

# CORAL SHORES HIGH SCHOOL CURRICULUM GUIDE 2024-2025



89901 OLD HWY.  
TAVERNIER, FL 33070  
(305) 853-3222  
FAX: (305) 853-3228

[WWW.KEYSSCHOOLS.COM/CSHS](http://WWW.KEYSSCHOOLS.COM/CSHS)

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This document is published by the Coral Shores High School Student Services Department. If you have any questions or concerns, please call the Main Office (305) 853-3222. Please visit our website, [www.keysschools.com/cshs](http://www.keysschools.com/cshs) to access the curriculum guide online.

# ABOUT CORAL SHORES HIGH SCHOOL

## Students Today, Leaders Tomorrow

Coral Shores High School offers students in grades 9-12 a variety of unique experiences and opportunities because of its geographical location and small size. Bordered by the blue waters of the Atlantic Ocean and in a county where environmental concerns are a routine topic of discussion, students not only hear about relevant issues but experience them as well. Coral Shores High School, a fully accredited member of the Southern Association of Colleges and Schools/AdvancED, is proud of its legacy and is determined to stay on the leading edge in this rapidly changing world.

## ADMINISTRATION

Laura Lietaert	Principal
Debra Ward	Assistant Principal
Jacob Poelma	Assistant Principal

## CORAL SHORES HIGH SCHOOL MISSION STATEMENT

As a Coral Shores community, it is our objective to provide appropriate educational opportunities that facilitate life-long learning and assist students in reaching their optimum potential as responsible citizens.

## CORE VALUES

- Caring
- Citizenship
- Courage
- Fairness
- Honesty
- Integrity
- Loyalty
- Perseverance
- Respect
- Responsibility
- Tolerance
- Trustworthiness

## Activities, Clubs and Organizations

\*Contact the Activities Director to get the most up-to-date list

Baseball	Interact/Rotary Club	SAVE Promise Club
Basketball	International Club	Soccer
Canettes	Key Club	Softball
Cheerleading	Lacrosse	Student Council
Cross Country	Mock Trial	Swimming and Diving
Drama Club	Mu Alpha Theta	Tennis
Environmental Club	National Art Honor Society	Track and Field
Football	National Honor Society	Volleyball
Golf	National Science Honor Society	Weightlifting
GSA	PBIS	Wrestling
HIP	Robotics Club	Yearbook

# MONROE COUNTY STUDENT PROGRESSION PLAN

The following are the credit requirements for grade placement in the Monroe County School System and at Coral Shores. Half credits are issued at the end of the semester (for non EOC courses).

REQUIRED CREDITS For grade classification	FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
	0 – 4.5	5- 10.5	11-16.5	17+

## EQUITY

The District School Board of Monroe County, Florida will not discriminate on the basis of race, color, age, sex, religion, physical handicap, creed, or national origin in recruiting, hiring, assigning, promoting, paying, or dismissing any employee nor exclude from participation or in any way discriminate against any student for the above reasons in any educational program or activity provided by the Board. The goal of Coral Shores High School is to offer programs that best prepare each individual student for post-secondary success.

## CURRICULUM

In order to maximize the potential of all students, our approach is to encourage students to pursue the most rigorous course of study available to them. Test scores, achievement data, and teacher recommendations will be utilized for planning each student's course of study. With the appropriate school environment and the support and efforts of teachers, parents, and students, we can make high achievement happen.

Coral Shores High School does not discriminate in educational programs and activities or employment on the basis of race, color, religion, sex, sexual orientation, national origin, age, marital status, or disability. All references to the word "recommendation" throughout this document are for the purpose of conveying to parents/guardians the professional judgment of the Coral Shores faculty. Faculty members have well-defined standards and expectations for successful students in all classes. The individual attention given to a student is based on the assumption that the student enters the class at the expected ability level. Students not at that entry level may have to seek additional help from a source other than the scheduled teacher.

In all instances, the final decision with respect to course selection rests with the student and his or her parent or guardian. Should it be the decision of the student and parent to register for a course against recommendation, it will be necessary to complete a Parent Override Form with a school counselor. All placements are final.

## DUAL ENROLLMENT CREDIT

Various courses in the curriculum may be offered for dual enrollment credit through College of the Florida Keys (CFK). Participation is open to students with a **3.0 unweighted GPA** (or greater) enrolled in grades 9-12 who have expressed the desire to pursue postsecondary education. Students must meet with the College and Career Counselor AND have parental and school principal permission. **Minimum college entrance test scores are required for placement in any dual enrollment class.** Students and parents wishing more information are urged to contact College of the Florida Keys at (305)809-3147.

Full-time Early Admissions students must be registered prior to the last day of the current school year in order to participate in the next semester. Also, all DE students must attend a new student orientation at CFK before they are permitted to start classes. If a student withdraws from a class, they are responsible for reimbursement of tuition and books for that class. \*Books are property of the school and must be returned.

# FLORIDA VIRTUAL SCHOOL

If you would like to explore the various virtual school offerings, contact Monroe County School District's Coordinator of Virtual Programs at (305) 293-1400.

## SCHEDULING INFORMATION & DEFINITIONS

Coral Shores currently offers a traditional 7 period academic day. Each semester consists of two nine-week grading periods culminating in a Semester Exam. Semester grades are determined by combining the first nine weeks grade (40%), the second nine weeks grade (40%), and the Semester Exam (20%). Courses with End of Course Exams are weighted the following: each nine-week grade (17.5%), End of Course Exam (30%).

In this guide, the length of time necessary to complete a course is indicated by number of semesters. Courses which have a duration of one semester are worth 1/2 credit upon successful completion while courses which are two semesters or year-long are worth one (1) credit.

***Finally, students and parents are advised to put a great deal of thought into the entire course selection process. Once the course registration process is completed and the master schedule is built, schedule changes (with a few exceptions for academic misplacement) cannot be accommodated, since personnel as well as instructional materials and supplies have already been committed to provide the best possible educational experience.***

**The selection of elective courses, including backup electives, represents a commitment to take the course for the entire school year. Schedule changes will not be made unless students are missing a course or scheduled for a course in which they have already earned credit.**

## HONORS AND ADVANCED PLACEMENT COURSES

Advanced classes at Coral Shores High School involve a strong commitment for high academic achievement on the part of the student. Placement in advanced level classes involves prior teacher recommendation which includes a review of standardized test scores, and the performance of the student in core curricular classes.

At a minimum, a student placed in advanced level classes should be proficient in reading and/or mathematics as determined by Florida Assessment of Student Thinking (FAST), B.E.S.T assessments, End of Course Exams, or Preliminary Scholastic Aptitude Test (PSAT) scores at or above the 60<sup>th</sup> percentile and should have earned an "A" or a "B" in the prior year's class.

Students and parents need to be aware of the above before the student commits to an Honors or Advanced Placement class. These challenging classes involve a year-long course of study. The requirements will vary based on the specific subject matter.

***Regardless of the subject, the expectations will be higher and the work more demanding in an Honors or Advanced Placement class. The selection of elective courses, including backup electives, represents a commitment to take the course for the entire school year. Parents and students will be required to sign a contract to commit to advanced coursework.***

# ADVANCED PLACEMENT CREDIT

Advanced Placement (AP) is a program of college-level courses and exams that give students the opportunity to experience a college level curriculum and potentially earn college credit. Advanced Placement courses can count as core classes or elective classes depending on their placement in the curriculum sequence. AP courses are generally taken by upperclassmen prepared for rigorous curriculum demands. AP courses are weighted courses. Advanced Placement exams are taken in May. These standardized exams are designed to measure how well content and skills of the course have been mastered. The results are emailed to the home, high school and to specified colleges. Successful scores can earn college credit at most colleges, but the student should verify individual colleges' policies.

Placement in Advanced Placement classes involves a review of all of the Honors and an additional review of student performance as measured against national norms on the Preliminary Scholastic Aptitude Test (PSAT) and AP potential. In order to be successful in these rigorous courses students should be above national norms in reading and/or mathematics as well as organized and committed to a challenging course of study.

As per district guidelines, students who select AP courses will be required to stay in the class for the full year. **Coral Shores and FLVS students are required to take the AP exam at the end of the year. Students who are absent on the day of their AP exam will be required to reimburse Coral Shores High School for the exam fee.**

## ASSESSMENTS/TESTING

### STANDARDIZED TESTING -

Students must pass the following statewide assessments:

- Grade 10 ELA Assessment or earn a concordant score on the ACT or SAT.
- Algebra I, End-of-Course (EOC) exam or comparative score on the Math portion of the ACT or SAT or PSAT or NMSQT

Students must participate in the State of Florida EOC assessments for the following courses. The results constitute 30% of the final course grade.

- Algebra I, 10<sup>th</sup> Grade ELA, Biology, Geometry and U.S. History

Students enrolled in US Government will take the Florida Civic Literacy Exam.

**ACT** – (American College Testing) The ACT is a standardized test used for college admissions in the United States. It is currently administered by the ACT, a nonprofit organization of the same name.<sup>1</sup> The ACT test covers four academic skill areas: English, Math, Reading and Science reasoning. It also offers an optional direct writing test. It is accepted by all four-year colleges and universities in the United States as well as more than 225 universities outside of the U.S. The four main ACT test sections are individually scored on a scale of 1–36, and a composite score (the rounded whole number average of the four sections) is provided.

**ASVAB** – (Armed Services Vocational Aptitude Battery) The ASVAB is an optional multiple-aptitude battery that measures developed abilities and helps predict future academic and occupational success. It is the comprehensive career exploration and planning program. The ASVAB is administered annually, typically in the fall, to sophomores, juniors and seniors who sign up to take it. There is no commitment to military service for the students taking the test.

**PSAT 8/9** – The PSAT 8/9 is the first exam in the CollegeBoard's "SAT Suite of Assessments" and is administered to eighth and ninth graders. The purpose of the PSAT 8/9 is to establish a starting point in terms of college and career readiness as students transition to high school.

Students are tested in three (3) subject areas: Reading, Writing & Language, and Math. The Reading & Writing subject areas are combined for an Evidence-Based Reading & Writing section score. Math is scored separately. The PSAT 8/9 is the precursor to the PSAT/NMSQT and the SAT.

**PSAT NMSQT**- (Preliminary Scholastic Aptitude Test/National Merit Scholar Qualifying Test) – The PSAT is a standardized test administered by the CollegeBoard and co-sponsored by the National Merit Scholarship Corporations. Students are tested in three (3) subject areas: Read, Writing & Language, and Math. The Reading & Writing subject areas are combined for an Evidence-Based Writing section score. Math is scored separately. The PSAT is used to determine eligibility and qualification for the National Merit Scholarship Program (NMSQT) for juniors. It also serves as a practice test of the SAT, but be we aware you cannot submit PSAT scores to colleges as your standardized test scores.

Comprehensive information about the PSAT/NMSQT can be found at [www.collegeboard.com](http://www.collegeboard.com). Students already enrolled in Monroe County School District should have already created an account at least by their 8<sup>th</sup> grade year in class. Students who have lost their login information must call CollegeBoard at (866) 315-6068 or attempt to do so by email.

Students are HIGHLY encouraged to practice at Khan Academy ([www.khanacademy.org/sat](http://www.khanacademy.org/sat)).

This test will be administered to 10<sup>th</sup> and 11<sup>th</sup> graders in October.

**SAT** – The SAT is a standardized entrance exam widely used for college admissions in the United States. The purpose is to measure a high school student’s readiness for college and provide colleges with one common data point that can be used to compare all applicants. The SAT is administered by CollegeBoard. It is comprised of two (2) sections: Evidence-Based Reading & Writing, and Math. The Evidence-Based Reading & Writing is comprised of two (2) tests, one focused on Reading and one focused on Writing & Language. The Math section test is comprised of two (2) sections that test on several concepts that include: Algebra I and II Arithmetic, Probability, Data Analysis, Plane Geometry, Coordinate Geometry and Trigonometry. The SAT also includes an optional Essay where students read a passage and explain how the author builds a persuasive argument.



SAT test dates are posted on CollegeBoard’s website [www.collegeboard.org](http://www.collegeboard.org). Students must have a CollegeBoard account to register for the SAT, view their scores and send their score to colleges. Coral Shores administers SAT School Day for 11<sup>th</sup> graders at no cost in the spring of their junior year.

**CollegeBoard Accounts** – Students should have created a CollegeBoard account while in 8<sup>th</sup> grade if they attended a Monroe County Upper Keys Middle School. Their CollegeBoard account is used to register for Pre-AP and AP classes/exams, register for the SAT, view test scores, receive information about tests, etc.

Students who can’t remember their login information must call CollegeBoard at (866) 315-6068 or attempt to do so via email. **Students must NOT use their keysstudents.net** email since it cannot receive password reset emails. **Do NOT create another account.** Students who create another account must call CollegeBoard at (866) 433-7728 to have them merge both accounts.

Students who have never created an account will need to create one using an email other than their keysstudents.net account.

Students are encouraged to practice for the SAT at Khan Academy ([www.khanacademy.org/sat](http://www.khanacademy.org/sat)) Students receive a personalized plan tailored to their strengths and weaknesses based on previous PSAT/NMSQT or SAT results. 20 hours of practice on Khan Academy is associated with an average 115-point score increase from the PSAT/NMSQT to the SAT, nearly double the average gain without Khan Academy.

# DIPLOMA REQUIREMENTS

## MONROE COUNTY STANDARD DIPLOMA CREDIT REQUIREMENTS:

Subject	Credits Required for Standard Diploma	
<b>English</b>	4	
<b>Mathematics</b>	4 (One of which must be Algebra 1 or its equivalent and one of which must be Geometry or its equivalent)	
<b>Science</b>	4 (One of which must be Biology 1 or an equivalent course. Two of which must have a laboratory component)	
<b>Social Studies</b>	Geography	1
	World History	1
	United States History	1
	United States Government	½
	Economics	½
	Total	4
<b>HOPE</b>	1	
<b>Fine Arts or Career and Technical</b>	1	
<b>World Languages</b>	Not required for high school diploma. Often a requirement for college/university acceptance. Required for Bright Futures eligibility – two (2) years in the same language.	
<b>Vocational Sequence</b>	Not required for high school diploma. Required for Gold Seal scholarship eligibility – three (3) full credits in a single Career and Technical Education Program.	
<b>Core Requirements</b>	16	
<b>Electives</b>	8	
<b>Total Credits</b>	24	
<b>Testing Required for Graduation</b>	Passing or Concordant scores on Grade 10 Reading, Algebra 1 EOC.	
<b>Other Testing Requirements</b>	Students must participate in EOC assessments for the following courses: <ul style="list-style-type: none"> <li>• Algebra 1</li> <li>• Geometry</li> <li>• Biology</li> <li>• US History</li> </ul> The results of these assessments constitute 30 percent of the final course grade	
<b>GPA Requirement</b>	All students must have a minimum 2.0 unweighted GPA to graduate.	

## 18-Credit Academically Challenging Curriculum to Enhance Learning (ACCEL)

Required	Not Required
3 Electives	HOPE
Principal Determined Eligibility Requirements	
School District Determined Eligibility and Procedural Requirements	
All other graduation requirements for a 24-credit standard diploma must be met (per section 1003.4282(3)(a)-(e), Florida Statute [F.S.]	

\*For other requirements of the ACCEL (18 credit) option please contact the Guidance department or refer to Section 1002.3105, F.S.



# EXCEPTIONAL STUDENT PROGRAM

In compliance with the Individuals with Disabilities Act (IDEA), the Exceptional Student Education Programs offered at Coral Shores High School are listed below. To be enrolled in any of these programs, a student must be evaluated and meet standards as outlined by federal, state, and local guidelines. Exceptional students are scheduled on an individual basis by the ESE team in consultation with the student and his or her parent or guardian.

**For additional clarification please contact the school-based Staffing Specialist or the district ESE Department  
(305) 293-1400 x 53378**

## STANDARD DIPLOMA COURSES FOR ACCESS STUDENTS WHO TAKE FLORIDA ALTERNATIVE ASSESSMENT

ENGLISH (4 Credits)	MATH (4 Credits)	SCIENCE (4 Credits)	SOCIAL STUDIES (3 Credits)	OTHER REQUIREMENTS
ACCESS English I	ACCESS Algebra 1A	ACCESS Integrated Science	ACCESS U.S. Government	HOPE or ACCESS HOPE
ACCESS English 2	ACCESS Algebra 1B	ACCESS Earth/Space Science	ACCESS Economics	1 Fine Arts or Career and Technical Credit
ACCESS English 3	ACCESS Geometry	ACCESS Biology	ACCESS U.S. History	6 Elective Credits
ACCESS English 4	ACCESS Liberal Arts Math	ACCESS Chemistry	ACCESS World History	



Photo courtesy of Javier Exposito (FilmJavier)

# DIPLOMA DESIGNATIONS

## Scholar Diploma Designation

In addition to meeting the 24-credit standard high school diploma requirements a student must:

- Earn 1 credit in Algebra 2
- Pass the Geometry EOC
- Earn 1 credit in statistics or an equally rigorous mathematics course
- Pass the Biology 1 EOC or AP Biology Exam\*
- Earn 1 credit in chemistry or physics
- Earn 1 credit in a course equally rigorous to chemistry or physics
- Pass the U.S. History EOC or AP US History Exam\*
- Earn 2 credits in the same world language
- Earn at least 1 credit in Advanced Placement (AP), IB, AICE or a dual enrollment course.

\*A student is exempt from the Biology 1 or US History EOC assessment if:

- The student is enrolled in an (AP), IB, AICE Biology 1 or US History course and the student;
- Takes the respective (AP), IB, AICE assessment;
- and Earns the minimum score to earn college credit.

## Merit Diploma Designation

In addition to meeting the standard high school diploma requirements a student must:

- Attain one or more industry certifications from the list established (per s. 1003.492, F.S.). See Career and Technical Education section for more information on industry certification.

## Seal of Biliteracy

### Gold Seal

- Earned 4 credits in same foreign language with cumulative GPA 3.0 or higher and Level 4 or higher on the Grade 10 ELA Reading Assessment
- Minimum score on nationally recognized foreign language assessment
- Portfolio Option at Advanced Low level or higher

### Silver Seal

- Earned 4 credits in same foreign language with cumulative GPA 3.0 or higher
- Minimum score on nationally recognized foreign language assessment
- Portfolio Option at Intermediate Mid-level or higher

For more information on State Graduation Requirements visit: [www.fldoe.org](http://www.fldoe.org)



# STATE UNIVERSITY SYSTEM ADMISSIONS POLICIES

## Competitive Admissions

Admission into Florida's state universities is limited by available space. Competition for space depends on the number and qualifications of those who apply for admission. To increase the chance of admission, high school students should try to exceed the minimum requirements.

## Substitutions of Requirements for Students with Disabilities

An individual with a documented disability may wish to be considered for admission based on a reasonable substitution for an admissions requirement as long as the substitution does not alter the fundamental nature of the requirement. Information is available from the university's office of admissions (see 1007.264, F.S. and 1007.265, F.S.).

## Admissions Criteria

The minimum state level admissions policies have been established for first-time-in-college students and for undergraduate students transferring without having an AA degree from a Florida public community college. In the admission of students, the universities shall take into consideration the applicant's academic ability, and may also consider creativity, talent, and character. If determined not to be in the best interest of the university to deny admission to an applicant because of past misconduct, the university may do so.



### Admissions decisions are based on:

1. High school graduation
2. Grade point average in academic core courses
3. Admissions test scores
4. Overall grade point average
5. Course distribution requirements

The minimum requirements apply to all universities. However, universities are permitted to have higher admissions standards. Each university's admission information pages list requirements that differ from the state minimum requirements. For more information visit <https://www.floridashines.org/>.

With the implementation of the revised admissions rule, there are three methods to qualify for admission into the universities: the traditional admissions criteria based on the sliding scale, the Talented Twenty program, or the student profile assessment. These methods are explained in detail.

## Determining Eligibility by Meeting Traditional Requirements

The minimum admissions criteria that most applicants will need are listed below. Universities are permitted to hold standards that are higher than the minimum.

### 1. HIGH SCHOOL GRADUATION

Graduation from an accredited high school or the equivalent (e.g., GED) is required. An applicant from a non-traditional program, such as home schooling, must present credentials.

### 2. GRADE POINT AVERAGE IN HIGH SCHOOL ACADEMIC CORE COURSES

A weighted high school GPA will be calculated by the university using a 4.0 scale from grades earned in high school academic core courses in designated subject areas, as well as specified AP and DE Fine Arts courses. Additional weights may be assigned to certain grades in Honors, AP, DE, and other advanced courses. Weighting policies are under current review by the universities and state.

## Determining Eligibility by Meeting Traditional Requirements Continued

### 3. HIGH SCHOOL COURSE DISTRIBUTION REQUIREMENTS

Students must complete at least 14 units of high school work in the five core areas listed below, plus 4 additional electives as will be explained in the list of approved college prep courses.

SUBJECT AREA	REQUIRED COURSES
ENGLISH	4
MATHEMATICS	4
NATURAL SCIENCE	4**
SOCIAL SCIENCE	4**
FOREIGN LANGUAGES	2
ELECTIVES *	2
<b>TOTAL</b>	<b>18</b>

\*Must be in a core area or world language

\*\*Requirement might change

## Other Ways to Gain Admission to a State University

### Talented Twenty

Graduates from Florida public high schools who rank in the top 20% of their class, who have completed the required 18 units of core courses (listed above) and submitted an SAT or ACT test score shall be admitted into one of the state universities, although not necessarily the university of the applicant's choice. After three notifications of denial, other universities will provide complimentary reviews of the transcripts of the Talented Twenty applicants at the request of the high school counselor. Once any university accepts the student, the guarantee for admissions has been considered met, even if the student does not wish to attend that particular university.

### Student Profile Assessment

The majority of students are admitted on the basis of their past academic achievement and admissions test scores in relation to the minimum requirements. A few applicants, who do not meet the minimum admissions requirements, are granted admission to state universities through a "student profile assessment" process, which takes into account a student's exceptional attributes or special talents, such as accomplishments in music, art or sports.

### Start at a Community College

Requirements to attend Community College include earning a high school diploma or GED. Enroll at a community college, earn an AA degree, and transfer to state university to complete a Bachelor's Degree in upper division coursework. You are guaranteed admission to a state university, although not necessarily the university of choice. This approach to earning a 4-year degree is commonly referred to as the 2 + 2 system.

# FLORIDA BRIGHT FUTURES SCHOLARSHIP PROGRAM

The Florida Bright Futures Scholarship Program establishes three lottery-funded scholarships for Florida high school graduates who demonstrate high academic achievement and enroll in eligible Florida public or private postsecondary institutions. There are three award levels for which high school seniors may qualify. The scholarship may be used for either full-time or part-time enrollment and is renewable. All initial applicants must meet the general requirements for participation in this program, and specific requirements for the individual award. For more information call (888) 827-2004 or visit <https://www.floridastudentfinancialaid.org/SAPBFMAIN/SAPBFMAIN>

## General Requirements for All Award Types

To be eligible for an initial award from any of the three types of scholarships, a student must:

- Apply by completing the Florida Financial Aid Application during your last year in high school. You must apply on-line at <http://www.floridastudentfinancialaid.org/>. Complete the Florida Financial Aid Application (FFAA) no later than August 31 after high school graduation.
- Be a Florida resident and a U.S. citizen or eligible non-citizen – the postsecondary institution you attend is responsible for verifying your Florida residency status;
- Earn a Florida standard high school diploma or its equivalent. (For information on Early Admission, GED, Home Education, or dependents of military or public service personnel outside of Florida, see the Bright Futures web site at <http://www.floridastudentfinancialaid.org/ssfad/bf/>)
- Be accepted by and enrolled in an eligible Florida public or independent postsecondary education institution. (All community colleges and state universities are eligible, as are many private colleges. For a list of eligible private institutions, see the Bright Futures web site at <http://www.floridastudentfinancialaid.org/ssfad/bf/>)
- Be enrolled for at least 6 non-remedial semester credit hours (or the equivalent in quarter or clock hours) per term.
- Students must refund to their institution the cost of any dropped or withdrawn course that was funded through Bright Futures.
- Not have been found guilty of, or pled nolo contendere to, a felony charge, unless the student has been granted clemency by the Governor and Cabinet sitting as the Executive Office of Clemency.
- Begin using the award within two years of high school graduation. (Call the Bright Futures Office for application deadlines.)

A student may receive funding for only one award. The highest award earned by the student will be selected. **\*\*Bright Futures has the right to change qualifying credentials at any time.\*\*** You must verify specific information directly with Bright Futures. For more Bright Futures specific award information, contact Bright Futures toll free at 1-888-827-2004.

## Other Ways to Qualify

Florida Academic Scholar (FAS) Award	Florida Medallion Scholar (FMS) Award	Gold Seal Scholars (GSV) Award
<ul style="list-style-type: none"> <li>● Must complete 100 community service hours or 100 work hours</li> <li>● National Merit or Achievement Scholars and Finalists</li> <li>● National Hispanic Scholars</li> <li>● Students who attended a home education program according to s.1002.41, F.S. registered with the district during grades 11 and 12, with best composite score of 1340 SAT or 29 ACT</li> <li>● GED with best composite score of 1330 SAT or 29 ACT and a 3.5 weighted GPA in the below 16 required credits (see chart)</li> <li>● Early Admissions with best composite score of 1340 or 29 ACT and a 3.5 weighted GPA in curriculum courses completed</li> <li>● 3-years standard college preparatory program with best composite score of 1340 SAT or 29 ACT and a 3.5 weighted GPA in the above 16 required credits</li> </ul>	<ul style="list-style-type: none"> <li>● National Merit or Achievement Scholars and Finalists and National Hispanic Scholars who have completed 75 hours of community service or 100 work hours</li> <li>● Students who have attended a home education program according to s.1002.41, F.S., registered with the district during grades 11 and 12, with best composite score of 1210 SAT or 25 ACT</li> <li>● GED with best composite score of 1210 SAT or 25 ACT and a 3.0 weighted GPA in the below 16 required credits (see chart)</li> <li>● 3-year standard college preparatory program with best composite score of 1210 SAT or 25 Act and a 3.0 weighted GPA in the below 16 required credits.</li> </ul>	<ul style="list-style-type: none"> <li>● 3.5 unweighted GPA in a minimum of three career &amp; technical credits in one career &amp; technical program</li> <li>● 30 community service hours or 100 work hours</li> <li>● Minimum test scores listed in the chart below</li> <li>● GED with 3.0 weighted GPA using the core credits required for your selected high school graduation option</li> <li>● Three year standard college or career preparatory program with 3.0 weighted GPA using the core credits required for your selected high school graduation option.</li> </ul>

# CORAL SHORES GOLD SEAL QUALIFYING VOCATIONAL PROGRAMS

## Initial Eligibility for High School Applicants 2024-2025

**\*\*The application opens annually on October 1.\*\***

	Florida Academic Scholar (FAS) Award	Florida Medallion Scholar (FMS) Award	Florida Gold Seal Scholars (GSV) Award
<b>Amount awarded</b>	100% of tuition and fees at a public institution (or comparable amount at a private institution)	75% of tuition and fees at a public institution (or comparable amount at a private institution)	\$39-\$48/credit hour depending on program *Up to 72 college credit hours in a <b>vocational program of study*</b>
<b>High School Weighted GPA</b>	3.50	3.0	3.0; 3.5 unweighted GPA in the single Career and Technical Education program
<b>Required English Course</b>	4 – English (3 w/ substantial writing)	4 – English (3 w/ substantial writing)	4 – English (3 w/ substantial writing)
<b>Required Math Course</b>	4 – Mathematics (Algebra I and above)	4 – Mathematics (Algebra I and above)	4 – Mathematics (Algebra I and above)
<b>Required Science Course</b>	3 – Natural Sciences (2 w/ substantial labs)	3 – Natural Sciences (2 w/ substantial labs)	
<b>Required Social Studies Course</b>	3- Social Studies	3- Social Studies	3- Social Studies
<b>Required Language Course</b>	2- Foreign Language (in the same language)	2- Foreign Language (in the same language)	
<b>Required Career and Technical Education Courses</b>			3 in the same program
<b>College Entrance Exam</b>	29 ACT <b>OR</b> 1340 SAT	25 ACT <b>OR</b> 1210 SAT	ACT: Reading 19 English 17 Math 19 <b>OR</b> SAT: Reading 24 Writing and Language 25 Math 24
<b>Community Service Hours</b>	100 hours	75 hours	30 hours
<b>Work Hours**</b>	100 hours	100 hours	100 hours

\*Parents and students are encouraged to verify the information provided. You may research scholarship options online at [www.floridastudentfinancialaid.org](http://www.floridastudentfinancialaid.org)

\*\*Student must earn either the required volunteer service OR paid work hours, but not a combination of both.

Coral Shores High School currently offers the vocational programs listed below all of which qualify for the [Gold Seal Scholarship](#) Program. Programs shown below require the student to complete three sequential courses in the program in addition to the requirements listed above to qualify for the Gold Seal Scholarship.

**Building Construction Technology (8720300)** Three Courses

**Culinary Operations (8800500)** Three Courses

**Cosmetology (8905100)** Three Courses

**Automotive Maintenance (9504100)** Three Courses

**Digital Video Production (8201400)** Three Courses

**Marine Service Technology (9504200)** Three Courses

**Digital Information Technology (9003400)** Three Courses

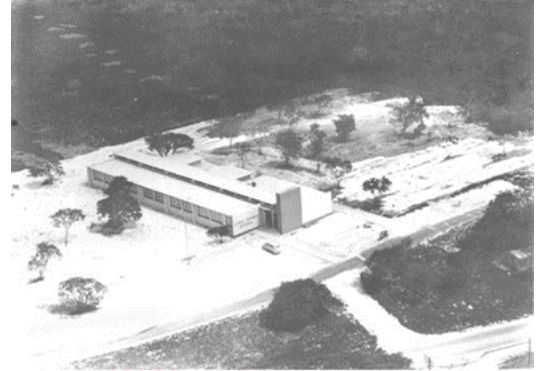


For further details on the Bright Futures Scholarship Program go to [www.floridastudentfinancialaid.org](http://www.floridastudentfinancialaid.org) or contact the CCAPS Counselor Stefanie Rodriguez (305-853-3222, Extension 56344).

# REGISTRATION

Students new to our community should call the Registrar's Office at (305) 853-3222, ext. 56381 to make an appointment to register. Before your appointment, visit the Coral Shores High School's webpage to download a registration packet and view a list of **required documents** to register. You should complete the packet prior to your appointment.

- Go to [www.keysschools.com/cshs](http://www.keysschools.com/cshs).
- Select the "For Parents" tab
- Select "Registration"
- **Note:** Students will not be registered until a complete registration packet is submitted with all required documents, sealed transcripts, attendance records, discipline records, and completed course selection sheet.



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Students currently enrolled in 8<sup>th</sup> grade at an MCSD upper keys school will automatically be enrolled for the following school year. They will complete their 9<sup>th</sup> grade course requests in the spring semester of their 8<sup>th</sup> grade year. We encourage students, after careful discussion with parents, teachers, and counselors, to choose their courses with care. Course placement is impacted by teacher recommendations, course history, grades, test data and prerequisites.

## SCHEDULING – CHANGES AND ADD/DROP POLICY

A student may request a schedule change through his or her guidance counselor. Appropriate requests will be processed given the following guidelines:

- Currently enrolled Coral Shores students will meet individually with a counselor to review their Academic Plans and course selection for next year.
- 8<sup>th</sup> grade students will receive a curriculum presentation from CSHS administration and counselors.
- In the spring, Coral Shores hosts a curriculum showcase that highlights all of CSHS's course offerings.
- ***Parents of currently enrolled CSHS students*** should contact the Guidance Assistant at (305) 853-3222, ext. 56306 to schedule an appointment with a counselor.
- Course selections can be revised up until April 15, 2024.
- Course selection changes **cannot** be changed April 15, 2024.
- Schedules will only be changed if there are scheduling errors, i.e. duplicate classes, missing classes, scheduled for a class they have already taken, or other errors as determined by counselors. ***Schedule changes will not be permitted for reasons such as not liking the teacher, wanting a specific lunch period, friends, not receiving your preferred elective choice, etc.***
- Second Semester changes are done only for special circumstances with counselor and administration approval.
- Coral Shores High School reserves the right to change individual student's schedules to comply with Monroe County School Board and Department of Education policies, including balancing classes. Every effort will be made not to disrupt the educational process when such changes become necessary.

# RESOURCES FOR PARENTS AND STUDENT

Monroe County School District Website – [www.keysschools.com](http://www.keysschools.com)

Coral Shores High School - [www.keysschools.com/cshs](http://www.keysschools.com/cshs)

## Assessment Information

- [www.keysschools.com/cshs](http://www.keysschools.com/cshs) - Select the “Assessments” tab.

## CollegeBoard

- To register for SAT Tests students should go to: [www.collegeboard.org](http://www.collegeboard.org)
- Advanced Placement registration, exam practices, etc.
- Explore college choices, college match, and career assessment inventories, etc.
- Used for college entrance and Bright Futures qualifications.
- Call (866) 433-7728 to reset your account, do not create another one.



## Khan Academy

- <https://www.khanacademy.org/>
- Students may practice for the PSAT/NMSQT/SAT.
- 20 hours of practice on Khan Academy is associated with an average 115-point score increase from the PSAT/NMSQT to the SAT, nearly double the average gain without Khan Academy.

## ACT

- To register for ACT Tests students should go to: [www.act.org](http://www.act.org)
- Used for college entrance and Bright Futures qualifications.

## FAFSA (Free Application for Federal Student Aid)

- Financial Aid, Pell Grants and Student Loans
- [www.fafsa.ed.gov](http://www.fafsa.ed.gov)



## Local Community Scholarships

- Scholarship applications become available on the Coral Shores website from *February through April of student's senior year.*
- Community Scholarships are awarded on Class Night, the night before Graduation.
- For more information visit the website or contact the College & Career Counselor at (305) 853-3222, ext. 56344
- Go to [www.keysschools.com/cshs](http://www.keysschools.com/cshs)
- Select “College and Career Office” under the “For Students” tab.

## Parent and Guardian FOCUS Portal Registration

- A tool designed to enhance communication and involvement for you in your child's education.
- Allows you to monitor your child's progress in school by providing timely access to attendance, and both assignments and grades that are entered by the teacher throughout the grading period.
- To register for a FOCUS account, go to [www.keysschools.com](http://www.keysschools.com), select the “Resources” tab, then the “For Parents” tab.
- Download the myMCSD app from the Apple Store or the Google Play Store.

## CSHS Senior Information

- [www.keysschools.com/cshs](http://www.keysschools.com/cshs)
- Select the “For Students” tab.
- Select the “Senior Information and Activities” tab.
- Also visit the “College and Career Office” tab.

High School Graduation Requirements - [www.fldoe.org](http://www.fldoe.org)





# CLASS RANKING AND GRADING

Class rank is determined by calculating the **weighted** grade point average of each student counting all classes taken. Academic honors will be recognized according to the following scale.

Academic Honor	Weighted GPA
Summa Cum Laude	Greater than or equal to 4.50
Magna Cum Laude	Greater than or equal to 4.25
Cum Laude	Greater than or equal to 4.0

For Valedictorian and Salutatorian criteria, please refer to the [Monroe County School District Student Progression Plan](#).

GPA's are calculated using the "quality points" earned from receiving a semester grade in a course. Honors, Advanced Placement (AP), Dual Enrollment (DE), and Level 3 courses (indicated in this curriculum guide as **weighted**) receive weighted quality points as follows. Since course credit is awarded using HALF credits\*, the number of quality points earned is one-half the traditional amount awarded (A = 4, B = 3, C = 2, D = 1, F = 0). \*Courses with an EOC exam are awarded 1 full credit at the end of the school year.

Letter Grade Earned (Semester Course)	Credit issued	Level 1 and Level 2 course Quality Points earned	Honors and Level 3 Quality Points earned	AP and DE Quality Points earned
<b>A</b>	0.5	2	2.25	2.5
<b>B</b>	0.5	1.5	1.75	2
<b>C</b>	0.5	1	1.25	1.5
<b>D</b>	0.5	0.5	0.75	1
<b>F</b>	0.0	0	0	0

The total quality points earned divided by the number of credits attempted yields the Grade Point Average. The total weighted quality points earned divided by the number of credits attempted yields the weighted Grade Point Average.

Sample Student Schedule	Grade	Credit Attempted	Quality Points Earned	Weighted Quality Points Earned
English 2	B	0.5	1.5	1.5
AP World History	A	0.5	2	2.5
Algebra II Honors	C	0.5	1	1.25
AP Biology	C	0.5	1	1.50
HOPE	A	0.5	2	2
Digital Video 2	B	0.5	1.5	1.5
Team Sports 1	A	0.5	2	2
	<b>Totals:</b>	3.5	11	12.25

$$11 \div 3.5 = 3.14$$

**Semester GPA = 3.14**

$$12.25 \div 3.5 = 3.5$$

**Semester Weighted GPA = 3.50**

**It is important to understand that GPA accumulates over time.** As time goes on it is more difficult to change the GPA with a single marking period's performance. Since things like graduation, off campus privileges, athletic eligibility, scholarship opportunities, etc. all depend upon the student's GPA **it is important to build the GPA with good grades early in high school.**

## \*\*IMPORTANT NOTE ON COURSE OFFERINGS\*\*

Elective courses listed in this guide are not guaranteed to be offered. All elective courses depend on both sufficient numbers of students requesting the course and the availability of certified personnel to teach the courses. For this reason students must be prepared to take any of their 7 elective choices.

### ENGLISH/LANGUAGE ARTS

GRADE	COURSE SEQUENCE 1	COURSE SEQUENCE 2
9 <sup>TH</sup> GRADE	ENGLISH 1	ENGLISH 1 HONORS
10 <sup>TH</sup> GRADE	ENGLISH 2	ENGLISH 2 HONORS
11 <sup>TH</sup> GRADE	ENGLISH 3	AP LANGUAGE AND COMPOSITION
12 <sup>TH</sup> GRADE	ENGLISH 4	AP LITERATURE AND COMPOSITION

*The table above represents common sequences of courses for many students. The sequence an actual student takes depends on many factors including teacher recommendations, standardized test data, and classroom performance. These factors can allow students to move from one potential sequence to another.*

**Honors and Advanced Level Course Note:** In the English department, honors and advanced courses are designed for students with a strong work ethic, excellent attendance, and a genuine passion for literature and language. These classes require a commitment to critical analysis, advanced writing skills, and active participation in discussions. Scoring a level 3 or higher on the FAST ELA Reading Assessment is essential, ensuring that students entering these classes have the linguistic proficiency and analytical abilities necessary for success in a challenging academic environment. If a student receives a FAST ELA Reading Assessment score lower than a 3, he/she may be placed into a regular English class. **Taking the Advanced Placement Exam is required for all students enrolled in AP courses.** Successful completion of AP courses and making the minimum score on the AP exam may yield college credit (determined by admitting university).

**English 1** 2 Semesters  
**1001310** Grade 9

The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and literature. The content should include, but not be limited to, the following:

- *Using reading strategies to construct meaning from informative, technical, and literary texts*
- *Acquiring an extensive vocabulary through reading, discussion, listening, and systematic word study*
- *Using process writing strategies, student inquiry, and self-monitoring techniques*
- *Using speaking, listening, and viewing strategies in formal presentations and informal discussions*
- *Understanding and responding to a variety of literary forms*
- *Understanding and using language successfully to impact readers, writers, listeners, speakers, and viewers*

**English Honors 1** 2 Semesters  
**1001320 (Weighted)** Grade 9

English Honors 1 focuses on the close reading, analytical writing, and language skills that have immediate relevance for students across their current courses and that are most essential for their future work in high school, college, and careers. Texts take center stage in the English Honors 1 classroom, where students engage in close, critical reading of a wide range of materials. The course trains the reader to observe the small details within a text to arrive at a deeper understanding of the whole. It also trains the writer to focus on crafting complex sentences as the foundation for writing to

facilitate complex thinking and communicate ideas clearly. English Honors 1 emphasizes the following instructional priorities:

- *Reading closely: Students read closely and analyze a range of complex literary and informational texts.*
- *Valuing evidence: Students value textual evidence and incorporate it effectively in writing and speaking.*
- *Noticing language choices: Students understand how writers and speakers use specific words and sentences to move the thoughts, emotions, and actions of readers and listeners.*

**English 2** 2 Semesters  
**1001340** Grade 10

The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and world literature. The content should include, but not be limited to, the following:

- *Using reading strategies to construct meaning from informative, technical, and literary texts*
- *Acquiring an extensive vocabulary through reading, discussion, listening, and systematic word study*
- *Using process writing strategies, student inquiry, and self-monitoring techniques*
- *Using speaking, listening, and viewing strategies in formal presentations and informal discussions*
- *Understanding and responding to a variety of literary forms*
- *Understanding and using language successfully to impact readers, writers, listeners, speakers, and viewers.*

**English Honors 2** 2 Semesters  
**1001350 (Weighted)** Grade 10

The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and world literature. The content should include, but not be limited to, the following:

- *Using reading strategies to construct meaning from informative, technical, and literary texts*
- *Acquiring an extensive vocabulary through reading, discussion, listening, and systematic word study*
- *Using process writing strategies, student inquiry, and self-monitoring techniques*
- *Using speaking, listening, and viewing strategies in formal presentations and informal discussions*
- *Understanding and responding to a variety of literary forms*
- *Understanding and using language successfully to impact readers, writers, listeners, speakers, and viewers*

**English 3** 2 Semesters  
**1001370** Grade 11

The purpose of this course is to study both classic and contemporary American literature in order to enhance the student's appreciation for literature. The student will be able to identify the prevalent themes and characterizations present in American literature, which are reflective of the history and culture. The student will be able to write clear and accurate personal, professional and informational correspondence and reports for research and other applications. Grammar development will continue through the application of rules for sentence formation, usage, spelling and mechanics. The student will develop informative and persuasive compositions by locating, evaluating synthesizing and citing applicable information with careful attention to organization and accuracy. The student will also be able to create and analyze informative and persuasive oral presentations, with attention to accuracy of evidence and effectiveness of delivery.

The content should include, but not be limited to, the following:

- *Using the reading process to construct meaning from informative, technical, and literary texts*
- *Using the research process and individual inquiry to locate, analyze and evaluate information*
- *Using writing processes for various purposes with attention to style and format*
- *Using effective speaking, listening, and viewing strategies in formal and informal situations*
- *Understanding, analyzing and responding to literary texts*
- *Understanding and using language successfully to impact readers, writers, listeners, speakers, and viewers*

**AP English Language & Composition** 2 Semesters  
**1001420 (Weighted)** Grade 11

This course promotes excellence through enriched experiences in reading, writing, speaking, and listening. Instruction includes practice in writing various types of multi-paragraph essays, including documented papers and written and oral analysis of American literature. Reference skills and methods of summarizing are taught in the production of documented papers. A research project is required.

In the AP Language course, the student develops an understanding of the semantic, structural, and rhetorical

resources of the English language as they relate to the principles of effective writing. The course is also designed to provide students with a variety of writing opportunities calling for the use of different styles and tones. **This class will satisfy the English III or English IV requirement.**

**English 4** 2 Semesters  
**1001400** Grade 12

The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and British literature. The content should include, but not be limited to, the following:

- *Using the reading process to construct meaning using technical, informative, and imaginative texts*
- *Using writing processes for various purposes with attention to style and format*
- *Using the research process and individual inquiry to locate, analyze, and evaluate information*
- *Using effective listening, speaking, and viewing strategies in informal and formal situations*
- *Understanding the power of language as it impacts readers, writers, listeners, viewers, and speakers*
- *Understanding and analyzing literary texts*
- *Responding critically and aesthetically to literature*

**AP English Literature and Composition** 2 Semesters  
**1001430 (Weighted)** Grade 12

In this course students will learn to use the modes of discourse and recognize the assumptions underlying various rhetorical strategies. Students will also acquire an understanding of the resources of the language and the writer's craft. They will develop critical standards for the appreciation of any literary work and increase their sensitivity to literature as shared experiences. **This class will satisfy English IV requirement.**

**English 1 through ESOL** 2 Semesters  
**1002300** Grade 9

**English 2 through ESOL** 2 Semesters  
**1002310** Grade 10

**English 3 through ESOL** 2 Semesters  
**1002320** Grade 11

**English 4 through ESOL** 2 Semesters  
**1002520** Grade 12

The purpose of these courses is to support English language learners and provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and literature. The content should include, but not be limited to, the following:

- *Using the reading process to construct meaning using technical, informative, and imaginative texts*
- *Using writing processes for various purposes with attention to style and format*
- *Using the research process and individual inquiry to locate, analyze, and evaluate information.*
- *Using effective listening, speaking, and viewing strategies in informal and formal situations*
- *Understanding the power of language as it impacts readers, writers, listeners, viewers, and speakers.*
- *Understanding and analyzing literary texts*
- *Responding critically and aesthetically to literature*

# MATHEMATICS

GRADE	COURSE SEQUENCE 1	COURSE SEQUENCE 2	COURSE SEQUENCE 3
8 <sup>TH</sup> GRADE	GRADE 8 MATH	GRADE 8 MATH	ALGEBRA 1 HONORS
9 <sup>TH</sup> GRADE	ALGEBRA 1A & ALGEBRA 1B	ALGEBRA HONORS/ALGEBRA 1	GEOMETRY HONORS
10 <sup>TH</sup> GRADE	GEOMETRY & MATH FOUNDATIONS	GEOMETRY HONORS/GEOMETRY	ALGEBRA 2 HONORS
11 <sup>TH</sup> GRADE	DATA & FINANCIAL LITERACY	ALGEBRA 2/DATA & FINANCIAL LITERACY	AP PRE-CALCULUS / AP STATISTICS
12 <sup>TH</sup> GRADE	MATH FOR COLLEGE STATS	MATH FOR COLLEGE ALGEBRA/MATH FOR COLLEGE STATS	AP CALCULUS AB/BC/ AP STATISTICS (ANY TIME AFTER SUCCESS IN ALGEBRA 2)
	FOUNDATION FOR TECHNICAL COLLEGE, COMMUNITY COLLEGE, OR THE MILITARY	FOUNDATION FOR 4 YEAR COLLEGE OR UNIVERSITY	FOUNDATION FOR 4 YEAR COLLEGE OR UNIVERSITY

The table above represents common sequences of courses for many students. The sequence an actual student takes depends on many factors including teacher recommendations, standardized test data, and classroom performance. These factors can allow students to move from one potential sequence to another.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. **Taking the Advanced Placement Exam is required for all students enrolled in AP courses.** Successful completion of AP courses and making the minimum score on the AP exam may yield college credit (determined by admitting university).

**Algebra 1A** 2 Semesters  
**1200370** Grade 9-10

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions.

**Students enrolled in Algebra 1A will also be enrolled in Algebra 1B.**

**Note:** This course does not satisfy the four math credits required for admission to Florida universities but does satisfy one of the four math credits for high school graduation in Florida.

**Algebra 1B** 2 Semesters  
**1200380** Grade 9-10

This course is the second course in the Algebra 1A and Algebra 1B sequence. Successful completion of Algebra 1A and Algebra 1B meets the Algebra 1 graduation requirement. **The End of Course Exam is 30% of the yearlong grade.**



**Algebra 1** Yearlong  
**1200310** Grades 9-10

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions.

**The End of Course Exam is 30% of the yearlong grade.**

**Algebra 1 Honors** Yearlong  
**1200320 (Weighted)** Grade 9-10

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions.

**The End of Course Exam is 30% of the yearlong grade.**

**It is strongly recommended that to enroll in Algebra I Honors, an incoming student has achieved a level 4 or higher on the FAST Math.**

**Geometry** Yearlong  
**1206310** Grades 9-12

Geometry emphasizes the traditional inductive approach with concentration on geometric relations and logical use of geometry. The study of formal proofs is incorporated. Adequate mastery of algebra skills is needed. **The End of Course Exam is 30% of the yearlong grade.**

**Geometry Honors** Yearlong  
**1206320 (Weighted)** Grades 9-11

The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. **The End of Course Exam is 30% of the yearlong grade.**

**Algebra 2** 2 Semesters  
**1200330** Grades 10-12

This course expands students' function knowledge beyond linear, quadratic, and exponential functions to include polynomial, rational, and radical functions. Students deepen their understanding of function expressions, enhance modeling skills, and tackle problem-solving, covering topics such as solving quadratic equations with complex numbers and using logarithmic properties to solve exponential equations. Emphasizes the Standards for Mathematical Practice for a coherent and practical mathematical experience.

**Algebra 2 Honors** Yearlong  
**1200340 (Weighted)** Grades 10-12

Algebra 2 Honors is designed for the serious academic student with above average geometry and algebra skills. This course is for students who plan on taking higher math courses.

**Mathematics for College Algebra** 2 Semesters  
**1200710** Grades 11-12

In Mathematics for College Algebra, instructional time will emphasize five areas: (1) Developing fluency with the Laws of Exponents with numerical and algebraic expressions. (2) Extending arithmetic operations with algebraic expressions to include rational and polynomial expressions. (3) Solving one-variable exponential logarithmic, radical and rational equations and interpreting the viability of solutions in real-world contexts. (4) Modeling with and applying linear, quadratic, absolute value, exponential, logarithmic and piecewise functions and systems of linear equations and inequalities. (5) Extending knowledge of functions to include inverse and composition.

**Mathematics for College Statistics** 2 Semesters  
**1210305** Grades 11-12

In Mathematics for College Statistics, instructional time will emphasize four areas: (1) analyzing and applying linear and exponential functions within the context of statistics; (2) extending understanding of probability using data and various representations, including two-way tables and Venn Diagrams; (3) representing and interpreting univariate and bivariate categorical and numerical data and (4) determining the appropriateness of different types of statistical studies.

**Mathematics for Data and Financial Literacy** 2 Semesters  
**1200384** Grades 10-12

In Mathematics for Data and Financial Literacy, instructional time will emphasize five areas: (1) Extending knowledge of ratios, proportions and functions to data and financial contexts. (2) Developing understanding of basic economic and accounting principles. (3) Determining advantages and disadvantages of credit accounts and short- and long-term loans. (4) Developing understanding of planning for the future through investments, insurance and retirement plans. (5) Extending knowledge of data analysis to create and evaluate reports and to make predictions.

**Mathematics for College of Liberal Arts** 2 Semesters  
**1207350** Grades 10-12

In Mathematics for College Liberal Arts, instructional time will emphasize five areas: (1) Analyzing and applying linear and exponential functions within a real-world context. (2) Utilizing geometric concepts to solve real-world problems. (3) Extending understanding of probability theory. (4) Representing and interpreting univariate and bivariate data. (5) Developing an understanding of logic and set theory.

**AP Statistics** 2 Semesters  
**1210320 (Weighted)** Grades 10-12

The AP Statistics course is an introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing to build conceptual understanding. *Prerequisite: Algebra 2*

**AP Pre-Calculus** 2 Semesters  
**1202340 (Weighted)** Grades 11-12

The purpose of this course is to emphasize the study of functions and skills necessary for the study of calculus. Topics shall include trigonometric functions, theory of limits, conic sections, and an in-depth study of polynomial and rational functions.

**AP Calculus AB** 2 Semesters  
**1202310 (Weighted)** Grades 11- 12

This course provides study of elementary functions and the general theory and techniques of calculus. The content includes material determined by Advanced Placement Calculus AB. AP Calculus AB is roughly equivalent to first Semester college calculus devoted to topics in differential and integral calculus.

**AP Calculus BC** 2 Semesters  
**1202320 (Weighted)** Grade 12

This course is an extension of Calculus AB, including topics commonly covered in second semester college calculus such as parametric and vector-valued functions, polar equations, improper integrals, integration by parts, and sequences and series.

# SCIENCES

GRADE	COURSE SEQUENCE 1	COURSE SEQUENCE 2	COURSE SEQUENCE 3
9 <sup>TH</sup> GRADE	ENVIRONMENTAL SCIENCE	ENVIRONMENTAL SCIENCE	BIOLOGY HONORS
10 <sup>TH</sup> GRADE	BIOLOGY	BIOLOGY HONORS	CHEMISTRY HONORS
11 <sup>TH</sup> GRADE	MARINE SCIENCE/EARTH SPACE SCIENCE	CHEMISTRY HONORS/ PHYSICS	AP BIOLOGY/ AP CHEMISTRY/ AP PHYSICS/ AP ENVIRONMENTAL SCIENCE
12 <sup>TH</sup> GRADE	ANY ADDITIONAL SCIENCE OFFERING	ANY ADDITIONAL SCIENCE OFFERING	ANY ADDITIONAL SCIENCE OFFERING
<b>ADDITIONAL SCIENCE OFFERINGS:</b> EARTH/SPACE SCIENCE, MARINE SCIENCE 1, MARINE SCIENCE 1 HONORS, MARINE SCIENCE 2 HONORS, PHYSICS, AP BIOLOGY, AP CHEMISTRY, AP ENVIRONMENTAL SCIENCE, AP PHYSICS			

The table above represents common sequences of courses for many students. The sequence an actual student takes depends on many factors including teacher recommendations, standardized test data, and classroom performance.

**Students can take more than one science course each year.** Additional science courses will take the place of electives in students' schedules. For advanced classes, consistent attendance, active participation, and proficient/advanced test scores in prerequisite courses are essential expectations. These courses provide an enriched learning experience, fostering critical thinking and advanced research skills. Overall, students should exhibit a commitment to excellence and intellectual curiosity in a challenging academic environment. **Taking the Advanced Placement Exam is required for all students enrolled in AP courses.** Successful completion of AP courses and making the minimum score on the AP exam may yield college credit (determined by admitting university).

**Environmental Science** 2 Semesters  
**2001340** Grade 9

This course is an introduction to the Earth and all of its resources. The course will identify how humans use the Earth's resources and the problems associated with an increasing human population. Alternate solutions will be presented to foster stewardship of the Earth.

**Biology 1** Yearlong  
**2000310** Grade 10

The purpose of this course is to provide students with general exploration experiences and activities in the concepts of biology. The content will include, but not be limited to, scientific method, scientific measurement, laboratory safety and use of apparatus, biochemistry, cell biology, basic principles of genetics, biological changes through time, survey of the organisms in the five kingdoms, microbiology, structure and function of the human body, global and local ecology, and the interaction of biology with technology and society.

- *Students will be expected to complete laboratory investigations which include research, data collection and analysis, and making conclusions drawn from their investigations.*

**The End of Course Exam is 30% of the yearlong grade.**

**Biology 1 Honors** Yearlong  
**2000320 (Weighted)** Grades 9-10

Students will explore Biology I in greater depth with the academic pace and rigor that is greatly increased for this honors level coursework. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. **End of Course Exam is 30% of grade.**

**Chemistry 1 Honors** 2 Semesters  
**2003350 (Weighted)** Grades 10-12

The purpose of this laboratory course is to provide students with rigorous study of the composition, properties, and changes associated with matter. The content will include, but not be limited to, changes of matter, atomic structure, periodic table, bonding, formulas and equations, mole concept, gas laws, reaction rates and equilibrium, solutions, acids, bases, salts, electrochemistry, thermodynamics, and organic chemistry. All areas of study will involve laboratory investigations where lab techniques and writing lab reports will be emphasized.

- *A strong mathematical background, including successful completion of Algebra I, is required.*

**Earth Space Science 1** 2 Semesters  
**2001310** Grades 11-12

This course is the study of the processes that shape the Earth and explain the universe. This course will explore the four main branches of Earth Science, which includes the following: geology, oceanography, meteorology, and astronomy.

**Physics 1** 2 Semesters  
**2003380** Grade 10-12

This course is an introduction to high school physics to include force, motion, energy, sound, light, magnetism, electricity. All areas will involve problem solving, laboratory investigations and projects.

- *A strong mathematical background, including successful completion of Algebra I, is strongly recommended.*

**Marine Science 1** 2 Semesters  
**2002500** Grades 11-12

The purpose of this course is to provide a survey of the marine environment. The content will include, but not be limited to, physical, chemical, geological, and biological oceanography; marine ecology; and human impact on the sea. Field and laboratory activities will be stressed.

**Marine Science 1 Honors** 2 Semesters  
**2002510 (Weighted)** Grades 11-12

The purpose of this course is to provide the student with a survey of the marine biome. The content will include, but not be limited to, the origin of the oceans; the nature of the marine habitat including chemical, physical, and geological aspects; ecology of the sea zonation; marine communities; classification, taxonomy and characteristics of major marine phyla/divisions; and man's interrelationship with the ocean. Comprehension and application of complex concepts of marine ecology are practiced. Field and laboratory activities will be stressed.



**Marine Science 2 Honors** 2 Semesters  
**2002530 (Weighted)** Grade 12

After successful completion of Marine Science I (regular or honors) students are eligible to apply for Marine Science 2 Honors. The class is designed to integrate marine science with other disciplines through research projects, training, and internships. 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. **Students enrolled in Marine Science 2 Honors will also be enrolled in Experimental Science 1 Honors where students will participate in fieldwork for the course.**

**Notes:**

- SCUBA diving activities are an important part of the program. All students must have completed their diving certification prior to the August training.
- All participants are expected to attend a training workshop during the week prior to the start of school in August that will take at least three half days.
- This course will require a research project and participation in the school STEM Fair.

**Experimental Science 1 Honors** 2 Semesters  
**2002340 (Weighted)** Grades 11-12

Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data.

**AP Environmental Science** 2 Semesters  
**2001380 (Weighted)** Grades 10-12

This is a lab course investigating scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

**AP Biology** 2 Semesters  
**2000340 (Weighted)** Grades 10-12

The purpose of this course is to help students develop a conceptual framework for modern biology and to help students gain an appreciation of science as a process. The primary emphasis of this course will be on developing an understanding of concepts rather than on memorizing terms and technical details. Essential to this conceptual understanding are the following: personal experience in scientific inquiry; recognition of unifying themes that integrate the major topics in biology; and an application of biological knowledge and critical thinking to environmental and social concerns. Content will include, but not be limited to: Molecules and cells, Biochemistry, Cellular energetics, Molecular genetics, Diversity of organisms, and Ecology.

**AP Chemistry** 2 Semesters  
**2003370 (Weighted)** Grades 11-12

The AP Chemistry course is designed to be the equivalent of a general Chemistry I course usually taken during the first year in college. Students must have successfully completed a first course in Chemistry Honors with an A or B final letter grade. In addition, students must also have successfully completed Algebra 2. Extensive chemical calculations shall be covered in this course. Students will be required to maintain a laboratory portfolio. Laboratory work equivalent to that of a typical college course is expected.

**AP Physics** 2 Semesters  
**2003421 (Weighted)** Grades 11-12

AP Physics 1 is an algebra-based, introductory college-level physics course that explores such topics as Newtonian mechanics; work, energy, and power; mechanical waves and sound. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills.

# SOCIAL STUDIES

GRADE	COURSE SEQUENCE 1	COURSE SEQUENCE 2
9 <sup>TH</sup> GRADE	WORLD CULTURAL GEOGRAPHY	AP HUMAN GEOGRAPHY
10 <sup>TH</sup> GRADE	WORLD HISTORY	AP WORLD HISTORY
11 <sup>TH</sup> GRADE	UNITED STATES HISTORY	AP AMERICAN HISTORY
12 <sup>TH</sup> GRADE	AMERICAN GOVERNMENT/ ECONOMICS	AP U.S. GOVERNMENT AND POLITICS / AP MACROECONOMICS
ELECTIVES AVAILABLE	AP PSYCHOLOGY, AP EUROPEAN HISTORY, AP HUMAN GEOGRAPHY, COMPREHENSIVE LAW STUDIES	

The table above represents common sequences of courses for many students. The sequence an actual student takes depends on many factors including teacher recommendations, standardized test data, and classroom performance. These factors can allow students to move from one potential sequence to another.

*Note: It is required that the students take the advanced placement examination for this course. Successful completion of this course and making the minimum score on the AP exam may yield college credit (determined by admitting university).*

**World Cultural Geography** 2 Semesters  
**2103300** Grade 9

The World Cultural Geography course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of world cultural regions in terms of location, physical characteristics, demographics, historical changes, land use, and economic activity. Content should include, but is not limited to, the use of geographic tools and skills to gather and interpret data and to draw conclusions about physical and human patterns, the relationships between physical geography and the economic, political, social, cultural and historical aspects of human activity, patterns of population growth and settlement in different cultures and environments, the interaction between culture and technology in the use, alteration and conservation of the physical environment, and the interrelationships and interdependence of world cultures.

**Note:** Course may not be offered in the future.

**AP Human Geography** 2 Semesters  
**2103400 (Weighted)** Grades 9-12

This course will provide a survey of world patterns of culture, such as population, language, religion, urban and rural settlement, and their relationships. The course will emphasize the global diversity of world cultures, contrasting worldviews and the issues raised.

**World History** 2 Semesters  
**2109310** Grade 10

This course will explore ancient civilizations and various cultures of the world. Historical world events will be examined to reveal how history throughout the ages has affected humanity in the past and our own lives today. Societal aspects of politics, economics, religion, science and the culture of civilizations worldwide will be investigated.



**AP World History: Modern** 2 Semesters  
**2109420 (Weighted)** Grades 10-12

The purpose of this rigorous academic course is to provide students with an understanding of the development of several world regions within the context of history by examining connections to the past to prepare for the future as participating members of a global community. Students use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings.

The content should include, but not be limited to:

- *The content specified by the Advanced Placement Program*
- *An exposure to the foundations of World History prior to 1000 A.D.*
- *An emphasis on the time period between 1000 and present*
- *Asia, Europe, Saharan, and sub-Saharan Africa*
- *China, Mesoamerica, Islam, Mongol dominance, new political units in Africa and Europe*

**United States History** Yearlong  
**2100310** Grade 11

In this course students will explore America's story from the time of the Civil War through the recent developments of the twentieth century. Themes of the frontier, big business, conflict, immigration, civil rights, politics, American culture and global interaction, and others to 1945 will be followed to see how they have affected our lives today. This is a continuation of American History I offered in 8th grade. American History I material (the discovery period through colonial times and the development of our nation) will be reviewed. EOC exam will be 30% of grade.



**AP U.S. History** 2 Semesters  
**2100330 (Weighted)** Grade 11-12

The AP U.S. History course is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full year introductory college courses. Students will learn to assess historical materials---their relevance to a given interpretive problem, reliability, and importance---and to weigh the evidence and interpretations presented in historical scholarship. Students successful in this course will develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in an essay format. EOC exam will be calculated as 30% of grade.

•Blocked Course •

**United States Government** 1 Semester  
**2106310** Grade 12  
**Economics** 1 Semester  
**2102310** Grade 12

**United States Government:** United States Government students will learn about the foundations of our American Government and how it functions in our culture. Our living Constitution, which has established procedures, rights, and responsibilities for our people and structure for our government in a changing world, will be covered in depth. State and local government programs will also be studied. Students will become part of the political process by becoming involved with important current issues.

**Economics:** The subject of money, its power and how it works to drive our society will be developed. Business, banking, taxes, trade, our mixed market economy and other economic systems will all be covered. Students will learn about supply and demand, and how vital resource management is to the global economy. The practical side of economics and the direct impact of economics on the students' lives will be emphasized.



•Blocked Course•

**AP United States Government** 1 Semester  
**2106420 (Weighted)** Grade 12  
**AP Macroeconomics** 1 Semester  
**2102370 (Weighted)** Grade 12

**AP United States Government:** The purpose of this class is to give students a critical perspective on politics and government in the United States. This course involves the study of the general concepts used to interpret American politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that make up the American political reality.

**AP Macroeconomics:** The purpose of an AP course in macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. Such a course places particular emphasis on the study of national income and price-level determination and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth and international economics.

# ACADEMIC ELECTIVES

## Language Arts

<b>Journalism 1</b> <b>1006300*</b>	2 Semesters Grades 9-12
<b>Journalism 2</b> <b>1006310*</b>	2 Semesters Grades 10-12

The course provides instruction in basic aspects of journalism. Students will learn in a business-like atmosphere to create and advertise the yearbook. The content includes instruction in recognizing and writing news for journalistic media; developing editorials and feature stories; and the history and traditions of journalism. Students will have the opportunity to interview students, teachers, and community members as well as write and photograph current student events. Students should have a passion for writing and an interest in developing their writer's voice by representing the world around them. Committed journalism students will have the opportunity to gain leadership roles and experiences.

*\*Note: Journalism 1 is a Fine Arts credit.*

<b>Intensive Reading</b> <b>1000410</b>	2 Semesters Grades 9-12
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The purpose of this course is to provide instruction that enables students to develop and strengthen reading skills and develop independent reading endurance.

*Notes:*

- This course is a requirement for all students scoring Level 1 or 2 on the Florida ELA Assessment.
- This course may be required for students based on other reading measures assessed in grades 8 through 12 (e.g. STAR, etc.)
- This course may be repeated by a student as needed.
- Credit earned counts toward the elective requirements for graduation.

<b>Critical Thinking Skills</b> <b>1700370</b>	2 Semesters Grades 9-12
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This course is designed to support student skills related to critical thinking, learning, and problem solving, enabling students to enhance performance in both academic and non-academic settings. Strategies such as:

- Storing and retrieving information
- Time Management
- Organizational skills
- Oral and written communication skills
- Will focus on support in reading and mathematics

*\*Students identified as needing additional support will be administratively placed in this course.*

## Mathematics

<b>Foundation Skills in Mathematics</b> <b>1200400</b>	2 Semesters Grades 9-12
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The course supports students who need additional instruction in foundational mathematics skills as it relates to core instruction. Instruction will use explicit systematic, and sequential approaches to mathematics instruction addressing all strands including number sense and operations, algebraic reasoning, functions, geometric reasoning and data analysis and probability. Teachers will use the listed benchmarks that correspond to each students' needs.

## Social Studies

*Students can take more than one social studies course each year. Additional social studies courses will take the place of electives in students' schedules.*

<b>AP Psychology</b> <b>2107350 (Weighted)</b>	2 Semesters Grades 10-12
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This course is designed to provide students with an understanding of the study of psychology. Students will acquire an understanding of and an appreciation for human behavior, behavioral interaction, and the progressive development of individuals. This will better prepare them to understand their own behavior and the behavior of others. *The content should include, but not be limited to, the following:* Research methodology, Biological bases of behavior, Sensation and perception, States of consciousness, Learning, Cognition, Motivation and emotion, Developmental psychology, Personality, Theory psychological testing, Abnormal psychology, Treatment of psychological disorders, and Social psychology.

*Note: It is required that the students take the advanced placement examination for this course. Successful completion and making the minimum score on the AP exam may yield college credit (determined by admitting university).*



**Comprehensive Law Studies** 2 Semesters  
**2106370** Grades 10-12

This course covers key aspects of the American legal system, including American and World History, Geography, Humanities, Economics, and Civics and Government. Topics include historical foundations, civil and criminal justice systems, social values' influence on laws, causes and consequences of crime, the Bill of Rights, family and consumer law, and the adversarial relationship in American jurisprudence.

**AP European History** 2 Semesters  
**2109380 (Weighted)** Grades 10-12

The AP European History course focuses on cultural, economic, political, and social developments. These focus areas provide context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse from approximately 1450 to the present. The AP course and exam in European History are intended for qualified students who wish to complete classes in secondary school equivalent to college introductory courses in European history.

**Note:** It is required that the students take the advanced placement examination for this course. Successful completion of this course and making the minimum score on the AP exam may yield college credit (determined by admitting university).

## Physical Education

**Note:** Dressing out in shorts, T-shirt and gym shoes is required for all Physical Education courses.

**HOPE** 2 Semesters  
**1506320** Grades 9-12

**Health Opportunities through Physical Education.** The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness. Students will combine the learning of principles and background information in a classroom setting with physical application of the knowledge. A majority of class time should be spent in physical activity.

In addition to the physical education content, specific health education topics within this course should include, but are not limited to:

- Mental/Social Health
- Physical Activity
- Components of Physical Fitness
- Nutrition and Wellness Planning
- Diseases and Disorders
- Health Advocacy

**Note:** The HOPE course is a one (1) year physical education course which includes an integration of health education. Senate House Bill 2092 establishes criteria for exemption of the HOPE course, 1.0 credit requirement through the following waiver process: Participation in two seasons of an interscholastic sport (which excludes cheerleading & Canettes) at the junior varsity or varsity level; or completion of summer school HOPE at Coral Shores satisfies the HOPE requirement.

**Team Sports 1 & 2** 2 Semesters  
**1503350 & 1503360** Grades 9-12

This is a survey course whose purpose is to: (a) acquire knowledge of team sports play, (b) develop skills in selected team sports, and (c) maintain and/or improve health-related fitness.

The content should include, but not be limited to, the following:

Safety practices

- Rules, terminology, and etiquette
- History
- Biomechanical and physiological principles
- Techniques and strategies
- Sportsmanship
- Fitness activities
- Fitness assessment
- Consumer issues
- Benefits of participation

**Weight Training 1 & 2** 2 Semesters  
**1501340 & 1501350** Grades 9-12

**Weight Training 3 & Power Wt. Training** 2 Semesters  
**1501360 & 1501410** Grades 10-12

**Comprehensive Fitness & Fit. Lifestyle Design** 2 Semesters  
**1501390 & 1501310** Grades 11-12

The purpose of this series of courses is to: (a) knowledge and skills in weight training, (b) improve muscular strength and endurance, and (c) begin to enhance body image.

The content should include, but not be limited to, the following:

- Safety practices
- Assessment of health-related fitness
- The importance of muscular strength and endurance
- Health problems associated with inadequate levels of muscular strength and endurance
- Musculoskeletal system
- Biomechanical and physiological principles to improve and maintain muscular strength and endurance
- Assessment of basic skills
- Nutrition
- Consumer issues
- Fitness activities

**Basketball 1 & 2** 2 Semesters  
**1503310 & 1503315** Grades 9-12

The purpose of these courses is to:

- Acquire basic knowledge and skills in basketball.
- Learn how to officiate the game of basketball.
- Learn how to use statistics and calculate percentages in relation to basketball.
- Watch game film and learn how to breakdown a game.
- Team Sports is recommended prior to taking this course.

**Individual & Dual Sports 1 & 2**  
**1502410 & 1502420**

2 Semesters  
Grades 9-12

The purpose of these courses is to enable students to develop knowledge and skills in specified individual and dual sports and to maintain or improve health-related fitness.

The content should include, but not be limited to the following:

- Safety practices
- Rules, terminology, and etiquette
- History
- Biomechanical and physiological principles
- Techniques and strategies
- Sportsmanship
- Fitness activities
- Fitness assessment
- Consumer issues
- Benefits of participation

**Driver Education/Physical Education**  
**1900300 & 1900310**

2 Semesters  
Grades 9-12

The purpose of this course is to introduce students to Florida's driving laws/rules of the road and safe driving behavior, and to strategies that will develop driving knowledge and skills related to today's and tomorrow's motorized society. It will provide an in-depth study of the contributing factors to vehicle crashes and their solutions. **\*Students must be at least 15 years of age and will be required to have a Learner's Permit prior to the start of the school year. This will be paired with a P.E. course.**



# World Languages



**Note:** Foreign language is not a requirement for high school graduation nor is it necessary for admission to a community college. However, four-year universities require 2 consecutive years of the same foreign language for admission. **Bright Futures also requires this.**

**Spanish 1**  
**0708340**

2 Semesters  
Grades 9-12

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

**Spanish 2**  
**0708350**

2 Semesters  
Grades 9-12

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

**AP Spanish Language & Culture**  
**0708400 (Weighted)**

2 Semesters  
Grades 9-12

The purpose of this course is to develop oral and written fluency in Spanish. The course content includes but is not limited to the content specified by the CollegeBoard.

**Note:** It is required that the students take the advanced placement examination for this course. Successful completion of this course and making the minimum score on the AP exam may yield college credit (determined by admitting university).

# Music and Drama



**Note:** All music offerings are fine arts credits.

<b>Band 2</b> <b>1302310*</b>	2 Semesters Grades 9-12
<b>Band 3</b> <b>1302320*</b>	2 Semesters Grades 9-12
<b>Band 4</b> <b>1302330*</b>	2 Semesters Grades 9-12
<b>Band 5 Honors (Weighted)</b> <b>1302340*</b>	2 Semesters Grades 12

Band class provides individual, small ensemble, and large group instruction and performance experiences in wind and percussion instruments. The major emphasis of study will focus on skill development, conceptual understanding, and aesthetic appreciation needed to perform selected band literature.

Students are given the chance to compete on district, county, university and state levels.

- This course will require extra rehearsals and performances beyond the school day.
- Activities for these classes will include concert band, festivals, evaluations, honor bands, etc.

**\* Course code depends upon level of experience**

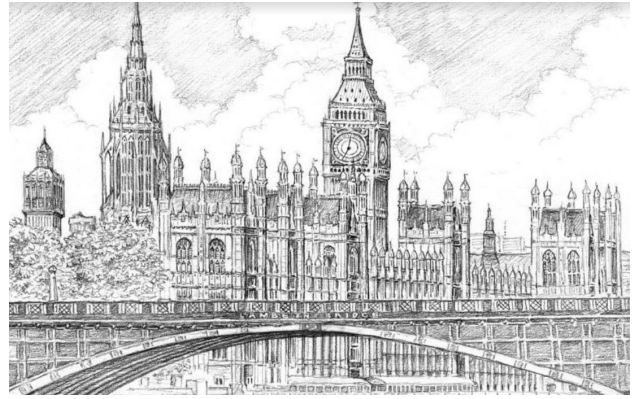
<b>Music of the World</b> <b>1300340</b>	2 Semesters Grade 9-12
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Explore 20th- and 21st-century global music traditions, emphasizing current trends like jazz, world drumming, mariachi, soul, gamelan, Bollywood, and digital music. Investigate the role of music in diverse cultures, examining its function, technology influences, and composition structures.

<b>Theatre 1</b> <b>0400310</b>	2 Semesters Grades 9-12
<b>Theatre 2</b> <b>0400320</b>	2 Semesters Grades 10-12
<b>Theatre 3 Honors</b> <b>0400330 (Weighted)</b>	2 Semesters Grades 11-12
<b>Theatre 4 Honors</b> <b>0400340 (Weighted)</b>	2 Semesters Grade 12

This course cultivates enjoyment and appreciation for various aspects of theatre. It explores theatre literature, performance, historical and cultural connections, and technical requirements. Students engage in improvisation, creative dramatics, and scene work to develop acting skills and character understanding. The course also integrates other art forms, such as music, dance, and visual art, to foster a broader appreciation of the arts. **Note:** This course may require students to participate in extra rehearsals and performances beyond the school day.

# Arts



**Note:** All art courses are fine arts credits.

<b>2D Studio 1</b> <b>0101300</b>	2 Semesters Grades 9-12
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Students experiment with the media and techniques used to create a variety of two-dimensional artworks. Students will develop skills in drawing, painting, printmaking, collage, and/or design. Students practice, sketch, and manipulate the elements of art and the organizational principles of design through observation, research, and imagination.

<b>2D Studio 2</b> <b>0101310</b>	2 Semesters Grades 10-12
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Students develop and refine technical skills to create 2D compositions with a variety of media in drawing, painting, printmaking, collage, and/or design. Students sketch, manipulate, and refine the structural elements of art to improve mark-making and/or the organizational principles of design in a composition from observation, research, and imagination.

**\*Prerequisite:** 2D Studio 1

<b>2D Studio Art 3 Honors</b> <b>0101320 (Weighted)</b>	2 Semesters Grades 11-12
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Students demonstrate proficiency in the conceptual development of content in drawing, painting, printmaking, collage, and/or design to create self-directed or collaborative 2D artwork suitable for inclusion in a Drawing and/or 2D AP Portfolio.

**\*Prerequisites:** 2D Studio 1 and 2D Studio 2

<b>3D Studio 1</b> <b>0101330</b>	2 Semesters Grades 9-12
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Students will explore how space, mass, balance, and form combine to create aesthetic forms or utilitarian products. Instruction will include sculpture and ceramics. Media may include, but not limited to, clay, plaster, wire, foam, and papier-mâché with consideration of the workability, durability, cost, and toxicity of the media used.



**3D Studio 2** 2 Semesters  
**0101340** Grades 10-12

Students explore spatial relationships using nonobjective, abstract, or representational forms, products, or sculptures. Instruction will include sculpture and ceramics. Processes and techniques include wheel-thrown clay, glaze formulation and application, and/or hand-built forms. Media may include clay, plaster, wire, foam, and papier mâché. Students experiment and create aesthetic and utilitarian forms.

*\*Prerequisite: 3D Studio 1*

**3-D Studio Art 3 Honors** 2 Semesters  
**0101350 (Weighted)** Grades 11-12

Students will demonstrate proficiency in the conceptual development of content in 3D media and design to create self-directed or collaborative 3D artwork suitable for inclusion in a 3D AP Portfolio.

*\*Prerequisites 3D Studio 1 and 3D Studio 2*

**AP 2D Art & Design** 2 Semesters  
**0109350 (Weighted)** Grades 11-12

Students will create a self-directed portfolio of work consisting of a minimum of 15 pieces guided by a personal inquiry and sustained investigation. Students will create their portfolio of work solely with 2D art mediums.

*\*Prerequisite: Previous Art class and teacher recommendation*

**Note:** It is required that the students take the advanced placement examination for this course. Successful completion of this course and making the minimum score on the AP exam may yield college credit (determined by admitting university).

**AP Drawing** 2 Semesters  
**0104300 (Weighted)** Grades 11-12

Students will create a self-directed portfolio of work consisting of a minimum of 15 pieces guided by a personal inquiry and sustained investigation. Students will create their portfolio of work solely with drawing mediums.

*\*Prerequisite: Previous Art class and teacher recommendation*

**Note:** It is required that the students take the advanced placement examination for this course. Successful completion of this course and making the minimum score on the AP exam may yield college credit (determined by admitting university).

**AP 3D Art & Design** 2 Semesters  
**0109360 (Weighted)** Grades 11-12

Students will create a self-directed portfolio of work consisting of a minimum of 15 pieces guided by a personal inquiry and sustained investigation. Students will create their portfolio of work solely with 3D mediums. Must have instructor approval.

*\*Prerequisite: 3D Studio 3 and teacher recommendation*

**Note:** It is required that the students take the advanced placement examination for this course. Successful completion of this course and making the minimum score on the AP exam may yield college credit (determined by admitting university).

## Miscellaneous

<b>Leadership Skills Development</b>	2 Semesters
<b>2400300</b>	Grades 9-12
<b>Leadership Techniques</b>	2 Semesters
<b>2400310</b>	Grades 10-12
<b>Leadership Strategies Honors</b>	2 Semesters
<b>2400320</b>	Grades 11-12
<b>Approaches to Leadership Honors</b>	2 Semesters
<b>2400330</b>	Grades 12

The main purpose of these classes will be working with current student leaders in groups such as Student Council, Student Government and other club officers. Students will learn leadership skills, parliamentary skills, group dynamics, time and stress management, public speaking, human relations, public relations, team building, and other group processes.

<b>Freshman Seminar</b>	2 Semesters
<b>0500500</b>	Grade 9

The purpose of this course is to provide students with an opportunity to experience success in school and improve attitudes and behaviors towards learning, self, school and community.

<b>AVID 1</b>	2 Semesters
<b>1700390</b>	Grades 9
<b>AVID 2</b>	2 Semesters
<b>1700400</b>	Grades 10
<b>AVID 3</b>	2 Semesters
<b>1700410</b>	Grades 11
<b>AVID 4</b>	2 Semesters
<b>1700420</b>	Grades 12

AVID (Advancement Via Individual Determination) is a systemic instructional College Readiness system focused on leadership and self-determination. The elective course (which students must apply for) prepares students for entrance into four-year colleges through an emphasis on academic and social skills that will help students to develop the habits and behaviors needed to succeed in higher education and beyond. There is an emphasis on analytical writing, preparation for college entrance and placement exams, study skills and test taking, note taking, and research. The AVID teachers will visit schools in the springtime to introduce the program and interviews will be held afterward.



# CAREER AND TECHNICAL EDUCATION

Courses within the Career and Technical Department represent a sequence of courses designed to provide a student with an in-depth experience in a field that should lead directly to employability within that particular field. At the completion of an industry certification sequence, students can continue their education in each area with the On-the-Job (OJT) training courses that may be available for each course.

**Industry Certification Requirements:** All course sequences are moving toward offering one or more opportunities to earn industry certification after mastering the competencies embedded in CTE coursework. Current industry certification areas are noted in the individual course “paths”. Industry certification is required for the Merit Diploma designation.

## Business Education

**Digital Information Technology** 2 Semesters  
**8207310** Grades 9-12

This course is designed to provide a basic overview of current information systems and trends. Emphasis is placed on fundamental computer skills and networking. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Digital Information Technology includes the exploration and use of databases, the internet, spreadsheets, presentation applications, management of personal information and email, word processing and document manipulation, HTML, web page design, and the integration of these programs using software that meets industry standards.

All students taking the course will work towards obtaining their Entrepreneurial Small Business and Device Configuration certifications, which are acknowledged nationwide as an industry standard. The Florida Department of Education requires that students pass the industry certifications to be acknowledged as a Merit Scholar on their high school diploma, to use the certifications as a high school Science Credit, and to receive three hours of college credit from Florida colleges.

**Industry Certification:**

- This course meets the one credit Practical/Fine Arts graduation requirement.
- This course meets the one credit Online High School graduation requirement.

\*Satisfies one Bright Futures GSV requirement

**Applied Engineering Technology 1** 2 Semesters  
**8401110 (Weighted)** Grades 9-12

This course helps students understand the field of engineering/engineering technology and prepares them for postsecondary engineering programs by developing a more in-depth mastery of the associated mathematics, science, and technology knowledge and skills. The course also includes essential concepts of technology and design, as well as concerns about the social and political implications of technological change. All students are eligible for industry certification (Autodesk Fusion 360).

\*Satisfies one Bright Futures GSV requirement

**IT Systems and Apps** 2 Semesters  
**9003430** Grades 9-12

**Pre-Requisite: Computing for College and Careers OR**

**Digital Information Technology OR**

**Introduction to Informational Technology**

This course is designed to develop basic entry-level skills required for careers in the technology industry. The content includes word processing, databases, group policy, technology, infrastructure, introduction to programming and more. After successful completion of Information Technology Specialists lessons, students will be able to perform introductory information technology and business communication skills.

All students taking the course will work towards obtaining their Microsoft Office Expert and Device Configuration certifications, which are acknowledged nationwide as industry standards. The Information Technology Specialist certification validates entry-level skills needed to plan, design, build, and maintain effective communications by using different forms within the IT field.

**Industry Certification:** All students are eligible to earn certifications in Device Configuration, Microsoft Expert and ITS. This course meets the one credit Practical/Fine Arts graduation requirement. \*Satisfies one Bright Futures GSV requirement

**Principles of Engineering** 2 Semesters  
**8600520** Grades 10-12

This course benefits students by providing them with advanced engineering knowledge, practical hands-on experience, and enhanced problem-solving skills, preparing them for higher education and careers in STEM fields. It also fosters creativity and innovation. For the school, this course diversifies the curriculum, attracts students interested in STEM, fosters community and industry partnerships, and enhances the school's reputation as a provider of comprehensive education that prepares students for future success. This integration of an advanced course signifies the school's commitment to high-level STEM education.

**Industry Certification:** All students are eligible to earn Adobe Certified Associate in Adobe InDesign

**Web Technologies**  
**9003420**

2 Semesters  
Grades 10-12

***Pre-Requisite: Digital Information Technology***

This course is designed to develop organizational skills needed for the imprinted merchandise industry. The content includes entrepreneur concepts, basic supervision and management activities, portfolio development activities, and workforce development skills evaluation activities. After successful completion of Promotional Design Management, the student will be able to manage small production runs of imprinted merchandise in unpredictable situations.

The Adobe Certified Associate (ACA) certification in InDesign, is aimed at those who plan careers as professional designers, printers, advertisers, or publishers. Adobe InDesign certification sets the industry standard in desktop publishing for print and digital page layout. Offering pixel-perfect control over design and typography, designers can create professional page layouts for print or digital media. With so many powerful features, Adobe certified staff tend to be more skilled in their use of InDesign than their noncertified peers.

**Industry Certification: All students are eligible to earn Adobe Certified Associate in Adobe InDesign**

**AP Computer Science Principles**  
**0200335 (Weighted)**

2 Semesters  
Grades 9-12

AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles will give students the opportunity to use technology to address real-world problems and build relevant solutions. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science.

*Note: It is required that the students take the advanced placement examination for this course. Successful completion of this course and making the minimum score on the AP exam may yield college credit (determined by admitting university).*

\*Satisfies one Bright Futures GSV requirement



# Automotive

<b>Automotive Maint. &amp; Light Repair 1</b> <b>9504110 (Weighted)</b>	2 Semesters Grades 9-12
<b>Automotive Maint. &amp; Light Repair 2</b> <b>9504120 (Weighted)</b>	2 Semesters Grades 10-12
<b>Automotive Maint. &amp; Light Repair 3</b> <b>9504130 (Weighted)</b>	2 Semesters Grades 11-12
<b>Automotive Maint. &amp; Light Repair 4</b> <b>9504140 (Weighted)</b>	2 Semesters Grades 11-12
<b>Automotive Maint. &amp; Light Repair 5</b> <b>9504150 (Weighted)</b>	2 Semesters Grades 11-12
<b>Automotive Maint. &amp; Light Repair 6</b> <b>9504160 (Weighted)</b>	2 Semesters Grades 11-12



This program offers a comprehensive series of courses focused on preparing individuals for careers in the Transportation, Distribution, and Logistics field. The curriculum emphasizes both theoretical understanding and practical skills relevant to the Automotive industry. Topics covered include planning, management, finance, technical proficiency, and product skills. The program also addresses safety protocols in Automotive Maintenance and Light Repair, with strict adherence to personal and environmental safety practices. Additionally, students have the opportunity to obtain ASE Automotive certifications through the ASE certified program at Coral Shores, enhancing their employability in the industry.

## On the Job Training

**Cooperative Diversified Education**  
**8300420**

2 Semesters  
Grades 10 - 12

This course is designed to enable each student to demonstrate employability skills; environmental, health, and safety skills; professional, legal, and ethical responsibilities; financial skills; leadership skills; communication skills; human resources and labor skills; America's economic principles; entrepreneurship principles; relate planning methods to life and career goals; and use of industry/technology principles in the workplace. All students are eligible for Entrepreneurial Small Business Industry certification.



**Monroe Occupation and Vocational Experiences (MOVE)  
0500320** Grades 11-12

A partnership between the MCSD and community businesses that provides internships for students interested in career exploration and training in various fields. As a MOVE Student Intern, you will: Explore career opportunities with local businesses; Gain experience in your chosen career; Get your foot in the door with local businesses; interested in permanently hiring you after graduation; Earn school credit towards graduation; Learn valuable skills that look great on a college or career application; Earn while you learn! Most MOVE internships offer competitive hourly pay.

## Outboard Marine Service



<b>Outboard Marine 1</b>	2 Semesters
<b>9504210 (Weighted)</b>	Grades 9-12
<b>Outboard Marine 2</b>	2 Semesters
<b>9504220 (Weighted)</b>	Grades 10-12
<b>Outboard Marine 3</b>	2 Semesters
<b>9504230 (Weighted)</b>	Grades 11-12
<b>Outboard Marine 4</b>	2 Semesters
<b>9504240 (Weighted)</b>	Grades 12

The purpose of the program is to prepare students for employment as entry level marine mechanics and possible enrollment in a technical school. The course content will include the theory and construction of inboard and outboard engines as well as all related systems used in the propulsion of boats.

Training in communication, leadership, human relations, employability skills, and safe, efficient work practices will also be included. Shop or activities will be an integral part of the program. This program begins with the fundamentals of marine propulsion, fuel systems, electrical systems, and drive systems. The student will be working with tools, gauges, and special equipment to progress through the levels of knowledge of inboard and outboard technology needed in the trade field. The program is technical and hands-on in a safe environment.

**Industry Certification:** All students are eligible to earn Yamaha Certification.

## Digital Video Technology

<b>Digital Video Technology 1</b>	2 Semesters
<b>8201410 (Weighted)</b>	Grades 9-12
<b>Digital Video Technology 2</b>	2 Semesters
<b>8201420 (Weighted)</b>	Grades 10-12
<b>Digital Video Technology 3</b>	2 Semesters
<b>8201430 (Weighted)</b>	Grades 11-12
<b>Digital Video Technology 4</b>	2 Semesters
<b>8201440 (Weighted)</b>	Grades 12

Lights! Camera! Action! Are you interested in making videos? Do you like collaborating with your peers and working in groups? In video productions which is known as Digital Video Technology, students will be introduced to the pre-production, production, and post-production process. Students will actively participate in planning, script writing, storyboarding, filming and editing videos. Students will be eligible to earn Industry Certification in Editing Software. This course also meets the one credit practical/fine arts graduation requirement.

**Honors Weight- Industry Certification – Art Requirement**

## Culinary Operations



<b>Culinary Arts 1</b>	2 Semesters
<b>8800510</b>	Grades 9-11
<b>Culinary Operations 2*</b>	2 Semesters
<b>8800520</b>	Grades 10-12
<b>Culinary Operations 3*</b>	2 Semesters
<b>8800530 (Weighted)</b>	Grades 11-12
<b>Culinary Operations 4</b>	2 Semesters
<b>8800540 (Weighted)</b>	Grade 12

This course was developed as part of a three-credit core. Students will develop competence in career and job opportunities; basic food skills; personal productivity; safe, secure and sanitary work procedures; operational systems; recipes; commercial tools and equipment; principles of nutrition; front-of-the-house duties; back-of-the house duties; food and beverage preparation.

**\*Note: Culinary 2 & 3 each meet the one credit Practical/Fine Arts graduation requirement**

# Cosmetology



## •Blocked Course•

**Grooming and Salon Services Core 1** 1 Semester  
**8757210** Grades 9-12

**Cosmetology Nails 2** 1 Semester  
**8905120** Grades 9-12

**Grooming and Salon Services Core 1**  
This course is designed to provide instruction in safety rules and procedures, school, classroom/laboratory procedures. It provides competencies in hair shampooing and conditioning, trimming, and shaping hair using clippers, shears and razors.

**Cosmetology Nails 2**  
This course is designed to provide competencies in manicuring and pedicuring and in applying artificial nails and nail wraps. This instruction includes selection of supplies and equipment, sanitation procedures and performing designated procedures.

**Cosmetology Facials 3** 2 Semesters  
**8905130** Grade 10-12  
**Workplace Essentials** 2 Semesters  
**8300310** Grade 10-12

**Cosmetology Facials 3**  
This course is designed to provide the student with an opportunity to perform facials, apply makeup, give skin care or beautify the face, neck, arms, or upper body by use of cosmetic preparations, antiseptics, tonics, lotions, or creams and shape eyebrows. Students will learn to identify the proper chemical to be prescribed using an understanding of the chemistry that affects the skin that can be described, measured and predicted. Students will demonstrate proper procedure and application of chemicals.

**Workplace Essentials**  
This course offers coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Diversified Education career cluster. This program offers a broad foundation of knowledge and skills to prepare students for employment in their chosen occupational field.

**Cosmetology 4** 2 Semesters  
**8905140** Grades 11-12  
Students will learn to examine, identify, and address hair and scalp conditions. Learn the chemistry of hair and products. Perform shampoo and scalp treatments along with hair styling, blow drying techniques and styling services.

**Cosmetology 5** 2 Semesters  
**8905150** Grades 11-12  
This course provides an opportunity to learn competencies in hair shaping and instruction in the selection of proper hair cutting implements and proper style selection. Identify and perform hair shaping (cutting). Identify and analyze spheres and dimensional shapes using visualization. Illustrate ways in which geometric shapes can be combined, subdivided, and changed in performing haircuts on a manikin or client. Communicate an understanding of factors that influence the determination of strategies necessary to meet individual client needs.

# Building Construction

**Building Construction Technology 1** 2 Semesters  
**8720310** Grades 9-12

**Building Construction Technology 2** 2 Semesters  
**8720320** Grades 10-12

**Building Construction Technology 3** 2 Semesters  
**8720330 (Weighted)** Grades 11-12

**Building Construction Technology 4** 2 Semesters  
**8720340 (Unweighted)** Grade 12

This course follows the National Center for Construction Education and Research (NCCER) core curriculum. The NCCER curriculum is designed as a competency-based, industry-recognized program for career and technical education. NCCER Core is a prerequisite to all other Level 1 craft curriculum.

- **Module Basic Safety:** Basic Safety, Introduction to Materials Handling.
- **Module Math:** Introduction to Construction Math.
- **Module Tools:** Introduction to Hand Tools, Introduction to Power Tools
- **Module Construction Drawings:** Introduction to Construction Drawings.
- **Module Rigging:** Basic Rigging.
- **Module Critical Skills:** Basic Communication Skills, Basic Employability Skills.

**Construction Technology**  
The curriculum will cover basic knowledge and principles of carpentry, masonry, concrete finishing, electrical work, HVAC, and plumbing. He or she will become skilled in different phases of a project from start to finish. Once completing this course, the trainee will be able to interpret construction drawings; perform quality concrete and brickwork; frame walls, ceilings, and floors of a structure; and install the proper wiring and piping for electrical, and plumbing systems.

# CORAL SHORES HIGH SCHOOL

## COURSE SELECTION PLANNING SHEET

This course selection planning sheet will help you prepare for your real course selection sheet:

- Core area recommendations are completed by your current year core area teacher. These will be provided to you.
- Select **ALL SEVEN** elective requests even though you will need only three or four electives. The “back up” choices are important in the event you are unable to get your top choices due to scheduling conflicts or lack of sufficient interest to offer the class.
- Prioritize your electives – elective 1 should be your first choice!
- Remember you CAN take academic courses as electives!

**Student Name:** \_\_\_\_\_

**Student ID Number:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

### Core Area Recommendations

**Language Art:** \_\_\_\_\_

**Mathematics:** \_\_\_\_\_

**Science:** \_\_\_\_\_

**Social Studies:** \_\_\_\_\_

### Elective Requests

	<u>Course Code</u>	<u>Course Name</u>
Elective 1		
Elective 2		
Elective 3		
Elective 4		
Elective 5		
Elective 6		
Elective 7		

### Parent/Guardian Waiver of Teacher Course Recommendation

Teachers make course recommendations based on student performance from a variety of data points. If parents choose, they may bypass the teacher recommendation and opt for a different course by following the steps outlined below:

1. The parent/guardian may submit to the school Principal a letter detailing their request for transfer to a different course.
2. If the request is approved, documentation will be signed by the parent/guardian and the school representative stating the student was placed in a different course than recommended by the school.
3. If denied, a school representative will contact the parent/guardian within two (2) weeks of receiving the request and notify the parent/guardian the reason for the denial.

# FOCUS COURSE REQUESTS

Coral Shores High School offers students in grades 9 - 12 a variety of elective choices. All students will receive an individualized paper Course Request Sheet that will list their core courses and a section to rank Electives. Incoming 9<sup>th</sup> grade students will rank their choices 1 through 6 while incoming 10 – 12 grade students will rank their choices 1 through 7. Teachers will recommend students for their 2024 - 2025 core courses based on a variety of factors, including but not limited to, current academic success and test scores.

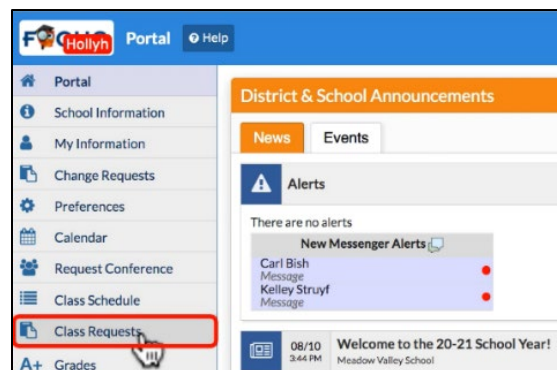
The selection of elective courses, including alternative electives, represents a commitment to take the course for the entire school year. A ranked elective choice does not guarantee it will be on a student's schedule.

## Entering Ranked Course Requests into Focus

Coral Shores High School students going into grades 10 – 12 will enter their elective choices into Focus. Incoming 9<sup>th</sup> grade students will have their electives entered by Coral Shores Guidance staff. Guidance staff will also enter the core area recommendations for all incoming 9 – 12 grade students.

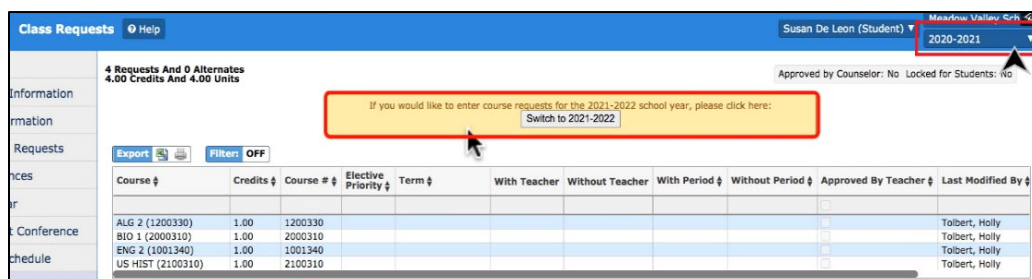
You can use the instructions in this Curriculum Guide as well as the “**Students Enter Course Requests**” Focus help video [here](#).

To begin entering Course Requests, students will login to Focus and go to **Class Requests** at the left of the screen.



You will need to change to the 2024 – 2025 school year. You can change the year by clicking the drop down school year box in the top right hand of your screen or by clicking “**Switch to 2024 – 2025**” on the **Class Requests** page.

Focus will display in red to show you are working in a different school year.

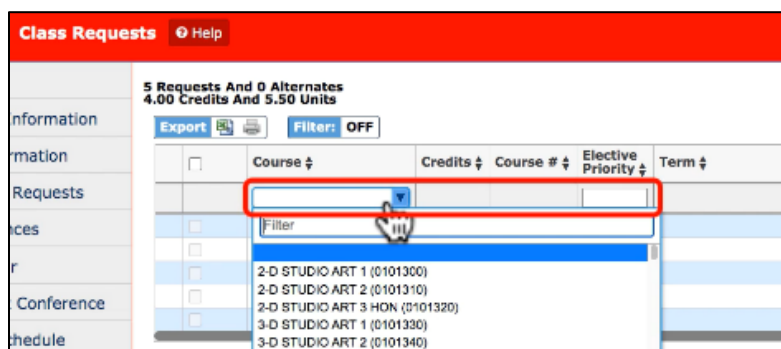


Look at the electives you ranked on your paper Course Request Sheet. Your ranked courses will be the ones you enter into Focus.

From the **Course Requests** page, click the drop down box under **Course**. You can either begin typing the course number or the course name of the elective you wish to select from the drop down box. You will be entering all 7 elective choices individually.

GRADE 10					
2023-2024 Elective Course Request Sheet					
Choose 7 electives and number them 1-7 with 1 being your first choice.					
<b>World Languages</b>		<b>Music &amp; Drama</b>		<b>Career &amp; Technology</b>	
0708340 Spanish 1		1302310 Band 2	2	8504110 Auto Maintenance/Lt Rpr 1	5
0708350 Spanish 2	3	1302320 Band 3		8504120 Auto Maintenance/Lt Rpr 2	
0708400 AP Spanish Lang & Culture		0406010 Theatre 1		8504210 Outboard Marine 1	4
		0406020 Theatre 2		8504220 Outboard Marine 2	
				8720310 Building Construction 1	
				8720320 Building Construction 2	
		<b>Miscellaneous</b>		8800510 Culinary Arts 1	
<b>Physical Education</b>		2406030 Leadership Skills (1)		8800520 Culinary Arts 2	
1502350 Team Sports 1&2		2406010 Leadership Techniques (2)		8201410 Digital Video Tech 1	
1502410 Individual/Dual Sports 1&2		1706040 AVID 2	1	8201420 Digital Video Tech 2	
1506320 HOPE				8757210 Grooming and Salon Services & Cosmetology Nails 2	
1501340 Weight Training 1&2	7			8905130 Cosmetology Facials 3 & Workplace Essentials	
1501380 Weight Training 3 & Pwr Weight		<b>Academic Electives</b>			
1503310 Basketball 1&2		2003380 AP Environmental			
1900300 Drivers Ed/P.E		2000340 AP Biology			
		2003380 Physics	6		

(Example Course Request Sheet and Numbering)



Once the course is selected, tab over to **Elective Priority** box.

For electives you ranked 1, 2, or 3 on your Course Request Sheet (CRS), you will enter a 1 in the **Elective Priority** box. For courses ranked 4 through 7, you will number them in ascending order starting at 2 (IE: Your 4<sup>th</sup> choice will be entered as 2, 5<sup>th</sup> choice will be entered as 3, 6<sup>th</sup> choice will be entered as 4, and 7<sup>th</sup> choice will be entered as 5).

Course Name:	CRS	Focus
AVID 2	1	1
Band 2	2	1
Spanish 2	3	1
Outboard Marine 1	4	2
Auto Maintenance/Lt Rpr 1	5	3
Physics	6	4
Weight Training 1&2	7	5

<input type="checkbox"/>	Course ↓	Credits ↓	Course # ↓	Elective Priority ↓
<input type="checkbox"/>	AVID 2 (1700400)		1700400	1
<input type="checkbox"/>	BAND 2 (1302310)		1302310	1
<input type="checkbox"/>	SPANISH 2 (0708350)		0708350	1
<input type="checkbox"/>	OUTBOARD MARINE 1 ...		9504210	2
<input type="checkbox"/>	AUTO MAINT/LT RPR 1 ...		9504110	3
<input type="checkbox"/>	PHYS 1 (2003380)		2003380	4
<input type="checkbox"/>	WEIGHT TRAIN 1 (1501...		1501340	5

Once the **Course** name and **Elective Priority** are entered, press Enter and move on to the next course. Once all electives are entered and ranked, you are finished.

If you need to remove a course once you have entered it, click the Red Dash icon.

<input type="checkbox"/>	Course ↓	Credits ↓	Course # ↓	Elective Priority ↓
<input type="checkbox"/>	AVID 2 (1700400)		1700400	1
<input type="checkbox"/>	BAND 2 (1302310)		1302310	1

Numbering in this way will tell Focus that you have 3 Elective Course Requests that must be scheduled and 3 - 4 Alternate Requests. This will give students a full course load of 7 Requests (4 Core Classes and 3 Electives).

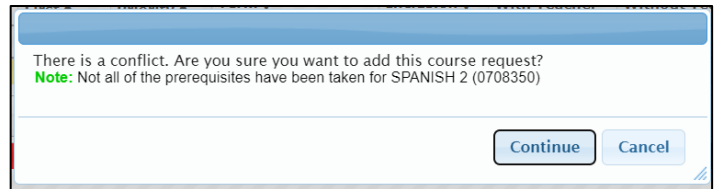
To verify that you have numbered your electives correctly, Focus will show that there are 7 Requests and 3 to 4 Alternates on the **Course Request** page. If there are less than 7 Requests, ex: 5 Requests and 5 – 6 Alternates showing, check your numbering convention.

<input type="checkbox"/>	Course ↓	Credits ↓	Course # ↓
<input type="checkbox"/>	AUTO MAINT/LT RP...	1.00	9504110
<input type="checkbox"/>	OUTBOARD MARIN...	1.00	9504210

Disregard the Credits and Units amount, it will not be an accurate reflection of what will be earned in a full school year.

### Troubleshooting

A message may appear on the screen telling you that there is a conflict and you cannot enter a certain course request. A **Note:** will follow telling you that you have not taken the necessary prerequisites *or* you have already earned credit in that course. If you do not meet the prerequisite, change your course request to the appropriate level. If you have already earned credit, change your elective to the next level if applicable. If you feel this is an error, do not enter the course and discuss it with your School Counselor.



If you search for a course that is listed on your Course Request Sheet but is not showing up in Focus, you may have one of two issues:

Issue one could be that the course is not available to you based on your grade level. For example, AVID 4 will only be available to select if you are in 12<sup>th</sup> grade. You should only be entering courses listed on your course sheet. If you feel there is an error, discuss it with your School Counselor.

Course ↓	Credits ↓	Course # ↓
BLDG CONST TECH 1...		8720310
Building Construction		
BLDG CONST TECH 1 (8720310)		
BLDG CONST TECH 2 (8720320)		
BLDG CONST TECH 3 (8720330)		
BLDG CONST TECH 4 (8720340)		

Issue two for a course not appearing could be that you have not typed in the right course name. First, try typing in the exact course number as shown on your Course Request Sheet or as listed in the Curriculum Guide for the course. Some courses may be difficult to find in Focus if you just spell the name because the official FLDOE Course Name may be in shorthand. For example, Building Construction 1 is spelled BLDG CONST TECH 1 in Focus, so you may need the course number to find it. Each course number is unique, so there will be no duplicate numbers.

Course ↓	Credits ↓	Course # ↓
BLDG CONST TECH 1...		8720310
8720310		
BLDG CONST TECH 1 (8720310)		
BLDG CONST TECH 2 (8720320)		
BLDG CONST TECH 3 (8720330)		
BLDG CONST TECH 4 (8720340)		

# GENERAL INFORMATION AND CONTACTS

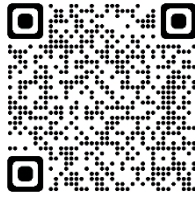
<b>Located In:</b>	Monroe County; Florida Keys
<b>Grade Levels:</b>	Nine through Twelve
<b>Enrollment:</b>	Approximately 770
<b>Superintendent:</b>	Theresa N. Axford P.O. Box 1788/241 Trumbo Road Key West, FL 33040 (305) 293-1400 <a href="mailto:Theresa.Axford@keysschools.com">Theresa.Axford@keysschools.com</a>
<b>Principal:</b>	Laura Lietaert (305) 853-3222 Ext. 56303 <a href="mailto:Laura.Lietaert@keysschools.com">Laura.Lietaert@keysschools.com</a>
<b>Assistant Principals:</b>	Debra Ward (305) 853-3222 Ext. 56310 <a href="mailto:Debra.Ward@keysschools.com">Debra.Ward@keysschools.com</a>  Jacob Poelma (305) 853-3222 Ext. 56333 <a href="mailto:Jacob.Poelma@keysschools.com">Jacob.Poelma@keysschools.com</a>
<b>Guidance Counselors:</b>	Dawn Michelini <a href="mailto:Dawn.Michelini@keysschools.com">Dawn.Michelini@keysschools.com</a> (305) 853-3222 Ext. 56317  Kay MacKenzie <a href="mailto:Kay.Mackenzie@keysschools.com">Kay.Mackenzie@keysschools.com</a> (305) 853-3222 Ext. 56345  Stefanie Rodriguez (College and Career Counseling) <a href="mailto:Stefanie.Rodriguez@keysschools.com">Stefanie.Rodriguez@keysschools.com</a> (305) 853-3222 Ext. 56344

**CORAL SHORES HIGH SCHOOL**  
88901 Old Highway  
Tavernier, Florida 33070-2198  
Phone: (305) 853-3222  
Fax: (305) 853-3228  
<https://www.keysschools.com/cshs>

# PARENT PORTAL - ENGLISH

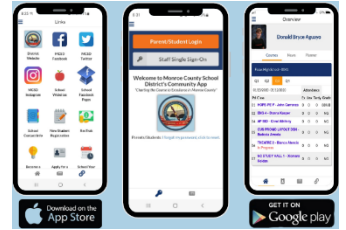
## How to Register

1. <https://monroe.focusschoolsoftware.com/focus/auth/>
2. If you are creating an account for the first time, select the "Click here to create a Focus Parent Portal Account" link at the center of the page.
3. Select the "CREATE ACCOUNT" icon on the bottom of the page.
4. Enter the information in all the required fields and click "Submit" to create your account.
5. Once all required information has been entered click "I would like to ADD A CHILD who is already enrolled". You will need a Student ID Number (begins with 44000) and Birth Date for MM/DD/YY for each student account you wish to add. Click "Add Student" to create your account.
6. Your student's account is now linked to your parent portal account. To add another child, click "I would like to ADD A CHILD who is already enrolled."
7. Click "I am Finished Adding Students. Please take me to the Portal"



## Directions for setting up "MCSD Mobile"

1. Download the MCSD Mobile App
2. Select *Student Info*
3. Type the *Username and Password* provided by FOCUS Parent Portal
4. Select *Log In*
5. Icons will have *your name and the names of your child(ren)*. Select each of their icons to see their grades, lunch balances, class assignments and other information.
6. In Settings, configure notification preferences & set alerts for:
  - a. missing assignments
  - b. low score
  - c. class grade
  - d. updates cafeteria/lunch balance
  - e. library book due sports events
7. Select manage account to update information or change password.
8. Select language to change from English. Click Save.



# PORTAL PARA PADRES - Español

## Como Registrarse

1. <https://monroe.focusschoolsoftware.com/focus/auth/>
2. Si usted está creando una cuenta por primera vez, seleccione el enlace al centro de la página que dice "(Seleccione aquí para crear una cuenta en el portal para Padres de FOCUS)."
3. Seleccione el ícono en la parte de abajo de la página que dice "Create Account" (Crear Cuenta)
4. Llene toda la información requerida en cada una de las secciones y presione donde dice "Submit" para crear su cuenta.
5. Una vez que se haya ingresado toda la información requerida, haga clic en "Me gustaría AGREGAR UN NIÑO que ya está inscrito". Necesitará un número de identificación de estudiante (comienza con 44000) y una fecha de nacimiento para MM / DD / AA para cada cuenta de estudiante que desee agregar.
6. Haga clic en "Agregar estudiante" para crear su cuenta.
7. La cuenta de su estudiante ahora está vinculada a su cuenta del portal para padres. Para agregar otro niño, haga clic en "Me gustaría AGREGAR UN NIÑO que ya está inscrito".
8. Haga clic en - Terminé de agregar estudiantes. Por favor, llévame al Portal"



## Instrucciones para configurar MCSD Mobile

1. Descargue la aplicación "MCSD Mobile"
2. Seleccione *Información del estudiante*
3. Escriba el *nombre de usuario y la contraseña* proporcionados por FOCUS Parent Portal
4. Seleccione *Iniciar sesión*
5. Los íconos tendrán *su nombre y los nombres de sus hijos*. Seleccione cada uno de sus íconos para ver sus calificaciones, saldos de almuerzos, asignaciones de clases y otra información.
6. En Configuración, configure las preferencias de notificación y establezca alertas para:
  - a. asignaciones faltantes
  - b. puntaje bajo
  - c. calificaciones de la clase
  - d. saldo cafetería / almuerzo
  - e. vencimiento del libro de la biblioteca
  - f. eventos deportivos
7. Seleccione administrar cuenta para actualizar la información o cambiar la contraseña.
8. Seleccione el idioma para cambiar de inglés. Clic en Guardar.



