J Mathematics 3 (Grade 8)	N/A	1205070X	Students will continue to explore the Big Ideas and Supporting Ideas in preparation for Algebra 1.	Math	One Year Each
M/J Mathematics 3 Advanced	N/A	12050804			
M/J Intensive Mathematics	N/A	1204000X	Enables students to develop mathematics skills and concepts through remedial instruction and practice.	Elective	Multiple
Algebra 1	2	1200310X	Develops the algebraic concepts and processes that can be used to solve a variety of real-world and mathematical problems.	Algebra I	1.0 Credit

Course	State Level	Number	Description	Meets Req. for	Course Length/ Credit
Algebra 1 Honors	3	12003204	Provides the foundation for success in more advanced mathematics courses. Students will use the real number system and its subsystems, demonstrate understanding of algebraic procedures and symbolism, and demonstrate understanding of the geometry associated with equations.	Math (Algebra)	1.0 Credit
Geometry Honors	3	12063204	Provides a rigorous and in-depth study of geometry. Students will use geometric models to represent and solve problems; use and understand an axiomatic system; explore relationships between plane and solid geometry; demonstrate an understanding of the algebra associated with coordinate geometry; and be aware of the differences between Euclidean and non-Euclidean geometries.	Math	1.0 Credit
MUSIC					
M/J Band 1 (Grades 7-8)	N/A	1302000X	Designed for the student who has little or no previous band instrumental training or experience. Upon completion of this course, the student should be able to produce a characteristic sound on an instrument, demonstrate and play simple and compound rhythms, play the most common major scales at least an octave, demonstrate appropriate posture and basic techniques on an instrument suited to individual needs.	Elective	One Year
M/J Band 2 (Grades 7-8)	N/A	1302010X	Designed for the student who has satisfactorily completed beginning band or who can demonstrate required competencies. At the completion of this course, the student will be expected to demonstrate improved instrumental techniques and concepts and have a broadened appreciation for reading and performing music. Admission is by teacher approval.	Elective	One Year
M/J Band 3 (Grades 7-8)	N/A	1302020X	Emphasizes learning through the performance of music from a standard band repertoire. Public performances in solo, small and large ensembles are a part of course expectations. Extra rehearsals and performances are an integral part of these courses. Admission to these courses is by teacher approval.	Elective	One Year Each
M/J Band 4 (Grade 8)	N/A	1302030X			
M/J Orchestra 1 (Grades 7-8)	N/A	1302040X	Enables students with no experience to develop beginning level skills on bowed string instruments through the performance and refinement of a variety of orchestral literature in an ensemble setting. Extra rehearsals and performances may be required.	Elective	One Year
M/J Orchestra 2 (Grades 7-8)	N/A	1302050X	Provides an orchestral experience for students who have successfully completed M/J Orchestra 1 or have the equivalent level of	Elective	One Year

Course	State Level	Number	Description	Meets Req. for	Course Length/ Credit
			proficiency. Designed for students who have successfully completed an intermediate string course at the elementary level. Serves as a performing orchestra, but major emphasis will be on skills and techniques. Extra rehearsals and performances may be required. Admission is by teacher approval.		
M/J Orchestra 3 (Grades 7-8)	N/A	1302060X	Provides an orchestral experience for students who have successfully completed M/J Orchestra 2 or have the equivalent level of proficiency. Provides a continuing emphasis on fundamentals and the development of musicianship, but the major focus will be in the preparation of orchestral literature. Extra rehearsals and performances are required for this course. Admission is by teacher approval.	Elective	One Year
M/J Orchestra 4 (Grade 8)	N/A	1302070X	Provides an orchestral experience for students who have successfully completed M/J Orchestra 3 or have the equivalent level of proficiency. M/J Orchestra 4 will provide a continuing emphasis on fundamentals and the development of musicianship, but the major focus will be in the preparation of orchestral literature. Extra rehearsals and performances are required for this course. Admission is by teacher approval.	Elective	One Year
M/J Chorus 1 (Grades 7-8)	N/A	1303000X	<u>Designed for the student with limited musical experience. It is open to all students and no audition is required.</u> Covers basic musicianship, proper tonal production, breath control, and vocal techniques. Develops the ability to sing in two- and three-part harmony and sight-read simple melodic lines and rhythms. Extra rehearsals may be required.	Elective	One Year
M/J Chorus 2 (Grades 7-8)	N/A	1303010X	Designed to develop sight-reading skills, proper vocal techniques, and tonal production. Involves performances, which include solos, ensembles, and large group experiences. It also develops ability to sing in three- and four-part harmony. Extra rehearsals and performances are an integral part of this course. Admission is by teacher approval.	Elective	One Year
M/J Chorus 3 (Grades 7-8)	N/A	1303020X	Emphasizes the further development of the skills and techniques learned in Chorus 1 and 2. Note and rhythm reading, tonal independence in three- and four-part harmony, as well as vocal techniques such as breath control, intonation, and diction will be emphasized. These choruses will serve as components of the main performing choral group of the school. <u>Extra rehearsals and performances are an integral part of these courses.</u> Admission by teacher approval.	Elective	One Year Each
M/J Chorus 4 (Grades 7-8)	N/A	1303030X			

Course	State Level	Number	Description	Meets Req. for	Course Length/ Credit
M/J Vocal Ensemble 1 (Grades 7-8)	N/A	1303100X	Includes development of appropriate vocal performance techniques stylistic interpretations of a variety of literature, and may include instrumental accompaniment and choreography. Extra rehearsals and performances are required. For the more advanced students of the choral division. Membership is selected from Chorus 1-4 by audition.	Elective	One Year Each
M/J Vocal Ensemble 2 (Grades 7-8)	N/A	1303110X			

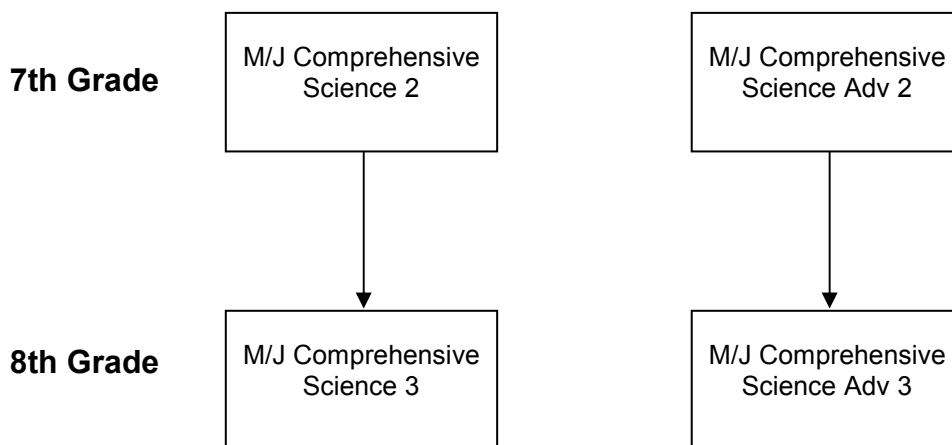
PHYSICAL EDUCATION

In order to comply with federal regulations, no physical education course will be closed to students on the basis of sex; however, some courses may have other requirements. Once students are enrolled in a class, they may be grouped by skills or by sex, during a contact sport or activity.

M/J Comprehensive Physical Education Grades 6/7	N/A	1508600X	This course is designed to be an introductory course into middle school Physical Education. The purpose of this course is to provide a foundation of knowledge, skills, and values necessary for the development of a physically active lifestyle. The course content provides exposure to a variety of movement opportunities and experiences. The integration of fitness concepts throughout the content is critical to student success in this course and in the development of a healthy and physically active lifestyle.	Physical Education	One Semester Each
M/J Individual and Dual Sports	N/A	1508500X	The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement knowledge of offensive and defensive strategies and tactics and appropriate social behaviors within both competitive and non competitive activity settings. The integration of fitness concepts throughout the content is critical to student success in this course and in the development of a healthy and physically active lifestyle.		
M/J Comprehensive Physical Education Grades 7/8	N/A	1508700X	The purpose of this course is to build on previously acquired knowledge, skills, and values necessary for the development of a physically active lifestyle. The course content provides exposure to a variety of movement opportunities and experiences. The integration of fitness concepts throughout the content is critical to student success in this course and in the development of a healthy and physically active lifestyle.		
M/J Team Sports	N/A	1508200X	The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement, knowledge of team sports concepts such as offensive and defensive strategies and tactics and		

Course	State Level	Number	Description	Meets Req. for	Course Length/ Credit
			appropriate social behavior within a team or group setting. The integration of fitness concepts throughout the content is critical to student success in this course and in the development of a healthy and physically active lifestyle.		
M/J RESEARCH					
M/J Research 3	N/A	1700020X	Focuses on scientific processes, experimental design and the collection, analysis and presentation of data. Successive years will involve a variation and/or study of a progressive nature.	Elective	One Year Each
M/J Research 4	N/A	1700030X			
M/J Research 5	N/A	1700040X			
M/J Research 6	N/A	1700050X			

**SCIENCE COURSE SEQUENCE
Middle School**



Course	State Level	Number	Description	Meets Req. for	Course Length/ Credit
SCIENCE					
M/J Comprehensive Science 2 (Grade 7)	N/A	2002070X	Includes problem solving, measurement, safety procedures, motion, force, energy, biotic and abiotic interactions; structure & organization of matter, compound machines, light; sound, and interactions of science with technology and society. The student will design and conduct a scientific investigation demonstrating skills and knowledge in a variety of scientific areas.	Science	One Year Each
M/J Comprehensive Science 2 Adv (Grade 7)	N/A	20020804			
M/J Comprehensive Science 3 (Grade 8)	N/A	2002100X	Includes problem solving, measurement; safety procedures, taxonomy, functions and interrelationships of living systems, principles of genetics, rock and mineral classifications, comparative astronomy, atomic theory,	Science	One Year Each

Course	State Level	Number	Description	Meets Req. for	Course Length/ Credit
M/J Comprehensive Science 3 Advanced (Grade 8)	N/A	20021104	conservation of energy, inertia and acceleration, and interactions of science with technology and society. The student will design and conduct a scientific investigation demonstrating skills and knowledge in a variety of scientific areas.		
SOCIAL STUDIES					
M/J World Cultures (Grade 7)	N/A	2105020X	Examines the people and cultures of the Eastern Hemisphere; reinforces skills in map and chart reading, identifying climatic and cultural regions, and evaluating the interdependence between man and his environment.	Social Studies	One Year Each
M/J Advanced World Cultures	N/A	21050304			
M/J US History (Grade 8)	N/A	2100010X	Provides an in-depth study of the social, political, and economic events in America from Exploration and Colonization through Reconstruction.	Social Studies	One Year Each
M/J US History Advanced	N/A	21000204			

CAREER AND TECHNICAL EDUCATION (CTE)

Success in life is highly dependent on good planning. You need to plan in order to reach your goals. Good planning includes knowing the options that are available. When you learn what is available, the choices to help you reach your goals can be made. Review the following pages and talk to your parents and your counselor about how you will use career and technical education courses to reach your goals in life.

Middle school exploratory CTE programs provide experiences in the career options available in a broad range of occupations. Laboratory instruction and activities help you assess your career interests and aptitudes. Although lasting decisions regarding careers may not be made as a result of taking exploratory programs, you are given a head start in the long and challenging process of making meaningful career choices.

Both academic and technical preparation are essential for you to continue your education, be prepared for employment, as well as be prepared for postsecondary education. Although we usually think of academic courses as leading to college and technical courses as leading to work, in reality students need both to achieve their goals in life. The skills you learn may help you obtain employment to succeed in college or achieve success in the career you have chosen.

The career and exploration planning course required by Section 1003.4156, Florida Statutes is met through the M/J Exploratory Career Wheel 1 and Career Planning (8000200). This semester course includes the use of an online student advising system, FACTS.org. Each student will complete a personalized academic and career plan called an ePersonal Education Planner (ePEP). This course will also incorporate career exploration in the specific areas of business, family and consumer sciences, and technology education.


While middle schools use the wheel course to provide career exploration experiences for students, they also offer semester courses that provide more specific exploration and introduction to one or more occupational clusters. Based upon M/J Exploratory Career Wheel 1 and Career Planning results, you may elect CTE courses in consideration of your identified interests, abilities, performance, and tentative goals.

In middle schools the emphasis is on awareness of possible career roles in the workplace and the basic skills necessary in those roles. Exploratory programs provide you with opportunities to apply technological resources and processes through problem solving and critical thinking in order to learn how to live and work in our rapidly changing technology-driven society. You may also have an opportunity for personal growth in leadership and organizational skills by joining and participating in career and technical student organizations.

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
BUSINESS TECHNOLOGY EDUCATION															
Accounting Operations	•	•	•	•					•			•			
Administrative Assistant								•	•			•			
Business Supervision and Management						•									
Digital Design	•	•			•			•		•				•	
Medical Administrative Specialist						•									
New Media Technology				•			•								
PC Support Services		•	•			•									
Web Design	•		•	•			•	•	•	•				•	
FAMILY & CONSUMER SCIENCES															
Culinary Arts		•	•					•		•				•	
Early Childhood Education				•				•	•		•			•	
Fashion Design Services			•	•				•		•	•			•	
Interior Design Services											•			•	
Family and Consumer Sciences Semester Courses	•		•		•	•		•		•	•	•	•	•	•
Food Science Technology						•	•	•		•	•	•			
HEALTH SERVICE OCCUPATIONS															
Dental Aide															•
Health and Wellness			•	•		•									
Nursing Assistant	•	•					•		•	•				•	
INDUSTRIAL EDUCATION															
A/C Refrigeration and Heating												•			
Automation & Production Technology						•									
Auto Collision Repair/Refinishing			•												
Automotive Service Technology				•		•		•		•	•			•	
Drafting										•		•			
Marine Service Technology				•											
Television Production		•			•		•					•	•	•	
MARKETING EDUCATION															
Marketing		•		•				•			•	•			•
PUBLIC SERVICE EDUCATION															
Criminal Justice									•	•					
Environmental Studies						•									
Teacher Assisting			•									•			

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
TECHNOLOGY EDUCATION															
Communications Technology		●								●		●			●
Construction Technology	●							●		●					
Drafting/Illustrative Design Technology	●	●	●		●		●		●	●		●			
Engineering Technology	●	●			●			●		●			●		
Geospatial/Geographic Information Systems (GIS)				●											
Pathways to Engineering-Aerospace								●							
POSTSECONDARY/VOCATIONAL DUAL ENROLLMENT															
Culinary Operations (PSAV)		●	●					●		●				●	
Drafting and Design (CCC)					●										
Early Childhood Education (CCC)								●	●		●				●
Patient Care Assisting (PSAV)	●	●						●		●	●			●	
CAREER ACADEMY THEMES															
Business and Finance	●							●							●
Digital Arts & Media															●
Engineering	●	●						●					●		
Fine Arts					●			●			●				
Health Sciences	●													●	
Hospitality & Tourism								●		●					
International Business				●											
Law									●	●					
Teaching Professions													●		
Technology			●						●						
Wellness			●		●	●									

Office of Career and Technical Education ● (321) 633-1000, ext. 380 ● www.ctebrevard.com revised October 2010

CAREER AND TECHNICAL EDUCATION COURSE DESCRIPTIONS

Course	State Level	Number	Description	Meets Req. for	Course Length/ Credit
CAREER AND EDUCATION PLANNING					
M/J Exploratory Career Wheel 1 and Career Planning	N/A	8000200X	Includes educational planning using the online student advising system, FACTS.org and will result in the completion of a personalized academic and career plan. Students explore various career clusters as they rotate through Family and Consumer Sciences, Business Education, and Technology Education	Career & Education Planning	One Semester
BUSINESS TECHNOLOGY EDUCATION					
Business Keyboarding	N/A	8200110X	Instruction in keyboarding for business applications. These competencies provide the skills necessary for increased productivity and efficient utilization of business equipment.	Elective	One Semester
Computer Applications in Business 2	N/A	8200210X	Refines use of integrated application software, expanding keyboarding and decision making skills acquired in Computer Applications in Business 1. Emphasis will be placed on work ethics, productivity and quality. Working individually and within groups, students use business decision-making and problem solving techniques to develop a simulated work activity to produce a quality product.	Elective	One Semester
Computer Applications in Business 1	N/A	8200520X	Introduces career opportunities in the field of computers, and hands-on practical experience using application software. Provides the opportunity to use business decision making and problem solving methods, identify the parts and functions of a computer system, perform computer activities, identify uses of the computer and become familiar with occupations dealing with computer hardware and software.	Elective	One Semester
Computing for College and Careers	2	8209020X	Provides a basic overview of current business and information systems and trends. Students learn the basics and foundations required for today's business environments. Touch keyboarding, fundamental computer applications, presentation applications, databases, and spreadsheets are emphasized. (This is a high school credit course.) The content is presented at a high school level.	Elective	1.0 Credit
FAMILY AND CONSUMER SCIENCES					
Culinary Careers	N/A	8809200X	Provides instruction for making informed decisions regarding future academic and occupational goals and to provide information regarding culinary careers found within the hospitality industry. Emphasis includes resource management; exploration of careers in the culinary field; food safety and sanitation; safe, proper use of culinary tools/equipment;	Elective	One Semester

Course	State Level	Number	Description	Meets Req. for	Course Length/ Credit
			interpreting recipes and developing menus; basic food preparation skills; front-of-the-house and back-of-the-house responsibilities; artistic presentation of food; and the use of technology in the culinary field.		
TECHNOLOGY EDUCATION					
Introduction to Technology	N/A	8600010X	Focuses on developing problem-solving skills and creativity while learning about technology and careers. Learn to gather data through research and testing, and to record the results of laboratory experiments. Students calculate, make important observations, analyze and solve problems using manipulative skills while working cooperatively with others in team activities.	Elective	One Semester
Exploring Technology	N/A	8600020X	Introduces technological resources and processes. Application of problem solving and critical thinking to technologies related to aerospace, engineering, laser/fiber-optics, construction, drafting, electronics, communications, simple machines, transportation, manufacturing, computer numerically controlled machining/ robotics and bio-technologies occupations, job requirements, career opportunities, entrepreneurship, employability skills and related leadership skills.	Elective	One Semester
M/J Exploratory Career Wheel 2 Technology Education	N/A	8000210X	Orientation to the types and levels of work skills in technological careers.	Elective	One Semester

EXCEPTIONAL STUDENT EDUCATION

Coursework for exceptional students includes a variety of options. It is necessary that the schedule developed for each exceptional student be directly related to the diploma outcome designated on the student's IEP. A diploma option must be selected for an ESE student in the 8th grade or at age fourteen (whichever comes first).

Within the coursework, an additional division of functioning levels (individual, supported and participatory) is provided. Course codes for electives, special skills courses and therapies are also listed in this section of the Instructional Handbook.

EXCEPTIONAL STUDENT EDUCATION COURSE DESCRIPTIONS

Course	State Level	Number	Description	Meets Req. for	Course Length/ Credit
ACADEMICS–SUBJECT AREAS					
Language Arts: 7-8 Reading: 7-8	N/A	7810010E 7810020E	The purpose of these courses is to provide students with significant cognitive disabilities access to the concepts and content of Reading and Language Arts at grade level	ESE	Year or More Each
Access M/J Math 2 Access M/J Math 3	N/A N/A	7812020E 7812030E	The purpose of these courses is to provide students with significant cognitive disabilities access to the concepts and content of mathematics at grade level. The concepts of joining and separating quantities, fractions, proportion, equality, estimation, and data analysis provide a means to analyze our environment, sequence, and predict outcomes of quantifiable events.	ESE	1 year at grade level
Access M/J Comprehensive Science 2 Access M/J Comprehensive Science 3	N/A N/A	7820016E 7820017E	The purpose of these courses is to provide students with significant cognitive disabilities access to the concepts and content of science at grade level Through observation, inquiry, and data collection, students will study the nature, dynamics, and interdependence of: Earth structures , Earth systems, patterns and processes , plant and animal systems, adaptation, and diversity ,system interdependence , scientific method , energy forms and processes.	ESE	1 year at grade level
Social Studies: 7-8	N/A	7821010E	The purpose of these courses is to provide students with significant cognitive disabilities access to the concepts and content of Social Studies at grade level.	ESE	Year or More
Health: 7-8	N/A	7820020E	Provides a general knowledge of the concepts of health to enable students with disabilities to function at their highest levels, participate effectively in the community, and prepare for a career.	ESE	Year or More
Career Education: 7-8	N/A	7821030E	Develops the knowledge and skills to enable students with disabilities to design and begin to implement personal plans for achieving their desired post-school outcomes. Emphasis is on exploring careers and gaining knowledge about the expectations, skills, and training	ESE	Year or More

Course	State Level	Number	Description	Meets Req. for	Course Length/ Credit
			required by various careers. The personal plans may address all critical transition service areas, including instruction, related services, community experiences, employment, post-school adult living, and, if needed, daily living skills and functional vocational evaluation.		
Exploratory Vocational: 7-8	N/A	7880010E	Enables students with disabilities to prepare for specific vocational training and safety procedures through the use of actual or simulated work tasks and the promotion of good work habits.	ESE	Year or More
ACADEMICS–GENERAL					
Developmental Skills: 7-8	N/A	7855050E	Assists students with disabilities to function at their highest level and develop the skills and competencies needed within the home, school, and community setting for participatory level students.	ESE	Year or More
SPECIAL SKILLS COURSES					
Social Personal Skills: 7-8	N/A	7863000E	Provides instruction related to environmental, interpersonal, and task-related behavior of students with disabilities.	ESE	Year or More
Unique Skills: 7-8	N/A	7863010E	Enables students with disabilities to acquire skills that are needed to achieve the maximum level of independent functioning.	ESE	Year or More
Speech and Auditory Training: 7-8	N/A	7863020E	Provides speech and auditory training in order to achieve the relevant Annual Goals and Short-Term Objectives specified in the student's Individual Educational Plan (IEP).	ESE	Year or More
Unique Skills Vision: 7-8	N/A	7863060E	Provides instruction for students who have visual impairments, which affect their ability to function in the home, community, or educational setting.	ESE	Year or More
Orientation and Mobility: 7-8	N/A	7863080E	Provides instruction in skills involving orientation and mobility. Orientation is the collection and organization of information concerning the environment and one's relationship to it. Mobility is the ability to move efficiently within that environment.	ESE	Year or More
Learning Strategies: 7-8	N/A	7863090E	Enables students with disabilities to acquire and use strategies and skills to enhance their independence as learners in educational and community settings.	ESE	Year or More
MISCELLANEOUS					
Visual/ Performing Arts: 7-8	N/A	7801010E	Enables students with disabilities to develop an awareness and appreciation of the visual and performing arts.	ESE	Year or More
Music: 7-8	N/A	7813010E	Enables students with disabilities to develop an awareness and appreciation for music.	ESE	Year or More
Physical Education: 7-8	N/A	7815010E	Provides opportunities for students with disabilities to develop motor skills and to participate in various physical activities that may be modified to meet individual needs.	ESE	Year or More

Course	State Level	Number	Description	Meets Req. for	Course Length/ Credit
THERAPY					
Speech Therapy: 7-8	N/A	7866030E	Provides students exhibiting communication/ language disorders that negatively impact their ability to benefit from the educational process appropriate instruction in the communication skills necessary for academic learning, social interaction, and vocational success.	ESE	Year or More
Language Therapy: 7-8	N/A	7866040E		ESE	Year or More
Occupational Therapy: 7-8	N/A	7866050E	Provides instruction to students with disabilities whose physical, motor, or neurological deficits result in significant dysfunction in daily living or academic learning skills to the extent that they require adaptation of the school environment or curriculum in order to benefit from an educational program.	ESE	Year or More
Physical Therapy: 7-8	N/A	7866070E	Provides instruction to students with disabilities who have physically disabling conditions, including sensorimotor or neuromuscular deficits, which substantially limit one or more major life activities and require adaptation of the school environment or curriculum in order to benefit from an educational program.	ESE	Year or More
NON-CREDIT					
Therapeutic Instructional Support: 7-8	N/A	7800010E	Provides instructional support for students with disabilities who require counseling and mental health treatment in either individual or small group settings in order to achieve the Annual Goals and Short-Term Objectives or Benchmarks specified in each student's Individual Educational Plan (IEP).	ESE	Year or More
Hospital and Homebound Services: 7-8	N/A	7855020E	Enables the student with disabilities to acquire skills when served in a hospital or homebound setting, in order to achieve Annual Goals and Short-Term Objectives or Benchmarks specified in each student's Individual Educational Plan (IEP).	ESE	Year or More

NOTE: 7000 core subject area course codes are only to be used when a student had been approved for a special diploma course of study. This includes documentation that the student is eligible for use of the Florida Alternate Assessment (FAA) through the IEP process.

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

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2700 Judge Fran Jamieson Way
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(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.

