***Graduation Requirements:*** Fundamental courses are academic skill-building courses which support a student's participation in general education classes by allowing them more time to build the necessary skills for success. Students with disabilities may earn elective credit towards a standard diploma for the successful completion of a fundamental course.

*A student for which the IEP Team has determined the general education curriculum with accommodations and supports is not appropriate but is ineligible to participate in access courses may take fundamental courses to earn credit towards a special diploma, in accordance with the district's student progression plan. These courses are appropriate for these students as general education courses may not be modified for this purpose.*

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| **Fundamental English 1**  |
| **Course #** | 7910115 |
| **Grade Level** | 9-12 |
| **Length** | Year (Y) |
| **Prerequisite** |  |
| **Credit** | One credit (1) |
| The purpose of this course is to provide students with disabilities, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language in preparation for college and career readiness. Open the link below for specific standards taught in this course.<http://www.cpalms.org/Public/PreviewCourse/Preview/4844> |

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| **Fundamental English 2** |
| **Course #** | 7910120 |
| **Grade Level** | 9-12 |
| **Length** | Year (Y) |
| **Prerequisite** |  |
| **Credit** | One Credit (1) |
| The purpose of this course is to provide students with disabilities, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language in preparation for college and career readiness. Open the link below for specific standards taught in this course.<http://www.cpalms.org/Public/PreviewCourse/Preview/48>45 |

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| **Fundamental English 3** |
| **Course #** | 7910125 |
| **Grade Level** | 9-12 |
| **Length** | Year (Y) |
| **Prerequisite** |  |
| **Credit** | One Credit 1 |
| The purpose of this course is to provide students with disabilities, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language in preparation for college and career readiness. Open the link below for specific standards taught in this course.<http://www.cpalms.org/Public/PreviewCourse/Preview/4846> |

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| **Fundamental English 4** |
| **Course #** | 7910130 |
| **Grade Level** | 9-12 |
| **Length** | Year (Y) |
| **Prerequisite** |  |
| **Credit** | One credit (1) |
| The purpose of this course is to provide students with disabilities, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language in preparation for college and career readiness. Open the link below for specific standards taught in this course.<http://www.cpalms.org/Public/PreviewCourse/Preview/48>47 |

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| **Fundamental Explorations in Mathematics 1** |
| **Course #** | 7912110 |
| **Grade Level** | 9-12 |
| **Length** | Year (Y) |
| **Prerequisite** |  |
| **Credit** | One credit (1) |
| Open the link below for specific standards taught in this course.[http://www.cpalms.org/Public/PreviewCourse/Preview/48](http://www.cpalms.org/Public/PreviewCourse/Preview/4852)51 |

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| **Fundamental Explorations in Mathematics 2** |
| **Course #** | 7912115 |
| **Grade Level** | 9-12 |
| **Length** | Year (Y) |
| **Prerequisite** |  |
| **Credit** | One credit (1) |
| Open the link below for specific standards taught in this course.[http://www.cpalms.org/Public/PreviewCourse/Preview/48](http://www.cpalms.org/Public/PreviewCourse/Preview/4852)52 |

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| **Fundamental Algebraic Skills** |
| **Course #** | 7912100 |
| **Grade Level** | 9-12 |
| **Length** | Year (Y) |
| **Prerequisite** |  |
| **Credit** | One credit (1) |
| The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The critical areas 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 functions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.Open the link below for specific standards taught in this course.[http://www.cpalms.org/Public/PreviewCourse/Preview/48](http://www.cpalms.org/Public/PreviewCourse/Preview/4852)48 |

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| **Fundamental Consumer Mathematics** |
| **Course #** | 7912105 |
| **Grade Level** | 9-12 |
| **Length** | Year (Y) |
| **Prerequisite** |  |
| **Credit** | One credit (1) |
| Open the link below for specific standards taught in this course.[http://www.cpalms.org/Public/PreviewCourse/Preview/48](http://www.cpalms.org/Public/PreviewCourse/Preview/4852)50 |

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| **Fundamental Economics** |
| **Course #** | 7921040 |
| **Grade Level** | 9-12 |
| **Length** | Semester (S) |
| **Prerequisite** |  |
| **Credit** | Half Credit (.5) |
| **Economics** - The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.Class Size requirements must be met for this course.Open the link below for specific standards taught in this course.[http://www.cpalms.org/Public/PreviewCourse/Preview/48](http://www.cpalms.org/Public/PreviewCourse/Preview/4852)61 |

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| **Fundamental World History** |
| **Course #** | 7921030 |
| **Grade Level** | 9-12 |
| **Length** |  |
| **Prerequisite** |  |
| **Credit** | One credit(1) |
| **World History 9-12 Course** – The grade 9-12 World History course consists of the following content area strands: World History, Geography and Humanities. This course is a continued in-depth study of the history of civilizations and societies from the middle school course, and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events from ancient and classical civilizations.Open the link below for specific standards taught in this course.[http://www.cpalms.org/Public/PreviewCourse/Preview/48](http://www.cpalms.org/Public/PreviewCourse/Preview/4852)64 |

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| **Fundamental United States** |
| **Course #** | 7921045 |
| **Grade Level** | 9-12 |
| **Length** | Semester (S) |
| **Prerequisite** |  |
| **Credit** | Half Credit (.5) |
| **United States Government** - The grade 9-12 United States Government course consists of the following content area strands: Geography, Civics and Government. The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content should include, but is not limited to, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision-making process.Open the link below for specific standards taught in this course.[http://www.cpalms.org/Public/PreviewCourse/Preview/48](http://www.cpalms.org/Public/PreviewCourse/Preview/4852)62 |

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| **Fundamental Integrated Science 1** |
| **Course #** | 7920030 |
| **Grade Level** | 9-12 |
| **Length** | Year (Y) |
| **Prerequisite** |  |
| **Credit** | One credit (1) |
| Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School Laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3).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 (National Research Council, 2006, p.77; NSTA, 2007).Open the link below for specific standards taught in this course.[http://www.cpalms.org/Public/PreviewCourse/Preview/48](http://www.cpalms.org/Public/PreviewCourse/Preview/4852)53 |

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| **Fundamental Integrated Science 2** |
| **Course #** | 7920035 |
| **Grade Level** | 9-12 |
| **Length** | Year (Y) |
| **Prerequisite** |  |
| **Credit** | One credit (1) |
| Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week.School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). 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 (National Research Council, 2006, p.77; NSTA, 2007).Open the link below for specific standards taught in this course.[http://www.cpalms.org/Public/PreviewCourse/Preview/48](http://www.cpalms.org/Public/PreviewCourse/Preview/4852)55 |

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| **Fundamental Integrated Science 3** |
| **Course #** | 7920040 |
| **Grade Level** | 9-12 |
| **Length** | Year (Y) |
| **Prerequisite** |  |
| **Credit** | One credit (1) |
| Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3).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 (National Research Council, 2006, p.77; NSTA, 2007).Open the link below for specific standards taught in this course.[http://www.cpalms.org/Public/PreviewCourse/Preview/48](http://www.cpalms.org/Public/PreviewCourse/Preview/4852)56 |

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| **ESE students meeting FCAT exemption requirements will be instructed in and tested on the state's designated access points for each core subject area.** |

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| **ESE Academics** |

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| **Reading: 9-12** |
| **Course #** | 79101000,1,2 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | None |
| **Credit** | Multiple |
| The purpose of this course is to provide instruction in reading concepts and skills to enable students with disabilities to participate effectively in post school adult living and in the world of work. The content shall include, but not be limited to: word attack skills, vocabulary, comprehension skills, and literature, reading for work or leisure, and study skills.  |
| **Reading certification or endorsement is required.** |

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| **English: 9-12** |
| **Course #** | 79101100,1,2 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | None |
| **Credit** | Multiple |
| The purpose of this course is to provide instruction in knowledge and skills of English to enable students with disabilities to function at their highest levels and prepare to participate effectively in post school adult living and the world of work. The content should include, but not be limited to: reading comprehension, literature, vocabulary, listening skills, speaking skills, language usage, writing, study skills, reference skills and how they apply to daily living and the workplace. |
| *Teachers must either be certified or meet Housse requirements.* |

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| **Math: 9-12** |
| **Course #** | 79120500,1,2 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | None |
| **Credit** | Multiple |
| The purpose of this course is to provide instruction in math concepts and procedures to enable students with disabilities who are functioning at independent levels to prepare to participate effectively in post school adult living and in the world of work. The content shall include, but not be limited to: number systems, operations and computations, measurement concepts, geometric concepts, probability, use calculators, data analysis, and algebraic concepts with problem solving,to apply to personal life and the workplace. |
| *Teachers must either be certified or meet Housse requirements.* |

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| **Science: 9-12** |
| **Course #** | 79200100,1,2 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | None |
| **Credit** | Multiple |
| The purpose of this course is to provide a general knowledge of the concepts of life science, physical science, and earth science to enable students with disabilities to function at their highest levels to participate effectively in postschool adult living and in the world of work. The content should include, but not be limited to: studies of plants, animals, human growth, human development, matter, energy, force, motion, climate, weather, the solar system, and applications of scientific knowledge. |
| *Teachers must either be certified or meet Housse requirements.* |

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| **Health and Safety: 9-12** |
| **Course #** | 79200500,1,2 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | None |
| **Credit** | Multiple |
| The purpose of this course is to provide a general knowledge of the concepts of health and safety to enable students with disabilities to function at their highest levels to participate effectively in postschool adult living and in the world of work. The content should include, but not be limited to: the study of physical, mental, and emotional aspects of human growth and development, nutrition, exercise, fitness, family relationships, responsibilities, diseases, disorders, safety, first aid, substance abuse, and community resources for health care. |
| *Teachers must either be certified or meet Housse requirements.* |

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| **Social Studies: 9-12** |
| **Course #** | 79210100,1,2 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | None |
| **Credit** | Multiple  |
| The purpose of this course is to develop an understanding of history, geography, economics, and government to enable students with disabilities to function at their highest levels to participate effectively in post school adult living and in the world of work. The content should include, but not be limited to: studies of current and past historical events, use of tools, concepts of geography, roles of government at the local, state, national levels, responsible citizenship, community resources, consumer economics, family/culture/society, and career preparation. |
| *Teachers must either be certified or meet Housse requirements.* |

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| **Career Education: 9-12 (CBI)** |
| **Course #** | 79213300,1,2 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | None |
| **Credit** | Multiple |
| The purpose of this course is to enable students with disabilities to apply the knowledge and skills needed to design and implement personal plans for achieving their postschool outcomes. The personal plans may address all critical transition service areas including instructions, related services, community experiences, employment, postschool adult living, and if needed, daily living skills and functional vocational evaluation. The content should include, but not be limited to: personal planning, career planning, information about careers, diploma options, post-secondary education, community involvement, personal care, interpersonal relationships, communication, and use of leisure time. |
| **This course is required for graduation for those students who entered 9th grade prior to 2012-2013.** |
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| **Transition Planning** **(formerly Life Management and Transition: 9-12)** |
| **Course #** | 79600100,1,2 |
| **Grade Level** | 9-12 |
| **Length** | 2 years |
| **Prerequisite** | None |
| **Credit** | Multiple |
| The purpose of this course is to enable students with disabilities to apply the knowledge and skills needed to design and implement personal plans for achieving their postschool outcomes. These plans will address all critical transition service areas: including instructions, related services, community experiences, employment, postschool adult living, and if needed, daily living skills and functional vocational evaluation. The content should include, but not be limited to: personal planning, career planning, information about careers, diploma options and post-secondary education, community involvement, personal care, interpersonal relationships, communication, and use of leisure time. |

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| **ESE ACCESS COURSES** |
| *Access courses are intended only for students with a significant cognitive disability.* |
| These courses require a highly qualified teacher. |
| ***Access courses are intended*** ***only*** **for students with a significant cognitive disability.***Access courses are designed to provide tiered access to the general curriculum through three levels of access points (participatory, supported, and independent), which reflect increasing levels of complexity and depth of knowledge aligned with the appropriate grade level expectations. The access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.* |
| **ESE HS Access English Courses****These ACCESS courses are only for students taking the FAA.** |

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| **Access English 1/2** |
| **Course #** | 7910111 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | None |
| **Credit** | May require up to 2 years/2 credits for course completion. |
| The purpose of this course is to provide students with disabilities the ability to share knowledge, information, experiences, and adventures through the comprehension and use of written and oral language and to be able to interact productively and effectively with the world around them. In addition, they must know how to access knowledge and information through a variety of media for a variety of purposes. They should have the opportunity to access literature through traditional reading (comprehending written text), shared or recorded literature, specially designed text or the use of technology. Technology can be utilized for their writing. The content should include, but not be limited to: the reading process, literary analysis, the writing process, writing applications, communication, information and media literacy  |

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| **Access English 3/4** |
| **Course #** | 7910112 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | None |
| **Credit** | May require up to 2 years/2 credits for course completion.Multiple |
| The purpose of this course is to provide students with disabilities the ability to share knowledge, information, experiences, and adventures through the comprehension and use of written and oral language and to be able to interact productively and effectively with the world around them. In addition, they must know how to access knowledge and information through a variety of media for a variety of purposes. They should have the opportunity to access literature through traditional reading (comprehending written text), shared or recorded literature, specially designed text or the use of technology. Technology can be utilized for their writing. The content should include, but not be limited to: the reading process, literary analysis, the writing process, writing applications, communication, information and media literacy |

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| **ESE HS Access Math Courses*****These ACCESS courses are only for students taking the FAA.*** |

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| **Access Informal Geometry** |
| **Course #** | 7912060 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | None |
| **Credit** | May require up to 2 years/2 credits for course completion. |
| The purpose of this course is to develop the Geometric concepts and processes that can be used to analyze and solve a variety of routine and non-routine real- world and Mathematical problems. The content should include, but not be limited to, the following: content-related vocabulary; attributes of lines, planes, and solids; properties of size, shape, position, and space; variables and their impact on outcomes, and varied solution strategies to solve real-world problems. |

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| **Access Liberal Arts Mathematics** |
| **Course #** | 7912070 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | None |
| **Credit** | May require up to 2 years/2 credits for course completion. |
| The purpose of this course is to develop the Algebraic and geometric concepts and processes that can be used to analyze and solve a variety of routine and non-routine real-world and mathematical problems. The content should include, but not be limited to:content-related vocabulary; operations using real numbers in real-world problems; patterns, relations, and functions, including tables, sequences, and graphs; graphs to summarize data and predict outcomes; variables and their impact on outcomes; properties of size, shape, position, and space; and varied solution strategies to solve real-world problems. |

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| **Access Algebra 1A** |
| **Course #** | 7912080 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | None |
| **Credit** | May require up to 2 years/credits for course completion. |
| The purpose of this course is to develop the algebraic concepts and processes that can be used to analyze and solve a variety of routine and non-routine real-world and mathematical problems. The content should include, but not be limited to, the following: content-related vocabulary; operations using real numbers in real-world problems; patterns, relations, and functions including tables, sequences, and graphs; graphs to summarize data and predict outcomes; variables and their impact on outcomes; and varied solution strategies to solve real - world problems.**Class size requirements must be met for this course.** |

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| **Access Algebra 1 B** |
| **Course #** | 7912090 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | None |
| **Credit** | May require up to 2 years/2 credits for course completion. |
| The purpose of this course is to develop the algebraic concepts and processes that can be used to analyze and solve a variety of routine and non-routine real-world and mathematical problems. The content should include, but not be limited to: content-related vocabulary; operations using real numbers in real-world problems; patterns, relations, and functions, including tables, sequences, and graphs; graphs to summarize data and predict outcomes; ratios; variables and their impact on outcomes; and varied solution strategies to solve real-world problems.**Class size requirements must be met for this course.** |

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| **ESE HS Access Physical Education Hope 9-12 Course*****These ACCESS courses are only for students taking the FAA.*** |

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| **Access HOPE: 9 to 12** |
| **Course #** | 7915015 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | None |
| **Credit** | May require up to 2 years/2 credits for course completion. |
| The purpose of this course is to assist students in developing physical skills and team sensibilities that will promote active participation in home, school, and community learning and social activities to enhance the quallity of life experiences. Content should include, but not be limited to: physical activity, components of physical fitness, nutrition and wellness planning, diseases and disorders, health advocacy, First Aid and CPR; alcohol, tobacco, and drug prevention; human sexuality (including abstinence and HIV), cognitive abilities, lifetime fitness, movement, and responsible behaviors and values. |

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| **ESE HS Access Science Courses*****These ACCESS courses are only for students taking the FAA.*** |

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| **Access Chemistry 1** |
| **Course #** | 7920011 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | None |
| **Credit** | May require up to 2 years/2 credits for course completion. |
| The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of Chemistry. Under-standing the characteristics of and dynamic relationship between the building blocks of matter, life and the environment improves the ability to predict how we impact our surroundings and prepares us to respond to and interact with the forces and objects of nature. The content should include, but not be limited to: scientific investigation; physical and chemical properties of matter; physical and chemical changes of matter; atomic theory; chemical patterns and periodicity; conservation of energy; interaction of matter and energy; and properties of fundamental forces. |

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| **Access Biology 1** |
| **Course #** | 7920015 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | None |
| **Credit** | May require up to 2 years/2 credits for course completion. |
| The purpose of this course is to provide studentswith significant cognitive disabilities access to the concepts and content of Biology 1. Understanding the characteristics of and dynamic relationship between life forms, processes, and the environment improves the ability to predict how we develop, maintain health, and impact our surroundings. The content of this course should include, but not be limited to: biological processes; cell structure and function; health-related issues and concerns; physiological processes; characteristics and classifications of plants and animals; plant and animal development, adaptation, and inter-relationships; plant, animal, and environment inter-relationships; renewable and non-renewable resources and scientific investigation. |

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| **Access Earth/Space Science** |
| **Course #** | 7920020 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | None |
| **Credit** | May require up to 2 years/2 credits for course completion. |
| The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of Earth/Space Science. Understanding the dynamic relationship between the environment, the Earth and the universe improves the ability to predict how we impact our surroundings and prepares us to respond to and interact with the forces and objects of nature. The content should include, but not be limited to: Earth systems, structures, and processes; natural forces, and their effect on Earth and the universe; the transfer of energy and matter; the dynamic nature of the geosphere; the water cycle, weather, and climate; investigative methodology; and renewable and non-renewable energy resources. |

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| **Access Integrated Science 1** |
| **Course #** | 7920025 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | None |
| **Credit** | May require up to 2 years/2 credits for course completion. |
| The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of Integrated Science. Understanding the characteristics of and dynamic relationship between energy, matter, life and the environment improves the ability to predict how we impact our surroundings and prepares us to respond to and interact with the forces and objects of nature. The content of this course should include, but not be limited to: biological, physical, and chemical characteristics of matter; characteristics of energy transmission; practical application of electric and magnetic phenomena; interaction of matter and energy; characteristics of life; and equilibrium of Earth’s biotic community. |

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| **ESE HS Access Social Studies Courses*****These ACCESS courses are only for students taking the FAA.*** |

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| **Access United States Government** |
| **Course #** | 7921015 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | None |
| **Credit** | May require up to 2 years/2 credits for course completion. |
| The purpose of this course is the provide students with cognitive disabilities an understanding of how humans interact with their environment, the concept of citizenship and how to contribute to their communities, advocate for themselves and develop both civic and social competence The content should include, but not be limited to: origins and purposes of government, law and the American political system; roles, rights and responsibilities of United States Citizens; principles, functions and organization of government; United States foreign policy; characteristics, distribution, and migration of human populations; and human actions that impact the environment. |

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| **Access Economics** |
| **Course #** | 7921020 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | None |
| **Credit** | May require up to 2 years/2 credits for course completion. |
| The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of economics and how resources affect global cultures and dynamics. The content of this course should include, but not be limited to: fundamental concepts of local, national, and international economics; maps and other geographic representations, tools and technology; physical and cultural characteristics of places; relationships between the Earth's ecosystems and the populations that dwell within them; and the characteristics, distribution, and migration of human populations.**Class size requirements must be met for this course.** |

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| **Access United States History** |
| **Course #** | 7921025 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | None |
| **Credit** | May require up to 2 years/2 credits for course completion. |
| The purpose of this course is to provide students with significant cognitive disabilities an understanding of the development of the United States. The content should include, but not be limited to: causes, course and consequences of the Civil War and Reconstruction; transformation of the American economic, social and political conditions in response to the Industrial Revolution; the changing role of the United States in world affairs; changing social, political and economic conditions of the Roaring Twenties and the Great Depression; causes, course and consequences of World War II; international influence of the United States and the impact of contemporary social and political movements on American life; physical and cultural characteristics of places; characteristics, distribution, and migration of human populations; historical, social and cultural contexts of the arts; and the influence of transportation, trade, communication, science and technology on American culture. |

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| **ESE Special Skills** |

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| **Preparation for Adult Living (ET only)****(formerly Preparation for Postschool/Adult Living)** |
| **Course #** | 79630100,1,2 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | None |
| **Credit** | Multiple |
| The purpose of this course is to enable students with disabilities to acquire the knowledge and skills needed to prepare for postschool adult living. The content should include, but not be limited to: personal planning, personal care, living arrangements, household maintenance, interpersonal relationships, community involvement, use of leisure time, and communication.  |

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| **Skills for Students Who Are Motor and Other Health Impaired** |
| **Course #** | 79630300,1,2 |
| **Grade Level** |  9-12 |
| **Length** | 1 year |
| **Prerequisite** | Eligibility for Services |
| **Credit** | Multiple |
| The purpose of this course is to provide instruction for students who have physically disabling conditions or other health impairments that substantially limit one or more major life activities and require adaptation of the school environment or curriculum in order to benefit from an educational program. The content should include, but not be limited to: independent functioning, communication, social participation, employment and post school adult living, use of adaptive equipment and assistance in home at school and in the community.  |

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| **Skills for Students Who Are Deaf or Hard of Hearing** |
| **Course #** | 79630400,1,2 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | Eligibility for Services |
| **Credit** | Multiple |
| The purpose of this course is to enhance the acquisition, comprehension, and use of language for students who are deaf or hard of hearing. The content should include, but not be limited to: communication, use of hearing aides and assistive devices, community resources, community services, hearing loss, deaf culture and heritage, interpreters and note takers. |

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| **Skills for Students Who Are Visually Impaired** |
| **Course #** | 79630500,1,2 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | Eligibility for Services |
| **Credit** | Multiple |
| The purpose of this course is to provide instruction for students who have visual impairments which affect their ability to function in the home, community, or educational setting. The content should include, but not be limited to: maximum use of sensory input, access to print information through the use of strategies and modifications for completion of general education requirements, personal communication systems, personal management, interpersonal relationships, productivity and career options. |

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| **Orientation and Mobility Skills**  |
| **Course #** | 79630600,1,2 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | Eligibility for Services |
| **Credit** | Multiple |
| The purpose of this course is to provide instruction in skills involving orientation and mobility. Orientation is the collection and organization of information concerning the environment and one’s relationship to it. Mobility is the ability to move effectively within that environment. The content should include, but not be limited to: developing independent travel skills, using major forms of public transportation, traveling to specific destinations in an unfamiliar environment; and locating and using survival symbols in order to access public places. |

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| **Social and Personal Skills**  |
| **Course #** | 79630700,1,2 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | None |
| **Credit** | Multiple  |
| The purpose of this course is to provide instruction related to environmental, interpersonal, and task-related behavior of students with disabilities. The content should include, but not be limited to: appropriate classroom behavior, social and personal development, communication skills, behavioral control, conflict resolution, responsibility, interpersonal problem solving, and appropriate use of leisure time. |
| **EBD students and those students on an FBA or RTI behavior plan should be enrolled in this class. Also, open to all other ESE students.** |

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| **Learning Strategies**  |
| **Course #** | 79630800,1,2 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | None |
| **Credit** | Multiple |
| The purpose of this course is to provide instruction that enables students with disabilities to acquire and use strategies and skills to enhance their independence as learners in educational and community settings. The content should include, but not be limited to: strategies for acquiring and, storing knowledge, oral and written expression, problem solving, linking new information with prior knowledge, and active participation in reading. Content shall also include self-regulated use of comprehension strategies, test taking skills, time management, organizational skills, social skills, planning skills and self-advocacy. |
| ***Recommended elective for all ESE 9th graders and for any ESE student that has not passed the FCAT and/or obtained at least a 2.0 GPA. (Teacher must be trained in SIM Learning Strategies Curriculum.)*** |

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| **Skills for Students with Autism** |
| **Course #** | 79631100,1,2 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | None |
| **Credit** | Multiple  |
| The purpose of this course is to provide instruction in the unique skills to be mastered by a student with autism. The skills are divided into learning, living, social, and communication areas. The content should include, but not be limited to: activities of daily living, recreation, behavior, social functioning, language, communication, academic skills, functional academics, and sensory motor integration. |

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| **Skills for Students who are Deaf-Blind**  |
| **Course #** | 79631200,1,2 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | Eligibility for Services |
| **Credit** | Multiple  |
| The purpose of this course is to provide instruction and reinforcement in the unique skills needed by the student who is deaf-blind. The content should include, but not be limited to: sensory awareness, self-concepts, self-direction, orientation, mobility, social skills, communication skills, functional living skills, household management, vocational training, and use of leisure time. |

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| **Unique Skills: 9-12** |
| **Course #** | 79631300,1,2 (U SKLS: 9-12) |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | None |
| **Credit** | Multiple |
| The purpose of this course is to enable students with disabilities to acquire skills that are needed to achieve the maximum level of independent functioning. The content should include, but not be limited to: living skills, social skills, learning skills, and communication skills. |

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| **Unique Skills: Curriculum & Learning 9-12** |
| **Course #** | 7963170 (U SKLS: CURR&LRN9-12) |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | None |
| **Credit** | Multiple |
| The purpose of this course is to enable students with disabilities to acquire and apply skills and strategies to access the general curriculum and achieve annual goals based on assessed needs and the student’s individual educational plan (IEP). This course is designed for students with disabilities who need intensive individualized intervention and remediation in curriculum, and learning skills and strategies. The content should include but not be limited to: learning skills and strategies and remediation activities related to reading, writing and core academics, task and time management, and self-determination and self-management. Course requirements may also require the student to acquire knowledge and skills through the use of technology, tools and equipment. |

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| **Self-Determination**  |
| **Course #** | 79631400,1,2 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | None |
| **Credit** | Multiple |
| The purpose of this course is to enable students with disabilities to develop and apply self-determination skills in school, home, community, and work settings. These skills will assist students with achieving their desired school and post-school outcomes, participating actively and effectively in planning meetings, and self-advocating in multiple settings. The content should include, but not limited to self-awareness, self-advocacy, self-efficacy, personal and career planning, goal setting, independent performance and self-evaluation. |

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| **Unique Skills: Communication 9-12** |
| **Course #** | 796315001,2 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | None |
| **Credit** | Multiple |
| The purpose of this course is to enable students with disabilities to develop and use expressive and receptive communication skills and strategies effectively in educational, home, community, and employment settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).This course is designed for students with disabilities who need intensive individualized intervention in communication. If the student also receives speech or language therapy, consultation/collaboration with the speech and language pathologist is recommended/required.A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.Delivery of this course is setting neutral (resource room, self-contained, embedded instruction, elective course). Instructional activities involving practical applications of course requirements may occur in home, school, community, and employment settings for the purpose of training, practice, generalization, and maintenance of skills. These applications may require that the student use related technology, tools, and equipment.This course is designed to address a range of abilities within the population of students with disabilities. Course requirements may be added or modified based on assessed needs indicated in the student's IEP. |

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| **Unique Skills: Independent Functioning 9-12** |
| **Course #** | 796316001,2 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | None |
| **Credit** | Multiple |
| The purpose of this course is to enable students with disabilities to achieve independence in daily living activities in educational, home, community, and employment settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).This course is designed for students with disabilities whose IEP indicates the need for intensive individualized intervention in independent functioning. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.Delivery of this course is setting neutral (resource room, self-contained, embedded instruction, elective course). Instructional activities involving practical applications of course requirements may occur in home, school, community, and employment settings for the purpose of acquisition, practice, generalization, and maintenance of skills. These applications may require that the student use related technology, tools, and equipment.This course is designed to address a range of abilities within the population of students with disabilities. Course requirements may be added or modified based on assessed needs indicated in the student's IEP. |

**ESE Miscellaneous**

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| **Specially Designed Physical Education**  |
| **Course #** | 79150100,1,2 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | None |
| **Credit** | Multiple  |
| The purpose of this course is to provide opportunities for students with disabilities to develop motor skills and to participate in various physical activities that may be modified to meet individual needs. The content should include, but not be limited to: team sports, independent sports, recreational sports, motor development, and physical fitness. |
| **Must be noted on student's IEP. (Must be taught by a certified Physical Education Instructor.)** |

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| **Driver Education for Special Learners** |
| **Course #** | 79190100,1,2 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | None |
| **Credit** | Multiple  |
| The purpose of this course is to provide students with disabilities with the basic knowledge necessary to obtain a Florida driver’s license. The content should include, but not be limited to: driving regulations, safety signs, road symbols, driving courtesy, map-reading skills, simple auto maintenance, and insurance. |
| **This course does not involve driving. (Teacher must have Driver’s Education Endorsement.)** |

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| **Visual and Performing Arts** |
| **Course #** | 79670100,1,2 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | None |
| **Credit** | Multiple  |
| The purpose of this course is to enable students with disabilities to develop knowledge and appreciation of the visual and performing arts. The content should include, but not be limited to: music, dance, visual arts, theater, and careers in the arts.  |
| **(Must be taught by a certified teacher.)** |

**ESE Therapy**

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| **Physical Therapy** |
| **Course #** | 79660100 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | Eligibility for Services |
| **Credit** | Multiple |
| The purpose of this course is to provide instruction to students with disabilities who have physically disabling conditions, including sensory-motor or neuromuscular deficits, that substantially limit one or more major life activity and requires adaptation of the school environment or curriculum in order to benefit from an educational program. The content should include, but not be limited to: the maintenance, restoration, or enhancement of motor and sensory skills, the use of adaptive equipment and assistive devices, to promote independence in mobility and the management of health-related functions. |

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| **Occupational Therapy** |
| **Course #** | 79660200 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | Eligibility for Services |
| **Credit** | Multiple  |
| The purpose of this course is to provide instruction to students with disabilities whose physical, motor, or neurological deficits result in significant dysfunction in daily living or academic learning skills to the extent that they require adaptation of the school environment or curriculum in order to benefit from an educational program. The content should include, but not be limited to: maintain, restore, or enhance motor and sensory skills, the use of adaptive equipment or assistive devices, and promote independence in activities of daily living. |

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| **Speech Therapy** |
| **Course #** | 79660300,1,2 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | Eligibility for Services |
| **Credit** | Multiple  |
| The purpose of this course is to provide students exhibiting communication disorders that negatively impact their ability to benefit from the educational process appropriate instruction in the communication skills necessary for academic learning, social interaction, and vocational success. The content should include, but not be limited to: articulation, fluency, and voice therapies. |

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| **Language Therapy** |
| **Course #** | 79660400,1,2 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | Eligibility for Services |
| **Credit** | Multiple  |
| The purpose of this course is to provide students exhibiting language disorders that negatively impact their ability to benefit from the educational process appropriate instruction in the language skills, both oral and written, necessary for academic learning, social interaction, and vocational success. The content should include, but not be limited to form which includes phonology, syntax, and morphology, the use of content which includes semantics, and function which includes pragmatics. |

**ESE Vocational Education for Students with Disabilities**

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| **Job Preparatory Education** |
| **Course #** | 79800300,1,2 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | None |
| **Credit** | Multiple |
| The purpose of this job preparatory course is to provide instruction for students with disabilities in the competencies necessary for effective entry ino an occupation. The content should include, but not be limited to: workplace evaluation, on-the-job training activities, and components from vocational job preparatory courses. |
| **(Must be taught by a certified vocational instructor)** |

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| **Preparation for Entrepreneurship/Self Employment** |
| **Course #** | 7980040 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | None |
| **Credit** | Multiple |
| The purpose of this course is to prepare students with disabilities for employment in one or more jobs in the agribusiness and natural resources industry. The particular job or jobs may be selected from the wide range of occupations in the field of agribusiness and natural resources.The content should include, but not be limited to, the following:- employability skills- interpersonal and leadership skills- use of technology, tools, equipment, and supplies- maintenance of facilities, equipment, and records- job-specific skills and competencies |

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| **Career Preparation** |
| **Course #** |  79801100,1,2 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | None |
| **Credit** | Multiple  |
| The purpose of this course is to enable students with disabilities to acquire the career knowledge and skills necessary to identify career options, access community resources, and develop work-related behaviors. The course will provide a foundation for further progress toward achieving the student’s desired postschool outcomes related to a career. The content should include, but not be limited to: self-appraisal, decision making, self-determination, career options, community resources related to career decisions, workplace competencies, and responsibilities of employees. |
| **This course is required for graduation for students who entered 9th grade prior to 2012-2013.** |

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| **Career Experience (CBVE & School Based Jobs)** |
| **Course #** | 79801200,1,2 C, T |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | None |
| **Credit** | Multiple |
| The purpose of this course is to enable students with disabilities to further develop the career knowledge and skills necessary to identify career options, access community resources, and practice work-related behaviors **in a CBI program or on a campus teacher assistant program.** The course will provide guided practice and experiences in school and community work situations aimed at further progress toward achieving the student’s desired postschool outcomes related to a career. The content should include, but not be limited to: self-appraisal, decision making, self-determination, self-advocacy, career options, community resources related to career decisions, workplace competencies, and responsibilities of employees. |

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| **Career Placement (OJT)** |
| **Course #** | 79801300,1,2 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | None |
| **Credit** | Multiple |
| The purpose of this course is to enable students with disabilities to use the career knowledge and skills necessary to identify career options, access community resources, and apply work-related behaviors. The course will provide **placement in a job in the community** aimed at further progress toward achieving the student’s desired postschool outcomes related to a career. The content should include, but not be limited to: self-appraisal, decision making, self-determination, self-advocacy, career selection, community resources related to career decisions, workplace competencies, and responsibilities of employees. |
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| **Supported Competitive Employment** |
| **Course #** | 79801500,1,2 |
| **Grade Level** |  9-12 |
| **Length** | 1 year |
| **Prerequisite** | Meet eligibility requirements |
| **Credit** | Multiple  |
| The purpose of this course is to enable students with moderate and severe disabilities who are functioning at supported levels to acquire skills necessary for successful individual supported competitive employment. Features of supported employment include intensive on site training, fade-off, ongoing monitoring, and on site advocacy. Students **will** receive intensive one-on-one training by a job coach. Students **will** receive ongoing support with at least one hour of follow-along services per week at the job site after stabilization has been attained. The content, that is provided as part of employment, should include: positive work habits, appropriate grooming skills, related safety procedures, appropriate decision making skills, specific job-related skills, and self-reliance. |
| **Student must be referred to and qualify for this course.** |

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| **ESE Non-Credit Courses** |

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| **Therapeutic Instructional Support** |
| **Course #** | 79000100 |
| **Grade Level** | None |
| **Length** | 1 year |
| **Prerequisite** | None |
| **Credit** | None |
| The purpose of this course is to provide instructional support for students with disabilities who require counseling and mental health treatment in either individual or small group settings in order to achieve the Annual Goals and Short-Term Objectives specified in each student’s Individual Educational Plan (IEP). The content will be designed to provide appropriate modifications, guidance, and supports for individual students to address the Sunshine State Standards. |

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| **Hospital and Homebound Instructional Services** |
| **Course #** | 79000300 |
| **Grade Level** | 9-12 |
| **Length** | semester or 1 year |
| **Prerequisite** | None |
| **Credit** | None |
| The purpose of this course is to enable the student with disabilities to acquire skills when served in a hospital or homebound setting, in order to achieve the Annual Goals and Short-Term Objectives specified in each student’s Individual Educational Plan (IEP). The content will be designed to provide appropriate modifications, guidance, and supports for individual students to address the Sunshine State Standards. |

**2014-15 High School Gifted**

**Elective Course Descriptions for PCS**

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| **Research Methodology Gifted** (Elective Credit) |
| **Course #** | 7965010 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | Student must meet state criteria for gifted program eligibility. |
| **Credit** | MC |
| The content of this course should include, but not be limited to, the following: research methodology appropriate for a selected discipline or area of study, use of primary and secondary resource materials, skills in expression and communication, skills in the use of technology to search for information, manage projects, and produce documents and multimedia products. |

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| **Gifted Studies** (Elective Credit) |
| **Course #** | 7965040 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | Student must meet state criteria for gifted program eligibility. |
| **Credit** | MC |
| The content of this course should include, but not be limited to, the following: higher order thinking skills, independent learning, and application of acquired knowledge, high level communication, career exploration, leadership and self-awareness. |