

**2012-2013
ESE COURSES**

For up-to-date Bright Futures and State University System course eligibility information, go to:
www.floridastudentfinancialaid.org/SSFAD/bf/acadrequire.htm

For up-to-date NCAA Clearinghouse course eligibility information, go to:
https://web1.ncaa.org/eligibilitycenter/student/index_student.html

The first seven digits of any course number listed below are determined by the Florida Department of Education. The 8th digit of any course number listed below is issued only by BCPS to meet the scheduling needs of our district.

Academics - Subject Areas

Course Number	Course Title
7910111	Access English1/2
7910112	Access English 3/4
7912060	Access Informal Geometry 9 – 12
7912070	Access Liberal Arts Math 9 – 12
7912080	Access Algebra 1A 9 – 12
7912090	Access Algebra 1B 9 – 12
7920011	Access Chemistry 9 – 12
7920015	Access Biology
7920020	Access Earth/Space Science
7920025	Access Integrated Science
7920050	Health and Safety: 9 – 12
7921015	Access US Government
7921020	Access Economics
7921330	Career Education: 9 – 12

Gifted

Course Number	Course Title
7965010	Research Methodology for Students who are Gifted
7965030	Externship for Students who are Gifted
7965040	Studies for Students who are Gifted

Miscellaneous

Course Number	Course Title
7915010	Specially Designed Physical Education
7919010	Drivers Education for Special Learners
7967010	Visual and Performing Arts

Non-Credit

Course Number	Course Title
7900010	Therapeutic Instructional Support
7900030	Hospital/Homebound Instructional Services

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Special Skills Courses

Course Number	Course Title
7963010	Preparation for Post School/Adult Living
7963030	Skills for Students who are Motor and Other Health Impaired
7963040	Skills for Students who are Deaf or Hard of Hearing
7963050	Skills for Students who are Visually Impaired
7963060	Orientation and Mobility Training
7963070	Social and Personal Skills
7963080	Learning Strategies
7963090	Skills for Students who are Gifted
7963110	Skills for Students with Autism
7963120	Skills for Students who are Deaf-Blind
7963130	Unique Skills
7963140	Self-Determination

Therapy

Course Number	Course Title
7966010	Physical Therapy
7966020	Occupational Therapy
7966030	Speech Therapy
7966040	Language Therapy

Vocational Education for Students with Disabilities

Course Number	Course Title
7980010	Exploratory Education
7980020	Practical Arts Education
7980030	Job Preparatory Education
7980110	Career Preparation
7980120	Career Experiences
7980130	Career Placement
7980150	Supported Competitive Employment
7980190	Technology Education

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Course Title: Access English 1/2
Course Number: 7910111
Credit: Multiple
Grade Level: 9-12

- A. Major Concepts/Content:** The content is intended to develop or expand the student's understanding of:
- The reading process
 - Literary analysis
 - The writing process
 - Writing applications
 - Communication
 - Information and media literacy
- B. Special Note:** 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 grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.
- C. Subject Relevance:** The ultimate goal for all students is to interact productively and effectively with the world around them. This goal is no less important for students with significant cognitive disabilities.

The ability to communicate effectively is the cornerstone of interacting in life's activities. Language Arts is the general academic subject area dealing with communication by developing comprehension and use of written and oral language.

Reading is the ability to comprehend language by grasping the meaning of written or printed characters, words, or sentences. Reading involves a wide variety of print and non-print texts that help a reader gain an understanding of what is being read. All students should have the opportunity to access text for the purpose of gaining knowledge, acquiring information, sharing experiences, and personal fulfillment. While some students will learn to access literature through traditional reading (comprehending written text), others will gain access through shared or recorded literature, specially designed text, or the use of technology.

Writing is the recording of language in a visible or tactile format through the use of a set of signs or symbols. All students should have the opportunity to create permanent products for the purpose of sharing information, stories, and opinions. For students with significant cognitive disabilities this may range from traditional forms of text production (handwriting or typing) to using assistive technology to develop permanent narrative and informational products.

In Addition, all students must know how to access knowledge and information through a variety of media for a variety of purposes. For some students, access may look very traditional, such as using Internet resources or reading an instructional manual. For other students, access may mean communicating a topic and identifying the appropriate resource for another student to research (e.g., a science or social studies project) or selecting pictures that are "worth a thousand words" to tell a story or share an experience. In any case, the ability to share knowledge, information, experiences, and adventures through the comprehension and use of written and oral language is vital to meaningful participation in life's typical activities. In whatever form, the skills developed through the study of language arts provide the opportunity to access life.

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General Course Information:

	YES	NO	Other
Graduation Requirement	X		SPECIAL DIPLOMA ONLY
Bright Futures (BF)			
Florida Academic Scholar (FAS)		X	
Florida Medallion Scholar (FMS)		X	
Florida Gold Seal Vocational (FGSV)	X		4yr 24 credit option ONLY **
State University System (SUS)		X	
National Collegiate Athletic Association (NCAA)		X	
BCPS "Core" Course	X		SPECIAL DIPLOMA ONLY
Course Level 1=below grade level, 2= at grade level, 3= above grade level			N/A
Industry Credential Eligible		X	
Weighted Quality Points			
State Honors (1 quality point)		X	
BCPS Local Honors ONLY (1 quality point)		X	
Pre IB (1 quality point)		X	
Pre AICE (1 quality point)		X	
AP (Advanced Placement) (2 quality points) *		X	
IB (International Baccalaureate) (2 quality points)		X	
AICE (Advanced International Certificate of Education) (2 quality points)		X	
Technical Dual Enrollment (2 quality points)		X	

* Must take AP exam; otherwise only 1 quality point.

** For the 3-year, 18 credit option, requirements may differ. See your guidance counselor for more information.

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Course Title: Access English 3/4
Course Number: 7910112
Credit: Multiple
Grade Level: 9-12

- A. Major Concepts/Content:** The content is intended to develop or expand the student's understanding of:
- The reading process
 - Literary analysis
 - The writing process
 - Writing applications
 - Communication
 - Information and media literacy
- B. Special Note:** 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 grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.
- C. Subject Relevance:** The ultimate goal for all students is to interact productively and effectively with the world around them. This goal is no less important for students with significant cognitive disabilities.

The ability to communicate effectively is the cornerstone of interacting in life's activities. Language Arts is the general academic subject area dealing with communication by developing comprehension and use of written and oral language.

Reading is the ability to comprehend language by grasping the meaning of written or printed characters, words, or sentences. Reading involves a wide variety of print and non-print texts that help a reader gain an understanding of what is being read. All students should have the opportunity to access text for the purpose of gaining knowledge, acquiring information, sharing experiences, and personal fulfillment. While some students will learn to access literature through traditional reading (comprehending written text), others will gain access through shared or recorded literature, specially designed text, or the use of technology.

Writing is the recording of language in a visible or tactile format through the use of a set of signs or symbols. All students should have the opportunity to create permanent products for the purpose of sharing information, stories, and opinions. For students with significant cognitive disabilities this may range from traditional forms of text production (handwriting or typing) to using assistive technology to develop permanent narrative and informational products.

In Addition, all students must know how to access knowledge and information through a variety of media for a variety of purposes. For some students, access may look very traditional, such as using Internet resources or reading an instructional manual. For other students, access may mean communicating a topic and identifying the appropriate resource for another student to research (e.g., a science or social studies project) or selecting pictures that are "worth a thousand words" to tell a story or share an experience.

In any case, the ability to share knowledge, information, experiences, and adventures through the comprehension and use of written and oral language is vital to meaningful participation in life's typical

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activities. In whatever form, the skills developed through the study of language arts provide the opportunity to access life.

General Course Information:

	YES	NO	Other
Graduation Requirement	X		SPECIAL DIPLOMA ONLY
Bright Futures (BF)			
Florida Academic Scholar (FAS)		X	
Florida Medallion Scholar (FMS)		X	
Florida Gold Seal Vocational (FGSV)	X		4yr 24 credit option ONLY **
State University System (SUS)		X	
National Collegiate Athletic Association (NCAA)		X	
BCPS "Core" Course	X		SPECIAL DIPLOMA ONLY
Course Level 1=below grade level, 2= at grade level, 3= above grade level			N/A
Industry Credential Eligible		X	
Weighted Quality Points			
State Honors (1 quality point)		X	
BCPS Local Honors ONLY (1 quality point)		X	
Pre IB (1 quality point)		X	
Pre AICE (1 quality point)		X	
AP (Advanced Placement) (2 quality points) *		X	
IB (International Baccalaureate) (2 quality points)		X	
AICE (Advanced International Certificate of Education) (2 quality points)		X	
Technical Dual Enrollment (2 quality points)		X	

* Must take AP exam; otherwise only 1 quality point.

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Course Title: Access Informal Geometry
Course Number: 7912060
Credit: Course may be taken for up to two credits
Grade Level: 9-12

- A. 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.
- B. Major Concepts/Content:** 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
 - varied solution strategies to solve real-world problems
- C. Special Note:** 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 grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.
- D. Subject Relevance:** The study of mathematics provides the means to organize, understand, and predict life's events in quantifiable terms. Organizing life, using numbers allows us to keep accurate records of objects and events, such as quantity, sequence, time, and money. Using numbers to understand the relationship between relative quantities or characteristics allows us to accurately problem solve and predict future outcomes of quantifiable events as conditions change. Many of life's typical activities require competency in using numbers, operations, and algebraic thinking (e.g., counting, measuring, comparison shopping), geometric principles (e.g., shapes, area, volume), and data analysis (e.g., organizing information to suggest conclusions). Some students with significant cognitive disabilities will access and use traditional mathematical symbols and abstractions, while others may apply numeric principles using concrete materials in real-life activities. In any case, mathematics is one of the most useful skill sets and essential for students with significant cognitive disabilities. It provides a means to organize life and solve problems involving quantity and patterns, making life more orderly and predictable.

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General Course Information:

	YES	NO	Other
Graduation Requirement	X		MA SPECIAL DIPLOMA ONLY
Bright Futures (BF)			
Florida Academic Scholar (FAS)		X	
Florida Medallion Scholar (FMS)		X	
Florida Gold Seal Vocational (FGSV)	X		4yr 24 credit option ONLY **
State University System (SUS)		X	
National Collegiate Athletic Association (NCAA)		X	
BCPS "Core" Course	X		SPECIAL DIPLOMA ONLY
Course Level 1=below grade level, 2= at grade level, 3= above grade level			N/A
Industry Credential Eligible		X	
Weighted Quality Points			
State Honors (1 quality point)		X	
BCPS Local Honors ONLY (1 quality point)		X	
Pre IB (1 quality point)		X	
Pre AICE (1 quality point)		X	
AP (Advanced Placement) (2 quality points) *		X	
IB (International Baccalaureate) (2 quality points)		X	
AICE (Advanced International Certificate of Education) (2 quality points)		X	
Technical Dual Enrollment (2 quality points)		X	

* Must take AP exam; otherwise only 1 quality point.

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Course Title: Access Liberal Arts Math
Course Number: 7912070
Credit: Course may be taken for up to two credits
Grade Level: 9-12

- A.** 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.
- B. Major Concepts/Content:** 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
 - properties of size, shape, position, and space
 - varied solution strategies to solve real-world problems
- C. Special Note:** 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 grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.
- D. Subject Relevance:** The study of mathematics provides the means to organize, understand, and predict life's events in quantifiable terms. Organizing life, using numbers allows us to keep accurate records of objects and events, such as quantity, sequence, time, and money. Using numbers to understand the relationship between relative quantities or characteristics allows us to accurately problem solve and predict future outcomes of quantifiable events as conditions change. Many of life's typical activities require competency in using numbers, operations, and algebraic thinking (e.g., counting, measuring, comparison shopping), geometric principles (e.g., shapes, area, volume), and data analysis (e.g., organizing information to suggest conclusions). Some students with significant cognitive disabilities will access and use traditional mathematical symbols and abstractions, while others may apply numeric principles using concrete materials in real-life activities. In any case, mathematics is one of the most useful skill sets and essential for students with significant cognitive disabilities. It provides a means to organize life and solve problems involving quantity and patterns, making life more orderly and predictable.

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General Course Information:

	YES	NO	Other
Graduation Requirement	X		SPECIAL DIPLOMA ONLY
Bright Futures (BF)			
Florida Academic Scholar (FAS)		X	
Florida Medallion Scholar (FMS)		X	
Florida Gold Seal Vocational (FGSV)	X		4yr 24 credit option ONLY **
State University System (SUS)		X	
National Collegiate Athletic Association (NCAA)		X	
BCPS "Core" Course	X		SPECIAL DIPLOMA ONLY
Course Level 1=below grade level, 2= at grade level, 3= above grade level			N/A
Industry Credential Eligible		X	
Weighted Quality Points			
State Honors (1 quality point)		X	
BCPS Local Honors ONLY (1 quality point)		X	
Pre IB (1 quality point)		X	
Pre AICE (1 quality point)		X	
AP (Advanced Placement) (2 quality points) *		X	
IB (International Baccalaureate) (2 quality points)		X	
AICE (Advanced International Certificate of Education) (2 quality points)		X	
Technical Dual Enrollment (2 quality points)		X	

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Course Title: Access Algebra 1A
Course Number: 7912080
Credit: Course may be taken for up to two credits
Grade Level: 9-12

- A.** 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.
- B. Major Concepts/Content:** 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
 - varied solution strategies to solve real-world problems
- C. Special Note:** 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 grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.
- D. Subject Relevance:** The study of mathematics provides the means to organize, understand, and predict life's events in quantifiable terms. Organizing life, using numbers allows us to keep accurate records of objects and events, such as quantity, sequence, time, and money. Using numbers to understand the relationship between relative quantities or characteristics allows us to accurately problem solve and predict future outcomes of quantifiable events as conditions change. Many of life's typical activities require competency in using numbers, operations, and algebraic thinking (e.g., counting, measuring, comparison shopping), geometric principles (e.g., shapes, area, volume), and data analysis (e.g., organizing information to suggest conclusions). Some students with significant cognitive disabilities will access and use traditional mathematical symbols and abstractions, while others may apply numeric principles using concrete materials in real-life activities. In any case, mathematics is one of the most useful skill sets and essential for students with significant cognitive disabilities. It provides a means to organize life and solve problems involving quantity and patterns, making life more orderly and predictable.

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General Course Information:

	YES	NO	Other
Graduation Requirement	X		SPECIAL DIPLOMA ONLY
Bright Futures (BF)			
Florida Academic Scholar (FAS)		X	
Florida Medallion Scholar (FMS)		X	
Florida Gold Seal Vocational (FGSV)	X		4yr 24 credit option ONLY **
State University System (SUS)		X	
National Collegiate Athletic Association (NCAA)		X	
BCPS "Core" Course	X		SPECIAL DIPLOMA ONLY
Course Level 1=below grade level, 2= at grade level, 3= above grade level			N/A
Industry Credential Eligible		X	
Weighted Quality Points			
State Honors (1 quality point)		X	
BCPS Local Honors ONLY (1 quality point)		X	
Pre IB (1 quality point)		X	
Pre AICE (1 quality point)		X	
AP (Advanced Placement) (2 quality points) *		X	
IB (International Baccalaureate) (2 quality points)		X	
AICE (Advanced International Certificate of Education) (2 quality points)		X	
Technical Dual Enrollment (2 quality points)		X	

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Course Title: Access Algebra 1B
Course Number: 7912090
Credit: Course may be taken for up to two credits
Grade Level: 9-12

- A. 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.
- B. **Major Concepts/Content:** 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
 - ratios
 - variables and their impact on outcomes
 - varied solution strategies to solve real-world problems
- E. **Special Note:** 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 grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.
- F. **Subject Relevance:** The study of mathematics provides the means to organize, understand, and predict life's events in quantifiable terms. Organizing life, using numbers allows us to keep accurate records of objects and events, such as quantity, sequence, time, and money. Using numbers to understand the relationship between relative quantities or characteristics allows us to accurately problem solve and predict future outcomes of quantifiable events as conditions change. Many of life's typical activities require competency in using numbers, operations, and algebraic thinking (e.g., counting, measuring, comparison shopping), geometric principles (e.g., shapes, area, volume), and data analysis (e.g., organizing information to suggest conclusions). Some students with significant cognitive disabilities will access and use traditional mathematical symbols and abstractions, while others may apply numeric principles using concrete materials in real-life activities. In any case, mathematics is one of the most useful skill sets and essential for students with significant cognitive disabilities. It provides a means to organize life and solve problems involving quantity and patterns, making life more orderly and predictable.

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General Course Information:

	YES	NO	Other
Graduation Requirement	X		SPECIAL DIPLOMA ONLY
Bright Futures (BF)			
Florida Academic Scholar (FAS)		X	
Florida Medallion Scholar (FMS)		X	
Florida Gold Seal Vocational (FGSV)	X		4yr 24 credit option ONLY **
State University System (SUS)		X	
National Collegiate Athletic Association (NCAA)		X	
BCPS "Core" Course	X		SPECIAL DIPLOMA ONLY
Course Level 1=below grade level, 2= at grade level, 3= above grade level			N/A
Industry Credential Eligible		X	
Weighted Quality Points			
State Honors (1 quality point)		X	
BCPS Local Honors ONLY (1 quality point)		X	
Pre IB (1 quality point)		X	
Pre AICE (1 quality point)		X	
AP (Advanced Placement) (2 quality points) *		X	
IB (International Baccalaureate) (2 quality points)		X	
AICE (Advanced International Certificate of Education) (2 quality points)		X	
Technical Dual Enrollment (2 quality points)		X	

* Must take AP exam; otherwise only 1 quality point.

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Course Title: Access Chemistry 1
Course Number: 7920011
Credit: Course may be taken for up to two credits
Grade Level: 9-12

- A.** The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of Chemistry. Understanding 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.
- B. Major Concepts/Content:** 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
 - properties of fundamental forces
- C. Special Note:** 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 grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.
- D. Subject Relevance:** Science is the study of living and non-living systems and how they interact with one another in logical and organized ways (cause and effect). It explains the orderly nature of the world around us and reinforces the calculable, rather than random, nature of life. With such knowledge, the way each of us interacts with our environment becomes more predictable. When people can predict outcomes in life, they gain control of their environment, their fears, and their destiny.

Additionally, scientific inquiry provides students with a systematic approach to posing questions and seeking answers through observation and data collection. While the process may appear lofty for students with significant cognitive disabilities, observing and collecting data on life's activities brings relevance to otherwise detached events and provides experience on which to base predictions and analyze consequences of actions. Knowing how to respond to a set of circumstances depends on how well we understand the nature of those circumstances.

Regardless of the specific discipline, the study of science creates a rational, organized, and predictable framework for interacting with the world around us. The result is an increased sense of control over the environment and a reduced sense of helplessness, both of which are essential for willful participation in life.

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General Course Information:

	YES	NO	Other
Graduation Requirement	X		SPECIAL DIPLOMA ONLY
Bright Futures (BF)			
Florida Academic Scholar (FAS)		X	
Florida Medallion Scholar (FMS)		X	
Florida Gold Seal Vocational (FGSV)	X		4yr 24 credit option ONLY **
State University System (SUS)		X	
National Collegiate Athletic Association (NCAA)		X	
BCPS "Core" Course	X		SPECIAL DIPLOMA ONLY
Course Level 1=below grade level, 2= at grade level, 3= above grade level			N/A
Industry Credential Eligible		X	
Weighted Quality Points			
State Honors (1 quality point)		X	
BCPS Local Honors ONLY (1 quality point)		X	
Pre IB (1 quality point)		X	
Pre AICE (1 quality point)		X	
AP (Advanced Placement) (2 quality points) *		X	
IB (International Baccalaureate) (2 quality points)		X	
AICE (Advanced International Certificate of Education) (2 quality points)		X	
Technical Dual Enrollment (2 quality points)		X	

* Must take AP exam; otherwise only 1 quality point.

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Course Title: Access Biology 1
Course Number: 7920015
Credit: Course may be taken for up to two credits
Grade Level: 9-12

- A.** The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of Biology. Understanding the diverse 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.
- B. Major Concepts/Content:** The content 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
 - scientific investigation
- C. Special Note:** 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 grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.
- D. Subject Relevance:** Science is the study of living and non-living systems and how they interact with one another in logical and organized ways (cause and effect). It explains the orderly nature of the world around us and reinforces the calculable, rather than random, nature of life. With such knowledge, the way each of us interacts with our environment becomes more predictable. When people can predict outcomes in life, they gain control of their environment, their fears, and their destiny.

Additionally, scientific inquiry provides students with a systematic approach to posing questions and seeking answers through observation and data collection. While the process may appear lofty for students with significant cognitive disabilities, observing and collecting data on life's activities brings relevance to otherwise detached events and provides experience on which to base predictions and analyze consequences of actions. Knowing how to respond to a set of circumstances depends on how well we understand the nature of those circumstances.

All information contained in this Curriculum Guide is subject to change. For current information, please visit the respective websites for each program.

General Course Information:

	YES	NO	Other
Graduation Requirement	X		SPECIAL DIPLOMA ONLY
Bright Futures (BF)			
Florida Academic Scholar (FAS)		X	
Florida Medallion Scholar (FMS)		X	
Florida Gold Seal Vocational (FGSV)	X		4yr 24 credit option ONLY **
State University System (SUS)		X	
National Collegiate Athletic Association (NCAA)		X	
BCPS "Core" Course	X		SPECIAL DIPLOMA ONLY
Course Level 1=below grade level, 2= at grade level, 3= above grade level			N/A
Industry Credential Eligible		X	
Weighted Quality Points			
State Honors (1 quality point)		X	
BCPS Local Honors ONLY (1 quality point)		X	
Pre IB (1 quality point)		X	
Pre AICE (1 quality point)		X	
AP (Advanced Placement) (2 quality points) *		X	
IB (International Baccalaureate) (2 quality points)		X	
AICE (Advanced International Certificate of Education) (2 quality points)		X	
Technical Dual Enrollment (2 quality points)		X	

* Must take AP exam; otherwise only 1 quality point.

** For the 3-year, 18 credit option, requirements may differ. See your guidance counselor for more information.

All information contained in this Curriculum Guide is subject to change. For current information, please visit the respective websites for each program.

Course Title: Access Earth/Space Science
Course Number: 7920020
Credit: Course may be taken for up to two credits
Grade Level: 9-12

- A.** 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.
- B. Major Concepts/Content:** 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
 - renewable and non-renewable energy resources
- C. Special Note:** 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 grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.
- D. Subject Relevance:** Science is the study of living and non-living systems and how they interact with one another in logical and organized ways (cause and effect). It explains the orderly nature of the world around us and reinforces the calculable, rather than random, nature of life. With such knowledge, the way each of us interacts with our environment becomes more predictable. When people can predict outcomes in life, they gain control of their environment, their fears, and their destiny.

Additionally, scientific inquiry provides students with a systematic approach to posing questions and seeking answers through observation and data collection. While the process may appear lofty for students with significant cognitive disabilities, observing and collecting data on life's activities brings relevance to otherwise detached events and provides experience on which to base predictions and analyze consequences of actions. Knowing how to respond to a set of circumstances depends on how well we understand the nature of those circumstances.

Regardless of the specific discipline, the study of science creates a rational, organized, and predictable framework for interacting with the world around us. The result is an increased sense of control over the environment and a reduced sense of helplessness, both of which are essential for willful participation in life.

All information contained in this Curriculum Guide is subject to change. For current information, please visit the respective websites for each program.

General Course Information:

	YES	NO	Other
Graduation Requirement	X		SPECIAL DIPLOMA ONLY
Bright Futures (BF)			
Florida Academic Scholar (FAS)		X	
Florida Medallion Scholar (FMS)		X	
Florida Gold Seal Vocational (FGSV)	X		4yr 24 credit option ONLY **
State University System (SUS)		X	
National Collegiate Athletic Association (NCAA)		X	
BCPS "Core" Course	X		SPECIAL DIPLOMA ONLY
Course Level 1=below grade level, 2= at grade level, 3= above grade level			N/A
Industry Credential Eligible		X	
Weighted Quality Points			
State Honors (1 quality point)		X	
BCPS Local Honors ONLY (1 quality point)		X	
Pre IB (1 quality point)		X	
Pre AICE (1 quality point)		X	
AP (Advanced Placement) (2 quality points) *		X	
IB (International Baccalaureate) (2 quality points)		X	
AICE (Advanced International Certificate of Education) (2 quality points)		X	
Technical Dual Enrollment (2 quality points)		X	

* Must take AP exam; otherwise only 1 quality point.

** For the 3-year, 18 credit option, requirements may differ. See your guidance counselor for more information.

All information contained in this Curriculum Guide is subject to change. For current information, please visit the respective websites for each program.

Course Title: Access Earth/Space Science
Course Number: 7920025
Credit: Course may be taken for up to two credits
Grade Level: 9-12

- A.** 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 in nature.
- B. Major Concepts/Content:** The content 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
 - equilibrium of Earth's biotic community
- C. Special Note:** 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 grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.
- D. Subject Relevance:** Science is the study of living and non-living systems and how they interact with one another in logical and organized ways (cause and effect). It explains the orderly nature of the world around us and reinforces the calculable, rather than random, nature of life. With such knowledge, the way each of us interacts with our environment becomes more predictable. When people can predict outcomes in life, they gain control of their environment, their fears, and their destiny.

Additionally, scientific inquiry provides students with a systematic approach to posing questions and seeking answers through observation and data collection. While the process may appear lofty for students with significant cognitive disabilities, observing and collecting data on life's activities brings relevance to otherwise detached events and provides experience on which to base predictions and analyze consequences of actions. Knowing how to respond to a set of circumstances depends on how well we understand the nature of those circumstances.

Regardless of the specific discipline, the study of science creates a rational, organized, and predictable framework for interacting with the world around us. The result is an increased sense of control over the environment and a reduced sense of helplessness, both of which are essential for willful participation in life.

All information contained in this Curriculum Guide is subject to change. For current information, please visit the respective websites for each program.

General Course Information:

	YES	NO	Other
Graduation Requirement	X		SPECIAL DIPLOMA ONLY
Bright Futures (BF)			
Florida Academic Scholar (FAS)		X	
Florida Medallion Scholar (FMS)		X	
Florida Gold Seal Vocational (FGSV)	X		4yr 24 credit option ONLY **
State University System (SUS)		X	
National Collegiate Athletic Association (NCAA)		X	
BCPS "Core" Course	X		SPECIAL DIPLOMA ONLY
Course Level 1=below grade level, 2= at grade level, 3= above grade level			N/A
Industry Credential Eligible		X	
Weighted Quality Points			
State Honors (1 quality point)		X	
BCPS Local Honors ONLY (1 quality point)		X	
Pre IB (1 quality point)		X	
Pre AICE (1 quality point)		X	
AP (Advanced Placement) (2 quality points) *		X	
IB (International Baccalaureate) (2 quality points)		X	
AICE (Advanced International Certificate of Education) (2 quality points)		X	
Technical Dual Enrollment (2 quality points)		X	

* Must take AP exam; otherwise only 1 quality point.

** For the 3-year, 18 credit option, requirements may differ. See your guidance counselor for more information.

All information contained in this Curriculum Guide is subject to change. For current information, please visit the respective websites for each program.

Course Title: Health And Safety: 9-12
Course Number: 79200500
Credit: Multiple
Grade Level: 9-12
Major Concepts/Content

- A. The purpose of this course is to provide a general knowledge of the concepts of health and safety to enable students with disabilities who are functioning at their highest levels and to prepare to participate effectively in post-school adult living and the world of work.

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

- physical, mental, and emotional aspects of human growth and development
- nutritional needs of the human body
- physical exercise and fitness
- family relationships and responsibilities
- diseases and disorders that affect the human body system
- substance abuse
- safety and first aid
- community and resources for health care

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities will:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

- B. **Special Note:** This entire course may not be mastered in one year. 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. Multiple credits may be earned sequentially or simultaneously.

This course is designed primarily for students functioning at independent and supported levels. Students functioning at independent levels are generally capable of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Three levels of functioning: independent, supported, and participatory have been designated to provide a way to differentiate benchmarks and course requirements for student with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

This course may also be used to accommodate the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirements should be selected for individual students based on their level of functioning and their desired post-school outcomes or adult living and employment specified in the Transition Individual Education Plan.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

Any student whose parents or guardians make a written request to the school principal shall be exempt from instructional activities regarding HIV/AIDS or human sexuality. Course requirements for HIV/AIDS

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and human sexuality shall not interfere with the local determination of appropriate curriculum, which reflects local values and concerns.

General Course Information:

	YES	NO	Other
Graduation Requirement	X		SPECIAL DIPLOMA ONLY
Bright Futures (BF)			
Florida Academic Scholar (FAS)		X	
Florida Medallion Scholar (FMS)		X	
Florida Gold Seal Vocational (FGSV)	X		4yr 24 credit option ONLY **
State University System (SUS)		X	
National Collegiate Athletic Association (NCAA)		X	
BCPS "Core" Course		X	
Course Level 1=below grade level, 2= at grade level, 3= above grade level			N/A
Industry Credential Eligible		X	
Weighted Quality Points			
State Honors (1 quality point)		X	
BCPS Local Honors ONLY (1 quality point)		X	
Pre IB (1 quality point)		X	
Pre AICE (1 quality point)		X	
AP (Advanced Placement) (2 quality points) *		X	
IB (International Baccalaureate) (2 quality points)		X	
AICE (Advanced International Certificate of Education) (2 quality points)		X	
Technical Dual Enrollment (2 quality points)		X	

* Must take AP exam; otherwise only 1 quality point.

** For the 3-year, 18 credit option, requirements may differ. See your guidance counselor for more information.

All information contained in this Curriculum Guide is subject to change. For current information, please visit the respective websites for each program.

Course Title: Access United States Government
Course Number: 7821015
Credit: Multiple
Grade Level: 9-12

- G. Major Concepts/Content:** Access United States Government consists of the following content area strands: Civics and Government and Geography. The content is intended to develop or expand the student's understanding of:
- 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
 - Human actions that can impact the environment
- H. Special Note:** 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 grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.
- I. Subject Relevance:** Understanding citizenship is the foundation for accessing life's activities in the local community or the world at large. Contributing to our community gives citizenship its meaning. Active participation as a citizen depends on how well we establish individual, group, and societal relationships. How well we develop these relationships depends on how well we understand our own and others' perspectives, which, in turn, depends on how well we understand cultural customs, rules, and institutions, whether local or global. Cultural customs, rules, and institutions frame the world in which we live and influence relationships at all levels, whether it is a friendship, a family, a school, a community, a country, or a world.
- Social Studies is the study of the distinctive characteristics, dynamics, and history of local and global cultures. Examining the interrelationship among resources, customs, values, and beliefs of diverse cultures contributes to our ability to interact with others and develop both civic and social competence. Some students might study the details of cultures and institutions to understand the freedoms they enjoy or to make informed and reasoned decisions for the public good. Others may focus on the characteristics of people, places, and the dynamic nature of relationships to participate more effectively in the world around them.

Developing a sense of how humans interact with their environment and one another allows us to advocate for ourselves, contribute more effectively to our community, and access life's activities.

All information contained in this Curriculum Guide is subject to change. For current information, please visit the respective websites for each program.

General Course Information:

	YES	NO	Other
Graduation Requirement	X		SPECIAL DIPLOMA ONLY
Bright Futures (BF)			
Florida Academic Scholar (FAS)		X	
Florida Medallion Scholar (FMS)		X	
Florida Gold Seal Vocational (FGSV)	X		4yr 24 credit option ONLY **
State University System (SUS)		X	
National Collegiate Athletic Association (NCAA)		X	
BCPS "Core" Course	X		SPECIAL DIPLOMA ONLY
Course Level 1=below grade level, 2= at grade level, 3= above grade level			N/A
Industry Credential Eligible		X	
Weighted Quality Points			
State Honors (1 quality point)		X	
BCPS Local Honors ONLY (1 quality point)		X	
Pre IB (1 quality point)		X	
Pre AICE (1 quality point)		X	
AP (Advanced Placement) (2 quality points) *		X	
IB (International Baccalaureate) (2 quality points)		X	
AICE (Advanced International Certificate of Education) (2 quality points)		X	
Technical Dual Enrollment (2 quality points)		X	

*Must take AP exam; otherwise only 1 quality point.

** For the 3-year, 18 credit option, requirements may differ. See your guidance counselor for more information.

All information contained in this Curriculum Guide is subject to change. For current information, please visit the respective websites for each program.

Course Title: Access Economics
Course Number: 7821020
Credit: Multiple
Grade Level: 9-12

A. Major Concepts/Content: Access Economics consists of the following content area strands: Economics and Geography. The content is intended to develop or expand the student's understanding of:

- Fundamental concepts of local, national, and international economies
- 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
- Characteristics, distribution, and migration of human populations

B. Special Note: 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 grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

C. Subject Relevance: Understanding citizenship is the foundation for accessing life's activities in the local community or the world at large. Contributing to our community gives citizenship its meaning. Active participation as a citizen depends on how well we establish individual, group, and societal relationships. How well we develop these relationships depends on how well we understand our own and others' perspectives, which, in turn, depends on how well we understand cultural customs, rules, and institutions, whether local or global. Cultural customs, rules, and institutions frame the world in which we live and influence relationships at all levels, whether it is a friendship, a family, a school, a community, a country, or a world. Social Studies is the study of the distinctive characteristics, dynamics, and history of local and global cultures. Examining the interrelationship among resources, customs, values, and beliefs of diverse cultures contributes to our ability to interact with others and develop both civic and social competence. Some students might study the details of cultures and institutions to understand the freedoms they enjoy or to make informed and reasoned decisions for the public good. Others may focus on the characteristics of people, places, and the dynamic nature of relationships to participate more effectively in the world around them.

Developing a sense of how humans interact with their environment and one another allows us to advocate for ourselves, contribute more effectively to our community, and access life's activities.

All information contained in this Curriculum Guide is subject to change. For current information, please visit the respective websites for each program.

General Course Information:

	YES	NO	Other
Graduation Requirement	X		SPECIAL DIPLOMA ONLY
Bright Futures (BF)			
Florida Academic Scholar (FAS)		X	
Florida Medallion Scholar (FMS)		X	
Florida Gold Seal Vocational (FGSV)	X		4yr 24 credit option ONLY **
State University System (SUS)		X	
National Collegiate Athletic Association (NCAA)		X	
BCPS "Core" Course	X		SPECIAL DIPLOMA ONLY
Course Level 1=below grade level, 2= at grade level, 3= above grade level			N/A
Industry Credential Eligible		X	
Weighted Quality Points			
State Honors (1 quality point)		X	
BCPS Local Honors ONLY (1 quality point)		X	
Pre IB (1 quality point)		X	
Pre AICE (1 quality point)		X	
AP (Advanced Placement) (2 quality points) *		X	
IB (International Baccalaureate) (2 quality points)		X	
AICE (Advanced International Certificate of Education) (2 quality points)		X	
Technical Dual Enrollment (2 quality points)		X	

*Must take AP exam; otherwise only 1 quality point.

** For the 3-year, 18 credit option, requirements may differ. See your guidance counselor for more information.

All information contained in this Curriculum Guide is subject to change. For current information, please visit the respective websites for each program.

Course Title: Career Education: 9-12
Course Number: 79213300
Credit: Multiple
Grade Level: 9-12
Major Concepts/Content

- A. The purpose of this course is to enable students with disabilities to apply knowledge and skills needed to design and implement personal plans for achieving their desired post-school outcomes. The personal plans may address all critical transition service areas, including instruction-related services, community experiences, employment, post-school adult living, and, if needed, daily living skills and functional vocational evaluation.

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

- personal and career planning
- information about careers
- diploma options and post-secondary education
- community involvement and participation
- personal care
- interpersonal relationships
- communication
- use of leisure time

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities will:

- CL.A.1.In.1** complete specified Sunshine State Standards with modifications as appropriate for the individual student.
- CL.A.1.Su.1** complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.
- CL.A.1.Pa.1** participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student

- B. **Special Note:** This entire course may not be mastered in one year. 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. Multiple credits may be earned sequentially or simultaneously.

This course is designed to reflect the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the student's Transition Individual Educational Plan.

Three levels of functioning: independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for student with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance

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of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

General Course Information:

	YES	NO	Other
Graduation Requirement	X		SPECIAL DIPLOMA ONLY
Bright Futures (BF)			
Florida Academic Scholar (FAS)		X	
Florida Medallion Scholar (FMS)	X		4yr 24 credit option ONLY **
Florida Gold Seal Vocational (FGSV)			
State University System (SUS)		X	
National Collegiate Athletic Association (NCAA)		X	
BCPS "Core" Course		X	
Course Level 1=below grade level, 2= at grade level, 3= above grade level			N/A
Industry Credential Eligible		X	
Weighted Quality Points			
State Honors (1 quality point)		X	
BCPS Local Honors ONLY (1 quality point)		X	
Pre IB (1 quality point)		X	
Pre AICE (1 quality point)		X	
AP (Advanced Placement) (2 quality points) *		X	
IB (International Baccalaureate) (2 quality points)		X	
AICE (Advanced International Certificate of Education) (2 quality points)		X	
Technical Dual Enrollment (2 quality points)		X	

* Must take AP exam; otherwise only 1 quality point.

** For the 3-year, 18 credit option, requirements may differ. See your guidance counselor for more information.

All information contained in this Curriculum Guide is subject to change. For current information, please visit the respective websites for each program.

Course Title: Research Methodology For Students Who Are Gifted
Course Number: 79650100
Credit: Multiple
Grade Level: 9-12
Major Concepts/Content

A. The purpose of this course is to provide students who are gifted with special skills and experiences to do independent research and projects, and to provide opportunities for in-depth studies under the direction of selected faculty.

The content 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

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter.

B. Special Note: This entire course may not be mastered in one year. 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. Multiple credits may be earned sequentially or simultaneously.

Instructional activities used to meet course requirements and address individual student needs may occur in schools, communities, museums, institutions of higher education, or other appropriate scientific or cultural organizations. Instruction in these settings may require that students acquire specialized knowledge and skills, including the use of advanced technology, special tools, and equipment; terminology; and methodologies essential to the student's research.

General Course Information:

	YES	NO	Other
Graduation Requirement		X	EL
Bright Futures (BF)			
Florida Academic Scholar (FAS)		X	
Florida Medallion Scholar (FMS)		X	
Florida Gold Seal Vocational (FGSV)	X		4yr 24 credit option ONLY **
State University System (SUS)		X	
National Collegiate Athletic Association (NCAA)		X	
BCPS "Core" Course		X	
Course Level 1=below grade level, 2= at grade level, 3= above grade level			N/A
Industry Credential Eligible		X	
Weighted Quality Points			
State Honors (1 quality point)		X	
BCPS Local Honors ONLY (1 quality point)	X		
Pre IB (1 quality point)		X	
Pre AICE (1 quality point)		X	
AP (Advanced Placement) (2 quality points) *		X	
IB (International Baccalaureate) (2 quality points)		X	
AICE (Advanced International Certificate of Education) (2 quality points)		X	
Technical Dual Enrollment (2 quality points)		X	

* Must take AP exam; otherwise only 1 quality point.

** For the 3-year, 18 credit option, requirements may differ. See your guidance counselor for more information.

All information contained in this Curriculum Guide is subject to change. For current information, please visit the respective websites for each program.

Course Title: Externship for Students the Gifted
Course Number: 79650300
Credit: Multiple
Grade Level: 9-12
Major Concepts/Content

- A.** The purpose of this course is to provide opportunities for students who are gifted to participate in a field experience with a community professional. This externship will provide an opportunity for field experience, research, and personal growth to enhance awareness of career options. The content should include, but not be limited to, the following:
- collaboration with field experts
 - application and utilization of appropriate technology
 - documentation of acquired information from field experience
 - exploration of educational requirements, employment opportunities, and salaries related to areas of externship
- This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter.
- B. Special Note:** This entire course may not be mastered in one year. 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. Multiple credits may be earned sequentially or simultaneously.

Instructional activities used to meet course requirements and address individual student needs may occur in schools, communities, museums, institutions of higher education, or other appropriate scientific or cultural organizations. Instruction in these settings may require that students acquire specialized knowledge and skills, including the use of advanced technology, special tools, and equipment; terminology; and methodologies essential to the student's field experience.

General Course Information:

	YES	NO	Other
Graduation Requirement		X	EL
Bright Futures (BF)			
Florida Academic Scholar (FAS)		X	
Florida Medallion Scholar (FMS)		X	
Florida Gold Seal Vocational (FGSV)	X		4yr 24 credit option ONLY **
State University System (SUS)		X	
National Collegiate Athletic Association (NCAA)		X	
BCPS "Core" Course		X	
Course Level 1=below grade level, 2= at grade level, 3= above grade level			N/A
Industry Credential Eligible		X	
Weighted Quality Points			
State Honors (1 quality point)		X	
BCPS Local Honors ONLY (1 quality point)	X		
Pre IB (1 quality point)		X	
Pre AICE (1 quality point)		X	
AP (Advanced Placement) (2 quality points) *		X	
IB (International Baccalaureate) (2 quality points)		X	
AICE (Advanced International Certificate of Education) (2 quality points)		X	
Technical Dual Enrollment (2 quality points)		X	

* Must take AP exam; otherwise only 1 quality point.

** For the 3-year, 18 credit option, requirements may differ. See your guidance counselor for more information.

All information contained in this Curriculum Guide is subject to change. For current information, please visit the respective websites for each program.

Course Title: Studies For Students Who Are Gifted
Course Number: 79650400
Credit: Multiple
Grade Level: 9-12
Major Concepts/Content

A. The purpose of this course is to provide appropriately individualized curricula for students who are gifted.

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

- higher order thinking skills
- independent learning
- application of acquired knowledge
- high-level communication
- career exploration
- self-awareness

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter.

B. Special Note: This entire course may not be mastered in one year. 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. Multiple credits may be earned sequentially or simultaneously.

Instructional activities used to meet course requirements and address individual student needs may occur in schools, communities, museums, institutions of higher education, or other appropriate scientific or cultural organizations. Instruction in these settings may require that students acquire specialized knowledge and skills, including the use of advanced technology, special tools, and equipment; terminology; and methodologies essential to the student's research.

All information contained in this Curriculum Guide is subject to change. For current information, please visit the respective websites for each program.

General Course Information:

	YES	NO	Other
Graduation Requirement		X	EL
Bright Futures (BF)			
Florida Academic Scholar (FAS)		X	
Florida Medallion Scholar (FMS)		X	
Florida Gold Seal Vocational (FGSV)	X		4yr 24 credit option ONLY **
State University System (SUS)		X	
National Collegiate Athletic Association (NCAA)		X	
BCPS "Core" Course		X	
Course Level 1=below grade level, 2= at grade level, 3= above grade level			N/A
Industry Credential Eligible		X	
Weighted Quality Points			
State Honors (1 quality point)		X	
BCPS Local Honors ONLY (1 quality point)	X		
Pre IB (1 quality point)		X	
Pre AICE (1 quality point)		X	
AP (Advanced Placement) (2 quality points) *		X	
IB (International Baccalaureate) (2 quality points)		X	
AICE (Advanced International Certificate of Education) (2 quality points)		X	
Technical Dual Enrollment (2 quality points)		X	

*Must take AP exam; otherwise only 1 quality point.

** For the 3-year, 18 credit option, requirements may differ. See your guidance counselor for more information.

All information contained in this Curriculum Guide is subject to change. For current information, please visit the respective websites for each program.

Course Title: Specially Designed Physical Education
Course Number: 79150100
Credit: Multiple
Grade Level: 9-12
Major Concepts/Content

- A. The purpose of this course is to provide experience and 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, the following:

- team sports
- independent sports
- recreational sports
- motor development
- physical fitness

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

- CL.A.1.In.1** complete specified Sunshine State Standards with modifications as appropriate for the individual student.
- CL.A.1.Su.1** complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.
- CL.A.1.Pa.1** participate in activities of peers addressing Sunshine State Standards with assistance as appropriate for the individual student.

- B. **Special Note:** This entire course may not be mastered in one year. 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. Multiple credits may be earned sequentially or simultaneously.

This course is designed to reflect the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

Three levels of functioning: independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

All information contained in this Curriculum Guide is subject to change. For current information, please visit the respective websites for each program.

General Course Information:

	YES	NO	Other
Graduation Requirement	X		PE SPECIAL DIPLOMA ONLY
Bright Futures (BF)			
Florida Academic Scholar (FAS)		X	
Florida Medallion Scholar (FMS)		X	4yr 24 credit option ONLY **
Florida Gold Seal Vocational (FGSV)	X		
State University System (SUS)		X	
National Collegiate Athletic Association (NCAA)		X	
BCPS "Core" Course		X	
Course Level 1=below grade level, 2= at grade level, 3= above grade level			
Industry Credential Eligible		X	
Weighted Quality Points			
State Honors (1 quality point)		X	
BCPS Local Honors ONLY (1 quality point)		X	
Pre IB (1 quality point)		X	
Pre AICE (1 quality point)		X	
AP (Advanced Placement) (2 quality points) *		X	
IB (International Baccalaureate) (2 quality points)		X	
AICE (Advanced International Certificate of Education) (2 quality points)		X	
Technical Dual Enrollment (2 quality points)		X	

*Must take AP exam; otherwise only 1 quality point.

** For the 3-year, 18 credit option, requirements may differ. See your guidance counselor for more information.

All information contained in this Curriculum Guide is subject to change. For current information, please visit the respective websites for each program.

Course Title: Driver Education For Special Learners
Course Number: 79190100
Credit: Multiple
Grade Level: 9-12
Major Concepts/Content

- A. 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, the following:

- driving rules/regulations
- safety signs/symbols
- driving courtesy
- map reading skills
- simple auto maintenance
- insurance

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

- B. **Special Note:** This entire course may not be mastered in one year. 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. Multiple credits may be earned sequentially or simultaneously.

This course is designed primarily for students functioning at independent levels, who are generally capable of living and working independently with occasional assistance. Three levels of functioning: independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

Three levels of functioning: independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

All information contained in this Curriculum Guide is subject to change. For current information, please visit the respective websites for each program.

General Course Information:

	YES	NO	Other
Graduation Requirement		X	EL
Bright Futures (BF)			
Florida Academic Scholar (FAS)		X	
Florida Medallion Scholar (FMS)		X	
Florida Gold Seal Vocational (FGSV)	X		4yr 24 credit option ONLY **
State University System (SUS)		X	
National Collegiate Athletic Association (NCAA)		X	
BCPS "Core" Course		X	
Course Level 1=below grade level, 2= at grade level, 3= above grade level			N/A
Industry Credential Eligible		X	
Weighted Quality Points			
State Honors (1 quality point)		X	
BCPS Local Honors ONLY (1 quality point)		X	
Pre IB (1 quality point)		X	
Pre AICE (1 quality point)		X	
AP (Advanced Placement) (2 quality points) *		X	
IB (International Baccalaureate) (2 quality points)		X	
AICE (Advanced International Certificate of Education) (2 quality points)		X	
Technical Dual Enrollment (2 quality points)		X	

* Must take AP exam; otherwise only 1 quality point.

** For the 3-year, 18 credit option, requirements may differ. See your guidance counselor for more information.

All information contained in this Curriculum Guide is subject to change. For current information, please visit the respective websites for each program.

Course Title: Visual and Performing Arts
Course Number: 79670100
Credit: Multiple
Grade Level: 9-12
Major Concepts/Content

- A. 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, the following:

- music
- dance
- visual arts
- theater
- careers in arts

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

- B. **Special Note:** This entire course may not be mastered in one year. 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. Multiple credits may be earned sequentially or simultaneously.

Students with disabilities who are pursuing a standard diploma may take this course for elective credit. This course is designed to reflect the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

Three levels of functioning: independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

All information contained in this Curriculum Guide is subject to change. For current information, please visit the respective websites for each program.

General Course Information:

	YES	NO	Other
Graduation Requirement		X	EL
Bright Futures (BF)			
Florida Academic Scholar (FAS)		X	
Florida Medallion Scholar (FMS)		X	
Florida Gold Seal Vocational (FGSV)	X		4yr 24 credit option ONLY **
State University System (SUS)		X	
National Collegiate Athletic Association (NCAA)		X	
BCPS "Core" Course		X	
Course Level 1=below grade level, 2= at grade level, 3= above grade level			N/A
Industry Credential Eligible		X	
Weighted Quality Points			
State Honors (1 quality point)		X	
BCPS Local Honors ONLY (1 quality point)		X	
Pre IB (1 quality point)		X	
Pre AICE (1 quality point)		X	
AP (Advanced Placement) (2 quality points) *		X	
IB (International Baccalaureate) (2 quality points)		X	
AICE (Advanced International Certificate of Education) (2 quality points)		X	
Technical Dual Enrollment (2 quality points)		X	

* Must take AP exam; otherwise only 1 quality point.

** For the 3-year, 18 credit option, requirements may differ. See your guidance counselor for more information.

All information contained in this Curriculum Guide is subject to change. For current information, please visit the respective websites for each program.

Course Title: Therapeutic Instructional Support
Course Number: 79000100
Credit: None
Grade Level: 9-12
Major Concepts/Content

A. 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 the student’s Individual Educational Plan (IEP).

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

- CL.A.1.In.1** complete specified Sunshine State Standards with modifications as appropriate for the individual student.
- CL.A.1.Su.1** complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.
- CL.A.1.Pa.1** participate in activities of peers’ addressing Sunshine State Standards with assistance as appropriate for the individual student.

B. Special Note: None

General Course Information:

	YES	NO	Other
Graduation Requirement		X	NO CREDIT
Bright Futures (BF)			
Florida Academic Scholar (FAS)		X	
Florida Medallion Scholar (FMS)		X	
Florida Gold Seal Vocational (FGSV)		X	
State University System (SUS)		X	
National Collegiate Athletic Association (NCAA)		X	
BCPS “Core” Course		X	
Course Level 1=below grade level, 2= at grade level, 3= above grade level			N/A
Industry Credential Eligible		X	
Weighted Quality Points			
State Honors (1 quality point)		X	
BCPS Local Honors ONLY (1 quality point)		X	
Pre IB (1 quality point)		X	
Pre AICE (1 quality point)		X	
AP (Advanced Placement) (2 quality points) *		X	
IB (International Baccalaureate) (2 quality points)		X	
AICE (Advanced International Certificate of Education) (2 quality points)		X	
Technical Dual Enrollment (2 quality points)		X	

* Must take AP exam; otherwise only 1 quality point.

All information contained in this Curriculum Guide is subject to change. For current information, please visit the respective websites for each program.

Course Title: Hospital and Homebound Instructional Services
Course Number: 79000300
Credit: None
Grade Level: 9-12
Major Concepts/Content

A. The purpose of this course is to enable students 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 the student’s Individual Educational Plan (IEP).

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

CL.A.1.Pa.1 participate in activities of peers’ addressing Sunshine State Standards with assistance as appropriate for the individual student.

B. Special Note: None

General Course Information:

	YES	NO	Other
Graduation Requirement		X	NO CREDIT
Bright Futures (BF)			
Florida Academic Scholar (FAS)		X	
Florida Medallion Scholar (FMS)		X	
Florida Gold Seal Vocational (FGSV)		X	
State University System (SUS)		X	
National Collegiate Athletic Association (NCAA)		X	
BCPS “Core” Course		X	
Course Level 1=below grade level, 2= at grade level, 3= above grade level			N/A
Industry Credential Eligible		X	
Weighted Quality Points			
State Honors (1 quality point)		X	
BCPS Local Honors ONLY (1 quality point)		X	
Pre IB (1 quality point)		X	
Pre AICE (1 quality point)		X	
AP (Advanced Placement) (2 quality points) *		X	
IB (International Baccalaureate) (2 quality points)		X	
AICE (Advanced International Certificate of Education) (2 quality points)		X	
Technical Dual Enrollment (2 quality points)		X	

- Must take AP exam; otherwise only 1 quality point
- ** For the 3-year, 18 credit option, requirements may differ. See your guidance counselor for more information.

All information contained in this Curriculum Guide is subject to change. For current information, please visit the respective websites for each program.

Course Title: Preparation for Post-school/Adult Living
Course Number: 79630100
Credit: Multiple
Grade Level: 9-12
Major Concepts/Content

- A. The purpose of this course is to enable students with disabilities to acquire the knowledge and skills needed to prepare for post-school adult living.

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

- personal planning
- personal care
- living arrangements
- household maintenance
- interpersonal relationships
- community involvement and participation
- use of leisure time
- communication

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

- B. **Special Note:** This entire course may not be mastered in one year. 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. Multiple credits may be earned sequentially or simultaneously. Students with disabilities who are pursuing a standard diploma may take this course for elective credits. This course is also designed to reflect the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

Three levels of functioning: independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance

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of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

General Course Information:

	YES	NO	Other
Graduation Requirement		X	EL
Bright Futures (BF)			
Florida Academic Scholar (FAS)		X	
Florida Medallion Scholar (FMS)		X	
Florida Gold Seal Vocational (FGSV)	X		4yr 24 credit option ONLY **
State University System (SUS)		X	
National Collegiate Athletic Association (NCAA)		X	
BCPS "Core" Course		X	
Course Level 1=below grade level, 2= at grade level, 3= above grade level			N/A
Industry Credential Eligible		X	
Weighted Quality Points			
State Honors (1 quality point)		X	
BCPS Local Honors ONLY (1 quality point)		X	
Pre IB (1 quality point)		X	
Pre AICE (1 quality point)		X	
AP (Advanced Placement) (2 quality points) *		X	
IB (International Baccalaureate) (2 quality points)		X	
AICE (Advanced International Certificate of Education) (2 quality points)		X	
Technical Dual Enrollment (2 quality points)		X	

* Must take AP exam; otherwise only 1 quality point.

** For the 3-year, 18 credit option, requirements may differ. See your guidance counselor for more information.

All information contained in this Curriculum Guide is subject to change. For current information, please visit the respective websites for each program.

Course Title: Skills for Students who are Motor and Other Health Impaired
Course Number: 79630300
Credit: Multiple
Grade Level: 9-12
Major Concepts/Content

- A. 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, the following:

- independent functioning in the home, school, and community
- communication
- social participation
- employment and post-school adult living
- use of adaptive equipment and assistance

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

- B. **Special Note:** This entire course may not be mastered in one year. 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. Multiple credits may be earned sequentially or simultaneously.

Students with disabilities who are pursuing a standard diploma may take this course for elective credit. This course is also designed to reflect the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

Three levels of functioning: independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

This course may be used with students who require the assistance of communication systems including signing, communication boards, or other adaptive equipment. Performance standards should be modified as appropriate.

All information contained in this Curriculum Guide is subject to change. For current information, please visit the respective websites for each program.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment. Activities may require specially adapted furniture and other special equipment as indicated in the Individual Educational Plan.

General Course Information:

	YES	NO	Other
Graduation Requirement		X	EL
Bright Futures (BF)			
Florida Academic Scholar (FAS)		X	
Florida Medallion Scholar (FMS)		X	
Florida Gold Seal Vocational (FGSV)	X		4yr 24 credit option ONLY **
State University System (SUS)		X	
National Collegiate Athletic Association (NCAA)		X	
BCPS "Core" Course		X	
Course Level 1=below grade level, 2= at grade level, 3= above grade level			N/A
Industry Credential Eligible		X	
Weighted Quality Points			
State Honors (1 quality point)		X	
BCPS Local Honors ONLY (1 quality point)		X	
Pre IB (1 quality point)		X	
Pre AICE (1 quality point)		X	
AP (Advanced Placement) (2 quality points) *		X	
IB (International Baccalaureate) (2 quality points)		X	
AICE (Advanced International Certificate of Education) (2 quality points)		X	
Technical Dual Enrollment (2 quality points)		X	

* Must take AP exam; otherwise only 1 quality point.

** For the 3-year, 18 credit option, requirements may differ. See your guidance counselor for more information.

All information contained in this Curriculum Guide is subject to change. For current information, please visit the respective websites for each program.

Course Title: Skills for Students who are Deaf or Hard of Hearing
Course Number: 79630400
Credit: Multiple
Grade Level: 9-12
Major Concepts/Content

- A. 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, the following:

- communication
- hearing aids and assistive devices
- community resources and services
- hearing loss
- deaf culture and heritage
- interpreters and note-takers

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

- B. **Special Note:** This entire course may not be mastered in one year. 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. Multiple credits may be earned sequentially or simultaneously.

Students with hearing impairments who are pursuing a standard diploma may take this course for elective credits. This course is also designed to reflect the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

Three levels of functioning: independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

All information contained in this Curriculum Guide is subject to change. For current information, please visit the respective websites for each program.

General Course Information:

	YES	NO	Other
Graduation Requirement		X	EL
Bright Futures (BF)			
Florida Academic Scholar (FAS)		X	
Florida Medallion Scholar (FMS)		X	
Florida Gold Seal Vocational (FGSV)	X		4yr 24 credit option ONLY **
State University System (SUS)		X	
National Collegiate Athletic Association (NCAA)		X	
BCPS "Core" Course		X	
Course Level 1=below grade level, 2= at grade level, 3= above grade level			N/A
Industry Credential Eligible		X	
Weighted Quality Points			
State Honors (1 quality point)		X	
BCPS Local Honors ONLY (1 quality point)		X	
Pre IB (1 quality point)		X	
Pre AICE (1 quality point)		X	
AP (Advanced Placement) (2 quality points) *		X	
IB (International Baccalaureate) (2 quality points)		X	
AICE (Advanced International Certificate of Education) (2 quality points)		X	
Technical Dual Enrollment (2 quality points)		X	

* Must take AP exam; otherwise only 1 quality point.

** For the 3-year, 18 credit option, requirements may differ. See your guidance counselor for more information.

All information contained in this Curriculum Guide is subject to change. For current information, please visit the respective websites for each program.

Course Title: Skills for Students Who are Visually Impaired
Course Number: 79630500
Credit: Multiple
Grade Level: 9-12
Major Concepts/Content

- A. 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, the following:

- maximum use of sensory input
- access to print information through use of strategies and modifications for completion of general education requirements
- personal communication systems
- personal management
- social and interpersonal relationships
- productivity and career options

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

- CL.A.1.In.1** complete specified Sunshine State Standards with modifications as appropriate for the individual student.
- CL.A.1.Su.1** complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.
- CL.A.1.Pa.1** participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

- B. **Special Note:** This entire course may not be mastered in one year. 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. Multiple credits may be earned sequentially or simultaneously.

In order to address the full range of special skills, students with visual impairments may enroll in Orientation and Mobility Skills, Course Number: 7963060.

Students with visual impairments who are pursuing a standard diploma may take this course for elective credits. This course is also designed to reflect the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

Three levels of functioning: independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance

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of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment. Activities may be arranged to extend beyond scheduled school hours.

General Course Information:

	YES	NO	Other
Graduation Requirement		X	EL
Bright Futures (BF)			
Florida Academic Scholar (FAS)		X	
Florida Medallion Scholar (FMS)		X	
Florida Gold Seal Vocational (FGSV)	X		4yr 24 credit option ONLY **
State University System (SUS)		X	
National Collegiate Athletic Association (NCAA)		X	
BCPS "Core" Course		X	
Course Level 1=below grade level, 2= at grade level, 3= above grade level			N/A
Industry Credential Eligible		X	
Weighted Quality Points			
State Honors (1 quality point)		X	
BCPS Local Honors ONLY (1 quality point)		X	
Pre IB (1 quality point)		X	
Pre AICE (1 quality point)		X	
AP (Advanced Placement) (2 quality points) *		X	
IB (International Baccalaureate) (2 quality points)		X	
AICE (Advanced International Certificate of Education) (2 quality points)		X	
Technical Dual Enrollment (2 quality points)		X	

* Must take AP exam; otherwise only 1 quality point.

** For the 3-year, 18 credit option, requirements may differ. See your guidance counselor for more information.

All information contained in this Curriculum Guide is subject to change. For current information, please visit the respective websites for each program.

Course Title: Orientation and Mobility Skills
Course Number: 79630600
Credit: Multiple
Grade Level: 9-12
Major Concepts/Content

- A. 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 efficiently within that environment.

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

- developing safe, efficient and independent travel skills in one's neighborhood, community, and school environment
- using major forms of public transportation
- traveling to specified destinations in an unfamiliar environment
- locating and reading survival symbols in order to access public places

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

- B. **Special Note:** This entire course may not be mastered in one year. 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. Multiple credits may be earned sequentially or simultaneously.

Due to safety considerations, training students with visual impairments for independent travel requires a fully trained orientation and mobility instructor. In order to address the full range of special skills, students with visual impairments may be enrolled in Skills for Students who are Visually Impaired, Course Number 7963050.

Students with visual impairments who are pursuing a standard diploma may take this course for elective credit. This course is also designed to reflect the wide range of abilities within the population of students with visual impairments who also have other types of disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

Three levels of functioning: independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

All information contained in this Curriculum Guide is subject to change. For current information, please visit the respective websites for each program.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

All information contained in this Curriculum Guide is subject to change. For current information, please visit the respective websites for each program.

General Course Information:

	YES	NO	Other
Graduation Requirement		X	EL
Bright Futures (BF)			
Florida Academic Scholar (FAS)		X	
Florida Medallion Scholar (FMS)		X	
Florida Gold Seal Vocational (FGSV)	X		4yr 24 credit option ONLY **
State University System (SUS)		X	
National Collegiate Athletic Association (NCAA)		X	
BCPS "Core" Course		X	
Course Level 1=below grade level, 2= at grade level, 3= above grade level			N/A
Industry Credential Eligible		X	
Weighted Quality Points			
State Honors (1 quality point)		X	
BCPS Local Honors ONLY (1 quality point)		X	
Pre IB (1 quality point)		X	
Pre AICE (1 quality point)		X	
AP (Advanced Placement) (2 quality points) *		X	
IB (International Baccalaureate) (2 quality points)		X	
AICE (Advanced International Certificate of Education) (2 quality points)		X	
Technical Dual Enrollment (2 quality points)		X	

* Must take AP exam; otherwise only 1 quality point.

** For the 3-year, 18 credit option, requirements may differ. See your guidance counselor for more information.

All information contained in this Curriculum Guide is subject to change. For current information, please visit the respective websites for each program.

Course Title: Social and Personal Skills
Course Number: 79630700
Credit: Multiple
Grade Level: 9-12, 30,31
Major Concepts/Content

- A. 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, the following:

- appropriate classroom behavior
- social and personal development
- communication skills
- behavioral control
- conflict resolution
- responsibility
- interpersonal and intrapersonal problem solving
- appropriate use of leisure time

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

- B. **Special Note:** This entire course may not be mastered in one year. 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. Multiple credits may be earned sequentially or simultaneously.

Students with disabilities who are pursuing a standard diploma may take this course for elective credits. This course is also designed to reflect the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

Three levels of functioning: independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

All information contained in this Curriculum Guide is subject to change. For current information, please visit the respective websites for each program.

General Course Information:

	YES	NO	Other
Graduation Requirement		X	EL
Bright Futures (BF)			
Florida Academic Scholar (FAS)		X	
Florida Medallion Scholar (FMS)		X	
Florida Gold Seal Vocational (FGSV)	X		4yr 24 credit option ONLY **
State University System (SUS)		X	
National Collegiate Athletic Association (NCAA)		X	
BCPS "Core" Course		X	
Course Level 1=below grade level, 2= at grade level, 3= above grade level			N/A
Industry Credential Eligible		X	
Weighted Quality Points			
State Honors (1 quality point)		X	
BCPS Local Honors ONLY (1 quality point)		X	
Pre IB (1 quality point)		X	
Pre AICE (1 quality point)		X	
AP (Advanced Placement) (2 quality points) *		X	
IB (International Baccalaureate) (2 quality points)		X	
AICE (Advanced International Certificate of Education) (2 quality points)		X	
Technical Dual Enrollment (2 quality points)		X	

*Must take AP exam; otherwise only 1 quality point.

** For the 3-year, 18 credit option, requirements may differ. See your guidance counselor for more information.

All information contained in this Curriculum Guide is subject to change. For current information, please visit the respective websites for each program.

Course Title: Learning Strategies
Course Number: 79630800
Credit: Multiple
Grade Level: 9-12, 30,31
Major Concepts/Content

- A. 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, the following:

- strategies for acquiring and storing knowledge
- strategies for oral and written expression
- strategies for problem solving
- strategies for linking new information with prior knowledge
- strategies for active participation in reading, viewing, and listening
- self-regulated use of comprehension strategies
- test taking skills
- time management and organization skills
- social skills
- self-advocacy and planning skills

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

- B. **Special Note:** This entire course may not be mastered in one year. 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. Multiple credits may be earned sequentially or simultaneously.

Students with disabilities who are pursuing a standard diploma may take this course for elective credits. This course is also designed primarily for students functioning at independent levels, who are generally capable of working and living independently with occasional assistance. Three levels of functioning: independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation

This course may also be used to accommodate the range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for the individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

All information contained in this Curriculum Guide is subject to change. For current information, please visit the respective websites for each program.

General Course Information:

	YES	NO	Other
Graduation Requirement		X	EL
Bright Futures (BF)			
Florida Academic Scholar (FAS)		X	
Florida Medallion Scholar (FMS)		X	
Florida Gold Seal Vocational (FGSV)	X		4yr 24 credit option ONLY **
State University System (SUS)		X	
National Collegiate Athletic Association (NCAA)		X	
BCPS "Core" Course		X	
Course Level 1=below grade level, 2= at grade level, 3= above grade level			N/A
Industry Credential Eligible		X	
Weighted Quality Points			
State Honors (1 quality point)		X	
BCPS Local Honors ONLY (1 quality point)		X	
Pre IB (1 quality point)		X	
Pre AICE (1 quality point)		X	
AP (Advanced Placement) (2 quality points) *		X	
IB (International Baccalaureate) (2 quality points)		X	
AICE (Advanced International Certificate of Education) (2 quality points)		X	
Technical Dual Enrollment (2 quality points)		X	

* Must take AP exam; otherwise only 1 quality point.

** For the 3-year, 18 credit option, requirements may differ. See your guidance counselor for more information.

All information contained in this Curriculum Guide is subject to change. For current information, please visit the respective websites for each program.

Course Title: Skills For Students Who Are Gifted
Course Number: 79630900
Credit: Multiple
Grade Level: 9-12, 30,31
Major Concepts/Content

- A.** The purpose of this course is to enable students who are gifted to acquire and apply the knowledge and skills needed to enhance personal and academic achievement. The content should include, but not be limited to, the following:
- academic subject matter
 - higher order thinking skills
 - communication
 - leadership
 - self-evaluation
 - planning and goal setting
 - decision making

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter.

- B. Special Note:** This entire course may not be mastered in one year. 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. Multiple credits may be earned sequentially or simultaneously.

Instructional activities used to meet course requirements and address individual student needs may occur in the schools, communities, museums, institutions of higher education, or other appropriate scientific or cultural organizations. Instruction in these settings may require that students acquire specialized knowledge and skills, including the use of advanced technology, special tools, and equipment; terminology; and methodologies essential to personal academic achievement.

General Course Information:

	YES	NO	Other
Graduation Requirement		X	EL
Bright Futures (BF)			
Florida Academic Scholar (FAS)		X	
Florida Medallion Scholar (FMS)		X	
Florida Gold Seal Vocational (FGSV)	X		4yr 24 credit option ONLY **
State University System (SUS)		X	
National Collegiate Athletic Association (NCAA)		X	
BCPS "Core" Course		X	
Course Level 1=below grade level, 2= at grade level, 3= above grade level			N/A
Industry Credential Eligible		X	
Weighted Quality Points			
State Honors (1 quality point)		X	
BCPS Local Honors ONLY (1 quality point)	X		
Pre IB (1 quality point)		X	
Pre AICE (1 quality point)		X	
AP (Advanced Placement) (2 quality points) *		X	
IB (International Baccalaureate) (2 quality points)		X	
AICE (Advanced International Certificate of Education) (2 quality points)		X	
Technical Dual Enrollment (2 quality points)		X	

* Must take AP exam; otherwise only 1 quality point.

** For the 3-year, 18 credit option, requirements may differ. See your guidance counselor for more information.

All information contained in this Curriculum Guide is subject to change. For current information, please visit the respective websites for each program.

Course Title: Skills For Students With Autism
Course Number: 79631100
Credit: Multiple
Grade Level: 9-12, 30,31
Major Concepts/Content

- A. 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, the following:

- activities of daily living, recreation, and leisure
- behavioral and social functioning
- language and communication
- academic skills
- functional academics
- sensory motor integration

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

- B. **Special Note:** This entire course may not be mastered in one year. 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. Multiple credits may be earned sequentially or simultaneously.

This course is designed to reflect the wide range of abilities within the population of students with autism. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

Three levels of functioning: independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

All information contained in this Curriculum Guide is subject to change. For current information, please visit the respective websites for each program.

General Course Information:

	YES	NO	Other
Graduation Requirement		X	EL
Bright Futures (BF)			
Florida Academic Scholar (FAS)		X	
Florida Medallion Scholar (FMS)		X	
Florida Gold Seal Vocational (FGSV)	X		4yr 24 credit option ONLY **
State University System (SUS)		X	
National Collegiate Athletic Association (NCAA)		X	
BCPS "Core" Course		X	
Course Level 1=below grade level, 2= at grade level, 3= above grade level			N/A
Industry Credential Eligible		X	
Weighted Quality Points			
State Honors (1 quality point)		X	
BCPS Local Honors ONLY (1 quality point)		X	
Pre IB (1 quality point)		X	
Pre AICE (1 quality point)		X	
AP (Advanced Placement) (2 quality points) *		X	
IB (International Baccalaureate) (2 quality points)		X	
AICE (Advanced International Certificate of Education) (2 quality points)		X	
Technical Dual Enrollment (2 quality points)		X	

* Must take AP exam; otherwise only 1 quality point.

** For the 3-year, 18 credit option, requirements may differ. See your guidance counselor for more information.

All information contained in this Curriculum Guide is subject to change. For current information, please visit the respective websites for each program.

Course Title: Skills For Students Who Are Deaf - Blind
Course Number: 79631200
Credit: Multiple
Grade Level: 9-12, 30,31
Major Concepts/Content

- A. 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, the following:

- sensory awareness
- self-concept
- self-direction
- orientation and mobility
- social skills
- communication skills
- functional living skills
- household management
- vocational training
- leisure and recreation skills

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

- B. **Special Note:** This entire course may not be mastered in one year. 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. Multiple credits may be earned sequentially or simultaneously.

This course is designed to reflect the wide range of abilities within the population of students with dual sensory impairments. The particular benchmark for a course requirements should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

Three levels of functioning: independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with

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the use of related technology, tools, and equipment. Activities may be arranged for extension beyond scheduled school hours.

General Course Information:

	YES	NO	Other
Graduation Requirement		X	EL
Bright Futures (BF)			
Florida Academic Scholar (FAS)		X	
Florida Medallion Scholar (FMS)		X	
Florida Gold Seal Vocational (FGSV)	X		4yr 24 credit option ONLY **
State University System (SUS)		X	
National Collegiate Athletic Association (NCAA)		X	
BCPS "Core" Course		X	
Course Level 1=below grade level, 2= at grade level, 3= above grade level			N/A
Industry Credential Eligible		X	
Weighted Quality Points			
State Honors (1 quality point)		X	
BCPS Local Honors ONLY (1 quality point)		X	
Pre IB (1 quality point)		X	
Pre AICE (1 quality point)		X	
AP (Advanced Placement) (2 quality points) *		X	
IB (International Baccalaureate) (2 quality points)		X	
AICE (Advanced International Certificate of Education) (2 quality points)		X	
Technical Dual Enrollment (2 quality points)		X	

* Must take AP exam; otherwise only 1 quality point.

** For the 3-year, 18 credit option, requirements may differ. See your guidance counselor for more information.

All information contained in this Curriculum Guide is subject to change. For current information, please visit the respective websites for each program.

Course Title: Unique Skills
Course Number: 79631300
Credit: Multiple
Grade Level: 9-12, 30,31
Major Concepts/Content

- A. 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, the following:

- living skills
- social skills
- learning skills
- communication skills

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

- B. **Special Note:** This entire course may not be mastered in one year. 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. Multiple credits may be earned sequentially or simultaneously.

Students with disabilities who are pursuing a standard diploma may take this course for elective credits. This course is also designed to reflect the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

Three levels of functioning: independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

All information contained in this Curriculum Guide is subject to change. For current information, please visit the respective websites for each program.

General Course Information:

	YES	NO	Other
Graduation Requirement		X	EL
Bright Futures (BF)			
Florida Academic Scholar (FAS)		X	
Florida Medallion Scholar (FMS)		X	
Florida Gold Seal Vocational (FGSV)	X		4yr 24 credit option ONLY **
State University System (SUS)		X	
National Collegiate Athletic Association (NCAA)		X	
BCPS "Core" Course		X	
Course Level 1=below grade level, 2= at grade level, 3= above grade level			N/A
Industry Credential Eligible		X	
Weighted Quality Points			
State Honors (1 quality point)		X	
BCPS Local Honors ONLY (1 quality point)		X	
Pre IB (1 quality point)		X	
Pre AICE (1 quality point)		X	
AP (Advanced Placement) (2 quality points) *		X	
IB (International Baccalaureate) (2 quality points)		X	
AICE (Advanced International Certificate of Education) (2 quality points)		X	
Technical Dual Enrollment (2 quality points)		X	

* Must take AP exam; otherwise only 1 quality point.

** For the 3-year, 18 credit option, requirements may differ. See your guidance counselor for more information.

All information contained in this Curriculum Guide is subject to change. For current information, please visit the respective websites for each program.

Course Title: Physical Therapy
Course Number: 79660100
Credit: Multiple
Grade Level: 9-12
Major Concepts/Content

- A.** The purpose of this course is to provide instruction to students with disabilities who have physically disabling conditions, including sensorimotor or neuromuscular deficits, 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, the following:

- maintain, restore, or enhance motor sensory skills
- use adaptive equipment and assistive devices
- promote independence in mobility and management of health-related functions

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

- CL.A.1.In.1** complete specified Sunshine State Standards with modifications as appropriate for the individual student.
- CL.A.1.Su.1** complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.
- CL.A.1.Pa.1** participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

- B. **Special Note:**** This entire course may not be mastered in one year. 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 through the Individual Educational Plan process. Multiple credits may be earned sequentially or simultaneously.

Evaluation and treatment is provided by a licensed physical therapist or a licensed physical therapist assistant (as required by *Rule 6A-6.03024(6)(b), Florida Administrative Code [FAC]*) Students with disabilities who are pursuing a standard diploma may take this course

All information contained in this Curriculum Guide is subject to change. For current information, please visit the respective websites for each program.

General Course Information:

	YES	NO	Other
Graduation Requirement		X	EL
Bright Futures (BF)			
Florida Academic Scholar (FAS)		X	
Florida Medallion Scholar (FMS)		X	
Florida Gold Seal Vocational (FGSV)	X		4yr 24 credit option ONLY **
State University System (SUS)		X	
National Collegiate Athletic Association (NCAA)		X	
BCPS "Core" Course		X	
Course Level 1=below grade level, 2= at grade level, 3= above grade level			N/A
Industry Credential Eligible		X	
Weighted Quality Points			
State Honors (1 quality point)		X	
BCPS Local Honors ONLY (1 quality point)		X	
Pre IB (1 quality point)		X	
Pre AICE (1 quality point)		X	
AP (Advanced Placement) (2 quality points) *		X	
IB (International Baccalaureate) (2 quality points)		X	
AICE (Advanced International Certificate of Education) (2 quality points)		X	
Technical Dual Enrollment (2 quality points)		X	

* Must take AP exam; otherwise only 1 quality point.

** For the 3-year, 18 credit option, requirements may differ. See your guidance counselor for more information.

All information contained in this Curriculum Guide is subject to change. For current information, please visit the respective websites for each program.

Course Title: Occupational Therapy
Course Number: 79660200
Credit: Multiple
Grade Level: 9-12
Major Concepts/Content

- A.** 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, the following:

- maintain, restore, or enhance motor sensory skills
- use adaptive equipment and assistive devices
- promote independence in activities of daily living

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

- CL.A.1.In.1** complete specified Sunshine State Standards with modifications as appropriate for the individual student.
- CL.A.1.Su.1** complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.
- CL.A.1.Pa.1** participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

- B. **Special Note:**** This entire course may not be mastered in one year. 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 through the Individual Educational Plan process. Multiple credits may be earned sequentially or simultaneously.

Evaluation and treatment is provided by a licensed occupational therapist or a licensed occupational therapist assistant (as required by *Rule 6A-6.03025(6)(5), Florida Administrative Code [FAC]*)

All information contained in this Curriculum Guide is subject to change. For current information, please visit the respective websites for each program.

General Course Information:

	YES	NO	Other
Graduation Requirement		X	EL
Bright Futures (BF)			
Florida Academic Scholar (FAS)		X	
Florida Medallion Scholar (FMS)		X	
Florida Gold Seal Vocational (FGSV)	X		4yr 24 credit option ONLY **
State University System (SUS)		X	
National Collegiate Athletic Association (NCAA)		X	
BCPS "Core" Course		X	
Course Level 1=below grade level, 2= at grade level, 3= above grade level			N/A
Industry Credential Eligible		X	
Weighted Quality Points			
State Honors (1 quality point)		X	
BCPS Local Honors ONLY (1 quality point)		X	
Pre IB (1 quality point)		X	
Pre AICE (1 quality point)		X	
AP (Advanced Placement) (2 quality points) *		X	
IB (International Baccalaureate) (2 quality points)		X	
AICE (Advanced International Certificate of Education) (2 quality points)		X	
Technical Dual Enrollment (2 quality points)		X	

* Must take AP exam; otherwise only 1 quality point.

** For the 3-year, 18 credit option, requirements may differ. See your guidance counselor for more information.

All information contained in this Curriculum Guide is subject to change. For current information, please visit the respective websites for each program.

Course Title: Speech Therapy
Course Number: 79660300
Credit: Multiple
Grade Level: 9-12
Major Concepts/Content

A. 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, the following:

- articulation therapy
- fluency therapy
- voice therapy

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

B. Special Note: This entire course may not be mastered in one year. 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 through the Individual Educational Plan process. Multiple credits may be earned sequentially or simultaneously.

General Course Information:

	YES	NO	Other
Graduation Requirement		X	
Bright Futures (BF)			
Florida Academic Scholar (FAS)		X	
Florida Medallion Scholar (FMS)		X	
Florida Gold Seal Vocational (FGSV)	X		4yr 24 credit option ONLY **
State University System (SUS)		X	
National Collegiate Athletic Association (NCAA)		X	
BCPS "Core" Course		X	
Course Level 1=below grade level, 2= at grade level, 3= above grade level			N/A
Industry Credential Eligible		X	
Weighted Quality Points			
State Honors (1 quality point)		X	
BCPS Local Honors ONLY (1 quality point)		X	
Pre IB (1 quality point)		X	
Pre AICE (1 quality point)		X	
AP (Advanced Placement) (2 quality points) *		X	
IB (International Baccalaureate) (2 quality points)		X	
AICE (Advanced International Certificate of Education) (2 quality points)		X	
Technical Dual Enrollment (2 quality points)		X	

* Must take AP exam; otherwise only 1 quality point.

** For the 3-year, 18 credit option, requirements may differ. See your guidance counselor for more information.

All information contained in this Curriculum Guide is subject to change. For current information, please visit the respective websites for each program.

Course Title: Language Therapy
Course Number: 79660400
Credit: Multiple
Grade Level: 9-12
Major Concepts/Content

- A.** The purpose of this course is to provide to students exhibiting language disorders that negatively impact their ability to benefit from the educational process appropriate instruction in language skills, both oral and written, necessary for academic learning, social interaction, and vocational success. The content should include, but not be limited to, the following:
- form, including phonology, syntax, and morphology
 - content including semantics
 - function, including pragmatics
- This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:
- CL.A.1.In.1** complete specified Sunshine State Standards with modifications as appropriate for the individual student.
- CL.A.1.Su.1** complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.
- CL.A.1.Pa.1** participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.
- B. Special Note:** This entire course may not be mastered in one year. 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 through the Individual Educational Plan process. Multiple credits may be earned sequentially or simultaneously.

General Course Information:

	YES	NO	Other
Graduation Requirement		X	
Bright Futures (BF)			
Florida Academic Scholar (FAS)		X	
Florida Medallion Scholar (FMS)		X	
Florida Gold Seal Vocational (FGSV)	X		4yr 24 credit option ONLY **
State University System (SUS)		X	
National Collegiate Athletic Association (NCAA)		X	
BCPS "Core" Course		X	
Course Level 1=below grade level, 2= at grade level, 3= above grade level			N/A
Industry Credential Eligible		X	
Weighted Quality Points			
State Honors (1 quality point)		X	
BCPS Local Honors ONLY (1 quality point)		X	
Pre IB (1 quality point)		X	
Pre AICE (1 quality point)		X	
AP (Advanced Placement) (2 quality points) *		X	
IB (International Baccalaureate) (2 quality points)		X	
AICE (Advanced International Certificate of Education) (2 quality points)		X	
Technical Dual Enrollment (2 quality points)		X	

* Must take AP exam; otherwise only 1 quality point.

** For the 3-year, 18 credit option, requirements may differ. See your guidance counselor for more information.

All information contained in this Curriculum Guide is subject to change. For current information, please visit the respective websites for each program.

Course Title: Exploratory Education
Course Number: 79800100
Credit: Multiple
Grade Level: 9-12, 30,31
**Will meet graduation requirement for Practical Arts
Major Concepts/Content**

- A. The purpose of this course is to enable students with disabilities to obtain a basic introduction to skills and aptitudes associated with a broad range of occupations in order to assist in making preliminary decisions regarding their future academic and occupational goals. This program should provide a foundation for further progress at a higher level and provide the option to move between occupational clusters if desired.

The content should include, but not be limited to, exploratory experiences in one or more vocational clusters such as:

- health science
- agriculture
- business technology
- family and consumer sciences
- industrial
- marketing

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

- B. **Special Note:** This entire course may not be mastered in one year. 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 through the Individual Educational Plan (IEP) process. Multiple credits may be earned sequentially or simultaneously.

This course is designed primarily for students functioning at independent and supported levels. Students functioning at independent levels are generally capable of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Three levels of functioning: independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirement of the situation.

This course may also be used to accommodate the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

All information contained in this Curriculum Guide is subject to change. For current information, please visit the respective websites for each program.

Experiences should be provided to assist the students in evaluating their interests, abilities, values, and needs as they relate to the world of work. The use of community resource people is encouraged.

General Course Information:

	YES	NO	Other
Graduation Requirement	X		VO
Bright Futures (BF)			
Florida Academic Scholar (FAS)		X	
Florida Medallion Scholar (FMS)		X	
Florida Gold Seal Vocational (FGSV)	X		4yr 24 credit option ONLY **
State University System (SUS)		X	
National Collegiate Athletic Association (NCAA)		X	
BCPS "Core" Course		X	
Course Level 1=below grade level, 2= at grade level, 3= above grade level			N/A
Industry Credential Eligible		X	
Weighted Quality Points			
State Honors (1 quality point)		X	
BCPS Local Honors ONLY (1 quality point)		X	
Pre IB (1 quality point)		X	
Pre AICE (1 quality point)		X	
AP (Advanced Placement) (2 quality points) *		X	
IB (International Baccalaureate) (2 quality points)		X	
AICE (Advanced International Certificate of Education) (2 quality points)		X	
Technical Dual Enrollment (2 quality points)		X	

* Must take AP exam; otherwise only 1 quality point.

** For the 3-year, 18 credit option, requirements may differ. See your guidance counselor for more information.

All information contained in this Curriculum Guide is subject to change. For current information, please visit the respective websites for each program.

Course Title: Practical Arts Education
Course Number: 79800200
Credit: Multiple
Grade Level: 9-12, 30,31
**Will meet graduation requirement for Practical Arts
Major Concepts/Content**

- A. The purpose of this course is to enable students with disabilities to obtain broad practical skills and a basic introduction to the broad occupational areas, and to stimulate personal aptitudes, abilities, and interests in specific occupational fields as part of the career decision-making process.

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

- employability skills
- workplace literacy
- communications skills
- human relations skills
- content from selected vocational practical arts courses

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

- B. **Special Note:** This entire course may not be mastered in one year. 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 through the Individual Educational Plan (IEP) process. Multiple credits may be earned sequentially or simultaneously.

This course is designed primarily for students functioning at independent and supported levels. Students functioning at independent levels are generally capable of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Three levels of functioning: independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

This course may also be used to accommodate the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

All information contained in this Curriculum Guide is subject to change. For current information, please visit the respective websites for each program.

General Course Information:

	YES	NO	Other
Graduation Requirement	X		VO
Bright Futures (BF)			
Florida Academic Scholar (FAS)		X	
Florida Medallion Scholar (FMS)		X	
Florida Gold Seal Vocational (FGSV)	X		4yr 24 credit option ONLY **
State University System (SUS)		X	
National Collegiate Athletic Association (NCAA)		X	
BCPS "Core" Course		X	
Course Level 1=below grade level, 2= at grade level, 3= above grade level			N/A
Industry Credential Eligible		X	
Weighted Quality Points			
State Honors (1 quality point)		X	
BCPS Local Honors ONLY (1 quality point)		X	
Pre IB (1 quality point)		X	
Pre AICE (1 quality point)		X	
AP (Advanced Placement) (2 quality points) *		X	
IB (International Baccalaureate) (2 quality points)		X	
AICE (Advanced International Certificate of Education) (2 quality points)		X	
Technical Dual Enrollment (2 quality points)		X	

*Must take AP exam; otherwise only 1 quality point.

** For the 3-year, 18 credit option, requirements may differ. See your guidance counselor for more information.

All information contained in this Curriculum Guide is subject to change. For current information, please visit the respective websites for each program.

Course Title: Job Preparatory Education
Course Number: 79800300
Credit: Multiple
Grade Level: 9-12, 30,31
**Will meet graduation requirement for Practical Arts
Major Concepts/Content**

- A.** The purpose of this job preparatory course is to provide instruction for students with disabilities in the competencies necessary for effective entry into an occupation.

The content should include, but not be limited to, exploratory experiences in one or more vocational clusters such as:

- work evaluation
- on-the-job training activities
- components from vocational job preparatory courses

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

- B. **Special Note:**** This entire course may not be mastered in one year. 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 through the Individual Educational Plan (IEP) process. Multiple credits may be earned sequentially or simultaneously. The job or jobs for which the student is being trained should be reflected in the student's desired post-school outcome statement.

This course is designed primarily for students functioning at independent and supported levels. Students functioning at independent levels are generally capable of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Three levels of functioning: independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirement of the situation.

This course may also be used to accommodate the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

Experiences should be provided to assist the students in evaluating their interests, abilities, and needs as they relate to the world of work. The use of community resource people is encouraged.

All information contained in this Curriculum Guide is subject to change. For current information, please visit the respective websites for each program.

General Course Information:

	YES	NO	Other
Graduation Requirement	X		VO
Bright Futures (BF)			
Florida Academic Scholar (FAS)		X	
Florida Medallion Scholar (FMS)		X	
Florida Gold Seal Vocational (FGSV)	X		4yr 24 credit option ONLY **
State University System (SUS)		X	
National Collegiate Athletic Association (NCAA)		X	
BCPS "Core" Course		X	
Course Level 1=below grade level, 2= at grade level, 3= above grade level			N/A
Industry Credential Eligible		X	
Weighted Quality Points			
State Honors (1 quality point)		X	
BCPS Local Honors ONLY (1 quality point)		X	
Pre IB (1 quality point)		X	
Pre AICE (1 quality point)		X	
AP (Advanced Placement) (2 quality points) *		X	
IB (International Baccalaureate) (2 quality points)		X	
AICE (Advanced International Certificate of Education) (2 quality points)		X	
Technical Dual Enrollment (2 quality points)		X	

* Must take AP exam; otherwise only 1 quality point.

** For the 3-year, 18 credit option, requirements may differ. See your guidance counselor for more information.

All information contained in this Curriculum Guide is subject to change. For current information, please visit the respective websites for each program.

Course Title: Career Preparation
Course Number: 79801100
Credit: Multiple
Grade Level: 9-12, 30,31
Major Concepts/Content

- A. The purpose of this course is to prepare 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 future progress toward achieving the student's desired postschool outcomes related to a career.

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

- self-appraisal
- decision making
- self-determination and self advocacy
- career options
- community resources related to career decisions
- workplace competencies
- rights and responsibilities of employees

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

- B. **Special Note:** This entire course may not be mastered in one year. 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. Multiple credits may be earned sequentially or simultaneously.

This course is designed to reflect the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

Three levels of functioning: independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirement of the situation. Students functioning at independent levels are generally capable of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in school and community for the purposes of practice, generalization, and maintenance of skills. The activities should stimulate the conditions and skills that will be experienced on the job. Equipment should be provided to permit experiential learning for each student. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

All information contained in this Curriculum Guide is subject to change. For current information, please visit the respective websites for each program.

This is the first of a three-course sequence designed to prepare students for careers and post-school adult living. The first course, Career Preparation, Course Number: 7980110, focuses on the acquisition of the necessary knowledge and skills. The second course, Career Experiences, Course Number 7980120, provides opportunities for application of the knowledge and skills in school or community work situations with coaching and instructional assistance. The last course, Career Placement, Course Number 7980130, provides the opportunity for students to be placed in a community-based work setting. Students with the ability to perform paid employment must be paid in accordance with Federal /Wage and Hour Standards. Students with severe disabilities, for whom supported competitive employment is not appropriate, may be considered for placement n volunteer work.

General Course Information:

	YES	NO	Other
Graduation Requirement	X		VO
Bright Futures (BF)			
Florida Academic Scholar (FAS)		X	
Florida Medallion Scholar (FMS)		X	
Florida Gold Seal Vocational (FGSV)	X		4yr 24 credit option ONLY **
State University System (SUS)		X	
National Collegiate Athletic Association (NCAA)		X	
BCPS "Core" Course		X	
Course Level 1=below grade level, 2= at grade level, 3= above grade level			N/A
Industry Credential Eligible		X	
Weighted Quality Points			
State Honors (1 quality point)		X	
BCPS Local Honors ONLY (1 quality point)		X	
Pre IB (1 quality point)		X	
Pre AICE (1 quality point)		X	
AP (Advanced Placement) (2 quality points) *		X	
IB (International Baccalaureate) (2 quality points)		X	
AICE (Advanced International Certificate of Education) (2 quality points)		X	
Technical Dual Enrollment (2 quality points)		X	

* Must take AP exam; otherwise only 1 quality point.

** For the 3-year, 18 credit option, requirements may differ. See your guidance counselor for more information.

All information contained in this Curriculum Guide is subject to change. For current information, please visit the respective websites for each program.

Course Title: Career Experiences
Course Number: 79801200
Credit: Multiple
Grade Level: 9-12, 30,31
Major Concepts/Content

- A. The purpose of this course is to prepare students with disabilities to further develop the career knowledge and skills necessary to identify career options, access community resources, and practice work-related behaviors. The course will provide guided practice and experiences in school and community work situations aimed at further progress toward achieving the student's desired post-school outcomes related to a career.

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

- self-appraisal
- decision making
- self-determination and self advocacy
- career options
- community resources related to career decisions
- workplace competencies
- rights and responsibilities of employees

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

- CL.A.1.In.1** complete specified Sunshine State Standards with modifications as appropriate for the individual student.
- CL.A.1.Su.1** complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.
- CL.A.1.Pa.1** participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

- B. **Special Note:** This entire course may not be mastered in one year. 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. Multiple credits may be earned sequentially or simultaneously. The job or jobs for which the student is being trained should be reflected in the student's desired post-school outcome statement.

This course is designed to reflect the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

Three levels of functioning: independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirement of the situation. Students functioning at independent levels are generally capable of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

All information contained in this Curriculum Guide is subject to change. For current information, please visit the respective websites for each program.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in school and community for the purposes of practice, generalization, and maintenance of skills. The activities should stimulate the conditions and skills that will be experienced on the job. Equipment should be provided to permit experiential learning for each student. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

This is the second of a three-course sequence designed to prepare students for careers and post-school adult living. The first course, Career Preparation, Course Number: 7980110, focuses on the acquisition of the necessary knowledge and skills. The second course, Career Experiences, Course Number 7980120, provides opportunities for application of the knowledge and skills in school or community work situations with coaching and instructional assistance. The last course, Career Placement, Course Number 7980130, provides the opportunity for students to be placed in a community-based work setting. Students with the ability to perform paid employment must be paid in accordance with Federal /Wage and Hour Standards. Students with severe disabilities, for whom supported competitive employment is not appropriate, may be considered for placement n volunteer work.

General Course Information:

	YES	NO	Other
Graduation Requirement	X		VO
Bright Futures (BF)			
Florida Academic Scholar (FAS)		X	
Florida Medallion Scholar (FMS)		X	
Florida Gold Seal Vocational (FGSV)	X		4yr 24 credit option ONLY **
State University System (SUS)		X	
National Collegiate Athletic Association (NCAA)		X	
BCPS "Core" Course		X	
Course Level 1=below grade level, 2= at grade level, 3= above grade level			N/A
Industry Credential Eligible		X	
Weighted Quality Points			
State Honors (1 quality point)		X	
BCPS Local Honors ONLY (1 quality point)		X	
Pre IB (1 quality point)		X	
Pre AICE (1 quality point)		X	
AP (Advanced Placement) (2 quality points) *		X	
IB (International Baccalaureate) (2 quality points)		X	
AICE (Advanced International Certificate of Education) (2 quality points)		X	
Technical Dual Enrollment (2 quality points)		X	

* Must take AP exam; otherwise only 1 quality point.

** For the 3-year, 18 credit option, requirements may differ. See your guidance counselor for more information.

All information contained in this Curriculum Guide is subject to change. For current information, please visit the respective websites for each program.

Course Title: Career Placement
Course Number: 79801300
Credit: Multiple
Grade Level: 9-12, 30,31
Major Concepts/Content

- A. 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 practice work-related behaviors. The course will provide placement in a job in the community aimed at further progress toward achieving the student's desired post-school outcomes related to a career.

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

- self-appraisal
- decision making
- self-determination and self advocacy
- career options
- community resources related to career decisions
- workplace competencies
- rights and responsibilities of employees

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

- B. **Special Note:** This entire course may not be mastered in one year. 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. Multiple credits may be earned sequentially or simultaneously. The job or jobs for which the student is being trained should be reflected in the student's desired post-school outcome statement.

This course is designed to reflect the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

Three levels of functioning: independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirement of the situation. Students functioning at independent levels are generally capable of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

All information contained in this Curriculum Guide is subject to change. For current information, please visit the respective websites for each program.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in school and community for the purposes of practice, generalization, and maintenance of skills. The activities should stimulate the conditions and skills that will be experienced on the job. Equipment should be provided to permit experiential learning for each student. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

This is the third of a three-course sequence designed to prepare students for careers and post-school adult living. The first course, Career Preparation, Course Number: 7980110, focuses on the acquisition of the necessary knowledge and skills. The second course, Career Experiences, Course Number 7980120, provides opportunities for application of the knowledge and skills in school or community work situations with coaching and instructional assistance. The last course, Career Placement, Course Number 7980130, provides the opportunity for students to be placed in a community-based work setting. Students with the ability to perform paid employment must be paid in accordance with Federal /Wage and Hour Standards. Students with severe disabilities, for whom supported competitive employment is not appropriate, may be considered for placement n volunteer work.

General Course Information:

	YES	NO	Other
Graduation Requirement	X		VO
Bright Futures (BF)			
Florida Academic Scholar (FAS)		X	
Florida Medallion Scholar (FMS)		X	
Florida Gold Seal Vocational (FGSV)	X		4yr 24 credit option ONLY **
State University System (SUS)		X	
National Collegiate Athletic Association (NCAA)		X	
BCPS "Core" Course		X	
Course Level 1=below grade level, 2= at grade level, 3= above grade level			N/A
Industry Credential Eligible		X	
Weighted Quality Points			
State Honors (1 quality point)		X	
BCPS Local Honors ONLY (1 quality point)		X	
Pre IB (1 quality point)		X	
Pre AICE (1 quality point)		X	
AP (Advanced Placement) (2 quality points) *		X	
IB (International Baccalaureate) (2 quality points)		X	
AICE (Advanced International Certificate of Education) (2 quality points)		X	
Technical Dual Enrollment (2 quality points)		X	

* Must take AP exam; otherwise only 1 quality point.

** For the 3-year, 18 credit option, requirements may differ. See your guidance counselor for more information.

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Course Title: Supported Competitive Employment
Course Number: 79801500
Credit: Multiple
Grade Level: 9-12, 30,31
Major Concepts/Content

- A. The purpose of this course is to enable students with moderate to severe disabilities who are functioning at supported levels to acquire skills necessary for successful individual supported competitive employment. Supported employment refers to competitive work in an integrated work setting with ongoing support services for individuals with moderate and severe handicaps for whom competitive employment has not been traditionally occurred. Features of supported employment include intensive onsite training, fade-off, ongoing monitoring, and onsite advocacy. Students will receive one-to-one intensive training by a job coach or employment specialist. The students will be paid at or above minimum wage. A weekly hour goal is to be established for each individual that would maximize employment potential at the time of transition. The weekly hour goal will be identified in the student's Individual Educational Plan. 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. Stabilization refers to the point at which onsite training and support services in an individual employment situation has been 20% or less of normal work hours for at least 60 calendar days. The content of the course is expected to be provided as part of employment activities, not as pre-employment.

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

- positive work attitudes and habits
- appropriate hygiene and grooming skills
- related safety procedures
- appropriate decision making skills
- specific job-related skills
- self-reliance and initiative

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

- B. **Special Note:** This entire course may not be mastered in one year. 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. Multiple credits may be earned sequentially or simultaneously. The job or jobs for which the student is being trained should be reflected in the student's desired post-school outcome statement.

This course is designed primarily for students functioning at supported levels, who are generally capable of living and working with ongoing supervision and support. Three levels of functioning: independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirement of the situation.

This course may also be used to accommodate the range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

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Placement in a paid community-based job is required. Prior community-based work experience is preferred, but is not a prerequisite.

If job retention is not attained as a result of the first job placement, a person-centered and interest assessment and updated job match should be completed and another job placement attempted, if feasible.

If job retention is not attained as a result of the first job placement, a person-centered and interest assessment and updated job match should be completed and another job placement attempted, if feasible.

Districts are strongly encouraged to ensure that all teachers of this course have participated in appropriate job coach/employment specialist training.

General Course Information:

	YES	NO	Other
Graduation Requirement	X		VO
Bright Futures (BF)			
Florida Academic Scholar (FAS)		X	
Florida Medallion Scholar (FMS)		X	
Florida Gold Seal Vocational (FGSV)	X		4yr 24 credit option ONLY **
State University System (SUS)		X	
National Collegiate Athletic Association (NCAA)		X	
BCPS "Core" Course		X	
Course Level 1=below grade level, 2= at grade level, 3= above grade level			N/A
Industry Credential Eligible		X	
Weighted Quality Points			
State Honors (1 quality point)		X	
BCPS Local Honors ONLY (1 quality point)		X	
Pre IB (1 quality point)		X	
Pre AICE (1 quality point)		X	
AP (Advanced Placement) (2 quality points) *		X	
IB (International Baccalaureate) (2 quality points)		X	
AICE (Advanced International Certificate of Education) (2 quality points)		X	
Technical Dual Enrollment (2 quality points)		X	

* Must take AP exam; otherwise only 1 quality point.

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Course Title: Technology Education
Course Number: 79801900
Credit: Multiple
Grade Level: 9-12, 30,31
Will meet graduation requirement for Practical Arts
Major Concepts/Content

- A. The purpose of this course is to provide students with disabilities instruction in technological literacy and a foundation of knowledge and basic skills related to technology.

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

- integrated technology studies
- technology systems
- technology applications
- careers in technology

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

- B. **Special Note:** This entire course may not be mastered in one year. 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. Multiple credits may be earned sequentially or simultaneously.

This course is designed primarily for students functioning at independent and supported levels. Students functioning at independent levels are generally capable of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Three levels of functioning: independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirement of the situation.

This course may also be used to accommodate the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in school and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

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General Course Information:

	YES	NO	Other
Graduation Requirement	X		VO
Bright Futures (BF)			
Florida Academic Scholar (FAS)		X	
Florida Medallion Scholar (FMS)		X	
Florida Gold Seal Vocational (FGSV)	X		4yr 24 credit option ONLY **
State University System (SUS)		X	
National Collegiate Athletic Association (NCAA)		X	
BCPS "Core" Course		X	
Course Level 1=below grade level, 2= at grade level, 3= above grade level			N/A
Industry Credential Eligible		X	
Weighted Quality Points			
State Honors (1 quality point)		X	
BCPS Local Honors ONLY (1 quality point)		X	
Pre IB (1 quality point)		X	
Pre AICE (1 quality point)		X	
AP (Advanced Placement) (2 quality points) *		X	
IB (International Baccalaureate) (2 quality points)		X	
AICE (Advanced International Certificate of Education) (2 quality points)		X	
Technical Dual Enrollment (2 quality points)		X	

* Must take AP exam; otherwise only 1 quality point.

** For the 3-year, 18 credit option, requirements may differ. See your guidance counselor for more information.

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