



# MIDDLE SCHOOL

## Program of Studies

2019-2020



# VOLUSIA COUNTY SCHOOL

## The School Board of Volusia County

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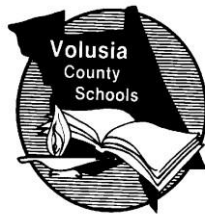
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## Chief Academic Officer

Ms. Teresa Marcks

## Executive Director of K-12 Curriculum

Mrs. Rachel Hazel



**The information contained in this booklet is subject to change at any time due to changes in legislation and School Board policy.**

### **Vision Statement**

*Ensuring all students receive a superior 21<sup>st</sup> century education.*

### **Mission Statement**

*Volusia County Schools will ignite a passion for learning by providing a challenging, creative curriculum in a safe, supportive environment where students reach their highest potential.*

# General Education

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## ART

<b>0101005</b>	<b>M/J EXPLORING TWO-DIMENSIONAL ART (M/J Exploring 2D Art)</b>	
	Offered:	Grade 6, 7, 8
	Length:	Semester
	Prerequisite:	None

The purpose of this course is to provide experiences necessary for students to investigate a wide range of media and techniques, from both an historical and contemporary perspective, as they engage in the art-making processes of creating two-dimensional works, which may include drawing, painting, printmaking, and/or collage. Student artists reflect on their own artwork and that of others through critical analysis to achieve artistic goals related to craftsmanship, technique, and application of 21st-century skills. Opportunities are provided for creative decision-making in the context of the structural elements of art and the organizational principles of design. This course incorporates hands-on activities and consumption of art materials.

<b>0101010</b>	<b>M/J TWO-DIMENSIONAL STUDIO ART 1 (M/J 2D STUDIO ART 1)</b>	
	Offered:	Grade 6, 7, 8
	Length:	Year
	Prerequisite:	None

The purpose of this course is to provide experiences necessary for an awareness, appreciation, and production of works of art with an emphasis on two-dimensional art. Students explore media and techniques used to create a variety of 2-D artworks through developing skills in drawing, painting, printmaking, and collage. Students practice, sketch, and manipulate the structural elements of art. Investigation of artworks from Western and non-Western cultures provide a means for students to expand their understanding and appreciation of the role of art in global culture. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

<b>0101020</b>	<b>M/J TWO-DIMENSIONAL STUDIO ART 2 (M/J 2D STUDIO ART 2)</b>	
	Offered:	Grade 7, 8
	Length:	Year
	Prerequisite:	M/J 2D Studio Art 1

The purpose of this course is to provide experiences necessary for an awareness, appreciation, and production of works of art with an emphasis on two-dimensional art. Students refine techniques used to create a variety of two-dimensional (2-D) artworks through developing skills in drawing, painting, printmaking, and collage. Students manipulate the structural elements of art to promote creative risk-taking in 2-D artwork. Investigation of artworks from Western and non-Western cultures provides a means for students to expand their understanding and appreciation of the role of art in global culture. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

<b>0101026</b>	<b>M/J TWO-DIMENSIONAL STUDIO ART 3 (M/J 2D STUDIO ART 3)</b>	
	Offered:	Grade 8
	Length:	Year
	Prerequisite:	M/J 2D Studio Art 2

The purpose of this course is to provide experiences necessary for an appreciation and production of works of art with an emphasis on two-dimensional art. Students extend to an advanced level of techniques used to create a variety of 2-D artworks through developing skills in drawing, painting, printmaking, and collage. Students proficiently manipulate the structural elements of art with increasing independence to promote creative risk-taking in 2-D artwork. Investigation of artworks from Western and non-Western cultures provide a means for students to expand their understanding and appreciation of the role of art in global culture. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

<b>0101035</b>	<b>M/J EXPLORING THREE-DIMENSIONAL ART (M/J Exploring 3D Art)</b>	
	Offered:	Grade 6, 7, 8
	Length:	Semester
	Prerequisite:	None

The purpose of this course is to provide experiences necessary for students to translate their two-dimensional skills into three-dimensional forms through the exploration of natural, abstract, and synthetic sculptural forms using materials that may include, but are not limited to, clay, plaster, and mixed media for creative expression. These student artists develop perceptual, creative, technical, and problem-solving skills in a sculptural context as they design and produce works of art with personal expression. Students in M/J Exploring Three-Dimensional Art focus on use of safety procedures for process, media, and techniques. This course incorporates hands-on activities and consumption of art materials.

<b>0101040</b>	<b>M/J THREE-DIMENSIONAL STUDIO ART 1 (M/J 3D STUDIO ART 1)</b>	
	Offered:	Grade 6, 7, 8
	Length:	Year
	Prerequisite:	None

The purpose of this course is to provide experiences necessary for an awareness, appreciation, and production of works of art with an emphasis on three-dimensional art. Students begin an exploration of the structural elements of art used when creating 3-D forms. Additive and subtractive processes are used to manipulate and construct sculptural or ceramic forms in media that may include, but are not limited to clay, wood, plaster, found objects, and paper maché, with consideration of the workability, durability, cost, and toxicity of the media used. Student artists examine the effects of attention to detail, size, position, overlapping, visual pattern, and texture, and these considerations will be reflected in the surface and structural qualities of completed art forms. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

<b>0101050</b>	<b>M/J THREE-DIMENSIONAL STUDIO ART 2 (M/J 3D STUDIO ART 2)</b>	
	Offered: Length: Prerequisite:	Grade 7, 8 Year M/J 3-D Studio Art 1

The purpose of this course is to provide experiences necessary for an awareness, appreciation, and production of works of art with an emphasis on three-dimensional art. Students explore spatial relationships to create utilitarian forms or aesthetic structures. This course may include, but is not limited to, content in green or environmental design, sculpture, or ceramics. Students will examine subordinate and dominant components and implied line, and the processes and techniques for substitution may include draped, molded, or soft forms. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. Students use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

<b>0101060</b>	<b>M/J THREE-DIMENSIONAL STUDIO ART 3 (M/J 3D STUDIO ART 3)</b>	
	Offered: Length: Prerequisite:	Grade 8 Year M/J 3-D Studio Art 1

The purpose of this course is to provide experiences necessary for an awareness, appreciation, and production of works of art with an emphasis on three-dimensional art. Students make creative use of a set of combined relationships with innovative treatment of space to produce utilitarian forms or aesthetic structures. Student artists may work in, but are not confined to; content in green or environmental design, sculpture, ceramics, or installation art, creating Marquette's, casting, and carving. Students explore abstraction and the relationship of scale (i.e., hand-held, human, or monumental) and disproportionate or exaggerated scale, as well as tension, grouping, proximity, and containment. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

<b>0102040</b>	<b>M/J CREATIVE PHOTOGRAPHY 1</b>	
	Offered: Credit: Length: Prerequisite: Type of Credit:	Grade 6,7,8 1.0 Year

Students explore the aesthetic foundations of art using beginning photography techniques. This course may include, but is not limited to, color and/or black and white photography via digital media and/or traditional photography. Processes and techniques for image capture and printing may include, but are not limited to, handcrafted pinhole cameras, hand tinting photographs, mixed media, photo collage, cross-processing, emerging technologies and new media. Content covers the basic mechanics of a camera, including lens and shutter operation, compositional foundations, printing an image for display, and evaluating a successful print. Craftsmanship and quality are reflected in the surface of the print, care of the material, attention to compositional conventions, and expression of personal ideas and feelings. Student photographers use an art criticism process to evaluate, explain and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

<b>0103000</b>	<b>M/J DIGITAL ART &amp; DESIGN 1</b>	
	Offered: Credit: Length: Prerequisite: Type of Credit:	Grade 6,7,8 1.0 Year

Students explore the fundamental concepts, terminology, techniques, and applications of digital imaging to create original work. Students produce digital still and/or animated images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

<b>0103010</b>	<b>M/J DIGITAL &amp; ARTS DESIGN 2</b>	
	Offered: Credit: Length: Prerequisite: Type of Credit:	Grade 6,7,8 1.0 Year

Students develop and refine concepts, terminology, techniques, and applications of digital imaging to create original work. Students produce digital still and/or animated images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

<b>0103020</b>	<b>M/J DIGITAL &amp; ARTS DESIGN 3</b>	
	Offered: Credit: Length: Prerequisite: Type of Credit:	Grade 6,7,8 1.0 Year

Students become proficient in, and refine, their use of concepts, terminology, techniques, and applications of digital imaging to create original work. Students produce digital still and/or animated images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Students' increasingly independent approach to their work promotes risk-taking in the completion of conceptually based, self-directed work. Through the critique process, students evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

## DANCE

<b>0300000</b>	<b>M/J DANCE 1</b>	
	Offered:	Grade 6, 7, 8
	Length:	Year
	Prerequisite:	None

This course will provide students with experiences in at least one style of dance. The content will include movement analysis, basic movement terminology, rhythmic skills and musicality, and early dance history. Rhythmic movement will be stressed.

<b>0300010</b>	<b>M/J DANCE 2</b>	
	Offered:	Grade 6, 7, 8
	Length:	Year
	Prerequisite:	None

This continuing course will provide experiences in at least two styles of dance. The content will include Laban movement analysis, movement terminology, musicality, improvisation, creativity, and dance history. Improvisation and creativity will be stressed.

<b>0300020</b>	<b>M/J DANCE 3</b>	
	Offered:	Grade 6, 7, 8
	Length:	Year
	Prerequisite:	None

This course will provide students with experiences in three styles of dance chosen from the following: Ballet, international folk, modern, jazz, tap, or 20th century dance styles.

<b>0300030</b>	<b>M/J DANCE 4</b>	
	Offered:	Grade 7, 8
	Length:	Year
	Prerequisite:	None

This course will provide students with experiences in three or more dance styles to be selected from the following: ballet, international folk, modern, and jazz, tap, or 20th century dance styles. Students must achieve higher levels of skill in styles studied in previous classes.



## DRAMA/THEATRE

<b>0400000</b>	<b>M/J THEATRE 1</b>	
	Offered:	Grade 6, 7, 8
	Length:	Year
	Prerequisite:	None

This course is an overview of the study and practice of dramatic arts. It will include practical experience in acting such as pantomime, improvisation, duet acting, and one-act plays. Background information on history, tradition, and operation of the theatre will be included.

<b>0400010</b>	<b>M/J THEATRE 2</b>	
	Offered:	Grade 6, 7, 8
	Length:	Year
	Prerequisite:	M/J Theatre 1 and Teacher Recommendation

This course will continue the study of the dramatic arts. It includes practical experience in acting, as well as theatrical productions using the skills studied and practiced in Theatre 1.

<b>0400020</b>	<b>M/J THEATRE 3</b>	
	Offered:	Grade 6, 7, 8
	Length:	Year
	Prerequisite:	M/J Theatre 2 and/or Teacher Recommendation

This course will continue the study of dramatic arts. It includes using skills studied and practiced in Theatre 2.

<b>0400040</b>	<b>M/J ACTING 1</b>	
	Offered:	Grade 6, 7, 8
	Length:	Semester
	Prerequisite:	None

The purpose of this *semester length* course is to introduce basic acting skills. Students will explore a variety of verbal and non-verbal acting techniques, develop the use of the entire body as an acting tool, and develop confident speaking skills. Students may be expected to attend or participate in one or more performances outside the school day to support, extend, and assess learning in the classroom.

<b>0400045</b>	<b>M/J ACTING 2</b>	
	Offered:	Grade 6, 7, 8
	Length:	Semester
	Prerequisite:	M/J Acting 1

The purpose of this *semester length* course is to provide greater depth to skills and knowledge developed in M/J Acting 1. Students will continue to explore a variety of verbal and non-verbal acting techniques, develop the use of the entire body as an acting tool, and develop confident reading and speaking skills through the exploration of various scripts. Students may be expected to attend or participate in one or more performances outside the school day to support, extend, and assess learning in the classroom.

<b>0400050</b>	<b>M/J ACTING 3</b>	
	Offered:	Grade 6, 7, 8
	Length:	Semester
	Prerequisite:	M/J Acting 2

The purpose of this *semester length* course is to provide greater depth to skills and knowledge developed in M/J Acting 1 and M/J Acting 2. Students will continue to develop and refine a variety of verbal and non-verbal acting techniques, develop the use of the entire body as an acting tool, and develop confident reading and speaking skills through the performance of various dramatic and/or comedic scripts. Students may be expected to attend or participate in one or more performances outside the school day to support, extend, and assess learning in the classroom.

<b>0400100</b>	<b>M/J INTRODUCTION TO TECHNICAL THEATRE</b>	
	Offered:	Grade 6, 7, 8
	Length:	Semester
	Prerequisite:	M/J Acting 1, 2, or 3

The purpose of this *semester length* course is to introduce basic technical theatre techniques. These techniques include stage lighting, sound production, set and prop construction, costuming, and makeup. Students may also explore and develop theatrical promotion practices such as playbill creation, advertising, etc. Students may be expected to attend or participate in one or more performances outside the school day to support, extend, and assess learning in the classroom.

<b>0400110</b>	<b>M/J THEATRE DESIGN AND PRODUCTION</b>	
	Offered:	Grade 7, 8
	Length:	Year
	Prerequisite:	M/J Theatre 1 and/or Teacher Recommendation

The purpose of this course is to enable students to develop fundamental skills in theatre design and production and apply them through practical experiences. The content should include, but not be limited to, the following: safety issues and regulations, theatre regulations, elements of technical theatre, trends in technical design, relationship between script and directorial concepts, properties, costumes, and make-up, lighting and sound, artistic discipline, careers, and connections between stagecraft and other subject areas.

**Note: After-school rehearsals are required, including competitions.**

## WORLD LANGUAGES

<b>0702000</b>	<b>M/J GERMAN BEGINNING</b>	
	Offered:	Grade 6, 7, 8
	Length:	Year
	Prerequisite:	None

M/J German Beginning introduces students to the target language and its cultures. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, connections, comparisons, and communities are included in this one-year course.

<b>0702010</b>	<b>M/J GERMAN INTERMEDIATE</b>	
	Offered:	Grade 7, 8
	Length:	Year
	Prerequisite:	M/J German Beginning

M/J German Intermediate is a continuation of M/J German Beginning. Students will expand their knowledge of the language and its cultures. Students will be able to engage in basic listening and speaking activities. Basic skills in reading and writing, and connections, comparisons, and communities are included in this one-year course.

<b>0708000</b>	<b>M/J SPANISH BEGINNING</b>	
	Offered:	Grade 6, 7, 8
	Length:	Year
	Prerequisite:	None

M/J Spanish Beginning introduces students to the target language and its cultures. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, connections, comparisons, and communities are included in this one-year course.

<b>0708010</b>	<b>M/J SPANISH INTERMEDIATE</b>	
	Offered:	Grade 7, 8
	Length:	Year
	Prerequisite:	M/J Spanish Beginning

M/J Spanish Intermediate is a continuation of M/J Beginning Spanish. Students will expand their knowledge of the language and its cultures. Students will be able to engage in basic listening and speaking activities. Basic skills in reading and writing, and cultures connections, comparisons, and communities are included in this **one-year** course.

<b>0708340</b>	<b>SPANISH 1*</b>	
	Offered:	Grade 8
	Length:	Year
	Prerequisite:	None

The purpose of this course is to introduce students to the Spanish language and its cultures and to develop communicative skills and cross-cultural understanding. The content will include beginning skills in listening and speaking with special attention to pronunciation. An introduction to reading and writing will be included, as well as

the fundamentals of grammar and cultures, connections, comparisons and communities.

***\*See information on Page 45 - High School Credit Earned in Middle School***

<b>0708020</b>	<b>M/J SPANISH ADVANCED*</b>	
	Offered:	Grade 8
	Length:	Year
	Prerequisite:	None

The purpose of this course is to enable students to enhance proficiency in Spanish through linguistic, communicative, and cultural approach to language learning. The course content will include reading and writing skills, however, the major emphasis is on communication skills. Grammatical concepts and understanding of the target language will be stressed. Cross cultural understanding is fostered and real-life applications are emphasized throughout the course.

**\* Students who do not wish to receive high school credit for their high school foreign language course taken in middle school will have the option to take the M/J Spanish Advanced course 0708020. This course will not give the student a high school credit. However, students will be receiving a rigorous course corresponding to the high school Spanish level I course offered in the middle schools for high school credit. The students are expected to accomplish the same curriculum and benchmarks using the same text books.**

<b>0709000</b>	<b>M/J SPANISH FOR SPANISH SPEAKERS BEGINNING</b>	
	Offered:	Grade 6, 7, 8
	Length:	Year
	Prerequisite:	None

The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their home language by reinforcing and acquiring skills in listening, speaking, reading, and writing, including the fundamentals of Spanish grammar. The values and practices of Spanish culture(s) will be reflected throughout the course.

<b>0709010</b>	<b>M/J SPANISH FOR SPANISH SPEAKERS INTERMEDIATE</b>	
	Offered:	Grade 7, 8
	Length:	Year
	Prerequisite:	M/J Spanish for Spanish Speakers Beginning

The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their home language by reinforcing and acquiring skills in listening, speaking, reading, and writing, including the fundamentals of Spanish grammar. The values and practices of Spanish culture(s) will be reflected throughout the course.

<b>0709020</b>	<b>M/J SPANISH FOR SPANISH SPEAKERS ADVANCED</b>	
	Offered:	Grade 7, 8
	Length:	Year
	Prerequisite:	M/J Spanish for Spanish Speakers Intermediate

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

<b>0709300</b>	<b>SPANISH FOR SPANISH SPEAKERS 1*</b>	
	Offered:	Grade 7, 8
	Length:	Year
	Prerequisite:	None

The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their home language by reinforcing and acquiring skills in listening, speaking, reading, and writing, including the fundamentals of Spanish grammar. The course content will reflect the cultural values of Spanish language and societies. The course will enable students to gain a better understanding of the nature of their own language as well as other languages to be acquired.

***\* See information on Page 45 - High School Credit Earned in Middle School***

<b>0709310</b>	<b>SPANISH FOR SPANISH SPEAKERS 2*</b>	
	Offered:	Grade 7, 8
	Length:	Year
	Prerequisite:	Spanish for Spanish Speakers 1

The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their home language by reinforcing and acquiring skills in listening, speaking, reading, and writing, including the fundamentals of Spanish grammar. The course content will reflect the cultural values of Spanish language and societies. The course will enable students to gain a better understanding of the nature of their own language as well as other languages to be acquired.

***\* See information on Page 45 - High School Credit Earned in Middle School***

## LANGUAGE ARTS

<b>1001010</b>	<b>M/J LANGUAGE ARTS 1</b>	
	Offered: Length: Prerequisite:	Grade 6 Year None

The purpose of this course is to provide grade 6 students, using informational and literary texts of appropriate complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. Students will utilize computers as part of the writing process and as part of integrating technology for creation and presentation of multi-media projects.

<b>1001040</b>	<b>M/J LANGUAGE ARTS 2</b>	
	Offered: Length: Prerequisite:	Grade 7 Year Completion of M/J Language Arts 1

The purpose of this course is to provide grade 7 students, using informational and literary texts of high complexity, integrated language arts study in reading, writing, speaking, listening and language for college and career preparation and readiness.

<b>1001070</b>	<b>M/J LANGUAGE ARTS 3</b>	
	Offered: Length: Prerequisite:	Grade 8 Year Completion of M/J Language Arts 2

The purpose of this course is to provide grade 8 students, using informational and literary texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

<b>1001020</b>	<b>M/J LANGUAGE ARTS 1, ADVANCED</b>	
	Offered: Length: Prerequisite:	Grade 6 Year Grade 5 test data, report card grades, and teacher recommendation

The purpose of this course is to provide grade 6 students, using informational and literary texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. Students will utilize computers as part of the writing process and as part of integrating technology for creation and presentation of multi-media projects.

<b>1001050</b>	<b>M/J LANGUAGE ARTS 2, ADVANCED</b>	
	Offered: Length: Prerequisite:	Grade 7 Year Completion of M/J Language Arts 1 or M/J Language Arts 1, Advanced

The purpose of this course is to provide grade 7 students, using informational and literary texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

<b>1001080</b>	<b>M/J LANGUAGE ARTS 3, ADVANCED</b>	
	Offered:	Grade 8
	Length:	Year
	Prerequisite:	Completion of M/J Language Arts 2 or M/J Language Arts 2, Advanced

The purpose of this course is to provide grade 8 students, using informational and literary texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

<b>1006000</b>	<b>M/J JOURNALISM 1</b>	
	Offered:	Gr 6, 7, 8
	Length:	Year
	Prerequisite:	None

The purpose of this course is to enable students to develop fundamental skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to become aware of journalism history, careers, ethics use, and management techniques related to the production of journalistic media. Some activities may be required outside of the school day.

<b>1006010</b>	<b>M/J JOURNALISM 2</b>	
	Offered:	Grade 7,8
	Credit:	1.0
	Length:	Year
	Prerequisite:	M/J Journalism 1 / Teacher Recommendation
	Type of Credit:	Elective

The purpose of this course is to enable students to develop skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to become aware of journalism history, careers, ethics use, and management techniques related to the production of journalistic media. Some activities may be required outside of the school day.

<b>1009000</b>	<b>M/J CREATIVE WRITING 1</b>	
	Offered:	Grade 7,8
	Credit:	1.0
	Length:	Year
	Prerequisite:	Teacher Recommendation
	Type of Credit:	Elective

The purpose of this course is to enable students to learn and use writing and language skills for creative expression in a variety of literary forms. Emphasis will be on development of a personal writing style.

**Important Note:** This writing course should not be used in place of English Language Arts courses: writing courses are intended to be used to supplement further study in English Language Arts.

## ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

1002000	M/J LANGUAGE ARTS 1 THROUGH ESOL	
	Offered:	Grade 6
	Length:	Year
	Prerequisite:	Limited English Proficiency

The purpose of this course is to enable middle school students who are native speakers of languages other than English to develop proficient listening, speaking, reading, and writing skills in the English language. Emphasis will be on acquisition of integrated English communication skills in a wide range of content and activities using texts of high complexity to ensure college and career preparation and readiness.

### **General Notes:**

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

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - writing to sources (short and longer research) using text-based claims and evidence
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

### **Special Notes:**

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhance students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

*The College and Career Readiness (CCR) anchor standards and grade-specific standards are necessary complements - the former providing broad standards, the latter providing additional specificity - that together define the skills and understandings that all students must demonstrate at each grade level. Students advancing through the grades are expected to meet each succeeding year's grade specific benchmarks, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR anchor standards.*



## English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/la.pdf>

<b>1002010</b>	<b>M/J LANGUAGE ARTS 2 THROUGH ESOL</b>	
	Offered:	Grade 7
	Length:	Year
	Prerequisite:	Limited English Proficiency

The purpose of this course is to enable middle school students who are native speakers of languages other than English to develop proficient listening, speaking, reading, and writing skills in the English language. Emphasis will be on acquisition of integrated English communication skills in a wide range of content and activities using texts of high complexity to ensure college and career preparation and readiness.

### General Notes:

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

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - writing to sources (short and longer research) using text-based claims and evidence
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

### Special Notes:

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhance students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

*The College and Career Readiness (CCR) anchor standards and grade-specific standards are necessary complements - the former providing broad standards, the latter providing additional specificity - that together define the skills and understandings that all students must demonstrate at each grade level. Students advancing through the grades are expected to meet each succeeding year's grade specific benchmarks, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR anchor standards.*

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/la.pdf>

<b>1002020</b>	<b>M/J LANGUAGE ARTS 3 THROUGH ESOL</b>	
	Offered:	Grade 8
	Length:	Year
	Prerequisite:	Limited English Proficiency

The purpose of this course is to enable middle school students who are native speakers of languages other than English to develop proficient listening, speaking, reading, and writing skills in the English language. Emphasis will be on acquisition of integrated English communication skills in a wide range of content and activities using texts of high complexity to ensure college and career preparation and readiness.

**General Notes:**

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

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - writing to sources (short and longer research) using text based claims and evidence
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

**Special Notes:**

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhance students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

*The College and Career Readiness (CCR) anchor standards and grade-specific standards are necessary complements - the former providing broad standards, the latter providing additional specificity - that together define the skills and understandings that all students must demonstrate at each grade level. Students advancing through the grades are expected to meet each succeeding year's grade specific benchmarks, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR anchor standards.*

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/la.pdf>

<b>1002181</b>	<b>M/J DEVELOPMENTAL LANGUAGE ARTS THROUGH ESOL – READING</b>	
	Offered: Length: Prerequisite:	Grade 6, 7, 8 Year Limited English Proficiency

The purpose of this course is to enable middle school students who are native speakers of languages other than English instruction that enables students to accelerate the development of reading and writing skills and to strengthen those skills so they are able to successfully read and write middle grade level text independently. Instruction emphasizes reading comprehension, writing fluency, and vocabulary study through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity. Texts used for instruction focus on a wide range of topics, including content-area information, in order to support students in meeting the knowledge demands of increasingly complex text. Students enrolled in the course will engage in interactive text-based discussion, question generation, and research opportunities. They will write in response to reading and cite evidence when answering text dependent questions orally and in writing. The course provides extensive opportunities for students to collaborate with their peers. Scaffolding is provided as necessary as students engage in reading and writing increasingly complex text and is removed as the reading and writing abilities of students improve over time.

The multiple credit courses have been designed for the teacher to select and teach only the appropriate standards corresponding to a student's grade level and/or instructional needs.

**General Notes:**

The course includes, but is not limited to, the following:

- determining central ideas or themes of a text and analyzing their development as well as summarizing the key supporting details and ideas;
- interpreting words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyzing how specific word choices shape meaning or tone;
- analyzing the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole;
- integrating and evaluating content presented in diverse formats and media, including visually and quantitatively, as well as in words;
- delineating and evaluating the argument and specific claims in a text, including the validity of the reasoning as well as the source, relevance and sufficiency of the evidence;
- analyzing how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take;
- writing in response to reading, emulating authors' structures, word choices, styles, etc.

**Additional Notes:** Students entering the upper grades who are not reading and writing on grade level have a variety of intervention needs. No single program or strategy can be successful in remediating the needs of all students. The intervention course should require that students increase the amount and complexity of text they read and write independently throughout the school year to ensure students have enough exposure to various text structures and academic vocabulary to develop skills necessary for college and career readiness.

It is necessary to implement a combination of research-based programs and strategies that have been proven successful in **accelerating** the development of literacy skills in older readers.

The following practices should be incorporated in the course:

1. Scaffolding of close reading is provided but does not preempt or replace text.
2. Systematic instruction in vocabulary is provided.
3. Explicit instruction in applying grammatical structures and conventions is provided.
4. Student independence is cultivated.

**Special Notes:**

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Achievement on standardized tests assessing reading and writing skills is a reflection of students' confidence and competence in reading. Therefore, instruction throughout the school year should ensure students possess the ability to read and comprehend difficult texts and perform challenging tasks associated with those texts. Time spent engaging students in practice tests should be limited, given most students' vast experiences with standardized tests and the relatively small role that knowledge of test format plays in student test performance.**

**In those instances when this course is repeated, the content should be differentiated based on reliable and valid assessment data. If repeated, the required level of student proficiency should increase. If students are making adequate progress (accelerated growth) in a given intervention, that intervention should be continued. If students are not making adequate progress, a new intervention should be implemented.**

*The College and Career Readiness (CCR) standards and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate at each grade level. Students advancing through the grades are expected to meet each succeeding year's grade specific benchmarks, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR anchor standards.*

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/la.pdf>

## INTENSIVE READING

<b>1000010N</b>	<b>M/J INTENSIVE READING – Double Block</b>	
	Offered:	Grade 6, 7, 8
	Length:	Year
	Prerequisite:	FSA ELA Level 1 or 2

The Intensive Reading course addresses students who score Level 1 or 2 on the FSA ELA assessment and whose diagnostic tests indicate remediation is necessary in fluency, vocabulary, and comprehension and/or decoding. These students will receive daily a minimum 90-minute uninterrupted literacy block. Students enrolled in the course will engage in interactive text-based discussion, question generation, and research opportunities. They will write in response to reading and cite evidence when answering text dependent questions orally and in writing. The course provides extensive opportunities for students to collaborate with their peers. Scaffolding is provided as necessary as students engage in reading and writing increasingly complex text and is removed as the reading and writing abilities of students improve over time.

<b>1000010F</b>	<b>M/J INTENSIVE READING - Single Period</b>	
	Offered:	Grade 6, 7, 8
	Length:	Year
	Prerequisite:	FSA ELA Level 1 or 2

The Single Period Intensive Reading course addresses students who score Level 1 or 2 on the FSA ELA assessment and whose diagnostic tests indicate remediation is necessary in fluency, vocabulary, and comprehension. These students will receive daily approximately 45 minutes of targeted reading instruction. Students enrolled in the course will engage in interactive text-based discussion, question generation, and research opportunities. They will write in response to reading and cite evidence when answering text dependent questions orally and in writing. The course provides extensive opportunities for students to collaborate with their peers. Scaffolding is provided as necessary as students engage in reading and writing increasingly complex text and is removed as the reading and writing abilities of students improve over time.

## MATHEMATICS

To provide the best possible placement in mathematics for each student, all mathematics courses, with the exception of Grade 6 Mathematics, require teacher recommendation.

<b>1205010</b>	<b>GRADE 6 MATHEMATICS</b>	
	Offered:	Grade 6
	Length:	Year
	Prerequisite:	None

In Grade 6 Mathematics, instructional time should focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions, equations and inequalities; and (4) developing understanding of statistical thinking

<b>1205020</b>	<b>GRADE 6 MATHEMATICS ADVANCED</b>	
	Offered:	Grade 6
	Length:	Year
	Prerequisite:	Teacher Recommendation from the Elementary School

In Grade 6 Mathematics Advanced, instructional time should focus on six critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions, equations and inequalities; (4) developing understanding of statistical thinking; (5) developing understanding of and applying proportional relationships; and (6) developing understanding of operations with rational numbers and working with expressions, linear equations and inequalities.

<b>1205020M</b>	<b>GRADE 6 MATHEMATICS ADVANCED HONORS</b>	
	Offered:	Grade 6
	Length:	Year
	Prerequisite:	Teacher Recommendation from the Elementary School <u>and a Level 4 or 5 on</u>

In addition to the six critical areas in Grade 6 Advanced, instructional time should be focus on basic algebra concepts and a review of arithmetic algorithms. The accelerated course is designed to help students learn the concepts necessary to be successful in Algebra I Honors. Topics include pre-algebra concepts of variable recognition, signed numbers, formulas and single variable equations, introducing the fundamental principles of algebra, which include algebraic symbolism, simplifying expressions, solutions to higher level equations, and the graphic representations associated with variables. Students will synthesize and algebraically represent situations to solve problems, especially those involving linear relationships. In addition to the pre-algebra concepts, students will develop an understanding of probability and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume.

**\*The M is a toggle added by each school.**

<b>1205040</b>	<b>GRADE 7 MATHEMATICS</b>	
	Offered:	Grade 7
	Length:	Year
	Prerequisite:	None

In Grade 7 Mathematics, instructional time should focus on four critical area: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples. This course prepares students for Grade 8 Pre-Algebra.

<b>1205050</b>	<b>GRADE 7 MATHEMATICS ADVANCED</b>	
	Offered:	Grade 7
	Length:	Year
	Prerequisite:	None Successful completion of Grade 6 Mathematics or Grade 6 Advanced and

In this Grade 7 Advanced Mathematics course, instructional time should focus on five critical area: (1) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; (2) drawing inferences about populations based on samples; (3) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (4) grasping the concept of a function and using functions to describe quantitative relationships; and (5) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. This course serves as a challenging full-year pre-algebra course, which is designed to develop the skills and concepts necessary for success in Algebra 1 Honors.

<b>1205070/M*</b>	<b>GRADE 8 PRE-ALGEBRA</b>	
	Offered:	Grade 8
	Length:	Year
	Prerequisite:	None

The purpose of this course is to develop the skills and concepts necessary for success in algebra. The content will include real-world problem-solving, numeration, number theory, real-world measurement techniques, geometric relationships, probability, statistics, data interpretation, and algebraic sequences, expressions, equations, and inequalities. Manipulatives, models, calculators, and computers will serve as instructional tools in concept development.



<b>1200320</b>	<b>ALGEBRA 1 HONORS</b>	
	Offered: Length: Prerequisite:	Grade 7, 8 Year Grade 6 HONORS or Grade 7 Advanced

This course is a rigorous in-depth study of the topics of Algebra 1 designed to develop the algebraic concepts and processes that can be used to solve a variety of real-world mathematics problems. The content will include: functions, linear equations, inequalities, polynomials, rational numbers and equations, radicals, quadratics, and discrete mathematics with multiple representations, as well as complex numbers, additional benchmarks related to parabolas, absolute value equations and inequalities, rational expressions and equations. Calculators and computers will serve as instructional tools in concept development. **Students will be required to sit for the end of course exam (EOC) which will constitute 30% of their overall final course grade. Students will be required to pass the state Algebra 1 End of Course Assessment to be awarded high school credit for the course.** Students who are 7<sup>th</sup> graders and successfully complete this course will take Geometry Honors in 8<sup>th</sup> grade for high school credit; with the expectation of completing four additional years of mathematics in AP and / or IB courses in high school (three additional mathematics credits above this content in high school are required).

*\*See information on Page 45 - High School Credit Earned in Middle School*

<b>1206320</b>	<b>GEOMETRY HONORS</b>	
	Offered: Credit: Length: Prerequisite: Type of Credit:	Grade 8 1.0 Year Algebra 1 or equivalent Math

This course is designed to give a rigorous in-depth study of geometry with emphasis on methods of proof and the formal language of mathematics. The content will include the following: structure of geometry; separation properties; angle concepts; triangles, quadrilaterals; proofs, perpendicularity and parallelism in a plane and in space; similar polygons; circles and spheres; constructions; area and volume; and coordinate geometry. ~~and topology.~~ The Standards for Mathematical Practice apply throughout and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

**Students will be required to sit for the end of course exam provided by the state which will constitute 30% of their overall final course grade.**

*\*See information on Page 45 - High School Credit Earned in Middle School*

<b>1204000</b>	<b>M/J INTENSIVE MATHEMATICS</b>	
	Offered: Length: Prerequisite:	Grade 6, 7, 8 Year Academic Improvement Plan

The purpose of this course is to provide remedial instruction and practice in mathematics skills, problem-solving, and concepts. The M/J Intensive Mathematics course will include content identified to meet the individual student's needs as specified by the grade-level mathematics teachers. The course will address test-taking skills and strategies for mathematics. Activities will be student-centered with emphasis on concrete experiences and active/inquiry learning. A student may take repeated offerings of this course, as needed. **THIS COURSE IS DESIGNED TO BE TAKEN IN ADDITION TO THE REGULARLY SCHEDULED MATHEMATICS CLASS.**

<b>1200315</b>	<b>ALGEBRA 1 FOR CREDIT RECOVERY</b>	
	Offered:	Grade 6, 7, 8
	Length:	Semester
	Prerequisite:	Failed Algebra 1 EOC

This is an **elective course** that was designed to support the student’s success in satisfying the high school math requirement of passing the Algebra 1 EOC Exam. The purpose of this course is to remediate content and skills assessed on the Algebra 1 EOC to prepare for the retake exam. There is no required seat time for this course and students may earn an elective half credit for each semester they are registered. There are no limits on the number of times a student may take this course.

**NOTE: This course does not meet NCAA requirements.**

*\*See information on Page 45 - High School Credit Earned in Middle School*

## MUSIC

<b>130080</b>	<b>M/J EXPLORING MUSIC PERFORMANCE</b>	
	Offered:	Grade 6, 7, 8
	Length:	Semester
	Prerequisite:	None

The purpose of this *semester length* course is to introduce the development of skills and knowledge required for the performance of music. This course may include the exploration of music performance through instrumental or vocal mediums, or both. Students may explore basic playing techniques pertaining to woodwind, brass, percussion, keyboard, string, or electronic instruments, or they may explore foundations of vocal tone production. Students will learn basic music theory applicable to the vocal or instrumental family being studied.

<b>1301030</b>	<b>M/J KEYBOARD 1</b>	
	Offered:	Grade 6, 7, 8
	Length:	Year
	Prerequisite:	Teacher Recommendation

The purpose of this course is to introduce students to beginning keyboard performance skill and notation. The content shall include the introduction of keyboard performance techniques and interpretation of notation.

<b>1301040</b>	<b>M/J KEYBOARD 2</b>	
	Offered:	Grade 6, 7, 8
	Length:	Year
	Prerequisite:	Teacher Recommendation

The purpose of this course is to apply basic music concepts in keyboard performance. The content shall include application of music fundamentals, performance techniques and interpretation of musical notation.

<b>1301050</b>	<b>M/J KEYBOARD 3</b>	
	Offered:	Grade 6, 7, 8
	Length:	Year
	Prerequisite:	Teacher Recommendation

The purpose of this course is to provide students in-depth knowledge and skill in terms of piano technique and repertoire. The content shall include the development of music fundamentals, performance techniques, and interpretation of various piano solo literatures.

<b>1301090</b>	<b>M/J EXPLORING MUSIC 1</b>	
	Offered:	Grade 6, 7, 8
	Length:	Year
	Prerequisite:	None

The purpose of this course is to provide students with the skills necessary to analyze, interpret, and make value judgments on a variety of musical styles. This course will improve students' aesthetic awareness through the development of music listening skills.

<b>1302000</b>	<b>M/J BAND 1</b>	
	Offered:	Grade 6, 7, 8
	Length:	Year
	Prerequisite:	Teacher Recommendation

The purpose of this course is to provide beginning level instrumental instruction on standard woodwind, brasswind, and/or percussion instruments in a class setting. Content shall include the study of characteristic tone production, music literacy and individual and ensemble techniques. After school rehearsals and performances are a part of this course.

<b>1302010</b>	<b>M/J BAND 2</b>	
	Offered:	Grade 6, 7, 8
	Length:	Year
	Prerequisite:	Teacher Recommendation

The purpose of this course is to provide intermediate instrumental instruction on standard woodwind, brasswind, and/or percussion instruments in a class setting. The content shall enable students to extend the study of tone production, music literacy and individual and ensemble techniques on instrument of choice. After-school rehearsals and performances are a part of this course.

<b>1302020</b>	<b>M/J BAND 3</b>	
	Offered:	Grade 6, 7, 8
	Length:	Year
	Prerequisite:	Teacher Recommendation

The purpose of this course is to provide instrumental instruction on standard woodwind, brasswind and-or percussion instruments through performance and refinement of a variety of basic band literature. Content of this course shall include the study of characteristic tone production, style, technical proficiency as related to ensemble performance. After-school rehearsals and performances are a part of this course.

<b>1302040</b>	<b>M/J ORCHESTRA 1</b>	
	Offered:	Grade 6, 7, 8
	Length:	Year
	Prerequisite:	Teacher Recommendation

The purpose of this course is to provide students with instruction in the development of technical skills on orchestral stringed instruments. The content shall include the development of fundamental skills in reading music notation, music theory, fundamental performance techniques and music appreciation. After-school rehearsals and performances are a part of this course.

<b>1302050</b>	<b>M/J ORCHESTRA 2</b>	
	Offered:	Grade 6, 7, 8
	Length:	Year
	Prerequisite:	Teacher Recommendation

The purpose of this course is to provide students with instruction in the development and performance of technical skill on orchestral stringed instruments. The content shall include the development of basic individual and ensemble performance skills in instrumental techniques, reading musical notation, music theory, and appreciation. After-school rehearsals and performances are a part of this course.

<b>1302060</b>	<b>M/J ORCHESTRA 3</b>	
	Offered:	Grade 6, 7, 8
	Length:	Year
	Prerequisite:	Teacher Recommendation

The purpose of this course is to provide students with instruction in the development of technical skills through the study of appropriate orchestral literature. The content shall include the performance of individual and ensemble performing techniques through the study of varied orchestral literature. After-school rehearsals and performances are a part of this course.

<b>1302110</b>	<b>M/J INSTRUMENTAL ENSEMBLE 1</b>	
	Offered:	Grade 6, 7, 8
	Length:	Year
	Prerequisite:	Teacher Recommendation

The purpose of this course is to provide students with exploratory experience in special instrumental ensembles such as strings, jazz ensembles, and woodwind choir, through the study of appropriate literature. Content shall include the study of stylistic considerations, ensemble techniques and creative elements appropriate to ensemble. After-school rehearsals and performances are a part of this course.

<b>1302120</b>	<b>M/J INSTRUMENTAL ENSEMBLE 2</b>	
	Offered:	Grade 6, 7, 8
	Length:	Year
	Prerequisite:	Teacher Recommendation

The purpose of this course is to provide students with the opportunity to perform in instrumental ensembles as described in Ensemble 1.

<b>1303000</b>	<b>M/J CHORUS 1</b>	
	Offered:	Grade 6, 7, 8
	Length:	Year
	Prerequisite:	None

The purpose of this course is to provide students with experience in vocal production techniques and group singing. Content shall include enabling students to develop skills in vocal tone production, choral performance techniques, musical literacy, and music appreciation. After-school rehearsals and performances are a part of this course.

<b>1303010</b>	<b>M/J CHORUS 2</b>	
	Offered:	Grade 6, 7, 8
	Length:	Year
	Prerequisite:	Teacher Recommendation

The purpose of this course is to provide students with experience in basic vocal production techniques and group singing. Content shall include enabling students to demonstrate basic skills in vocal tone production, choral performance techniques, musical literacy, and music appreciation. After-school rehearsals and performances are a part of this course.

<b>1303020</b>	<b>M/J CHORUS 3</b>	
	Offered:	Grade 6, 7, 8
	Length:	Year
	Prerequisite:	Teacher Recommendation

The purpose of this course is to provide students with experience in fundamental vocal production techniques and part singing. Content shall include enabling students to display fundamental skills as described in Chorus 2. After-school rehearsals and performances are a part of this course.

<b>1303100</b>	<b>M/J VOCAL ENSEMBLE 1</b>	
	Offered:	Grade 6, 7, 8
	Length:	Year
	Prerequisite:	Teacher Recommendation

The purpose of this course is to enable students to develop fundamental performance techniques in a small ensemble setting using varied middle/junior high choral literature. Emphasis will be placed on healthy vocal production, vocal independence, expressiveness, and stylistic authenticity. This course generally requires students to participate in extra rehearsals and performances beyond the school day

<b>1303110</b>	<b>M/J VOCAL ENSEMBLE 2</b>	
	Offered:	Grade 6, 7, 8
	Length:	Year
	Prerequisite:	Teacher Recommendation

The purpose of this course is to enable students to develop fundamental performance techniques in a small ensemble setting using varied middle/junior high choral literature. Emphasis will be placed on healthy vocal production, vocal independence, expressiveness, and stylistic authenticity. This course generally requires students to participate in extra rehearsals and performances beyond the school day.

## PEER COUNSELING

<b>1400000</b>	<b>M/J PEER COUNSELING 1</b>	
	Offered:	Grade 6, 7, 8
	Length:	Year
	Prerequisite:	None

The purpose of this course is to enable students to develop awareness of self and others. Emphasis will be on acquisition of basic skills for effective communication and peer facilitation. The content will include functions of a peer facilitator, basic human needs, self-awareness and self-expression, impact of peer pressure, facilitative communication skills, peer and family relationships, and dealing with conflict.

<b>1400010</b>	<b>M/J PEER COUNSELING 2</b>	
	Offered:	Grade 6, 7, 8
	Length:	Year
	Prerequisite:	M/J Peer Counseling 1

The purpose of this course is to enable students to develop knowledge of self and others. Emphasis will be on acquisition of intermediate-level skills for effective communication and peer facilitation. The content will include functions of a peer facilitator, behavior as a response and its impact on self and others, basic human needs, group cohesion, leadership skills, intra- and interpersonal skills, facilitative communication skills, peer and family relationships, dealing with conflict, and school and community resources.

## PHYSICAL EDUCATION

<b>1508000</b>	<b>M/J FITNESS GRADE 6</b>	
	Offered:	Grade 6
	Length:	Semester
	Prerequisite:	None

This fitness course is designed for 6th grade students and intended to be 18 weeks in length. The purpose of this course is to provide students with the knowledge, skills, and values they need to become healthy and physically active for a lifetime. This course addresses both the health and skill-related components of physical fitness which are critical for students' success.

<b>1508100</b>	<b>M/J EDUCATIONAL GYMNASTICS/DANCE</b>	
	Offered:	Grade 6
	Length:	Semester
	Prerequisite:	None

This course is designed for 6<sup>th</sup> grade students and intended to be 18 weeks in length. The purpose of this course is to provide students with knowledge, skills, and values necessary to design and perform educational gymnastics and dance sequences in a variety of settings. "Educational" gymnastics is intended to have an emphasis on body awareness, body management, maximum participation, high success rates, and open-ended responses from students. Integrating fitness throughout the content is critical to the success of the course.

<b>1508200</b>	<b>M/J TEAM SPORTS</b>	
	Offered:	Grade 7
	Length:	Semester
	Prerequisite:	None

This course is designed for 7<sup>th</sup> grade students and is intended to be 18 weeks in length. The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement, knowledge of team sports concepts such as offensive and defensive strategies and tactics, and appropriate social behaviors within a team or group setting. The integration of fitness concepts throughout the content is critical to the success of this course.

<b>1508300</b>	<b>M/J OUTDOOR PURSUITS/AQUATICS</b>	
	Offered:	Grade 7
	Length:	Semester
	Prerequisite:	None

This course is designed for 7<sup>th</sup> grade students and is intended to be 18 weeks in length. The purpose of this course is to provide the skills, knowledge, and motivation, necessary for participation in non-traditional forms of physical activity. The integration of fitness concepts throughout the content is critical to student success in this course and in the development of a physically active lifestyle.



<b>1508400</b>	<b>M/J EXTREME/ALTERNATIVE SPORTS</b>	
	Offered:	Grade 8
	Length:	Semester
	Prerequisite:	None

This course is designed for 8<sup>th</sup> grade students and is intended to be 18 weeks in length. The purpose of this course is to provide the skills, knowledge, and motivation necessary for participation non-traditional forms of physical activity. The integration of fitness concepts throughout the content is critical to student success in this course and the development of a healthy and physically active lifestyle.

<b>1508500</b>	<b>M/J INDIVIDUAL/DUAL SPORTS</b>	
	Offered:	Grade 8
	Length:	Semester
	Prerequisite:	None

This course is designed for 8<sup>th</sup> grade students and intended to be 18 weeks in length. The purpose of this course is to develop the physical skills necessary to compete in many forms of movement, knowledge of offensive and defensive strategies and tactics, and appropriate social behaviors within both competitive and on-competitive activity settings. The integration of fitness concepts throughout the content is critical to student success in this course and in the development of a healthy and physically active lifestyle.

<b>1508600</b>	<b>M/J COMPRE GRADE 6/7</b>	
	Offered:	Grade 6, 7
	Length:	Semester
	Prerequisite:	None

This course is designed for 6<sup>th</sup> and 7<sup>th</sup> grade students and intended to be 18 weeks in length. The purpose of this course is to provide a foundation of knowledge, skills, and values necessary for the development of a physically active lifestyle. The course content provides exposure to a variety of movement opportunities and experiences which includes, but is not limited to: Fitness Activities, Educational Gymnastics and Dance, and Team Sports. The integration of fitness concepts throughout the content is critical to student success in this course and in the development of a healthy and physically active lifestyle.

<b>1508700</b>	<b>M/J COMPRE GRADE 7/8</b>	
	Offered:	Grade 7, 8
	Length:	Semester
	Prerequisite:	None

This course is designed for 7<sup>th</sup> and 8<sup>th</sup> grade students and is intended to be 18 weeks in length. The purpose of this course is to build on previously acquired knowledge, skills, and values necessary for the implementation and maintenance of a physically active lifestyle. The course content provides exposure to a variety of movement opportunities and experiences which include, but is not limited to: Outdoor Pursuits/Aquatics, Individual/Dual Sports and Alternative/Extreme Sports. The integration of fitness concepts throughout the content is critical to student success in this course and in the development of a healthy and physically active lifestyle.

<b>1508080</b>	<b>M/J WELLNESS EDUCATION</b>	
	Offered:	Grade 8
	Length:	Semester
	Prerequisite:	None

This semester-long Wellness Education course is designed for 8th grade students, the purpose of which is to further develop the knowledge, skills and values to enhance healthy behaviors that influence lifestyle choices and student health and fitness. Students will realize the full benefit of this course when it is taught with an integral approach.

## RESEARCH

<b>1700100</b>	<b>M/J CRITICAL THINKING, PROBLEM SOLVING, AND LEARNING STRATEGIES</b>	
	Offered:	Grade 6, 7, 8
	Length:	Year
	Prerequisite:	None

The purpose of this course is to enable students to develop learning strategies, critical-thinking skills, and problem-solving skills to enhance their performance in academic and non-academic endeavors. The content should include, but not be limited to the following: strategies for acquiring, storing, and retrieving information, strategies for oral and written communication, critical thinking operations, processes, and enabling skills, problem-solving skills and strategies, and strategies for linking new information with prior knowledge.

<b>1700060</b>	<b>M/J Career Research and Decision Making</b>	
	Offered:	Grade 6, 7, 8
	Length:	Semester
	Prerequisite:	None

The purpose of this course is to enable students to explore careers/career clusters and make informed career choices. Activities enable students to increase self-awareness and develop the skills needed to successfully plan for postsecondary education and the workplace. Career assessment should include interests, aptitudes, and basic skills, work-based learning strategies appropriate for this course include job shadowing, field trips, and mentors. Work-based activities allow students to evaluate their career choices as they relate to actual careers at the worksite.

## SCIENCE

<b>2002040</b>	<b>M/J COMPREHENSIVE SCIENCE 1</b>	
	Offered:	Grade 6
	Length:	Year
	Prerequisite:	None

Comprehensive Science 1 is the first in a series of three consecutive science classes. This course introduces science, energy, forces, weather, climate, Earth's systems, and the living world. Some topics are explored in depth while others are introduced to serve as building blocks for M/J Comprehensive Science 2 and 3. Students explore science through everyday examples and experiences and participate in weekly hands-on activities, investigations and laboratory experiences to apply what they have learned.

<b>2002050</b>	<b>M/J COMPREHENSIVE SCIENCE 1 ADVANCED</b>	
	Offered:	Grade 6
	Length:	Year
	Prerequisite:	Teacher Recommendation

Students taking this advanced course should have earned a 3 or higher on FSA ELA and FSA Mathematics and the Florida Statewide Science Assessment. Advanced labs are integral to this course. Comprehensive Science 1 is the first in a series of three consecutive science classes. This course introduces science, energy, forces, weather, climate, Earth's systems, and the living world. Some topics are explored in depth while others are introduced to serve as building blocks for M/J Comprehensive Science 2 and 3. Students explore science through everyday examples and experiences and participate in weekly hands-on activities, investigations and laboratory experiences to apply what they have learned.

<b>2002070</b>	<b>M/J COMPREHENSIVE SCIENCE 2</b>	
	Offered:	Grade 7
	Length:	Year
	Prerequisite:	None

Comprehensive Science 2 is the second course in the M/J Comprehensive Science Sequence. In this course, students explore the foundations of science, energy, the Earth and its features, Earth's internal and external structures and how they change, Earth's history, living things and how they change and interact, genetics and heredity, and organization of the living world. Some of these topics are introduced and serve as a foundation for M/J Comprehensive Science 3, and others are discussed in detail. Students learn through real-world examples, hands-on activities and weekly laboratory experiences in order to apply what they have learned.

<b>2002080</b>	<b>M/J COMPREHENSIVE SCIENCE 2 ADVANCED</b>	
	Offered:	Grade 7
	Length:	Year
	Prerequisite:	Teacher Recommendation

This course follows Comprehensive Science 1, Advanced. Students taking this advanced course should have earned a 3 or higher on FSA ELA and FSA Mathematics and demonstrated a high level of success in Comprehensive Science 1. These concepts include earth science, life science, and physics. Students will carry out higher order lab activities using processes such as measurement, observation, predicting, reasoning and problem-solving. Advanced labs are integral to this course.

<b>2002100</b>	<b>M/J COMPREHENSIVE SCIENCE 3</b>	
	Offered:	Grade 8
	Length:	Year
	Prerequisite:	None

Comprehensive Science 3 is the last class of the M/J Comprehensive Science series. The course introduces new information and reviews some basics of science to prepare students for high school science coursework. Topics covered include the nature of science, Earth-space science, properties of matter, changes in matter, matter and energy, and energy flow in the living world. In this course, students learn through real-world examples and applications. Students participate in weekly investigations and or laboratory experiences to apply what they have learned.

<b>2002110</b>	<b>M/J COMPREHENSIVE SCIENCE 3 ADVANCED</b>	
	Offered:	Grade 8
	Length:	Year
	Prerequisite:	Teacher Recommendation

Comprehensive Science 3, Advanced is the third year of the Comprehensive Science Advanced program. Advanced labs are integral to this course. Students taking this advanced course should have earned a 3 or higher on FSA ELA and FSA Mathematics and demonstrated a high level of success in Comprehensive Science 2. The course introduces new information and reviews some basics of science to prepare students for high school science coursework. Topics covered include the nature of science, Earth-space science, properties of matter, changes in matter, matter and energy, and energy flow in the living world. In this course, students learn through real-world examples and applications. Students participate in weekly investigations and or laboratory experiences to apply what they have learned.

## SOCIAL STUDIES

<b>2109010</b>	<b>M/J WORLD HISTORY</b>	
	Offered:	Grade 6
	Length:	Year
	Prerequisite:	None

The primary content for this course spans the world’s earliest civilizations to the ancient and classical civilizations of Africa, Asia, and Europe. Students will be introduced to the multiple dynamics of world history including economics, geography, government, and religion & philosophy. Students will learn methods of historical inquiry including the study of primary and secondary historical documents.

<b>2109020</b>	<b>M/J WORLD HISTORY ADVANCED</b>	
	Offered:	Grade 6
	Length:	Year
	Prerequisite:	Teacher Recommendation/Student Profile

The primary content for this course spans the world’s earliest civilizations to the ancient and classical civilizations of Africa, Asia, and Europe. Students will be introduced to the multiple dynamics of world history including economics, geography, government, and religion & philosophy. Students will learn methods of historical inquiry including the study of primary and secondary historical documents. Advanced courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., Social Studies fair, projects for competitive evaluation, and other teacher-directed projects).

<b>2106010</b>	<b>M/J CIVICS</b>	
	Offered:	Grade 7
	Length:	Year
	Prerequisite:	None

The purpose of the Civics course is to enable students to develop the knowledge and skills necessary to become informed and active participants in our democratic-republic. Students will learn about local, state, and federal government, civic organizations, and citizens’ rights and responsibilities including foundational economics and financial literacy. **This is a required course for promotion to High School. Students will be required to sit for the Statewide End of Course Exam in Civics which will constitute 30% of the overall final course grade.**

<b>2106020</b>	<b>M/J CIVICS ADVANCED</b>	
	Offered:	Grade 7
	Length:	Year
	Prerequisite:	Teacher Recommendation/Student Profile

The purpose of the Advanced Civics course is to enable students to develop the knowledge and skills necessary to become informed and active participants in our democratic-republic. Students will learn about local, state, and federal government, civic organizations, and citizens' rights and responsibilities including foundational economics and financial literacy. Advanced courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., Social Studies fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects). **This is a required course for promotion to High School. Students will be required to sit for the Statewide End of Course Exam in Civics which will constitute 30% of the overall final course grade.**

<b>2100010</b>	<b>M/J UNITED STATES HISTORY</b>	
	Offered:	Grade 6 or 8
	Length:	Year
	Prerequisite:	None

This course provides an understanding of the development of the American nation by examining the political, economic, religious and philosophical, social, and intellectual events that have affected our nation. Content will include, but will not be limited to, exploration and colonial development, the American Revolution, the formation of the Constitution, and the federal system, westward expansion, the Civil War and Reconstruction, technological and urban transformation, the evolution of American ideas and practices, foreign policy development, the development of the free-market economy, and contemporary domestic and foreign issues.

<b>2100020</b>	<b>M/J UNITED STATES HISTORY ADVANCED</b>	
	Offered:	Grade 6 or 8
	Length:	Year
	Prerequisite:	Teacher Recommendation/Student Profile

This course provides an understanding of the development of the American nation by examining the political, economic, religious and philosophical, social, and intellectual events that have affected our nation. Content will include, but will not be limited to, exploration and colonial development, the American Revolution, the formation of the Constitution, and the federal system, westward expansion, the Civil War and Reconstruction, technological and urban transformation, the evolution of American ideas and practices, foreign policy development, the development of the free-market economy, and contemporary domestic and foreign issues.

This course is designed to prepare students for advanced coursework in high school and will involve high-level document analysis and writing. Advanced courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and /or extended research-based paper/project (e.g., Social Studies fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

# **VOLUSIA ONLINE LEARNING**



This program meets the needs of students who learn productively on their own time, in their own space. VOL expands the variety of academic opportunities for Volusia County students and serves as one way to fulfill the **online graduation requirement** for Florida students. Students must successfully complete one virtual or blended course to receive a diploma.

Students in grades 6-8 who successfully complete an online course for high school credit will fulfill the requirement.

**Students can work online any time, any place.** VOL teachers are district employees who are highly qualified and fully certified. All course offerings are aligned to the Florida standards and district curriculum maps, ensuring quality and rigor.

## High School Courses



### English

- English 1-4
- English 1-4 Honors
- English for College Readiness



### Math

- Algebra 1 and 1 Honors
- Liberal Arts Math 1
- Liberal Arts Math 2
- Algebra 1A and 1B
- Algebra 2 and 2 Honors
- Geometry and Geo Honors
- Informal Geometry
- Math for College Readiness
- Pre-calculus Honors
- Calculus Honors



### Science

- Biology 1 and Bio Honors
- Earth Space Science and Honors
- Environmental Science
- Physical Science
- Chemistry
- Physics
- Agriscience Foundations
- Marine Science
- Forensic Science



### Social Studies

- Economics with Financial Literacy and Honors
- US Government and Honors
- US History and Honors
- World History and Honors



### Foreign Language

- Spanish 1
- Spanish 2
- Spanish 3
- AP Spanish Lang & Culture



### Health/Physical Education

- Personal Fitness
- Fitness Lifestyle Design



### Electives

- Agriscience Foundations
- Career Research and Decision Making
- Driver's Education - **To get Permit Only**
- Psychology 1
- Speech 1
- Speech 2

## Middle School Courses



### English

- Grade 6-8 Language Arts and Advanced



### Math

- Grade 6 Math, Honors, and Advanced
- Grade 7 Math and Advanced
- Grade 8 Pre-Algebra



### Science

- Grade 6-8 Comprehensive Science
- Grade 6-8 Comprehensive Science Advanced



### Social Studies

- Grade 6 World History and Advanced
- Grade 7 Civics and Advanced
- Grade 8 US History and Advanced



### Foreign Language

- Spanish Beginning
- Spanish Intermediate



### Electives

- Fitness Grade 6
- Physical Fitness 6/7
- Physical Fitness 7/8
- Career Research and Decision Making
- Business Keyboarding
- Critical Thinking
- Journalism
- Peer Counseling 1
- Peer Counseling 2

*Middle school students may also take **ANY** High School elective for High School credit. Students **MUST** submit a High School Application to take courses for High School credit.*

## ADDITIONAL COURSES

<b>0500020</b>	<b>M/J PERSONAL, CAREER, AND SCHOOL DEVELOPMENT SKILLS</b>	
	Offered:	Grade 8
Credit: Length:	.5/1.0	
Prerequisite:	Semester/Year	
Type of Credit:	None	
	Elective	

The purpose of this course is to provide students with an opportunity to experience success in school and enhance attitudes and behaviors towards learning, self, school and community. The content should include, but not be limited to, the following: knowledge of self and others, development of positive attitudes, family relationships, peer pressure, individual responsibility, goal setting, time management, decision making, problem solving, leadership skills, life management skills, employability skills, and career planning.

***Special Note: This course is to be used in conjunction with office aide duty. Only students in grade 8 with a 3.0 GPA or higher may participate. Those participating in this course will earn a grade and credit for the course, and, as such, will have a curriculum with online modules to complete. No more than 5% of total grade 8 enrollment may be enrolled in this course. The following subjects may not be impacted by a student's enrollment in this course: language arts, reading, mathematics, science, social studies, and physical education. Any exceptions to this procedure must be approved by the deputy superintendent for instructional services and the designated area superintendent.***

## **HIGH SCHOOL CREDIT EARNED IN MIDDLE SCHOOL**

Students taking high school courses in middle school will be awarded high school credit upon successful completion. If a grade of B or higher is earned in the course, it cannot be repeated. High school courses taken in middle school in which a student has earned a “C” or “D” may be retaken in middle school or high school. If retaken in middle school, it will count as one of the required courses for middle school promotion.

# **EXCEPTIONAL STUDENT** **EDUCATION**

# **Exceptional Student Education**

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## SEPARATE CLASS - MILD/MODERATE VE and SC-E/BD ACADEMIC

Students with disabilities who are not eligible for alternate assessment, must enroll in general education courses.

### Instructional Strategies

1. Utilize UDL strategies when planning lessons for all students.
2. Ensure that students have accessible instructional materials.
3. Ensure that students read from text that varies in length and complexity.
4. Provide graphic organizers and instruct students on how to use them properly to support understanding of concepts.
5. Use rubrics for assignments that clearly outline expectations for students.
6. Make close reading and rereading of texts central to lessons and provide guided practice and immediate feedback in how to do this.
7. Provide multiple opportunities to practice new vocabulary.
8. Provide explicit instruction in how students can locate evidence from text to support their answers.
9. Provide extensive research and writing opportunities (claims and evidence) based on student interest.
10. Provide students with outlines that assist them in note taking during teacher-led instruction.
11. Teach students to utilize appropriate graphic organizers or organize thoughts when planning for writing assignments.

### VE MODIFIED & MULTI-VE (ACCESS PROGRAMS)

#### ACADEMICS

Access courses are intended only for students with a significant cognitive disability, and are designed to provide students with access to the general curriculum. Access points 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. Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

<b>7810011</b>	<b>ACCESS M/J LANGUAGE ARTS 1</b>	
	Offered:	Grade 6
	Length:	Year
	Prerequisite:	None

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of language arts at the sixth grade level. 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>7810012</b>	<b>ACCESS M/J LANGUAGE ARTS 2</b>	
	Offered:	Grade 7
	Length:	Year
	Prerequisite:	None

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of language arts at the seventh grade level. 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>7810013</b>	<b>ACCESS M/J LANGUAGE ARTS 3</b>	
	Offered:	Grade 8
	Length:	Year
	Prerequisite:	None

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of language arts at the eighth grade level. 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>7812015</b>	<b>ACCESS M/J MATHEMATICS 1</b>	
	Offered:	Grade 6
	Length:	Year
	Prerequisite:	None

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of mathematics at the sixth grade level. The concepts of joining and separating quantities, part-to-whole (fractions), measurement, rate, equality, estimation, and data analysis provide a means to analyze our environment, sequence, and predict outcomes of quantifiable events. The content should include, but not be limited to the concepts of: Whole numbers, Combining and separating quantities, Mathematical properties, Fractions, Equality/inequality, Attributes of plane and solid figures, Data collection and analysis, Estimation, Rate, Ratio, Measurement and Solving routine and non-routine quantitative problems.

<b>7812020</b>	<b>ACCESS M/J MATHEMATICS 2</b>	
	Offered:	Grade 7
	Length:	Year
	Prerequisite:	None

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of mathematics at the seventh grade level. The concepts of joining and separating quantities, fractions, proportion, and equality, estimation, and data analysis provide a means to analyze our environment, sequence, and predict outcomes of quantifiable events. The content should include, but not be limited to, the concepts of: Whole numbers, Combining and separating quantities, Proportion/congruency, Fractions/per cent/decimals, Equality/inequality, Attributes of plane and solid figures, Data collection and analysis, Probability, Ratio, Transformation, and Solving routine and non-routine quantitative problems.

<b>7812030</b>	<b>ACCESS M/J MATHEMATICS 3</b>	
	Offered:	Grade 8
	Length:	Year
	Prerequisite:	None

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of mathematics at the eighth grade level. The concepts of joining and separating quantities, fractions, proportion, estimation, and data analysis provide a means to analyze our environment, sequence, and predict outcomes of quantifiable events. The content should include, but not be limited to, the concepts of: Whole numbers, Combining and separating quantities, Proportion/congruency, Fractions/per cent/decimals, Variables, Attributes of plane and solid figures, Angles, Data collection and analysis, Probability, Estimation, Ratio, Solving routine and non-routine quantitative problems.

<b>7820015</b>	<b>ACCESS M/J COMP. SCIENCE 1</b>	
	Offered:	<u>Grades</u>
	Length:	<u>6-8</u>
	Prerequisite:	Year

Through observation, inquiry, and data collection, students will study the nature, dynamics, and interdependence of: Earth structures, Earth systems, patterns and processes, Plant and animal systems, Cell theory, Scientific method, Forms of energy, Forces and changes in motion. Observing and understanding the fundamental characteristics of these phenomena assist in predicting the outcome of actions and events, such as how biospheric cycles operate in predictable patterns; cells are the basic unit of living organisms, making, executing, and evaluating a replicable plan; and how energy and motion impact matter in predictable ways.

<b>7820016</b>	<b>ACCESS M/J COMP. SCIENCE 2</b>	
	Offered:	<u>Grades</u>
	Length:	<u>6-8</u>
	Prerequisite:	Year

Through observation, inquiry, and data collection, students will study the nature, dynamics, and interdependence of: Earth structures, Earth systems, patterns and processes, Plant and animal systems, adaptation, and diversity, System interdependence, Scientific method, Energy forms and processes. Observing and understanding the fundamental characteristics of these phenomena assist in predicting the outcome of actions and events, such as how biospheric cycles operate in predictable patterns; life systems are symbiotic; how to make, execute, and evaluate a replicable plan; and how energy impacts matter in predictable ways.

<b>7820017</b>	<b>ACCESS M/J COMP. SCIENCE 3</b>	
	Offered:	Grades
	Length:	6-8
	Prerequisite:	Year

Through observation, inquiry, and data collection, students will study the nature, dynamics, and interdependence of:  
- Earth in space and time - Plant and animal systems - System interdependence - Scientific method - Properties of matter - Composition of matter. Observing and understanding the fundamental characteristics of these phenomena assist in predicting the outcome of actions and events, such as: daily, seasonal, and annual patterns; the symbiotic nature of life systems; how to make, execute, and evaluate a replicable plan; and the nature of matter and how it interacts in predictable ways.



<b>7821022</b>	<b>ACCESS M/J WORLD HISTORY</b>	
	Offered:	<u>Grades6-8</u>
	Length:	Year
	Prerequis	None

This course consists of the following content area strands: World History, Geography, Civics, and Economics. The content is intended to develop or expand the student’s understanding of the: Origins and purposes of government, law, and the American political system, Roles, rights, and responsibilities of United States citizens, 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, Application of geography to interpret the past and present and plan for the future, Historical inquiry skills and analytical processes, Emergence of early civilizations, and Events, figures, and contributions of classical civilizations.

<b>7821021</b>	<b>ACCESS M/J CIVICS</b>	
	Offered:	Grades
	Length:	6-8
	Prerequisite:	Year

This course consists of the following content area strands: Civics, Geography, and Economics. The content is intended to develop or expand the student’s understanding of the: Origins and purposes of government, law, and the American political system , Roles, rights, and responsibilities of United States citizens, 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 , Application of geography to interpret the past and present and plan for the future.

<u><b>7821025</b></u>	<u><b>ACCESS M/J US HISTORY</b></u>	
	Offered:	Grades6-8
	Length:	Year
	Prerequisite:	None

This course consists of the following content area strands: American History, Geography, Economics, and Civics. The content is intended to develop or expand the student’s understanding of the: Causes, course, and consequences of settlement in the American colonies, Causes, course, and consequences of the American Revolution and the founding principles of our nation, Causes, course, and consequences of westward expansion, Causes, course, and consequence of the Civil War and Reconstruction, Principles, functions, and organization of government, Roles, rights, and responsibilities of United States citizens, 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, Human actions that can impact the environment, Application of geography to interpret the past and present and plan for the future.

## ALL PROGRAMS

### SPECIAL SKILLS COURSES

<b>7863030</b>	<b>UNIQUE SKILLS: INDEPENDENT FUNCTIONING 6-8</b>	
	Offered:	Grade 6, 7, 8
	Length:	Year
	Prerequisite:	None

The purpose of this course is to enable students with disabilities to achieve independence in daily living activities in educational, home, and community settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP). This entire course may not be mastered in one year.

<b>7863050</b>	<b>UNIQUE SKILLS: COMMUNICATION 6-8</b>	
	Offered:	Grade 6, 7, 8
	Length:	Year
	Prerequisite:	None

The purpose of this course is to enable students with disabilities to develop and use expressive and receptive communication skills and strategies effectively in educational, home, and community settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP). This entire course may not be mastered in one year.

<b>7863000</b>	<b>UNIQUE SKILLS: SOCIAL AND EMOTIONAL 6-8</b>	
	Offered:	Grade 6, 7, 8
	Length:	Year
	Prerequisite:	None

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, and appropriate use of leisure time. This entire course may not be mastered in one year.

<b>7863020</b>	<b>SPEECH AND AUDITORY TRAINING: 6-8</b>	
	Offered:	Grade 6, 7, 8
	Length:	Year
	Prerequisite:	None

The purpose of this course is to provide speech and auditory training to achieve the relevant Annual Goals and Short-Term Objectives or Benchmarks specified in the student's Individual Educational Plan (IEP). **Special Note: The particular course requirements that the student must master each year must be specified on an individual basis through the Individual Educational Plan Process.**

<b>7863060</b>	<b>ORIENTATION AND MOBILITY: 6-8</b>	
	Offered:	Grade 6, 7, 8
	Length:	Year
	Prerequisite:	None

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; and locating and reading survival symbols in order to access public places. This entire course may not be mastered in one year. **The particular course requirements that the student must master each year must be specified on an individual basis through the Individual Educational Plan Process.**

<b>7863070</b>	<b>EXPANDED SKILLS: 6-8</b>	
	Offered:	Grade 6, 7, 8
	Length:	Year
	Prerequisite:	None

The purpose of this course is to enable students who are deaf or hard-of-hearing to apply concepts, knowledge, and skills in the expanded core curriculum in the educational, home, and community settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP). This course is designed for students who are deaf or hard-of-hearing and need intensive individualized intervention to address the unique and specialized needs that result from their disability. Hearing loss adds a dimension to learning that often requires explicit teaching, such as information gained through incidental learning. A student may repeat this course. The particular course requirements that the student should master each year must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.

<b>7863080</b>	<b>EXPANDED CORE COMPETENCIES: 6-8</b>	
	Offered:	Grade 6, 7, 8
	Length:	Year
	Prerequisite:	None

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: maximize use of sensory input, access print information through use of strategies and modifications for completion of general education requirements, personal communication systems, personal management, social and interpersonal relationships, and productivity and career options. This entire course may not be mastered in one year. **The particular course requirements that the student must master each year must be specified on an individual basis through the Individual Educational Plan Process.**

<b>7863090</b>	<b>LEARNING STRATEGIES: 6-8</b>	
	Offered:	Grade 6, 7, 8
	Length:	Year
	Prerequisite:	None

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 organizational skills; social skills; and self- advocacy and planning skills. This entire course may not be mastered in one year.

## THERAPY COURSES

<b>7866030</b>	<b>SPEECH THERAPY: 6-8</b>	
	Offered:	Grade 6, 7, 8
	Length:	Year
	Prerequisite:	None

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, and voice therapy. This entire course may not be mastered in one year.

<b>7866040</b>	<b>LANGUAGE THERAPY: 6-8</b>	
	Offered:	Grade 6, 7, 8
	Length:	Varies
	Prerequisite:	None

The purpose of this course is to provide students exhibiting language disorders that negatively impact their ability to benefit from the educational process appropriate instruction in 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; and function, including pragmatics. This entire course may not be mastered in one year.

<b>7866050</b>	<b>OCCUPATIONAL THERAPY: 6-8</b>	
	Offered:	Grade 6, 7, 8
	Length:	Varies
	Prerequisite:	None

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 and sensory skills; use adaptive equipment and assistive devices; and promote independence in activities of daily living. This entire course may not be mastered in one year.

<b>7866070</b>	<b>PHYSICAL THERAPY: 6-8</b>	
	Offered:	Grade 6, 7, 8
	Length:	Varies
	Prerequisite:	None

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 and sensory skills; use adaptive equipment and assistive devices; and promote independence in mobility and management of health-related functions. This entire course may not be mastered in one year.

# **CAREER AND TECHNICAL EDUCATION**

# Program Areas

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# AGRICULTURE, FOOD, AND NATURAL RESOURCES CLUSTER

## COURSES

Course Number	Course Name
8100120	Introduction to Agriscience
8100310	Orientation to Agriscience
8100210	Exploration of Agriscience
8021300	Fundamentals of Agriculture, Food, and Natural Resource Systems

<b>8100120</b>	<b>INTRODUCTION TO AGRISCIENCE</b>		<b>Exploratory</b>
	Offered:	Grade 6	
	Length:	Semester	
	Prerequisite:	None	
<p>The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Agriculture, Food and Natural Resource career cluster. The content includes, but is not limited to, agricultural literacy, importance of agriculture, the role of science, math, reading, writing, geography, history, and technology in agriculture, plants and animals, and sources of consumer goods from agriculture. Reinforcement of academic skills occurs through classroom instruction and applied laboratory procedures. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.</p>			

<b>8100310</b>	<b>ORIENTATION TO AGRISCIENCE</b>		<b>Exploratory</b>
	Offered:	Grade 7	
	Length:	Semester	
	Prerequisite:	None	
<p>The purpose of this course is to provide an overview of agriculture and will help students to be educated about their food supply. The content includes, but is not limited to, agricultural literacy, importance of agriculture, the role of science, math, reading, writing, geography, history, and technology in agriculture, plants and animals, and sources of consumer goods from agriculture. Reinforcement of academic skills occurs through classroom instruction and applied laboratory procedures. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.</p>			

<b>8100210</b>	<b>EXPLORATION OF AGRISCIENCE</b>		<b>Exploratory</b>
	Offered:	Grade 8	
	Length:	Semester	
	Prerequisite:	None	
<p>The purpose of this course is to assist in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Agriculture, Food and Natural Resource career cluster. The content includes, but is not limited to, agricultural literacy, importance of agriculture, the role of science, math, reading, writing, geography, history, and technology in agriculture, plants and animals, and sources of consumer goods from agriculture. Reinforcement of academic skills occurs through classroom instruction and applied laboratory procedures. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.</p>			



<b>8021300</b>	<b>FUNDAMENTALS OF AGRICULTURE, FOOD, AND NATURAL RESOURCE SYSTEMS</b>		<b>Exploratory</b>
	Offered:	Grade 8	
	Length:	Full-Year	
	Prerequisite:	Previous Agriscience Education course	
<p>The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Agriculture, Food, and Natural Resource career cluster. The content includes but is not limited to agricultural literacy, importance of agriculture, the role of science, math, reading, writing, geography, history, and technology in agriculture, plants and animals, and sources of consumer goods from agriculture. Reinforcement of academic skills occurs through classroom instruction and applied laboratory procedures. Students in this course have an opportunity to sit for an AEST Associate Agriculture Certification.</p>			

# ARTS, A/V, TECHNOLOGY, AND COMMUNICATION CLUSTER

## COURSES

Course Number	Course Name
8209100	Career in Fashion and Interior Design
8209200	Career in Fashion, Interior Design and Career Planning
8209350	Introduction to Arts, A/V Technology and Communication
8260500	Fundamentals of Visual and Performing Arts

<b>8209100</b>	<b>CAREERS IN FASHION AND INTERIOR DESIGN</b>		<b>Exploratory</b>
	Offered:	Grade 6, 7, 8	
	Length:	Semester	
	Prerequisite:	None	
<p>The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Arts, A/V Technology and Communication career cluster. The content includes, but is not limited to, the development of leadership skills, communication skills, and employability skills; resource management, exploration of design careers; working with textiles and elements of design; basic sewing skills; making clothing choices; technology in the design industry; and, the completion of projects related to fashion and interior design. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.</p>			

<b>8209200</b>	<b>CAREERS IN FASHION AND INTERIOR DESIGN AND CAREER PLANNING</b>		<b>Exploratory</b>
	Offered:	Grade 6, 7, 8	
	Length:	Semester	
	Prerequisite:	None	
<p>The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Arts, A/V Technology and Communication career cluster. The content includes, but is not limited to, the development of leadership skills, communication skills, and employability skills; resource management, exploration of design careers; working with textiles and elements of design; basic sewing skills; making clothing choices; technology in the design industry; and, the completion of projects related to fashion and interior design. This course is similar to Careers in Fashion and Interior Design; however, it includes career and education planning competencies.</p>			

<b>8209350</b>	<b>INTRODUCTION TO ARTS, A/V TECHNOLOGY AND COMMUNICATION</b>		<b>Exploratory</b>
	Offered:	Grade 6, 7, 8	
	Length:	Semester	
	Prerequisite:	None	
<p>The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Arts, A/V Technology and Communication career cluster. The content includes, but is not limited to, technology literacy; understanding the importance of Arts and A/V; understanding the role of science, math, reading, writing, history, and technology in Arts and A/V; and Digital Media. Reinforcement of academic skills occurs through classroom instruction and applied laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.</p>			

<b>8260500</b>	<b>FUNDAMENTALS OF VISUAL AND PERFORMING ARTS</b>		<b>Exploratory</b>
	Offered:	Grade 6, 7, 8	
	Length:	Semester	
	Prerequisite:	None	
<p>The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Arts, A/V Technology and Communication career cluster. The content includes, but is not limited to, topics pertaining to the Visual Arts, Performing Arts, Journalism, and Broadcasting industries. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.</p>			

# **BUSINESS MANAGEMENT AND ADMINISTRATION CLUSTER**

PROGRAM NUMBER	BTE CORE/Pre-Requisite Courses		HS ARTS CREDIT	INDUSTRY CERTIFICATION
	Course Number	Course Name		
Pre-Requisites for MULTIPLE PROGRAMS	8207310	*Digital Information Technology	PA	Microsoft Office Specialist

*\*The course Digital Information Technology, previously titled "Introduction to Information Technology", is first in several programs within the Business Management/Administration and Information Technology Career Clusters.*

8207310	DIGITAL INFORMATION TECHNOLOGY		Career Prep
Offered:	Grade 8, 9, 10, 11, 12		
Credit:	1.0 (An accelerated High School elective credit)		
Length:	Year		
Prerequisite:	None		
Type of Credit:	Elective		
<p>This course is designed to provide a basic overview of current business and information systems and trends, and to introduce students to fundamental skills required for today's business and academic environments. Emphasis is placed on developing fundamental computer skills. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Digital information Technology includes the exploration and use of: Databases, the internet, spreadsheets, presentation applications, management of personal information and e-mail, word processing and document manipulation, HTML, web page design, and the integration of these programs using software that meets industry standards.</p>			

## **COURSES**

Course Number	Course Name
8200110	Business Keyboarding
8200520	Computer Applications in Business 1
8200210	Computer Applications in Business 2
8200211	Computer Applications in Business 3
8200212	Computer Applications in Business 4

8200110	Business Keyboarding		Exploratory
Offered:	Grade 6, 7, 8		
Length:	Semester		
Prerequisite:	None		
<p>This course is designed to provide instruction in introductory keyboarding, introductory word processing, introductory electronic presentation, introductory computer hardware, introductory internet, and business applications skills. These competencies provide the skills necessary to ensure increased productivity and efficient utilization of equipment.</p>			

<b>8200520</b>	<b>COMPUTER APPLICATIONS IN BUSINESS 1</b>		<b>Exploratory</b>
	Offered:	Grade 6, 7, 8	
	Length:	Semester	
	Prerequisite:	None	
<p>This purpose of this course is to provide instruction in intermediate keyboarding, intermediate word processing, intermediate electronic presentation, intermediate computer hardware, intermediate internet, introductory spreadsheet, and business applications skills. These competencies provide the skills necessary to ensure increased productivity and efficient utilization of equipment.</p>			

<b>8200210</b>	<b>COMPUTER APPLICATIONS IN BUSINESS 2</b>		<b>Exploratory</b>
	Offered:	Grade 6,7,8	
	Length:	Semester	
	Prerequisite:	None	
<p>This course is designed to provide instruction in advanced keyboarding, advanced word processing, advanced hardware, advanced internet, intermediate spreadsheet, introductory digital design, and skills for business applications. These competencies provide the skills necessary to ensure increased productivity and efficient utilization of equipment.</p>			

<b>8200211</b>	<b>COMPUTER APPLICATIONS IN BUSINESS 3</b>		<b>Exploratory</b>
	Offered:	Grade 6, 7, 8	
	Length:	Semester	
	Prerequisite:	None	
<p>This course is designed to provide instruction in advanced spreadsheet, intermediate digital design, introductory database, introductory web design, and skills for business applications. These competencies provide the skills necessary to ensure increased productivity and efficient utilization of equipment.</p>			

<b>8200212</b>	<b>COMPUTER APPLICATIONS IN BUSINESS 4</b>		<b>Exploratory</b>
	Offered:	Grade 6, 7, 8	
	Length:	Semester	
	Prerequisite:	None	
<p>This course is designed to provide instruction in intermediate data base, intermediate web design, inductor programming, and soft skills for business applications. These competencies provide the skills necessary to ensure increased productivity and efficient utilization of equipment.</p>			

## EDUCATION AND TRAINING CLUSTER

### COURSES

Course Number	Course Name
8409100	Fundamentals of Careers in Education
8440350	Introduction to Education and Training

<b>8409100</b>	<b>FUNDAMENTALS OF CAREERS IN EDUCATION</b>		<b>Exploratory</b>
	Offered:	Grade 6, 7, 8	
	Length:	Semester/Year	
	Prerequisite:	None	

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the field of education. This content includes, but is not limited to, the development of leadership skills, communication skills, and employability skills; resource management; exploration of careers in the field of education; the importance of health and safety in the learning environment; children's nutritional needs; developmental stages of children and appropriate learning activities; observation of children; and the use of technology in education-related careers.

<b>8440350</b>	<b>INTRODUCTION TO EDUCATION AND TRAINING</b>		<b>Exploratory</b>
	Offered:	Grade 6,7,8	
	Length:	Semester	
	Prerequisite:	None	

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Education & Training career cluster. The content includes, but is not limited to, planning, managing and providing educations and training services, and related learning support services. Reinforcement of academic skills occurs through classroom instruction and applied laboratory procedures. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.

# ENGINEERING AND TECHNOLOGY CLUSTER

## COURSES

Course Number	Course Name
8600010	Introduction to Technology
8600020	Exploring Technology
8600070	Exploration of Robotics Technology
8600030	Exploration of Communications Technology
8600040	Exploration of Production Technology

<b>8600010</b>	<b>INTRODUCTION TO TECHNOLOGY</b>		<b>Exploratory</b>
	Offered:	Grade 6, 7, 8	
	Length:	Semester	
	Prerequisite:	None	

The purpose of this course is to give students an introduction to the areas of technology and to introduce students to the design and problem-solving processes using manipulative skills while working cooperatively with others in team activities.

<b>8600020</b>	<b>EXPLORING TECHNOLOGY</b>		<b>Exploratory</b>
	Offered:	Grade 6, 7, 8	
	Length:	Semester	
	Prerequisite:	None	

The purpose of this course is to give students an opportunity to explore the areas of technology and associated careers available in technical fields. Students will be given the opportunity to solve technological problems while gaining an understanding of the effects of technology on our everyday lives.

<b>8600070</b>	<b>EXPLORATION OF ROBOTICS TECHNOLOGY</b>		<b>Exploratory</b>
	Offered:	Grade 7, 8	
	Length:	Semester	
	Prerequisite:	None	

The purpose of this course is to give students an opportunity to explore the area of robotics technology and its associated careers. Students will be given the opportunity to solve technological problems using a variety of tools, materials, processes and systems while gaining an understanding of the effects of robotics technology on our

<b>8600030</b>	<b>EXPLORATION OF COMMUNICATIONS TECHNOLOGY</b>		<b>Exploratory</b>
	Offered:	Grade 6, 7, 8	
	Length:	Semester	
	Prerequisite:	None	

The purpose of this course is to give students an opportunity to explore the area of communications technology and its associated careers. Students will be given the opportunity to solve technological problems using a variety of tools, materials, processes, and systems while gaining an understanding of the effects of communications technology on our everyday lives.

<b>8600040</b>	<b>EXPLORATION OF PRODUCTION TECHNOLOGY</b>		<b>Exploratory</b>
	Offered:	Grade 6, 7, 8	
Length:	Semester		
Prerequisite:	None		
<p>The purpose of this course is to give students an opportunity to explore the area of production technology and its associated careers. Students will be given the opportunity to solve technological problems using a variety of tools, materials, processes and systems while gaining an understanding of the effects of production technology on our everyday lives.</p>			



# HEALTH SCIENCE CLUSTER

## COURSES

Course Number	Course Name
8400110	Orientation to Health Science Professions
8400210	Exploration of Health Science Professions and Career Planning
8709350	Introduction to Health Science Career Pathways

<b>8400110</b>	<b>ORIENTATION TO HEALTH SCIENCE PROFESSIONS</b>		<b>Exploratory</b>
	Offered:	Grade 6, 7, 8	
	Length:	Semester	
	Prerequisite:	None	
<p>This course assists students in making informed decisions regarding their future academic and occupational goals and provides information regarding careers in the Health Science career cluster. The content includes basic information about the kinds of jobs and workers involved the various career paths, financial rewards, occupational hazards, and educational requirements. Information concerning the practices for promoting good health is included. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.</p>			

<b>8400210</b>	<b>EXPLORATION OF HEALTH SCIENCE PROFESSIONS AND CAREER PLANNING</b>		<b>Exploratory</b>
	Offered:	Grade 6, 7, 8	
	Length:	Semester	
	Prerequisite:	None	
<p>This course assists students in making informed decisions regarding their future academic and occupational goals and provides information regarding careers in the Health Science career cluster. The content includes exploratory activities relating to all health occupational clusters; an introduction to medical ethics, consumerism, and characteristics of health care workers; community health agencies; and basic computer literacy. This course also gives students initial exposure to the skills and attitudes associated with a broad range of occupations relating to careers in health, including job requirements and tasks performed, to assist students in making informed decisions regarding their future academic and occupational goals.</p>			

<b>8709350</b>	<b>INTRODUCTION TO HEALTH SCIENCE CAREER PATHWAYS</b>		<b>Exploratory</b>
	Offered:	Grade 6, 7, 8	
	Length:	Semester	
	Prerequisite:	None	
<p>This course introduces students to the terminology, careers, history, required skills, and technologies associated with each pathway in the Health Science career cluster. Additionally, students are provided with opportunities to acquire and demonstrate beginning leadership skills.</p>			

# HOSPITALITY AND TOURISM CLUSTER

<b>COURSES</b>	
Course Number	Course Name
8809200	Fundamentals of Culinary Careers
8850350	Exploring Hospitality and Tourism Careers

<b>8809200</b>	<b>FUNDAMENTALS OF CULINARY CAREERS</b>	<b>Exploratory</b>
	Offered: Grade 6, 7, 8	
	Length: Semester/Year	
	Prerequisite: None	

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding culinary careers found within the hospitality industry. The content includes but is not limited to the development of leadership skills, communication skills, and employability skills; resource management; exploration of careers in the culinary; food safety and sanitation; safe, proper use of culinary tools/ equipment; interpreting recipes and developing menus; basic food preparation skills; front-of-the-house and back-of-the-house responsibilities; artistic presentation of food; and the use of technology in the culinary field.

<b>8850350</b>	<b>EXPLORING HOSPITALITY AND TOURISM CAREERS</b>	<b>Exploratory</b>
	Offered: Grade 6,7,8	
	Length: Semester	
	Prerequisite: None	

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Hospitality & Tourism career cluster. The content includes but is not limited to the management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel related services. Reinforcement of academic skills occurs through classroom instruction and applied laboratory procedures. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.

## HUMAN SERVICES CLUSTER

### COURSES

Course Number	Course Name
8500230	Personal Development
8500140	Career Discovery

<b>8500230</b>	<b>PERSONAL DEVELOPMENT</b>		<b>Exploratory</b>
	Offered:	Grade 6, 7, 8	
	Length:	Semester	
	Prerequisite:	None	

The purpose of this course is to prepare students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Human Services career cluster. The content includes, but is not limited to, development of self-esteem, a personal value system and self-discipline by developing positive coping skills to deal with physical, emotional, intellectual and social changes in self and others.

<b>8500140</b>	<b>CAREER DISCOVERY</b>		<b>Exploratory</b>
	Offered:	Grade 6, 7, 8	
	Length:	Semester	
	Prerequisite:	None	

The purpose of this course is to prepare students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Human Services career cluster. The content includes, but is not limited to, making career choices, basic employability skills that relate to content extracted from any family and consumer sciences exploratory course including the development of leadership and organization skills within the program.

# INFORMATION TECHNOLOGY CLUSTER

PROGRAM NUMBER	BTE CORE/PreRequisite Courses		HS ARTS CREDIT	INDUSTRY CERTIFICATION
	Course Number	Course Name		
Pre-Requisites for MULTIPLE PROGRAMS	8207310	*Digital Information Technology	PA	Microsoft Office Specialist

*\*The course Digital Information Technology, previously titled "Introduction to Information Technology", is first in several programs within the Business Management and Administration and Information Technology Career Clusters.*

8207310	DIGITAL INFORMATION TECHNOLOGY		Career Prep
Offered:	Grade 8, 9, 10, 11, 12		
Credit:	1.0 (An accelerated High School elective credit)		
Length:	Year		
Prerequisite:	None		
Type of Credit:	PA		
<p>This course is designed to provide a basic overview of current business and information systems and trends, and to introduce students to fundamental skills required for today's business and academic environments. Emphasis is placed on developing fundamental computer skills. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Digital information Technology includes the exploration and use of: Databases, the internet, spreadsheets, presentation applications, management of personal information and e-mail, word processing and document manipulation, HTML, web page design, and the integration of these programs using software that meets industry standards.</p>			

## COURSES

Course Number	Course Name
9009100	Information & Communications Technology (ICT) Essentials 1

9009100	INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) ESSENTIALS 1		Exploratory
Offered:	Grade 6, 7, 8		
Length:	Year		
Prerequisite:	None		
<p>The purpose of this course is to provide students with the computer, digital, and information technology skills necessary for success in their future academic and occupational goals. In addition to fundamental computer information, the content includes, but is not limited to, digital technologies associated with web development, multimedia, word processing, spreadsheet, database, internet communications, cybersecurity, and computer programming. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.</p>			

# MANUFACTURING CLUSTER

<b>COURSES</b>	
<b>Course Number</b>	<b>Course Name</b>
9260400	Fundamentals of Manufacturing

<b>9260400</b>	<b>FUNDAMENTALS OF MANUFACTURING</b>	<b>Exploratory</b>
	Offered: Grade 8	
	Length: Year	
	Prerequisite: None	

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the manufacturing career cluster. This course provides students with opportunities to become familiar with related careers and develop fundamental technological literacy as they learn about the history, systems and processes of manufacturing. In addition, the course will provide an overview of the safe use of tools and equipment used in the industry. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.

# MARKETING CLUSTER

<b>COURSES</b>	
Course Number	Course Name
8209210	Exploration of Marketing Occupations

<b>8800210</b>	<b>EXPLORATION OF MARKETING OCCUPATIONS</b>	<b>Exploratory</b>
Offered:	Grade 6, 7, 8	
Length:	Semester	
Prerequisite:	None	

This course provides students with initial exposure to the skills and attitudes associated with a broad range of occupations relating to careers in marketing, including job requirements and tasks performed, and assists students in making informed decisions regarding their future academic and occupational goals. Instruction provides opportunities for students to explore employment opportunities and requirements, job application procedures, tasks performed by workers, as well as leadership and human relations skills in sales and marketing occupations, including those that retail or market products and services, and process/manage or distribute materials.

## ADDITIONAL CTE COURSES

<b>COURSES</b>	
Course Number	Course Name
8000400	Orientation to Career Clusters
9100110	Orientation to Career and Technical Occupations and Career Planning

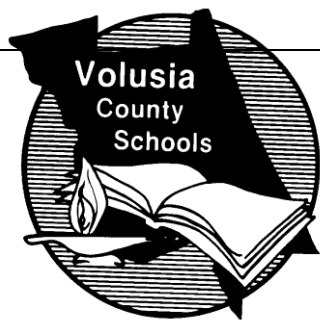
<b>8000400</b>	<b>ORIENTATION TO CAREER CLUSTERS</b>	<b>Exploratory</b>
	Offered: Grade 6, 7, 8	
	Length: Semester	
	Prerequisite: None	
<p>This course assists students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the seventeen career clusters. This course is a compilation of modules for each of the seventeen career clusters and is designed to provide flexibility in course offerings. Any number of modules can be selected to comprise a course that meets the needs of the students.</p>		

<b>9100110</b>	<b>ORIENTATION TO CAREER AND TECHNICAL OCCUPATIONS AND CAREER PLANNING</b>	<b>Exploratory</b>
	Offered: Grade 6, 7, 8	
	Length: Semester	
	Prerequisite: None	
<p>This course gives students an opportunity to apply knowledge and skills related to the area of Diversified Education.</p>		

# **APPENDIX**

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P.O. Box 2118  
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200 North Clara Avenue  
DeLand, Florida 32720

DeLand  
(386) 734-7190

New Smyrna Beach  
(386) 427-5223

Osteen  
(386) 860-3322

Dear Parent or Guardian,

Florida Statute 1003.455 requires the equivalent of one class period per day of physical education for one semester of each year for students in grades 6 through 8 beginning in the 2009-2010 school year. The Volusia County School District offers one credit of physical education yearly in grades 6 through 8. The physical education requirement may be waived for a student who meets one of the following criteria:

- The student is enrolled or required to enroll in a remedial course.
- The student's parent indicates in writing to the school that:
  1. The parent requests that the student enroll in another course from among those offered as options by the school district, OR
  2. The student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.

This statute requires each district school board to notify parents of the options available prior to scheduling a student in physical education. Unless your child meets one of the waiver criteria listed above, he/she will be enrolled in physical education for one semester of each year while in grades 6 through 8. Counseling concerning the benefits of Physical Education will be made available to students through the guidance counselor at your school when needed.

Please contact your school administration if you have questions or concerns regarding the physical education requirements or waiver criteria.

Sincerely,

*Grace Kellermeier*

Grace Kellermeier, Program Specialist  
Physical Education  
Volusia County School District

# Florida Department of Education Resources

## Resources

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Florida students entering grade nine may choose from one of four options to earn a standard diploma. They are:

- A four-year, 24-credit program
- An International Baccalaureate (IB) curriculum
- An Advanced International Certificate of Education (AICE) curriculum
- A three-year, 18-credit ACCEL Diploma

Florida's state graduation requirements, by cohort group, are outlined in the [Graduation Charts](#) found on the Florida Department of Education's website.

Information related to statewide assessment requirements is available in [Graduation Requirements for Florida's Statewide Assessments](#) (PDF).

The individual educational plan (IEP) team makes the diploma decisions for students with disabilities who are eligible for exceptional student education (ESE). IEP teams should consider diploma options according to the student's needs and abilities:

Information related to the transition of a student with disabilities from school to adult life is available in [Transition Planning for Students with Disabilities: a Guide for Families](#).

### Economic Security Report

This report, the result of a partnership between the State of Florida and College Measures, focuses on the median first-year earnings of recent graduates/completers from two-year and four-year institutions across Florida as well as District Technical Centers.

🔗 [Summary of the Economic Security Report](#)

This 2-page summary of the Economic Security Report of Employment and Earnings Outcomes of Florida's Graduates from Public Postsecondary Educational Institutions provides a snapshot of the type of information available on the website, [www.beyondeducation.org](http://www.beyondeducation.org) and in the full report.

🔗 [Key Facts about Education Outcomes in Florida](#) This website aims to provide parents and students with postsecondary school information that will help them to make informed education and career choices.

<p style="text-align: center;"><b>PROCESS FOR ADDING A NEW COURSE</b></p>
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The courses listed in the district program of studies are available for use in all of our schools. If a school wishes to use a course that is in the state course code directory, but not in the district program of studies, the following process should be followed:

- School completes the Request for Course Activation and Instructional Materials form and sends to the appropriate curriculum specialist
- Upon their approval the respective specialists will send the request to the Instructional Materials Specialist.
- Upon the approval of the Instructional Materials Specialist the request will be forwarded to the Executive Director of Curriculum.
- Upon approval of the Executive Director of Curriculum the request will be forwarded to the Coordinator of Student and Government Affairs to be added to the Program of Studies.

If the school wishes to use a course that is in the district program of studies, but has not been offered at their school in the past, the following process should be followed:

- School completes the Request for Course Activation and Instructional Materials form and sends to the Instructional Materials Specialist, with a cc to the appropriate curriculum specialist.
- Upon approval the Instructional Materials Specialist will send the form to the Executive Director of K-12 Curriculum.
- The Executive Director of Curriculum will send the approved request to the Coordinator of Student and Government Relations.

# VOLUSIA COUNTY SCHOOLS

## REQUEST FOR COURSE ACTIVATION

### INSTRUCTIONAL MATERIALS NEEDED TO ADD A NEW COURSE

Date: \_\_\_\_\_ School: \_\_\_\_\_

Requested by: \_\_\_\_\_ Ext. \_\_\_\_\_

Principal's Signature: \_\_\_\_\_

State Course #	Course Title	Grade Level (s)	Credit/Max Credit	# of Sessions	# of Mods	GPA Course Weight

Course Pre-Requisite (if any): \_\_\_\_\_

Reason Course is Needed: \_\_\_\_\_

Plan to offer during term (s): \_\_\_\_\_

Course Description (to be used in *District Program of Studies*): \_\_\_\_\_

End of Course Exam will be completed by whom and by what time? \_\_\_\_\_

Have you considered Instructional Materials? Yes – No Explanation: \_\_\_\_\_

Do you foresee issues related to the purchase of Instructional Materials? Yes – No Explanation: \_\_\_\_\_

INSTRUCTIONAL MATERIALS NEEDED:	
TITLE:	
PUBLISHER:	
ISBN:	
COST:	
NUMBER NEEDED:	
TEACHER (if known)	
FUND SOURCE (if known)	

Approved by: \_\_\_\_\_ Date: \_\_\_\_\_ Approved by: \_\_\_\_\_ Date: \_\_\_\_\_  
 Curriculum Specialist Executive Director

Approved by: \_\_\_\_\_ Date: \_\_\_\_\_ Approved by: \_\_\_\_\_ Date: \_\_\_\_\_  
 Instructional Materials Specialist Coordinator of Student and Government Relations