

# SPRUCE CREEK HIGH SCHOOL PROGRAM OF STUDIES



2022-2023



# SPRUCE CREEK HIGH SCHOOL

801 Taylor Road  
Port Orange, Florida 32127  
(386) 322-6272

Fax (386) 506-5045

[www.sprucecreekhigh.com](http://www.sprucecreekhigh.com)

Todd J. Sparger, Ed.D., Principal



Spruce Creek High School offers a comprehensive program of studies which includes a broad spectrum of programming designed to meet the needs of all students. In addition to school-based offerings, the school accepts specified on-line course work, dual enrollment with Daytona State College, and offers various work study programs in which qualified students spend part of their day at school and part at an approved work place.

The campus includes two main buildings and forty portable classrooms, extensive sports areas, and an environmental park. The school's population is approximately 2,600 students. More than 575 students attend on an out-of-zone variance to participate in specialized curriculum not offered at other high schools.

Spruce Creek High School is consistently rated as one of the top high schools in the nation by *Newsweek Magazine* and *The Washington Post*, and has been ranked as an "A" or "B" school by the State of Florida for sixteen consecutive years. Additionally, Creek's ACT and SAT scores exceed state and national averages, and the school's average FSA/EOC scores are averaging the highest in the district. Creek also has more than 50 student clubs and organizations to meet the needs of a variety of students. Our athletic program is very competitive in our district and conference and is consistently ranked in the top ten high schools in the State of Florida. Our senior class is typically awarded millions of dollars in academic scholarships and they complete nearly 40,000 hours of volunteer community service.

Spruce Creek is noted for its depth and breadth of high caliber programs and academics. Our excellent performing and fine arts programs have led to our designation as a music demonstration school for the State of Florida. The International Baccalaureate Program at Spruce Creek is always ranked within the top five in the world as measured by the number of tests administered and International Diplomas earned. Spruce Creek also has an extensive Advanced Placement Program in which approximately 1500 exams were administered in 2017. The school's award-winning Finance Academy and Army JROTC programs are experiencing steady growth. The Academy of Information Technology & Robotics is a Ford STEM Academy.

All this information is included to demonstrate that student needs are the focus of Spruce Creek High School. It is our hope that together we can fulfill the Mission of Volusia County Schools: "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."

Our vision at **Spruce Creek High School**  
is to create a better world through education.

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Spruce Creek High School provides all students with a challenging, creative curriculum that fosters graduates who are knowledgeable, contributing members of our community and world.



**HAWKS SOAR**

with our Student Centered, Opportunity Driven, Academically Engaging, and Relevant Curriculum!

HOW WILL **YOUR** STORY TAKE FLIGHT?

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## ADMINISTRATIVE STAFF

Todd J. Sparger, Ed.D.  
Principal

Kevin Clark, Assistant Principal	Mark Bradham, Assistant Principal
Wesley Porter, Assistant Principal	Shantell Adkins, Assistant Principal
Alan Canetti, Assistant Principal	

## GUIDANCE DEPARTMENT

(386) 322-6272 ext. 38097

Karie Cappiello, Guidance Director

Karie Cappiello, IB Coordinator

### Guidance Counselors

Jacob Chiofalo	Erika Vera
Kelly Delameter	Candace Roos
Amy Reynolds	Karen Meadows
Nicholas Shafer	

# **VOLUSIA COUNTY SCHOOLS**

Deland Administrative Complex  
P.O. Box 2118  
DeLand, Florida 32721-2118

[www.volusia.k12.fl.us](http://www.volusia.k12.fl.us)

*“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.”*

## **VOLUSIA COUNTY SCHOOLS The School Board of Volusia County**

**Chairman Mrs. Linda Cuthbert, Vice Chairman Ms. Jamie Haynes  
Ms. Anita Burnette Mr. Ruben Colon Mr. Carl Persis**

### **Superintendent of Schools**

**Dr. Scott Fritz**

### **Deputy Superintendent of Schools**

**Dr. Carmen Balgobin**

### **Chief Academic Officer**

**Mrs. Rachel Hazel**

**Vision Statement Ensuring all students receive a superior 21st 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.**

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





# ACADEMIC COURSE OFFERINGS



# CORE CURRICULUM REQUIRED COURSES

## Listings by Department with Electives, Prerequisites, and Grade Levels

\* - Denotes additional weighting of .5 in GPA      EL - Denotes elective course in core area  
 \*\* - Denotes additional weighting of 1.0 in GPA

### LANGUAGE ARTS

*(It is recommended that students have a 4/5 State Assessment test score for Honors and AP courses.)*

CODE	NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL	
GNB	1001310	English 1		1	9	
GNCH	1001320H	*English Honors 1	Teacher Recommendation	1	9	
GNE	1001340	English 2	English 1	1	10	
GNFH	1001350H	*English Honors 2	English Honors 1 or Teacher Recommend.	1	10	
GNH	1001370	English 3	English 2	1	11	
GNIH	1001380H	*English Honors 3	English Honors 2 or Teacher Recommend.	1	11	
GNM	1001420	**AP Language and Comp	English Honors 2 or 3 or Teacher Recom..	1	11-12	
GNK	1001400	English 4	English 3	1	12	
GNLH	1001410H	*English Honors 4	English Honors 3 or Teacher Recommend.	1	12	
GNN	1001430	**AP English Lit & Comp	English Honors 3 or Teacher Recommend.	1	11-12	
GSAY	1006300	Journalism 1 Yearbook	Application	1	9-12	EL
GSBY	1006310	Journalism 2 Yearbook	Journalism 1/Application	1	10-12	EL
GSCY	1006320	Journalism 3 Yearbook	Journalism 2 or 3/Teacher Recommendation	1	11-12	EL
GSDY	1006330	Journalism 4 Yearbook	Journalism 2/Teacher Recommendation	1	11-12	EL
	1000412	Intensive Reading 1	Level 1 or 2 on FSA ELA	1	9	EL
	1000414	Intensive Reading 2	Level 1 or 2 on FSA ELA	1	10	
	1000416	Intensive Reading 3	Level 1 or 2 on FSA ELA	1	11	
	1000418	Intensive Reading 4	Level 1 or 2 on FSA ELA	1	12	
GPA	1002300	ESOL 1	Limited English	1	9-12	
GPB	1002310	ESOL 2	Limited English	1	9-12	
GPC	1002320	ESOL 3	Limited English	1	9-12	
GPJ	1002520	ESOL 4	Limited English	1	9-12	
GPD	1002381	ESOL Developmental LA	Limited English	1	9-12	

### MATHEMATICS - All Math classes require Teacher Recommendation

*(It is recommended that students have a 4/5 State Assessment test score for Honors and AP courses.)*

CODE	NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL	
IMB	1200310	Algebra 1		1	9-11	
ISB	1206310	Geometry	Algebra 1 Equivalent	1	9-12	
ISCH	1206320H	*Geometry Honors	Algebra 1	1	9-10	
IUC	1207350	Math for College Liberal Arts	Algebra 1 Equivalent and Geometry or equivalent	1	10-12	
IMD	1200330	Algebra 2	Algebra 1 Equivalent	1	10-12	
IMEH	1200340H	*Algebra 2 Honors	Algebra 1 Equivalent	1	9-11	
IWA	1210300	*Probability and Statistics with Applications Honors	Algebra 2/Honors & Geometry/Honors	1	11-12	
IOD	1202340	*Pre-Calculus Honors	Algebra 2/Honors & Geometry/Honors	1	10-12	
IOB	1202310	**AP Calculus AB	Pre-Calculus/Teacher Recommendation	1	11-12	
IWD	1210320	**AP Statistics	Algebra 2/Honors	1	11-12	
	1202320	**AP Calculus BC	Advanced Placement Calculus AB or Pre-Calculus	1	12	
IND	1200700	Math for College Algebra	Algebra 2/Honors and Geometry/Honors	1	10-12	

# CORE CURRICULUM REQUIRED COURSES

## Listings by Department with Electives, Prerequisites, and Grade Levels

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 \*\* - Denotes additional weighting of 1.0 in GPA

### SCIENCE

*(It is recommended that students have a 4/5 State Assessment test score for Honors and AP courses.)*

CODE	NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL
MMB	2000310	Biology 1	Environmental Science	1	10
MMCH	2000320H	*Biology 1 Honors	Teacher Recommendation	1	9
MME	2000340	**AP Biology	Biology 1 Honors and Chemistry 1 Honors	1	10-12
MNE	2001340	Environmental Science		1	9
MNS	2001380	**AP Environmental Science	Bio 1 Honors/Teacher Recommendation	1	10-12
MPBH	2002500	Marine Science	Biology 1 or Honors/Teacher Recommend.	1	11-12
MPB	2002510H	*Marine Science 1 Honors	Biology 1 or Honors/Teacher Recommend.	1	11-12
MOE	2003340	Chemistry 1	Algebra 1	1	10-12
MOFH	2003350H	*Chemistry 1 Honors	Algebra 1/Teacher Recommendation	1	10
MOH	2003370	**AP Chemistry	Chem 1 Honors/Algebra 2 Honors	1	11-12
MOJH	2003390H	*Physics 1 Honors	Algebra 2/Teacher Recommendation	1	10-12
MNB	2001310	Earth Space Science	Biology 1	1	11
MOY	2003421	*AP Physics 1	Geometry/Honors	1	10-12
MMGH	2000360H	*Anatomy & Physiology Honors	Biology 1 or Biology 1 Honors	1	11-12

### SOCIAL STUDIES

*(It is recommended that students have a 4/5 State Assessment test score for Honors and AP courses.)*

CODE	NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL
NXB	2109310	World History		1	10
NXCH	2109320H	*World History Honors	Teacher Recommendation	1	9-10
NYC	2109420	**AP World History	World History Honors or AP U.S. History and Teacher Recommendation	1	10-12
NMB	2100310	United States History		1	10-12
NMCH	2100320H	*United States History Honors	Teacher Recommendation	1	10-12
NMD	2100330	**AP United States History	Teacher Recommendation	1	11-12
NNQB	2102310	Economics		½	12
NNNB	2106310B	United States Government		½	12
NNRB	2102320	*Economics Honors	Teacher Recommendation	½	12
NNSB	2106320B	*United States Govt. Honors	Teacher Recommendation	½	12
NHGX	2102360	**AP Macro Economics	Honors Soc. Studies/Teacher Recommend.	½	11-12
NQI	2102370	**AP Micro Economics	Honors Soc. Studies/Teacher Recommend.	½	11-12
NUL	2106420	**AP U.S. Govt. & Politics	Honors Soc. Studies/Teacher Recommend	½	11-12
NUM	2106430	**AP Comparative Government. & Politics	Honors Soc. Studies/Teacher Recommend	½	11-12
NVC	2107350	**AP Psychology	Psych 1/Bio 1 Honors or Anatomy & Physiology/Teacher Recommendation	1	10-12 EL
NRS	2103400	**AP Human Geography	World History Honors/U.S. History Honors/Teacher Recommendation	1	10-12 EL
NYB	2109380	**AP European History	World History Honors/AP U.S. History/Teacher Recommendation	1	10-12 EL

# ELECTIVE CURRICULUM COURSES

## Listings by Department, Prerequisites, and Grade Levels

\* - Denotes additional weighting of .5 in GPA  
 \*\* - Denotes additional weighting of 1.0 in GPA

PF - Denotes course which meets performing arts requirement

### ***THE ARTS – VISUAL AND PERFORMING ART***

CODE	NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL	
AOA	0102300	Ceramics/Pottery 1		1	9-12	PF
AOB	0102310	Ceramics/Pottery 2	Ceramics/Pottery 1	1	10-12	PF
AOC	0102320	Ceramics/Pottery 3 Honors	Ceramics/Pottery 2	1	11-12	PF
AUB	0108310	Creative Photography 1 (Dark Room)		1	9-12	PF
AUC	0108320	Creative Photography 2 (Digital)	Creative Photography 1	1	10-12	PF
ANA	0101300	2D Studio Art 1		1	9-12	PF
ANB	0101310	2D Studio Art 2	2D Studio Art 1/Teacher Recomm.	1	10-12	PF
	0101355	Creating 2D Studio Art		½	9-12	
	0101365	Creating 3D Art		½	9-12	
AVBH	0109310H	*Portfolio Dev.: Drawing Honors	Teacher Recommendation	1	11-12	PF
AVCH	0109320H	*Portfolio Dev.: 2D Design Honors	Teacher Recommendation	1	11-12	PF
AAO	0108370	Digital Art Imaging 1		1	9-12	PF
AAP	0108380	Digital Art Imaging 2	Digital Art Imaging 1/Teacher Recommendation	1	10-12	PF
AVG	0109350	**AP Studio Art 2D Design Portfolio	Previous Art Level 2 or 3/Teacher Recommendation	1	11-12	PF
AQA	0104300	**AP Studio Art: Drawing Portfolio	Teacher Recommendation	1	11-12	PF

### ***DRAMA***

CODE	NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL	
CVQ	0400660	Theatre, Cinema, & Film Production		1	9-12	PF
CRB	0400310	Theatre 1		1	9-12	PF
CRC	0400320	Theatre 2	Theatre 1/Teacher Recommendation	1	10-12	PF
CRD	0400330	*Theatre 3 Honors	Theatre 2/Teacher Recommendation	1	11-12	PF
CRE	0400340	*Theatre 4 Honors	Teacher Recommendation	1	12	PF

# ELECTIVE CURRICULUM COURSES

## Listings by Department, Prerequisites, and Grade Levels

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 \*\* - Denotes additional weighting of 1.0 in GPA

PF - Denotes course which meets performing arts requirement

### DANCE

CODE	NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL	
CNF	0300305	Introduction to Dance		½	9-12	PF
CNA	0300310	Dance Techniques 1		1	9-12	PF
CNB	0300320	Dance Techniques 2	Dance Tech. 1/Teacher Recomm.	1	9-12	PF
CNCH	0300330H	*Dance Techniques 3 Honors	Dance Tech. 2/Teacher Recomm.	1	10-12	PF
CRKH	0300334H	*Dance Techniques 4 Honors	Teacher Recommendation	1	10-12	PF
CPA	0300380	Dance Choreography 1	Dance Techniques 1 or 2 & Audition/Teacher Recommendation	1	9-12	PF
CPBH	0300390H	*Dance Choreography 2 Honors	Dance Choreography 1/ Performance 1/Audition/Teacher Recommendation	1	10-12	PF

### MUSIC

CODE	NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL	
JMB	1300340	Music of the World	Teacher Recommendation	1	9-12	PF
JVAM	1303300M	Chorus 1 (Bass/Tenor)		1	9-12	PF
JVA	1303300	Chorus 1 (Soprano/Alto)		1	9-12	PF
JVB	1303310	Chorus 2	Teacher Recommendation	1	9-12	PF
JVC	1303320	Chorus 3	Chorus 2/Teacher Recommendation	1	10-12	PF
JVD	1303330	Chorus 4	Chorus 3/Teacher Recommendation	1	11-12	PF
JVEH	1303340H	*Chorus 5 Honors	Teacher Recommendation	1	11-12	PF
JVFH	1303350H	*Chorus 6 Honors	Teacher Recommendation	1	11-12	PF
	1303430	Vocal Techniques 4 Honors	Teacher Recommendation	1	9-12	PF
JWA	1303440	Vocal Ensemble 1	Teacher Recommendation	1	9-12	PF
JWB	1303450	Vocal Ensemble 2	Teacher Recommendation	1	10-12	PF
JWC	1303460	Vocal Ensemble 3	Teacher Recommendation	1	11-12	PF
JWDH	1303470H	*Vocal Ensemble 4 Honors	Teacher Recommendation	1	11-12	PF
JMD	1300330	**AP Music Theory	Teacher Recommendation	1	9-12	PF
JUA	1302500	Jazz Ensemble 1	Teacher Recommendation	1	9-12	PF
JUB	1302510	Jazz Ensemble 2	Jazz Ensemble 1/Audition	1	9-12	PF
JUC	1302520	Jazz Ensemble 3	Teacher Recommendation/Audition	1	10-12	PF
JUDH	1302530H	*Jazz Ensemble 4 Honors	Teacher Recommendation/Audition	1	10-12	PF
JQA	1302300	Band 1	Teacher Recommendation/Audition	1	9-12	PF
JQB	1302310	Band 2	Teacher Recommendation/Audition	1	9-12	PF
JQC	1302320	Band 3	Teacher Recommendation/Audition	1	9-12	PF
JQD	1302330	Band 4	Teacher Recommendation/Audition	1	9-12	PF
JQEH	1302340H	*Band 5 Honors	Teacher Recommendation/Audition	1	11-12	PF
JQFH	1302350H	*Band 6 Honors	Teacher Recommendation/Audition	1	11-12	PF
JRA	1302360	Orchestra 1	Teacher Recommendation	1	9-12	PF
JRB	1302370	Orchestra 2	Teacher Recommendation	1	9-12	PF
JRC	1302380	Orchestra 3	Teacher Recommendation	1	10-12	PF
JRD	1302390	Orchestra 4	Teacher Recommendation	1	10-12	PF
JREH	1302400H	*Orchestra 5 Honors	Teacher Recommendation	1	11-12	PF
JYA	1305300	Eurythmics 1	Teacher Recommendation	1	9-12	PF
JYB	1305310	Eurythmics 2	Teacher Recommendation	1	10-12	PF
JYC	1305320	Eurythmics 3	Teacher Recommendation	1	10-12	PF
JYD	1305330	Eurythmics 4	Teacher Recommendation	1	11-12	PF

# ELECTIVE CURRICULUM COURSES

## Listings by Department, Prerequisites, and Grade Levels

\* - Denotes additional weighting of .5 in GPA  
 \*\* - Denotes additional weighting of 1.0 in GPA

### ***AVID***

<b>CODE</b>	<b>NUMBER</b>	<b>COURSE TITLE</b>	<b>PREREQUISITE</b>	<b>CREDIT</b>	<b>GRADE LEVEL</b>
LOK	1700390	AVID 1	Application & Interview	1	9
LOM	1700400	AVID 2	Application & Interview	1	10
LON	1700410	AVID 3	Application & Interview	1	11
LOO	1700420	AVID 4	Application & Interview	1	12

### ***WORLD LANGUAGES***

<b>CODE</b>	<b>NUMBER</b>	<b>COURSE TITLE</b>	<b>PREREQUISITE</b>	<b>CREDIT</b>	<b>GRADE LEVEL</b>
DMC	0701320	French 1		1	9-12
DMD	0701330	French 2	French 1	1	10-12
DME	0701340	*French 3 Honors	French 2/Teacher Recommendation	1	10-12
DMF	0701350	*French 4 Honors	French 3 Honors/Teacher Recomm.	1	11-12
DMI	0701380	**AP French	French 3 Honors or 4 Honors/ Teacher Recommendation	1	11-12
DOC	0702320	German 1		1	9-11
DOD	0702330	German 2	German 1	1	10-12
DOE	0702340	*German 3 Honors	German 2/Teacher Recommendation	1	11-12
DOF	0702350	*German 4 Honors	German 3 Honors/Teacher. Recomm.	1	11-12
DUE	0708340	Spanish 1			9-12
DUF	0708350	Spanish 2	Spanish 1	1	9-12
DUG	0708360	*Spanish 3 Honors	Spanish 2/Teacher Recommendation	1	10-12
DUH	0708370	*Spanish 4 Honors	Spanish 3 Honors/Teacher Recomm.	1	10-12
DUK	0708400	**AP Spanish Language	Spanish 3 Honors or 4 Honors/ Teacher Recommendation	1	10-12

It is recommended that 9th grade students be enrolled in English Honors 1 concurrently.

# ELECTIVE CURRICULUM COURSES

## Listings by Department, Prerequisites, and Grade Levels

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 \*\* - Denotes additional weighting of 1.0 in GPA

VO - Denotes Vocational course                      ^ - Denotes Fine Arts  
 PF - Denotes course which meets performing arts requirement

### ***DRIVER EDUCATION and SAFETY***

CODE	NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL
LTB	1900310	Driver Education/Lab	Learner's Permit & Full Year of High School	½	10-12

### ***PHYSICAL EDUCATION***

CODE	NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL
KOAB	1501300B	Personal Fitness	Graduation Requirement	½	9
KWA	1503350	Team Sports 1		½	9
KWB	1503360	Team Sports 2		½	9-12
KPA	1501340	Weight Training 1		½	9-12
KPB	1501350	Weight Training 2	Weight Training 1	½	10-12
KPC	1501360	Weight Training 3	Weight Training 2	½	10-12
KPH	1501410	Power Weight Training 1		½	10-12
KOB	1501310	Fitness Lifestyle Design		½	11-12
KPF	1501390	Comprehensive Fitness		½	11-12
KVE	1505500	Volleyball 1		½	9-12
KWE	1505510	Volleyball 2	Volleyball 1/Teacher Recommendation	½	10-12
KWF	1505520	Volleyball 3	Volleyball 2/Teacher Recommendation	½	10-12
KVB	1503310	Basketball		½	9-12
KTA	1502410	Individual and Dual Sports 1		½	9-10
KTB	1502420	Individual and Dual Sports 2		½	10-12
KTC	1502430	Individual and Dual Sports 3		½	10-12
KUF	1502490	Care & Prevention of Athletic Injuries		½	9-12
EMC	0800320	First Aid & Safety		½	9-12

### ***RESERVE OFFICER TRAINING CORPS, JUNIOR (JROTC)***

CODE	NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL
LQA	1801300	Leadership Ed. & Training 1	SAI/AI Approval Required for 12th Grader Enrollment to Leadership Education and Training	1	9-12
LQB	1801310	Leadership Ed. & Training 2	Leadership Education & Training 1/Teacher Recommendation	1	10-12
LQC	1801320	Leadership Ed. & Training 3	Leadership Education & Training 2/Teacher Recommendation	1	11-12
LQD	1801330	Leadership Ed. & Training 4	Leadership Education & Training 3/Teacher Recommendation	1	12

# CAREER AND TECHNICAL EDUCATION

## Course Listings by Department, Prerequisites, & Grade Level

\* - Denotes additional weighting of .5 in GPA  
 \*\* - Denotes additional weighting of 1.0 in GPA

VO - Denotes Vocational course

^ - Denotes Fine Arts

PF - Denotes course which meets performing arts requirement

### ***FILM AND VIDEO***

CODE	NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL	
VPS	8201410	*Digital Video Technology 1 Honors		1	9-12	PF
VPT	8201420	*Digital Video Technology 2 Honors	Digital Video Technology 1 Honors	1	10-12	PF
VPU	8201430	*Digital Video Technology 3	Digital Video Technology 2 Honors	1	11-12	PF
VPV	8201440	*Digital Video Technology 4	*Digital Video Technology 3	1	12	PF

### ***ACADEMY OF FINANCE (Students accepted through application)***

CODE	NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL	
YMNG	8815150G	^Business Communication and Technology	Admission to Academy of Finance	1	9	VO
YMJG	8815110G	*Economics and Financial Services	Business Communication and Technology or Teacher Rec.	1	10	VO
VMBG	8203310G	*Accounting Applications 1	Economics and Financial Serv.	1	11	VO
VMB	8203310	*Accounting Applications 1 Honors	Algebra 1	1	9-12	VO
VMC	8203320	*Accounting Applications 2 Honors	Accounting Applications 1	1	10-12	VO
VML	8303330	*Accounting Applications 3 Honors	Accounting Applications 2	1	11-12	VO
YTG	9001110	^^Foundations of Web Design Honors	Computing for College and Careers/Intro. Info. Tech.	1	9-12	VO
YTH	9001120	^^User Interface Design Honors	Foundations of Web Design	1	10-12	VO
YTI	9001130	^^Web Scripting Fundamentals	User Interface Design	1	10-12	VO
YMLH	8815130H	*Financial Internship Honors	Member Finance Academy	1 (Summer)	11-12	VO
YMKG	8815120G	*Personal Finance Honors	Accounting Applications 1 Honors	1	12	VO
VS	8303010	Diversified Career Tech. Principles	Student must have a means of Transportation to and from Internship Position	1	11-12	VO



# CAREER AND TECHNICAL EDUCATION

## Course Listings by Department, Prerequisites, & Grade Level

\* - Denotes additional weighting of .5 in GPA  
 \*\* - Denotes additional weighting of 1.0 in GPA

VO - Denotes Vocational course  
 PF - Denotes course which meets performing arts requirement

^ - Denotes Fine Arts

### ***ACADEMY OF INFORMATION TECHNOLOGY and ROBOTICS (Academy application required)***

CODE	NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL	
VQAU	807310U	Digital Information Technology		1	9	VO
YUCU	9003430U	*IT Systems and Applications		1	10	
CXAU	0500300U	Executive Internship 1	Teacher Recommendation	1	11-12	VO
YUGU	9003470U	*Multimedia Technologies	Web Development Technologies	1	12	
YUEU	9003450U	*Essentials of Programming		1	9-12	
	0200335	Advanced Placement Computer Science Principles	Teacher Recommendation	1	9-12	
	0200320	Advanced Placement Computer Science A	Advanced Placement Computer Science Principles	1	11-12	

### **SOFTWARE TRACK**

VQFU	9007210U	*Foundations of Programming Honors		1	9-12	VO
VQGU	9007220U	*Procedural Programming Honors	Foundations of Programming	1	10-12	VO
VQHU	9007230U	*Object-Oriented Program. Fund. Honors	Procedural Programming	1	10-12	VO
VQMU	9007240U	*Java Program Essentials Honors	Object-Oriented Prog. Fund.	1	10-12	VO

### **DIGITAL MEDIA TRACK (Teacher Recommended Course)**

	8201230	*Digital Media/Multimedia Found. 3	Digital Media 2/Multimedia Foundations 2	1	11-12	VO
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### **ROBOTICS TRACK**

CODE	NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL	
YTQU	9410110	*Foundations of Robotics Honors			9	VO
YTRU	9410120	*Robotic Design Essentials Honors	Foundations of Robotics	1	10	VO
YTSU	9410130	*Robotic Systems Honors	Robotic Design Essentials	1	11	VO
YTTU	9410140	*Robotic Applications Capstone Honors	Robotic Design Essentials	1	12	VO

# CAREER AND TECHNICAL EDUCATION

## Course Listings by Department, Prerequisites, and Grade Levels

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 \*\* - Denotes additional weighting of 1.0 in GPA

VO - Denotes course which meets practical arts requirement  
 ^ - Denotes Fine Arts

### COMPUTER AND BUSINESS TECHNOLOGY

CODE	NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL	
VQA	8207310	^Digital Information Technology		1	9-12	VO
	0200335	Advanced Placement Computer Science Principles		1	9-12	
	0200320	Advanced Placement Computer Science A		1	11-12	

### DIVERSIFIED CAREER TECHNOLOGY

CODE	NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL	
VSC	8303020	Diversified Career Tech. Applications	DCT Principles	1	12	VO
VSD	8300410	Diversified Career Technology OJT	DCT Principles & Transportation	1-2-3	11-12	VO

### FAMILY AND CONSUMER SCIENCE

CODE	NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL	
WPK	8500390	Principles of Food Preparation		½	9-12	VO
WPJ	8500355	Nutrition & Wellness		½	9-12	VO
WSA	8800510	Culinary Arts 1/Prostart		1	9-12	VO
WSB	8800520	^Culinary Arts 2/Prostart	Culinary Arts 1/Prostart	1	10-12	VO
WSC	8800530	^Culinary Arts 3/Prostart	Culinary Arts 2/Prostart	1	11-12	VO
WSD	8800540	^Culinary Arts 4/Prostart	Culinary Arts 3/Prostart	1	11-12	VO

### HEALTH SCIENCE

CODE	NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL	
	8400320	Medical Skills & Services		1	9-12	VO
	8417100	Health Sciences Anatomy & Physiology		1	9-12	EQ
	8417100H	Health Sciences Anatomy & Physiology Honors			9-12	EQ
	8417110	Health Science Foundations	Health Science Anatomy & Phys.	1	10-12	VO
	8417110H	Health Science Foundations	Health Science Anatomy & Phys.	1	10-12	VO
	8417131	Allied Health Assisting 3	Health Science Foundations	1	11-12	VO

### PROMOTIONAL ENTERPRISE

(formerly Communications Technology Education)

CODE	NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL	
YUJ	8217110	^Custom Promotional Layout Design-1 <sup>st</sup> Year		1	9-12	VO
YUK	8217120	Promotional Design Management 2 <sup>nd</sup> Year	Custom Promotional Layout Design	1	10-12	VO
YUL	8217130	^Custom Promotional Sales & Distribution Management 3 <sup>rd</sup> Year	Promotional Design Management	1	11-12	VO
YUO	8217140	Promotional Business Management & Supervision 4 <sup>th</sup> Year	Custom Promotional Sales/Dist. Management	1	11-12	VO
YUQ	8217160	Legal Aspects Promotional Industry Ownership 4 <sup>th</sup> Year	Teacher Recommendation	1	12	VO

# EXCEPTIONAL STUDENT EDUCATION COURSES

## EXCEPTIONAL STUDENT EDUCATION

### Prerequisites and Grade Levels

VO – Denotes Vocational course

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

#### ***SPECIAL DIPLOMA COURSES – VE Varying Exceptionality***

CODE	NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL
RUG	7963070	Social and Emotional 9-12		1	9-12
RUN	7963140	Self-Determination		1	9-12
KUDI	1502470	Recreational Activities		½	9-12

#### ***ACCESS COURSES***

CODE	NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL
RVA	7910120	Access English 1		1	9-12
RVE	7910125	Access English 2		1	9-12
RVF	7910130	Access English 3		1	9-12
RVG	7910135	Access English 4		1	9-12
RPB	7920015	Access Biology		1	9-12
	7920020	Access Earth/Space Science		1	9-12
RUR	7921022	Access Economics with Financial Literacy		1	9-12
RQB	7921015	Access United States Government		1	9-12
ROI	7915015	Access Health Opportunities Through PE (H.O.P.E.)		1	9-12
ROJ	7912075	Access Algebra 1		1	9-12
ROG	7912065	Access Geometry		1	9-12
RQE	7921025	Access US History		1	9-12
RQD	7921027	Access World History		1	9-12
RUJ	7963160	Unique Skills: Independent Functioning 9-12		1	9-12
RUG	7963070	Unique Skills: Social and Emotional 9-12		1	9-12
RUO	7963150	Unique Skills: Communication 9-12		1	9-12

#### ***VOCATIONAL COURSES***

CODE	NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL	
TNK	7980110	Career Preparation 9-12		1	10-12	VO
TNR	7980120	Career Experiences 9-12		1	11-12	VO
TNO	7980150	Supported Competitive Employment		1	11-12	VO

#### ***CONTENT SPECIFIC STANDARD DIPLOMA COURSES***

CODE	NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL
RUHE	7963080	Learning Strategies 9-12		½	9
LOIE	1700380	Career Research & Decision Making		½	9

#### ***FAPE COURSES***

CODE	NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL
RUA	7963010	Preparation for Adult Living		1	9-12

# INTERNATIONAL BACCALAUREATE PROGRAM

## Required and Elective Courses

### Listings by IB Groups, Prerequisites and Grade Levels

\* Denotes additional weighting of .5 in GPA

\*\* Denotes additional weighting of 1.0 in GPA

#### ***LANGUAGE ARTS (Language A – Group 1)***

CODE	NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL
GOFP	1001800P	*English 1 – Pre-IB	IB Acceptance	1	9
GOGP	1001810P	*English 2 – Pre-IB or AP Language & Composition	English 1 – Pre-IB/Teacher Recommendation	1	10
GNNX	1001430X	**AP English Literature & Comp (English 3 – IB)	English 2 – Pre-IB	1	11
GOIX	1001830X	**English 4 – IB (HL)	English 3 – IB/AP Eng. Lit. Comp	1	12

#### ***WORLD LANGUAGES (Language B – Group 2)***

CODE	NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL
DNAP	0701800P	*French 1 – Pre-IB	IB Acceptance	1	9
DNBP	0701810P	*French 2 – Pre-IB	French 1 Pre-IB	1	9-10
DNDX	0701830X	**French 4 IB	French 2 Pre-IB	1	11-12
DNEX	0701840X	**French 5 IB (SL)	French 4 IB	1	11-12
DOJP	0702800P	*German 1 – Pre-IB	IB Acceptance	1	9
DOKP	0702810P	*German 2 – Pre-IB	German 1 Pre-IB	1	10
DOMX	0702830X	**German 4 IB	German 2 Pre-IB	1	11-12
DONX	0702840X	**German 5 IB (SL)	German 4 IB	1	11-12
DUOP	0708800P	*Spanish 1 – Pre-IB	IB Acceptance	1	9
DUPP	0708810P	*Spanish 2 – Pre-IB	Spanish 1 Pre-IB	1	9-10
DURX	0708830X	**Spanish 4 IB	Spanish 2 Pre-IB	1	10-12
DUSX	0708840X	**Spanish 5 IB (SL)	Spanish 4 IB	1	11-12
DUTX	0708865X	**Spanish 6 IB (HL)	Spanish 5 IB	1	12

#### ***SOCIAL STUDIES (Individuals and Societies – Group 3)***

CODE	NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL
NRSX	2103400X	**AP Human Geography	IB Acceptance	1	9
NYBX	2109380X	**AP European History or AP Macro/Econ Honors	IB Acceptance	1	10
NNDX	2100803X	**History of the Americas – IB		½	11-12
NNDX	2100804X	**History of the Americas – IB		½	11-12
NYHX	2109805X	**Contemporary History 2 – IB	History of the Americas – IB	1	12
NQMX	2102820X	**IB Economics 2 (SL)		1	11-12
NQNX	2102830X	**IB Economics 3 (HL)	IB Economics 1 or 2	1	12
NQIX	2102370X	**AP Macro-economics	IB Acceptance	½	10
NNRX	2102345X	*Economics with Financial Literacy Honors		½	10
FMFX	0900800X	**Theory of Knowledge 1 – IB		½	11
FMFX	0900810X	**Theory of Knowledge 2 – IB		½	12

#### ***SCIENCE (Experimental Sciences – Group 4)***

CODE	NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL
MMMP	2000800P	*Biology 1 – Pre-IB	IB Acceptance	1	9
MMNX	2000810X	**Biology 2 – IB (SL)	Biology 1 – Pre-IB	1	11-12
MMOX	2000820X	**Biology 3 – IB (HL)	Biology 2 IB	1	12
MNUX	2001375X	**IB Environmental Systems 2 (SL)		1	11-12
MOOP	2003800P	*Chemistry 1 – Pre-IB	IB Acceptance	1	10
MNAX	2003805X	**Chemistry 1 – IB	Biology/Chemistry 1 – Pre-IB	1	11
MOPX	2003810X	**Chemistry 2 – IB (SL)	Chemistry 1 IB	1	12
MOQX	2003820X	**Chemistry 3- IB (HL)	Chemistry 1 IB	1	12
MOVX	2003845X	**Physics 2 – IB (SL)	Biology/Chemistry 1 – Pre-IB	1	11-12

# INTERNATIONAL BACCALAUREATE PROGRAM

## Required and Elective Courses

### Listings by IB Groups, Prerequisites and Grade Levels

\* Denotes additional weighting of .5 in GPA

\*\* Denotes additional weighting of 1.0 in GPA

#### ***MATHEMATICS (Group 5) \*All Math classes require Teacher Recommendation***

CODE	NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL
ISCP	1206320P	*Geometry Honors – Pre-IB	Algebra 1	1	9
IMEP	1200340P	*Algebra 2 Honors – Pre-IB	Geometry Honors	1	9-10
IVAX	1209800X	**IB Mathematics: Applications & Interpretation 1 (SL)	Algebra 2 Honors and Geometry Honors – Pre-IB Teacher Recommendation	1	10-11
IWBX	1210310X	**IB Mathematics: Application & Interpretation 2 (SL)	IB Mathematics: Application & Interpretation 1 (SL)	1	11-12
IOLX	1202375X	**IB Pre-Calculus (Math SL 1)	Geometry – Pre-IB & Algebra 2 Honors/ Teacher Recommendation	1	10-11
IONX	1202810X	**IB Mathematics: Analysis & Approaches (SL)	IB Pre-Calculus	1	11-12
IOOX	1202830X	**IB Mathematics: Analysis & Approaches (HL)	IB Mathematics Analysis & Application (SL)	1	12

#### ***ADDITIONAL SIXTH AREA CHOICES (Group 6)***

CODE	NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL
AYAP	0114800P	*Art 1 – Pre-IB		1	9-10
AYBP	0114810P	*Art 2 – Pre-IB	Art 1 – Pre-IB	1	10
AYEX	0114815X	**IB Visual Arts 1		1	11-12
AYFX	0114825X	**IB Visual Arts 2 (SL)	Art IB – A & B	1	12
AYGX	0114835X	**IB Visual Arts 3 (HL)	Visual Arts 1 IB or 2 IB	1	12
ATFX	0107472X	**IB Film 2 (SL)	Digital Video Technology	1	11-12
	0107474X	**IB Film 3 (HL)	IB Film 2 (SL)	1	11-12
CRLP	0400800P	Theatre 1 Pre-IB		1	9
CRLP	0400805P	Theatre 2 Pre-IB	Theatre 1 Pre-IB or Teacher Recommendation	1	9-10
	0400810	IB Theatre 1	Drama or Acting 1	1	11-12
CWBX	0400820X	**IB Theatre 2 (SL)	Theatre 1 Pre-IB	1	11-12
CWCX	0400830X	**IB Theatre 3 (HL)	IB Theatre 2 (SL)	1	11-12
COAP	0300650P	*Dance 1 – Pre-IB		1	11-12
CODX	0300655X	**IB Dance 1	Dance 1 – Pre-IB/Teacher Recommendation	1	9-10
COBX	0300660X	**IB Dance 2 (SL)	Dance 1 – Pre-IB/Teacher Recommendation	1	11-12
COCX	0300670X	*IB Dance 3 (HL)	Dance 2 – IB (SL)/Teacher Recommendation	1	11-12
JNMP	1300800P	*Music 1 – Pre-IB		1	9
JNNP	1300810P	*Music 2 – Pre-IB		1	10
JNRX	1300818X	**IB Music 2 (SL)		1	11
JNOX	1300820X	**IB Music 3 (HL)	Voice, Piano, Instrumental Experience	1	11-12
NVFX	2107810X	**IB Psychology 2 (SL)		1	11-12
NVGX	2107820X	**IB Psychology 3 (HL)	Psychology 1 or 2 – IB	1	12
NQMX	2102820X	**IB Economics 2 (SL)		1	11-12
NQNX	2102830X	**IB Economics 3 (HL)	IB Economics 1 or 2	1	12

**IB Students must also complete an extended essay and participate in 18 months of creativity, activity, and Service (CAS) beginning junior year of the program.**

# ACADEMIC GUIDELINES



The information contained in this Program of Studies is subject to change at any time due to legislation and School Board policy. Some courses described may not be offered. Errors or omissions of information in this booklet cannot override State and District policy.



### Principal

Dr. Todd Sparger

*It's a great day to be a hawk!*

@GreatDay2BAHawk

801 Taylor Road  
Port Orange, FL 32127

386-322-6272

Fax: 386-506-5045

CEEB CODE: 101437

### Fast Facts

Spruce Creek High School has consistently been ranked one of the top schools in the nation by *Newsweek* and *The Washington Post*.

Each year our graduation class typically earns over \$7 million in scholarships!

Our seniors typically donate over 54,000 hours in volunteer work!

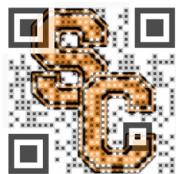
84% our graduates are college bound!

Spruce Creek High School students take over 3,250 AP and IB tests!

Spruce Creek High School offers over 47 clubs and 39 sports to students.

We have been 5 Star Conference Champions in Athletics for over a decade.

We have been named a 5-Star School for over a decade.



# Spruce Creek High School

[www.SpruceCreekHigh.com](http://www.SpruceCreekHigh.com)

## The School Community Profile

Spruce Creek High School is located in Port Orange, Florida, a town of approximately 56,000 residents in 28 square miles. The school is centrally located in the midst of a family neighborhood, yet is also near an interstate. We serve a predominantly suburban community in Eastern Volusia County. We are one of nine high schools in the Volusia County School District, which serves approximately 62,000 students in a county with approximately 500,000 residents. Retail, health care, tourism and education are the primary sources of employment in Volusia County. We are a county with a variety of cultural and educational opportunities for students due to our close proximity to numerous colleges and cities. Spruce Creek High School provides students with an opportunity for an International education in a public school setting close to home.

## The School Profile

Spruce Creek High School, established in 1975, has consistently been ranked as one of *Newsweek's* Top 100 High Schools in America. We are a comprehensive four-year public high school enrolling 2,800 students in grades 9–12. We are a culturally diverse school, attracting students from around the globe. On average our teacher to student ration is 1:25. We have a graduating class of approximately 600-650 each year. SCHS is accredited by the Southern Association of Colleges and Schools.

## The Curriculum

Spruce Creek High School offers a comprehensive program of studies which includes a broad spectrum of programming designed to meet the needs of all students. Students attend 7 classes per day and credits are earned on a semester basis.

The **International Baccalaureate Program** at Spruce Creek is always ranked within the top five in the world as measured by the number of tests administered and International Diplomas earned and the largest in North America. We offer 37 IB courses in the 6 areas prescribed by IB. Approximately 1000 students are enrolled in our pre-IB and IB Diploma Program each year. For more information about the extensive IB curriculum, please visit the school website or [www.IBO.org](http://www.IBO.org).

Spruce Creek High School also offers more **Advanced Placement** courses than most schools in the state! More than 1400 exams are administered to across at least 23 subject areas to 900-plus students annually.

**The AP courses offered at Spruce Creek High School include:** Art/Drawing, Biology, Calculus AB, Chemistry, Computer Science Principles, Computer Science A, Environmental Science, English Language and Composition, English Literature and Composition, European History, French, Government and Politics: United States, Government and Politics: Comparative, Human Geography, Macroeconomics, Microeconomics, Music Theory, Psychology, Physics 1, Spanish, Statistics, Studio/2-D Art, United States History and World History. (AP is an open-enrollment program and offerings are subject to student enrollment.)

The large number of AP and IB students at Creek provide for an academic environment that is rich in student achievement which has a huge impact on the rest of our student population. In short, Spruce Creek High School is a public school where it can be cool to be smart and work hard.

Spruce Creek is noted for its depth and breadth of high caliber programs and academies. The school's award-winning **Finance Academy** is consistently lauded as an exemplar academy. Our nationally recognized **Army JROTC** program continues to experience steady growth while winning competitions and preparing young men and women for adulthood with discipline. The **Academy of Information Technology and Robotics** is a National Ford Next Generation Learning Career Academy that functions as a school within a school. Our excellent **performing and fine arts programs** have led to our designation as a music demonstration school for the State of Florida and consistent awards in fine arts. The variety of elective offerings at Spruce Creek reflects our success.

## The Electives

The extensive variety of elective offerings at Spruce Creek is one element that allows for such great student success. In addition to the opportunity to pursue higher level core classes as electives, students can choose from the following offerings (all classes are subject to enrollment numbers):

### **The Arts (90% of our students are enrolled in at least one art related course at any given time.)**

Acting, Art 2-D, Band, Ceramics, Computer Graphics, Chorus, Dance Choreography, Dance Repertory, Dance Technique, Drama, Drawing, Eurhythmics/Colorguard, Introduction to Film & Cinema, Introduction to Music Performance, Jazz Ensemble, Music Appreciation, Music Theory, Orchestra, Photography, Vocal Ensemble

### **Career and Technical Education (45% of our students are enrolled in at least one of these courses.)**

Business Computer Programming, Child Development, Communications Technology, Computer and Business Skills, Computers for College and Career, Culinary Arts, Digital Design, Diversified Career Technology, Financial Accounting, Financial Internship, Financial Operations, Financial Planning, Foundations of Robotics, Game and Simulation Design, Game and Simulation Foundation, Game and Simulation Programming, Graphic Arts, Introduction to Information Technology, Journalism, Multi-User Game and Simulation Programming, Nutrition and Wellness, PC Support, Principles of Clothing Construction, Principles of Food Prep, Robotic Design Essentials, Robotic Systems, ROTC Leadership, Tech Support/ Networking, TV Productions, Web Design

### **Physical Education**

Aerobics, Basketball, Comprehensive Fitness, Fitness Lifestyle Design, Individual and Dual Sports, Personal Fitness, Power Weights, Team Sports, Tennis, Track and Field, Volleyball, Weight Training

### **World Languages**

French, German, Latin, Spanish

## Grade Point Average and Test Scores

Over 50% of the Spruce Creek High School graduation class has a GPA of 3.5 or higher due to their hard work and commitment to higher level coursework (41% of our students take at least 1 AP or IB class). Grades are calculated using the following scale: A= 90-100, B= 80-89, C= 70-79, D= 60-69, F= 0-59. GPA is computed using 4.0 quality points for an A, 3.0 for a B, 2.0 for a C, and 1.0 for a D. Honors classes earn an extra .5 quality points and IB/AP courses earn an extra 1.0 quality point. Beginning with grade nine, all subjects, whether passed or failed, are included in the computation. A minimum of 24 credits is required for graduation. Grades are recorded on the transcript and the GPA is computed in January and May.

More than 88% of our seniors take the SAT or the ACT and their average scores exceed the district, state and national averages.

	SAT Verbal	SAT Math	SAT Writing
Spruce Creek High	534	546	514
Volusia County	500	497	478
Florida	492	492	476
United States	496	514	488

Graduation Requirements for the state of Florida can be found at [www.fldoe.org](http://www.fldoe.org). In addition, the requirements for a student to earn an International Baccalaureate Diploma can be found at [www.ibo.org](http://www.ibo.org).

## Additional Awards and Distinctions

- Each year we have an average of 6 National Merit semifinalists, 11 National Merit Commended Scholars, and 1 National Merit Achievement nominee.
- We have a number of students named *News Journal* Medallion of Excellence Winners annually.
- Our students typically dominate the regional and state science fair and art competitions.
- Creek athletes typically dominate in various areas, including *News Journal* Players of the Year, District Championships, Regional Champions, and State Championships. Our Boys' Weightlifting team has won over 25 State Championships!

## Some Colleges Attended by Graduates

Auburn University  
Barnard College  
Bethune-Cookman  
Boston University  
Brown University  
CAL Tech  
Carnegie Mellon  
Clemson  
Columbia University  
Cornell University  
Dartmouth College  
Davidson College  
Daytona State College  
Duke University  
Embry-Riddle  
Flagler College  
Florida A&M  
Florida Atlantic University  
Florida Gulf Coast University  
Florida Institute of Technology  
Florida International University  
Florida Southern College  
Florida State University  
Georgetown University  
George Washington University  
Georgia Institute of Technology  
Harvard University  
Johnson & Wales University  
John Hopkins  
Julliard  
Loyola University  
McGill University-Canada  
MIT  
New College of Florida  
Notre Dame  
Ohio State University  
Princeton University  
Rice  
Rollins College  
Savannah College of Art & Design  
Seton Hill University  
Stanford University  
Stetson University  
Syracuse University  
Tufts University  
Tulane  
University of California at Berkeley  
University of Chicago  
University of Central Florida  
University of Connecticut  
University of Florida  
University of Miami  
University of NC Chapel Hill  
University of North Florida  
University of Pennsylvania  
University of South Florida  
University of Tampa  
University of Virginia  
Vanderbilt  
Wake Forest  
Warren Wilson College  
USMA West Point  
Wingate  
Yale



# ACADEMIC POLICIES AND REGULATIONS

(Excerpts from VCS Student Progression Plan) (VCS, SDD)  
(The entire Volusia County Student Progression Plan is available online at <http://www.sprucecreekhigh.com>)

(24 credits must be earned in Grades 9-12)  
STUDENTS MUST HAVE A 2.0 CUMMULATIVE GRADE POINT AVERAGE (GPA)

## CLASS PLACEMENT

10th - 5 credits

11th - 11 credits

12th - 17 credits

Students who do not meet the class placement credits will be enrolled at the previous grade level until the appropriate number of credits are earned and documented.

## HONOR ROLL

1. Based on nine-week grades only
2. The student must have a **3.0 GPA**
3. No grade below a **C**
4. No conduct grade below a **1**

## GRADUATION WITH HONORS

<b>Summa Cum Laude:</b>	3.9 Cumulative Weighted GPA for Grades 9-12; citizenship average of 2 or higher.
<b>Magna Cum Laude:</b>	3.7 Cumulative Weighted GPA for Grades 9-12; citizenship average of 2 or better.
<b>Cum Laude:</b>	3.5 Cumulative Weighted GPA for Grades 9-12; citizenship average or better.

Valedictorian and Salutatorian and those graduating with honors are selected based on a special cumulative GPA that does not include forgiveness grades. See your counselor for more details.

### **I. MAKE-UP WORK REQUIREMENTS FOR ABSENCES**

For an excused absence, a reasonable time will be allowed for the student to complete makeup work requirements for credit as set forth in individual school policy. Make-up work for unexcused absences shall be governed by the terms established in each individual school's policy, which may include the assessment of a letter grade penalty (VCS, SDD).

### **II. PROMOTION FROM GRADE LEVEL TO GRADE LEVEL**

- a. Promotion from grade level to grade level is based on the following table:

From Grade 9 to 10	5 credits
From Grade 10 to 11	11 credits
From Grade 11 to 12	17 credits

- b. A student who has been retained or has an approved early graduation plan and who has acquired the required number of credits to be promoted at the end of the appropriate grading period may be re-classified at that time. Students who have selected one of the 18 credit accelerated diploma options may be moved to senior status in January of their third year in high school if they are on track to graduate (VCS SPP).

## **I. END OF COURSE EXAMINATIONS**

End of course examination which covers the course performance standards as aligned with the Florida Standards grades 9-12. The end of course examination grade will count as a major test grade in determining the student's grade for the last marking period.

The end of course examination will be given during a specific window of time during the last grading period as determined by the Director of Curriculum and Program Accountability. No student should be required to take more than two end-of-course examinations in one school day (VCS SPP).

## **II. TEACHER'S AUTHORITY TO PASS OR FAIL**

A teacher may pass a student without regard to the final semester average if a student's effort and overall performance warrant it.

Conversely, if a student has achieved a passing average and then refuses to meet the teacher's requirements with respect to continued effort throughout the course, the teacher must notify and confer with the parent/guardian concerning the student's refusal to exert effort. If this does not result in the student meeting the teacher's requirements, the teacher may issue a failing grade with the concurrence of the principal without regard to the student's grade point average in the course (VCS, SDD).

## **V. DISTRICT GRADE SCALE AND QUALITY POINT VALUE**

- a. The following grade scale shall be used to determine a letter grade and the following quality point system shall be used to determine grade point average for honor rolls, rank in class, and honor graduates. Letter grades are a reflection of the student's level of academic achievement on the course's performance standards.

Grade	Grade Range	Quality Points	Description
A	90-100	4	Outstanding Progress
B	80-89	3	Above Average Progress
C	70-79	2	Average Progress (Mastery/Proficiency)
D*	60-69	1	Lowest Acceptable Progress
F	0-59	0	Failure
I			In Progress

\* This does not apply to courses/schools using an A, B, C, I grading scale.

- (1) To determine a grade point average, the total number of equivalent quality points are added; then, the sum is divided by the number of letter grades represented. Note that weighted courses have been awarded additional quality points due to their academic rigor.
- (2) Advanced Placement (AP) and International Baccalaureate (IB) courses shall carry an additional 1.0 quality point value for computing cumulative weighted grade point average earned from A to D. Pre-International Baccalaureate and selected honors courses, as designated by the superintendent or designee, shall carry an additional .5 quality point value for computing cumulative weighted grade point average earned from A to D.
- (3) All courses receiving weighted credit in Volusia County Schools will also receive weighted credit if offered as a dual enrollment course. A list of the courses receiving additional weighting will be included in the Dual-enrollment guide.

- b. The conduct grade shall be assigned on the basis of the following numerical designation:

Conduct is satisfactory	1
Conduct needs improvement	2
Conduct is unsatisfactory	3

- c. For the purpose of establishing an honor roll for a grading period, the following criteria must be met:
- (1) a weighted 3.0 grade point average or higher;
  - (2) all letter grades C or above; and
  - (3) all conduct grades 1 (VCS SPP).

## VI. DISTINGUISHED SCHOLAR DIPLOMA

The purpose of the Distinguished Scholar Diploma is to recognize and honor students who have successfully completed a series of rigorous Advanced Placement and/or International Baccalaureate.

Coursework and who are well prepared for their college experience. The Distinguished Scholar Diploma is designed to provide a challenging academic experience recognized by colleges and universities throughout the country. Students who complete the requirements will have demonstrated the commitment and ability necessary for success in college.

Students who entered 9<sup>th</sup> grade after the 2015-2016 school year and who successfully complete the below requirements will be eligible to receive a differentiated diploma. The Distinguished Scholar Diploma will be awarded based on the following criteria:

- successfully complete all graduation requirements;
- obtain a 3.5 overall weighted GPA or higher;
- obtain a 3.5 weighted cumulative GPA on all AP/IB courses;
- earn 100 hours of community service;
- obtain an 1170 SAT or 26 ACT score (students may super score);
- complete 2 years of the same World Language;
- complete a minimum of 4 AP/IB classes;
- pass all state EOC's with a level 3 or higher or the equivalent AP test; and
- obtain a score of a level 3 or higher on a minimum of 2 AP exams or a 4 or higher on 2 IB exams.

## VII. SCHOLAR DESIGNATION

In addition to the requirements of s. 1003.4282, F.S. in order to earn the scholar designation, a student must satisfy the following requirements:

- Mathematics – Students must earn one credit in Algebra II and one credit in Statistics or an equally rigorous course. Beginning with students entering grade 9 in the 2014-2015 school year, students **must** pass the Geometry statewide, standardized (EOC) assessment.
- Science – Students **must** pass the statewide, standardized Biology 1 EOC assessment and earn one credit in Physics, Chemistry, or an equally rigorous course. However, a student enrolled in an AP or IB Biology course who takes the respective AP or IB assessment and earns the minimum score necessary to earn a college credit may meet the requirements without having to take the Biology 1 EOC assessment.
- Social Studies – Students **must** pass the statewide, standardized U.S. History EOC assessment. However, a student enrolled in an AP or IB U.S. History course who takes the respective AP or IB assessment and earns the minimum score necessary to earn a college credit may meet the requirements without having to take the U.S. History EOC assessment.
- Foreign Language – Students must earn two credits in the same foreign language.
- Electives – Students must earn at least one credit in an AP, IB, or dual enrollment course.

## **VIII. MERIT DESIGNATION**

In addition to the requirements of s. 1003.4282, F.S. in order to earn the merit designation, a student must satisfy the following requirement:

- Attain one or more industry certifications from the list established under s.1003.492.

## **IX. FLORIDA SEAL OF BILITERACY**

The Florida Seal of Biliteracy identifies students who have attained a certain level of proficiency in at least 2 languages by high school graduation. Its purpose is to recognize students who have learned language(s) in school, as well as those who have acquired language(s) outside of school. The intention is to encourage our 21<sup>st</sup> century students to be prepared with the skills that will benefit them in the global marketplace, to recognize the value of world languages and cultures and to honor the diverse languages and cultures within our own community.

Students who have attained the Gold or Silver Seal of Biliteracy will receive the appropriate seal(s) for their diplomas. The following designations will also be printed on their high school transcripts:

“G” for Gold Seal of Biliteracy

“S” for Silver Seal of Biliteracy

“B” for students who have earned 2 or more Seals of Biliteracy (demonstrated proficiency in 2 or more languages, in addition to English).

Requirements:

Gold Seal of Biliteracy: 4 or 5 on FSA plus 4 credits (3.0+) in a world language or the appropriate score on any of the approved assessments or portfolio.

Silver Seal of Biliteracy: 3 on FSA plus 4 credits (3.0+) in a world language or the appropriate score on any of the approved assessments or portfolio.



**(Class of 2020 and Class of 2021)**  
**High School Graduation Requirements**  
**Graduation Plan TBD**

<b>English/ Language Arts (ELA)</b>	4 credits in English/ELA (student must pass the statewide, standardized Grade 10 ELA assessment or earn a concordant score on the ACT or SAT)	<b>ACCEL Program (18 credits minimum) Graduation Plan</b>
<b>Mathematics</b>	4 credits, one of which must be Algebra 1 and one of which must be Geometry (Algebra 1 EOC results count 30% of the final course grade; student must pass the Algebra 1 EOC to earn a standard diploma; Geometry EOC constitutes 30% of the final course grade)	<ul style="list-style-type: none"> <li>Physical Education is not required</li> <li>3 elective credits</li> <li>Online course is not required</li> </ul> <p>All other graduation requirements for a standard diploma must be met (per s. 1003.4282(3)(a)-(e), F.S.).</p>
<b>Science</b>	1 credit in Biology (Biology EOC constitutes 30% of the final course grade) 1 credit in a physical science course (Earth/Space, Physical Science, Chemistry or Physics) 1 credit in equally rigorous science course	<b>Scholar Designation Graduation Plan</b>
<b>Social Studies</b>	1 credit in World History 1 credit in U.S. History (U.S. History EOC constitutes 30% of the final course grade) .5 credit in U.S. Government .5 credit in Economics to include financial literacy	<p>In addition to meeting the standard high school diploma requirements:</p> <ul style="list-style-type: none"> <li>1 credit in Algebra 2</li> <li>Pass <del>Algebra 2</del> and Geometry EOC</li> <li>1 credit in Statistics or an equally rigorous mathematics course</li> <li>Pass the Biology 1 EOC</li> <li>1 credit in Chemistry or Physics</li> <li>1 credit in a Science course equally rigorous to Chemistry or Physics</li> <li>Pass the U.S. History EOC</li> <li>2 credits in the same world language</li> <li>Earn at least one credit in AP, IB, AICE or a dual enrollment course</li> </ul>
<b>World Languages</b>	Not required for high school graduation, but required for admission into state universities	
<b>Fine and Performing Arts, Speech and Debate, or Practical Arts</b>	1 credit in fine or Performing Arts, Speech and Debate, or Practical Arts (eligible courses specified in the Florida Course Code Directory)	
<b>Physical Education</b>	<del>1/2</del> .5 credit in Personal Fitness <del>1/2</del> .5 credit in any other Physical Education course	
<b>Electives</b>	8 credits	<b>Merit Designation</b>
<b>Grade Point Average (GPA)</b>	Cumulative GPA of 2.0 on a 4.0 scale	<p>In addition to meeting the standard high school diploma requirements:</p> <ul style="list-style-type: none"> <li>Attain one or more industry certifications from the list established (per s. 1003.492, F.S.)</li> </ul>
<b>24-Credit Program</b>		<b>ACCEL</b>

**(Class of 2021 and Class of 2022)**  
**High School Graduation Requirements**  
**Graduation Plan TBD**

<b>English/ Language Arts (ELA)</b>	4 credits in English/ELA (student must pass the statewide, standardized Grade 10 ELA assessment or earn a concordant score on the ACT or SAT)	<b>ACCEL Program (18 credits minimum) Graduation Plan</b>
<b>Mathematics</b>	4 credits, one of which must be Algebra 1 and one of which must be Geometry (Algebra 1 EOC results count 30% of the final course grade; student must pass the Algebra 1 EOC to earn a standard diploma; Geometry EOC constitutes 30% of the final course grade)	<ul style="list-style-type: none"> <li>Physical Education is not required</li> <li>3 elective credits</li> <li>Online course is not required</li> </ul> <p>All other graduation requirements for a standard diploma must be met (per s. 1003.4282(3)(a)-(e), F.S.).</p>
<b>Science</b>	1 credit in Biology (Biology EOC constitutes 30% of the final course grade) 1 credit in a physical science course (Earth/Space, Physical Science, Chemistry or Physics) 1 credit in equally rigorous science course	<b>Scholar Designation Graduation Plan</b>
<b>Social Studies</b>	1 credit in World History 1 credit in U.S. History (U.S. History EOC constitutes 30% of the final course grade) .5 credit in U.S. Government .5 credit in Economics to include financial literacy	<p>In addition to meeting the standard high school diploma requirements:</p> <ul style="list-style-type: none"> <li>1 credit in Algebra 2</li> <li>Pass <del>Algebra 2</del> and Geometry EOC</li> <li>1 credit in Statistics or an equally rigorous mathematics course</li> <li>Pass the Biology 1 EOC</li> <li>1 credit in Chemistry or Physics</li> <li>1 credit in a Science course equally rigorous to Chemistry or Physics</li> <li>Pass the U.S. History EOC</li> <li>2 credits in the same world language</li> <li>Earn at least one credit in AP, IB, AICE or a dual enrollment course</li> </ul>
<b>World Languages</b>	Not required for high school graduation, but required for admission into state universities	
<b>Fine and Performing Arts, Speech and Debate, or Practical Arts</b>	1 credit in fine or Performing Arts, Speech and Debate, or Practical Arts (eligible courses specified in the Florida Course Code Directory)	
<b>Physical Education</b>	$\frac{1}{2}$ .5 credit in Personal Fitness $\frac{1}{2}$ .5 credit in any other Physical Education course	
<b>Electives</b>	8 credits	<b>Merit Designation</b>
<b>Grade Point Average (GPA)</b>	Cumulative GPA of 2.0 on a 4.0 scale	<p>In addition to meeting the standard high school diploma requirements:</p> <ul style="list-style-type: none"> <li>Attain one or more industry certifications from the list established (per s. 1003.492, F.S.)</li> </ul>
<b>24-Credit Program</b>		<b>ACCEL</b>

**(Class of 2022 and Class of 2023)**  
**High School Graduation Requirements**  
**Graduation Plan TBD**

<b>English/ Language Arts (ELA)</b>	4 credits in English/ELA (student must pass the statewide, standardized Grade 10 ELA assessment or earn a concordant score on the ACT or SAT)	<b>ACCEL Program (18 credits minimum) Graduation Plan</b> <ul style="list-style-type: none"> <li>Physical Education is not required</li> <li>3 elective credits</li> <li>Online course is not required</li> </ul> <p>All other graduation requirements for a standard diploma must be met (per s. 1003.4282(3)(a)-(e), F.S.).</p>
<b>Mathematics</b>	4 credits, one of which must be Algebra 1 and one of which must be Geometry (Algebra 1 EOC results count 30% of the final course grade; student must pass the Algebra 1 EOC to earn a standard diploma; Geometry EOC constitutes 30% of the final course grade)	
<b>Science</b>	1 credit in Biology (Biology EOC constitutes 30% of the final course grade) 1 credit in a physical science course (Earth/Space, Physical Science, Chemistry or Physics) 1 credit in equally rigorous science course	<b>Scholar Designation Graduation Plan</b> <p>In addition to meeting the standard high school diploma requirements:</p> <ul style="list-style-type: none"> <li>1 credit in Algebra 2</li> <li>Pass <del>Algebra 2</del> and Geometry EOC</li> <li>1 credit in Statistics or an equally rigorous mathematics course</li> <li>Pass the Biology 1 EOC</li> <li>1 credit in Chemistry or Physics</li> <li>1 credit in a Science course equally rigorous to Chemistry or Physics</li> <li>Pass the U.S. History EOC</li> <li>2 credits in the same world language</li> <li>Earn at least one credit in AP, IB, AICE or a dual enrollment course</li> </ul>
<b>Social Studies</b>	1 credit in World History 1 credit in U.S. History (U.S. History EOC constitutes 30% of the final course grade) .5 credit in U.S. Government .5 credit in Economics to include financial literacy	
<b>World Languages</b>	Not required for high school graduation, but required for admission into state universities	
<b>Fine and Performing Arts, Speech and Debate, or Practical Arts</b>	1 credit in fine or Performing Arts, Speech and Debate, or Practical Arts (eligible courses specified in the Florida Course Code Directory)	
<b>Physical Education</b>	$\frac{1}{2}$ .5 credit in Personal Fitness $\frac{1}{2}$ .5 credit in any other Physical Education course	
<b>Electives</b>	8 credits	<b>Merit Designation</b> <p>In addition to meeting the standard high school diploma requirements:</p> <ul style="list-style-type: none"> <li>Attain one or more industry certifications from the list established (per s. 1003.492, F.S.)</li> </ul>
<b>Grade Point Average (GPA)</b>	Cumulative GPA of 2.0 on a 4.0 scale	
<b>24-Credit Program</b>		<b>ACCEL</b>

**(Class of 2023 and Class of 2024)**  
**High School Graduation Requirements**  
**Graduation Plan TBD**

<b>English/ Language Arts (ELA)</b>	4 credits in English/ELA (student must pass the statewide, standardized Grade 10 ELA assessment or earn a concordant score on the ACT or SAT)	<b>ACCEL Program (18 credits minimum) Graduation Plan</b>
<b>Mathematics</b>	4 credits, one of which must be Algebra 1 and one of which must be Geometry (Algebra 1 EOC results count 30% of the final course grade; student must pass the Algebra 1 EOC to earn a standard diploma; Geometry EOC constitutes 30% of the final course grade)	<ul style="list-style-type: none"> <li>Physical Education is not required</li> <li>3 elective credits</li> <li>Online course is not required</li> </ul> <p>All other graduation requirements for a standard diploma must be met (per s. 1003.4282(3)(a)-(e), F.S.).</p>
<b>Science</b>	1 credit in Biology (Biology EOC constitutes 30% of the final course grade) 1 credit in a physical science course (Earth/Space, Physical Science, Chemistry or Physics) 1 credit in equally rigorous science course	<b>Scholar Designation Graduation Plan</b>
<b>Social Studies</b>	1 credit in World History 1 credit in U.S. History (U.S. History EOC constitutes 30% of the final course grade) .5 credit in U.S. Government .5 credit in Economics to include financial literacy	<p>In addition to meeting the standard high school diploma requirements:</p> <ul style="list-style-type: none"> <li>1 credit in Algebra 2</li> <li>Pass <del>Algebra 2</del> and Geometry EOC</li> <li>1 credit in Statistics or an equally rigorous mathematics course</li> <li>Pass the Biology 1 EOC</li> <li>1 credit in Chemistry or Physics</li> <li>1 credit in a Science course equally rigorous to Chemistry or Physics</li> <li>Pass the U.S. History EOC</li> <li>2 credits in the same world language</li> <li>Earn at least one credit in AP, IB, AICE or a dual enrollment course</li> </ul>
<b>World Languages</b>	Not required for high school graduation, but required for admission into state universities	
<b>Fine and Performing Arts, Speech and Debate, or Practical Arts</b>	1 credit in fine or Performing Arts, Speech and Debate, or Practical Arts (eligible courses specified in the Florida Course Code Directory)	
<b>Physical Education</b>	$\frac{1}{2}$ .5 credit in Personal Fitness $\frac{1}{2}$ .5 credit in any other Physical Education course	
<b>Electives</b>	8 credits	<b>Merit Designation</b>
<b>Grade Point Average (GPA)</b>	Cumulative GPA of 2.0 on a 4.0 scale	<p>In addition to meeting the standard high school diploma requirements:</p> <ul style="list-style-type: none"> <li>Attain one or more industry certifications from the list established (per s. 1003.492, F.S.)</li> </ul>
<b>24-Credit Program</b>		<b>ACCEL</b>



# Graduation Requirements for Florida's Statewide Assessments

## Overview

According to Florida law, students must meet certain academic requirements to earn a standard high school diploma from a public school. This means that students must pass required courses, earn a minimum number of credits, earn a minimum grade point average, and pass the required statewide assessments. Students who meet these requirements but do not pass the required assessments will receive a certificate of completion, which is not equivalent to a standard high school diploma. Passing scores for the statewide assessments are determined by the State Board of Education.

## Graduation Requirements

### Grade 10 Florida Standards Assessments English Language Arts

The ELA assessment students must pass to graduate with a standard high school diploma is determined by each student's year of enrollment in grade 9. The Florida Standards Assessments (FSA), aligned to the Florida Standards, were introduced in 2014–15, and the Grade 10 FSA ELA Assessment was first administered in spring 2015. Table 1 below lists the required passing score for the Grade 10 FSA ELA (Reading and Writing) based on grade 9 cohort.

**Table 1: FSA ELA Assessment Requirement and Passing Score by School Year**

School Year When Students Entered Grade 9	Passing Score
2014–15 to current	350
2013–14	349 <sup>1</sup> (alternate passing score)

<sup>1</sup> In addition to the 2013–14 cohort, any student who took the assessment prior to the adoption of the passing score on the new scale adopted by the State Board (January 7, 2016) is eligible to use the alternate passing score for graduation, which is linked to the passing score for the previous assessment requirement.

For more information on the Grade 10 FSA ELA Assessment, please see the [2021–22 Florida Statewide Grade-Level Assessments Fact Sheet](#).

### FSA Algebra 1 End-of-Course Assessment

The Algebra 1 EOC assessment students must pass to graduate with a standard high school diploma is determined by when students completed Algebra 1 or an equivalent course. Students who completed an applicable course in the 2014–15 school year and beyond are required to pass the FSA Algebra 1 EOC Assessment, and the required passing score is determined by when students first participated in an FSA Algebra 1 EOC Assessment administration. The FSA Algebra 1 EOC Assessment was first administered in spring 2015. Table 2 below lists the required passing score for the FSA Algebra 1 EOC Assessment based on when the student first participated.

**Table 2: FSA Algebra 1 EOC Assessment Requirement and Passing Score by First Participation**

First Participation in FSA Algebra 1 EOC	Passing Score
Spring 2016 and beyond	497
Spring, Summer, Fall or Winter 2015	489 (alternate passing score)

For more information on the FSA Algebra 1 EOC Assessment, please see the [2021–22 Florida Statewide End-of-Course Assessments Fact Sheet](#).



Revised August 2021

## Graduation Options

- Statewide Assessment Retakes**—Students can retake the Grade 10 FSA ELA Assessment or FSA Algebra 1 EOC Assessment each time the test is administered until they achieve a passing score, and students can continue their high school education beyond the twelfth-grade year should they need additional instruction. Students who do not pass the grade 10 ELA assessment in the spring of their tenth-grade year may retest in fall and spring of their eleventh- and twelfth-grade years. The FSA ELA Retake Assessment is administered each fall and spring; the FSA Algebra 1 EOC Assessment is administered in each fall, winter, spring, and summer EOC administration, with an additional retake opportunity each spring for students who need their scores reported prior to the end of the school year.
- Concordant and Comparative Scores**—A student can also meet assessment graduation requirements by earning a concordant or comparative score as specified in [Rule 6A-1.09422](#), Florida Administrative Code (F.A.C.). Tables 3 and 4 below and on the following page show the concordant and comparative scores students may use to satisfy assessment graduation requirements.

**Table 3: Grade 10 ELA Concordant Scores**

Grade 10 FSA ELA or Grade 10 FCAT 2.0 Reading	
<b>Available for <i>all</i> students who entered grade 9 in 2010–11 and beyond:</b>	
SAT Evidence-Based Reading and Writing (EBRW) <sup>1</sup>	480
ACT English and Reading subtests <sup>2</sup>	18
<b>Available <i>only</i> for students who entered grade 9 prior to 2018–19:</b>	
SAT EBRW <sup>1</sup>	430
SAT Reading Subtest <sup>3</sup>	24
ACT Reading	19

<sup>1</sup> Administered in March 2016 or beyond. The combined score for the EBRW must come from the same administration of the Reading and Writing subtests.

<sup>2</sup> The average of the English and Reading subtests. If the average of the two subject test scores results in a decimal (.5), the score shall be rounded up to the next whole number. The scores for the English and Reading subject tests are not required to come from the same test administration.

<sup>3</sup> Administered in March 2016 or beyond. Students who entered grade 9 prior to 2018–19 may also use a concordant score of 430 on the SAT Critical Reading if administered prior to March 2016.

**Table 4: Algebra 1 EOC Comparative Scores**

Algebra 1 EOC (FSA or NGSSS)	
<b>Available for <i>all</i> students who entered grade 9 in 2010–11 and beyond:</b>	
PSAT/NMSQT Math <sup>1</sup>	430
SAT Math <sup>2</sup>	420
ACT Math	16
FSA Geometry EOC <sup>3</sup>	499
<b>Available <i>only</i> for students who entered grade 9 prior to 2018–19:</b>	
PERT Mathematics	97

<sup>1</sup> Administered in 2015 or beyond. Students who entered grade 9 in 2010–11 and beyond may also use a comparative score of 39 on PSAT/NMSQT Math if it was earned prior to 2015.

<sup>2</sup> Administered in March 2016 or beyond. Students who entered grade 9 in 2010–11 and beyond may also use a comparative score of 380 on SAT Math if it was earned prior to March 2016.

<sup>3</sup> Students eligible for either the FSA Algebra 1 EOC alternate passing score of 489 or the FSA Geometry EOC passing score of 492, as defined by [Rule 6A-1.09422\(6\)-\(7\), F.A.C.](#), may use the alternate passing score of 492 on the FSA Geometry EOC as an Algebra 1 EOC comparative score. See the Scholar Diploma Designation section on the next page for eligibility criteria.



In accordance with section (s.) 1008.22, Florida Statutes (F.S.), all students enrolled in grade 10 are required to participate in the grade 10 ELA assessment and all students enrolled in Algebra 1 or an equivalent course are required to participate in the Algebra 1 EOC assessment, regardless of whether they have a passing concordant or comparative score on file.

- **Scholar Diploma Designation**—In accordance with s. [1003.4285\(1\)\(a\)](#), F.S., to qualify for a Scholar diploma designation on a standard high school diploma, a student must earn a passing score on each of the statewide assessments shown in Table 5.

**Table 5: Passing Scores Required for a Scholar Diploma Designation**

Student Entered Ninth Grade	EOC Assessment		
	Geometry	Biology 1 <sup>1</sup>	U.S. History <sup>1</sup>
2010–11 through 2013–14		X	X
2014–15 and beyond	X	X	X
<sup>1</sup> A student meets this requirement without passing the Biology 1 or U.S. History EOC assessment if the student is enrolled in an Advanced Placement (AP), International Baccalaureate (IB), or Advanced International Certificate of Education (AICE) Biology 1 or U.S. History course and the student: <ul style="list-style-type: none"> <li>○ Takes the respective AP, IB, or AICE assessment, and</li> <li>○ Earns the minimum score to earn college credit.</li> </ul>			

The passing score for each EOC assessment is the minimum score in Achievement Level 3 (see the Assessment Results section on the [End-of-Course Assessments page](#) on the FDOE website).

The passing score for the FSA Geometry EOC Assessment was adopted in State Board of Education rule in January 2016. For students who took the FSA Geometry EOC Assessment in the 2014–15 school year or in 2016 prior to the adoption of passing scores, the alternate passing score is **492**, which corresponds to the passing score of 396 for the Next Generation Sunshine State Standards (NGSSS) Geometry EOC Assessment, last administered in December 2014. Students who are eligible for this alternate passing score may also use it as a comparative score for the Algebra 1 EOC graduation requirement.

- **Waivers of Results for Students with Disabilities**—Students with disabilities working toward a standard high school diploma are expected to participate in statewide, standardized assessments. State law, however, provides for a waiver of statewide, standardized assessment results for graduation purposes for students with disabilities whose abilities cannot be accurately measured by the assessments. Pursuant to s. 1008.22(3)(c)2., F.S., “A student with a disability, as defined in s. 1007.02(2), for whom the individual education plan (IEP) team determines that the statewide, standardized assessments under this section cannot accurately measure the student’s abilities, taking into consideration all allowable accommodations, shall have assessment results waived for the purpose of receiving a course grade and a standard high school diploma. Such waiver shall be designated on the student’s transcript.” For additional information, visit the [Bureau of Exceptional Education and Student Services webpage](#).
- **High School Equivalency Diploma Program (2014 GED® Test)**—The high school equivalency diploma program is designed to provide an opportunity for adults who have not graduated from high school to earn a GED®, the only state-approved high school equivalency diploma, by measuring the major academic skills and knowledge associated with a high school program of study, with increased emphasis on workplace and higher education. The state selected the 2014 GED® test as the assessment for the high school equivalency program during a competitive process conducted in 2014. The 2014 GED® test includes four required content area tests: Reasoning through Language Arts, Mathematical Reasoning, Science, and Social Studies. It is a computer-based test. Passing the test may require some preparation. Adult education programs located in school districts, colleges, and community organizations provide instruction and the opportunity to practice the skills necessary to meet the minimum passing score of 145. The FDOE website has additional information and resources regarding the [GED® test](#) and the [high school equivalency program](#).

## 2020–21 School Year

Pursuant to FDOE [Emergency Order No. 2022-EO-02](#), outstanding assessment graduation requirements for seniors scheduled to graduate in spring 2021 were waived. While the requirements themselves (detailed in this document) did not change, this specific group of students are not required to meet them if they had not already done so. Districts were also authorized to waive Biology 1, Geometry, and/or U.S. History EOC assessment requirements for Scholar diploma designation purposes for students expected to graduate in the spring of 2021.

Emergency Order No. 2020-EO-01 also authorized districts and charter school governing boards to determine promotion and final course grades in classes with state EOC exams based solely on student performance in the course, including in instances where the student did not have a score from the EOC exam. This authorization applied to courses students successfully completed in the 2020–21 school year.

## 2019–20 School Year

Pursuant to Florida Department of Education (FDOE) [Emergency Order No. 2020-EO-01](#), the spring administration of K–12 statewide assessments for the 2019–20 school year that were scheduled to take place after March 16, 2020, were canceled and any outstanding assessment graduation requirements for seniors scheduled to graduate in spring 2020 were waived. While the requirements themselves (detailed in this document) did not change, this specific group of students are not required to meet them if they had not already done so.

For non-seniors who were enrolled in grade 10 and/or Algebra 1 (or an equivalent course) during spring 2020 and who were scheduled to take the grade 10 English Language Arts (ELA) and/or Algebra 1 end-of-course (EOC) assessments, Emergency Order No. 2020-EO-01 waived the requirement that these students participate in the applicable assessment. However, these students are still required to meet these graduation requirements by passing the applicable assessment during a future administration or by earning the appropriate concordant or comparative score, as detailed in tables 3 and 4. These students may participate in any ELA Retake or applicable EOC administration to meet their graduation requirement, but are not required to do so prior to using a concordant or comparative score.

Finally, participation and 30% final grade calculation requirements for students who were scheduled to take a spring 2020 EOC assessment were waived. However, students who need to pass the Biology 1, Geometry, and/or U.S. History EOC assessment for Scholar diploma designation purposes must still do so to earn the designation. These students may participate in any applicable EOC administration to meet the Scholar diploma designation requirements.

## Previous Scores Required for Graduation

Previous assessment requirements beginning with students originally scheduled to graduate in 2004 are as follows:

- Students who entered grade 9 in the 2000–01 school year through the 2008–09 school year and were originally scheduled to graduate between 2004 and 2013 were required to earn passing scores on grade 10 FCAT Reading and Mathematics assessments, or their equivalents.
- Students who entered grade 9 in the 2009–10 school year were required to earn an alternate passing score (comparable to the passing score for Grade 10 FCAT Reading) on Grade 10 FCAT 2.0 Reading and a passing score on Grade 10 FCAT Mathematics, or their equivalents.
- Students who entered grade 9 in the 2010–11 school year through the 2012–13 school year were required to earn a passing score of 245 on the Grade 10 FCAT 2.0 Reading Assessment.
- Students who completed Algebra 1 or an equivalent course in the 2011–12 school year through the 2013–14 school year were required to earn a passing score of 399 on the NGSSS Algebra 1 EOC Assessment.

Students with these requirements currently have the following opportunities to meet them:

- Students whose graduation requirement is Grade 10 FCAT Reading must earn an alternate passing score (see Table 1) on the PSA ELA Retake or a concordant score as described in Table 3.



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- Students whose graduation requirement is Grade 10 FCAT Mathematics must earn a score comparative to the Algebra 1 EOC as described in Table 4. Students may also meet the FCAT Mathematics requirement by passing the FSA Algebra 1 EOC Assessment.
- Students whose graduation requirement is Grade 10 FCAT 2.0 Reading may satisfy this requirement by earning the alternate passing score of 349 on the FSA ELA Retake or by earning a concordant score as described in Table 3.
- Students whose graduation requirement is the NGSSS Algebra 1 EOC Assessment may satisfy this requirement by earning the alternate passing score of 489 on the FSA Algebra 1 EOC Assessment or by earning a comparative score as described in Table 4.
  - Note: Students who entered grade 9 in the 2010–11 school year were required to earn course credit in Algebra 1 or an equivalent course and participate in the NGSSS Algebra 1 EOC Assessment. The results of the NGSSS Algebra 1 EOC Assessment must constitute 30% of these students' final course grade, but there is not a passing requirement for this cohort of students.

The required passing and concordant scores for students who entered grade 9 from 2000–01 to 2009–10 are provided in Table 6 below.

**Table 6: Passing Scores for Students Entering Grade 9 from 2000–01 to 2009–10**

Assessment	Reading	Mathematics
FCAT	1926 (scale score of 300)	1889 (scale score of 300)
FCAT 2.0	241 <sup>1</sup>	N/A
SAT Concordant Score	<p><u>SAT administered prior to March 2016</u> For students who entered grade 9 in 2006–07 or earlier: 410 – Critical Reading</p> <p>For students who entered grade 9 in 2007–08, 2008–09, or 2009–10: 420 – Critical Reading</p> <p><u>SAT administered after March 2016</u> For students who entered grade 9 in 2006–07 or earlier: 410 – Evidence-Based Reading and Writing (EBRW) OR 22 – Reading Subtest</p> <p>For students who entered grade 9 in 2007–08, 2008–09, or 2009–10: 420 – EBRW OR 23 – Reading Subtest</p>	340 <sup>2</sup>
ACT Concordant Score	15 (for students who entered grade 9 in 2006–07 or earlier) 18 (for students who entered grade 9 in 2007–08, 2008–09, or 2009–10)	15

<sup>1</sup> Students who participated in the spring 2011 Grade 10 FCAT 2.0 Reading Assessment received scores called FCAT Equivalent Scores that were reported on the FCAT score scale, and the passing score was 1926 (scale score of 300). This is comparable to a score of 241 on the FCAT 2.0.

<sup>2</sup> A concordant score of 370 on SAT Mathematics was previously established in 2003 as an alternative for the Grade 10 FCAT Mathematics requirement. This alternative passing score was lowered to a score of 340 after a concordance study was conducted in November 2009 on a revised, more challenging version of the SAT. Students required to pass FCAT Mathematics for graduation may submit a score of 340 or higher regardless of their year of enrollment in grade 9 if the score is dated March 2005 and beyond.

**Class of 2003**—Students who were originally scheduled to graduate in 2003 may satisfy their graduation requirement by earning a score of 339 on the Grade 10 FSA ELA Assessment, which is equivalent to a score of 236 on Grade 10 FCAT 2.0 Reading Assessment. The Mathematics requirement for Class of 2003 students is the same as that described in Table 6 above.

**High School Competency Test (HSCT) Requirement**—The HSCT State Board Rule ([6A-1.09421, F.A.C.](#)) was repealed in fall 2015. Students who were scheduled to graduate in 2002 or earlier and have not passed the HSCT as part of their graduation requirements will need to enroll in an adult education program to earn a standard high school diploma. In accordance with [Rule 6A-6.020, F.A.C.](#), those who enter adult high school after their ninth-grade cohort has graduated or who are not part of a ninth-grade cohort must meet the current grade 12 cohort’s graduation requirements that are in effect the year they enter adult high school.

## Helpful Resources

- For a full schedule of all statewide assessments, see the [2021–2022 Statewide Assessment Schedule](#).
- An academic advisement flyer for students related to graduation requirements is available on the [Graduation Requirements](#) page.
- The [Florida Statewide Assessments Portal](#) provides information about the assessments currently administered and serves as valuable resources to students, parents/guardians, and educators.
- [FloridaStudents.org](#) provides student tutorials and resources for the Florida Standards.
- [CPALMS.org](#) is Florida’s official source for standards information and course descriptions and includes helpful resources for educators and students.
- The [Statewide Assessments Guide](#) describes the processes involved in developing, administering, and scoring the FSA and NGSSS assessments.



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## **FLORIDA BRIGHT FUTURES SCHOLARSHIP PROGRAM**

The Bright Futures Scholarship Program is the umbrella program for all state-funded scholarships based on academic achievement in high school. The program includes the Florida Academic Scholars Award, the Florida Merit Scholars Award and the Gold Seal Vocational Scholars Award. To be eligible for a Bright Futures Scholarship, students must complete an academic program prescribed by the Florida Department of Education. Students must apply for the Bright Futures Scholarship during the twelfth grade, as it is not automatically awarded. The requirements and application procedures may change from year to year and are available in the School Counseling Office at each high school.

General eligibility requirements for the Florida Bright Futures Scholarship Program must be met. A student must be a Florida resident; earn a standard high school diploma or its equivalent from a public or private high school, or complete a home education program, be accepted and enrolled in an eligible Florida public or independent postsecondary education institution be enrolled for at least six semester credit hours; and not have been found guilty of a felony charge. Specific eligibility requirements for each of the three award programs are available from the School Counseling Office. An eligible recipient will receive a Bright Futures Scholarship award regardless of other financial aid or prepaid tuition contract.

## **HIGH SCHOOL ACCEL OPTIONS**

The Volusia County School District provides academically challenging curricula and accelerated instruction to eligible high school students. Eligibility requirements and procedures have been established by the district. According to s.1002.3105, F.S., ACCEL options include, but are not limited to: Credit Acceleration Program (CAP), subject matter acceleration through Advanced Placement (AP), International Baccalaureate (IB), dual enrollment and early admission courses, career academy courses, courses that lead to national industry certification, virtual instruction and accelerated graduation options.

The Department of Education Office of Articulation provides key advising resources for high schools, school counselors, students, and parents to facilitate college readiness, seamless articulation, acceleration opportunities, and ease of postsecondary transition. School counselors are encouraged to carefully review the resources available online at the Office of Articulation website, [www.fldoe.org/articulation](http://www.fldoe.org/articulation). These resources provide information to reduce duplication of college credit, support informed decision-making, and guide careful and effective academic planning for postsecondary success.

Any student currently enrolled in a Volusia County school may apply for acceleration opportunities. To initiate, the student's parent or student must contact the school counselor.

## **Overview of Options**

### **Credit Acceleration Program (CAP)**

The CAP is created for the purpose of allowing secondary students to earn high school credit in courses that require statewide, standardized end-of-course (EOC) assessments. Credit will be awarded by the district for any student who attains the specified score, as defined in s.1008.22(3)(c)5, F.S. Students are not required to be enrolled in the course, or to have completed the course. A student who is not enrolled in the course or who has not completed the course will take the standardized EOC assessment during the regular administration of the assessment. Any student who has not been enrolled in a course or taken the EOC will be enrolled in the appropriate grade-level course according to the district program of studies.

Students requesting to participate in the CAP must have filed a completed Credit by Exam Request Form with the testing coordinator and counselor at the current school of enrollment nine (9) weeks prior to the state-mandated testing window.

## **Advanced Placement Program (AP)**

The College Board's Advanced Placement program is a nationwide program consisting of more than 30 college-level courses and exams in subjects ranging from art to statistics offered at participating high schools. Students earning a qualifying grade on an AP exam can earn credit or advanced placement for their efforts. Eligibility for an AP course includes past academic performance to support a student's potential for advanced coursework. According to the College Board, "In 2018, more than 2.8 million students at over 22,600 schools in 131 countries and territories took nearly 5.1 million AP Exams, and their scores were sent to 3,800 universities." Studies have shown that students who complete a solid academic core, including advanced courses, are more likely to be successful in college. Students with AP scores of 1 and 2 are likely to achieve better college outcomes than similar students who did not take AP courses and exams. Many school counselors have found AP courses provide the challenging content necessary to engage all types of learners. For more information on the AP program, visit the College Board at [www.collegeboard.org](http://www.collegeboard.org). Students can earn a nationally recognized AP Capstone Diploma by passing 5 exams including AP seminar and AP Research. See your counselor for more details.

## **International Baccalaureate Program (IB)**

The IB Diploma program is a rigorous pre-university course of study, leading to internationally-standardized examinations. The program is designed as a comprehensive two-year curriculum that allows its graduates to fulfill requirements of many different nations' education systems. Eligibility for the IB program includes past academic performance to support a student's potential for advanced coursework. As with the AP and dual enrollment programs, students completing IB courses and exams may be eligible for postsecondary education credit. The award of credit is based on scores achieved on IB exams and discretion of the college or university. Students may earn up to 30 postsecondary semester credits by participating in the program at the high school level. Approximately 40 Florida high schools currently participate in the IB program, with the students participating at no cost. For more information on the IB program, visit the International Baccalaureate Organization at [www.sprucecreekIBWeebly.com](http://www.sprucecreekIBWeebly.com).

## **Early Admission**

When the following conditions are met, the student is eligible for the early admissions program:

- Six semesters of full-time secondary enrollment have been completed. All required courses, except electives, one credit in English Language Arts, one-half credit in Economics, and one-half credit in American Government must have been successfully completed.
- The student has been accepted by a postsecondary regionally accredited college or university.
- A student must enroll in a minimum of 12 college credit hours per semester, or the equivalent, to participate in the early admission program; however, a student may not be required to enroll in more than 15 college credit hours per semester or the equivalent.
- When the following conditions have been met, students may be awarded a high school diploma with their class or at a convenient time following the graduation of that class:
  - a. The student has completed enough college credits to equal two semesters as determined by the college of attendance, with a normal class load, and with at least a C average or its equivalent.
  - b. The district has received written documentation from the college of attendance covering the college work.
  - c. A college English course consisting of two semesters, a college Economics course consisting of one semester, and a college American Government course consisting of one semester has been successfully completed.



- A student in the early admissions program shall not be ranked in his or her high school graduating class.
- An early admission student may be funded under dual enrollment when the following criteria are met:
  - a. Pursuant to s. 1007.271 and 1007.272, F.S., a student accepted for early admission may be funded under dual enrollment if all the early admission conditions are met and the appropriate articulation agreement exists between the Volusia County School District and the postsecondary institution. The Volusia County School District has articulation agreements with Daytona State College, the University of Central Florida, and the University of Florida. A dual enrollment articulation agreement is completed and submitted annually to the Department of Education by the Florida College System.
  - b. Only the courses required to obtain a high school diploma may be counted and funded as dual enrollment.

## **Dual Enrollment**

All 28 public community colleges in Florida participate in dual enrollment. The dual enrollment program serves a broad range of high-achieving students, not just the top academic performers in a school.

The State Board of Education, based on the recommendations of the Articulation Coordinating Committee, recently identified the specific dual enrollment courses that meet high school graduation requirements and assigned a specific amount of high school credit that must be granted for each dual enrollment course. These courses must be accepted by all high schools in Florida in accordance with the State Board of Education list. In addition, school districts offering dual enrollment through a local articulation agreement must provide information regarding postsecondary dual enrollment courses that meet high school graduation requirements.

Dual enrollment allows eligible high school students to enroll in postsecondary courses for which the student earns credit towards high school graduation, while at the same time earning credit toward a college degree or vocational certificate. Participating students are exempt from the payment of tuition and fees. Students are permitted to enroll in dual enrollment courses on a part-time basis during school hours, after school, or during the summer term. Early admission programs allow students to enroll in postsecondary courses full-time on college campuses and earn credits simultaneously toward a college degree and high school graduation.

The Dual Enrollment Guide outlines program specifics and can be viewed at:

<https://intranet.volusia.k12.fl.us/departments/student-services/Documents/Volusia%20Dual%20Enrollment%20Guide%202014-2015.pdf#search=dual%2520enrollment%2520guide>

## **Industry Certification Opportunities**

Industry certification opportunities are offered in specific Career and Technical Education courses. These adult level certifications allow students to leave high school with marketable skills that can directly translate to job readiness. The state legislature works together with leaders from business and industry to identify certifications that are relevant in today's job market. Students have the ability to earn certifications at no charge. In addition, successful completion of a state recognized industry certification allows a student to earn "merit designation" upon their graduation.

## Online Courses

A minimum of one course must be earned through online learning. Students completing a virtual course or a blended learning course at their zoned school will have fulfilled this requirement. Students may meet the online requirement by successfully completing a course in which a student earns an industry certification in information technology or passing the information technology certification examination or passing an online content assessment, whereby the student demonstrates his or her skills and competency in locating information and applying technology for instructional purposes.

### Volusia Online Learning

Courses are available for students in grades 9-12 throughout the school year and some courses are offered during the summer. Online courses meet the needs of students who learn more productively in their own time, in their own space. Virtual courses are added to the student's schedule either during or beyond the school day. Students are not required to take courses beyond the school day but may be if beneficial for the student's needs. More information regarding course offering is available at [www.volusiaonlinelearning.com](http://www.volusiaonlinelearning.com).

FLVS is another option for instruction for eligible students. Approval of an FLVS course is up to the discretion of the school and will add each course to the student's schedule either during or beyond the school day. Students are not required to take courses beyond the school day but may be beneficial for some students' needs. More information regarding course offerings is available at [www.flvs.net](http://www.flvs.net).

### Credit Accelerated High School Option

For students entering 9<sup>th</sup> grade during the 2013-2014 school year and thereafter, an 18-credit accelerated high school option was added to the ACCEL option which allows those who meet the following requirements to be awarded a standard high school diploma:

- Florida's new high school standard diploma course requirements without the required physical education course and only three credits in electives, and
- A cumulative grade point average (GPA) of 2.0 on a 4.0 scale.
- No online course is required.

### Procedures

To explore acceleration options, the student and parent should contact the school counselor to initiate the process of determining the student's eligibility for each option and develop a plan for acceleration, as appropriate. Upon notification of student/parent request for acceleration, the school counselor will:

1. Review student achievement and academic performance data to establish eligibility for one or more ACCEL options;
2. Notify student of eligibility and program requirements;
3. Assist student in meeting timeline and ACCEL option requirements; and
4. Develop a schedule to meet student's needs and chosen program.

# **ATHLETIC PROGRAMS**

## **AND**

# **EXTRA-CURRICULAR ACTIVITIES**



## ATHLETICS

Baseball (Boys-Varsity/JV)	Soccer (Boys/Girls-Varsity/JV)
Basketball (Boys/Girls-Varsity/JV)	Softball (Girls-Varsity/JV)
Bowling (Boys/Girls-Varsity)	Swimming (Boys/Girls)
Cross Country (Boys/Girls)	Tennis (Boys/Girls)
Football (Boys-Varsity/JV)	Track (Boys/Girls)
Flag Football (Girls-Varsity)	Volleyball (Boys/Girls-Varsity/JV)
Golf (Boys/Girls)	Weightlifting (Boys/Girls)

## ATHLETIC ELIGIBILITY

**Scholastic Requirements/Current School Year:** To be eligible to participate in interscholastic extracurricular student activities, a student entering the 9<sup>th</sup> grade and thereafter must maintain a cumulative grade point average for courses required for graduation of 2.0 or above on a 4.0 scale, or its equivalent. A period of seven (7) days beyond the last day of the system marking period is provided to determine academic eligibility during the current semester.

A special participation contract may be available to some 9<sup>th</sup> and 10<sup>th</sup> grade students who do not meet the state standard. For more information, see your Athletic Director.

**Eligibility During Semesters:** A student who was eligible at the beginning of a semester because of his/her scholastic record shall be eligible during the semester except for lack of attendance, improper conduct, failing to meet Pass/Play requirements, or other valid reasons which may cause the principal to declare the student's ineligibility before the end of the semester. The student's eligibility for each succeeding semester shall depend upon his/her record through the preceding semester. A period of seven (7) calendar days beyond the last day of the system marking period is provided to determine academic eligibility during the current school year.

## PAY TO PARTICIPATE

Along with the academic requirements to participate in athletics, the district has instituted a "pay to play" policy to off-set the financial cost of the athletic program. Each student athlete must pay \$75.00 to participate in a sport, with the added cost of \$25.00 for each additional sport, with a maximum total of \$100.00 per calendar year. **To participate, students must meet all requirements of both state and district, including the pass/play requirements.**

## CLUBS AND ACTIVITIES

Clubs offer a terrific opportunity for students to try new things, make new friendships, and develop their leadership skills. Clubs also give our students a sense of belonging, responsibility and importance.

Spruce Creek High School offers a wide range of activities in which students can participate. Information about each organization is available during Open House each fall and at our Club Expo in the spring for incoming freshmen. You may also check our web site [www.sprucecreekhigh.com](http://www.sprucecreekhigh.com) or visit the Activities Office.

All organizations involved in interscholastic competition are governed by the rules of the Florida High School Athletic Association (FHSAA) and the policies of the School Board of Volusia County.

### STUDENT PARTICIPATION GUIDELINES

To prevent overloading with extra-curricular activities and responsibilities and to distribute opportunities for student participation, the following will apply:

1. A student may belong to a **maximum of four clubs/organizations**, only one of which may be a service club.
2. If a student is dropped or resigns from a service club, there must be a waiting period at the discretion of the sponsors of affected clubs and the Activities Director before the student may join another service club.
3. A student may hold only **one major office in any school term**. Major office consists of president, vice-president, secretary, treasurer, captain, co-captain, editor, etc. Exception may be made by agreement among all sponsors concerned and the Administration.
4. A student is not to attend school-sponsored functions on days when he/she has not attended school. It is the sponsor's responsibility to enforce this policy.
5. An individual member of any activity of an organization may be placed on probation by the Executive Board of that organization for any one of the following reasons:
  - a) Failure to comply with academic requirements
  - b) Failure to comply with club standards, rules, and regulations
  - c) Failure to comply with SCHS standards, rules, and regulations
  - d) Failure to participate in club activities and meetings

*A complete list of guidelines is available from the Student Activities office.*

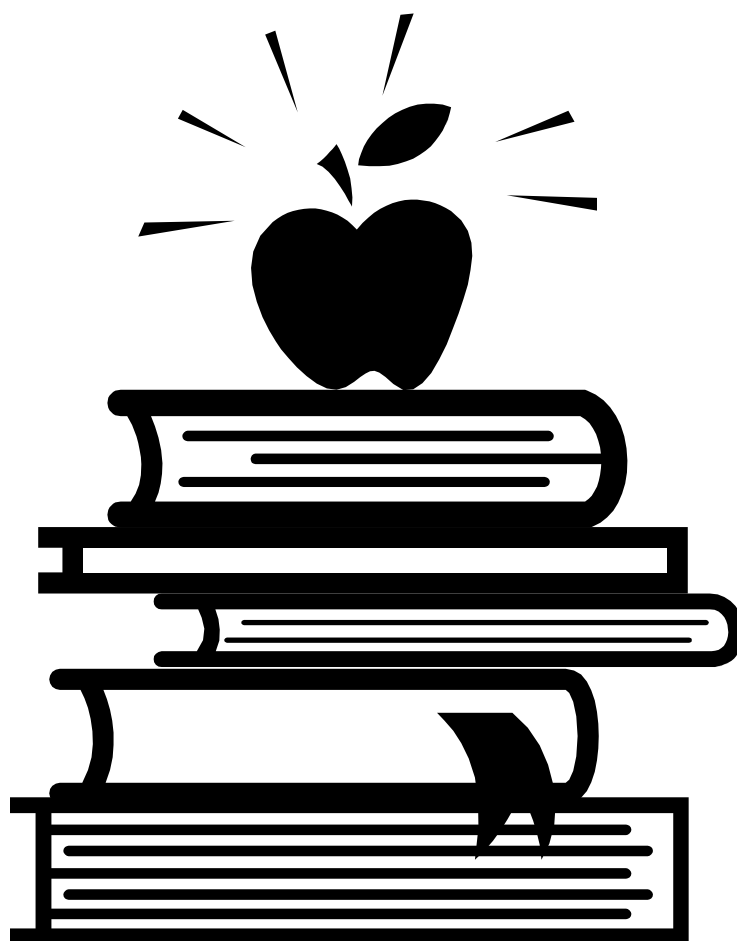
# **CREEK CLUB LIFE**

## **SCHS – Campus Clubs**

Academic Team	Key Club
African American Awareness	Mock Trial (new)
Asian Association	Model United Nations
Art 2-D Club	Mu Alpha Theta
BETA	National Honor Society
Class of 2022	National Honor Society of Dance Arts
Class of 2023	Papillon
Class of 2024	Psychology Club
Class of 2025	Science Olympiads
Creek Against Cancer	SEA-Students for Environmental Awareness
CSALT	SGA-Student Government Association
FCA-Fellowship of Christian Athletes	SMASH-Team 2152
FFEA-Florida Future Educators of America	South Asian Club
FJAS-Florida Junior Academy of Science	Spanish Honor Society
French Club	STEM for Girls (new)
Gay-Straight Alliance	Theatre Club
German Club	Yearbook
Hope in an Envelope (new)	Young Democrats
Interact Club	Young Republicans

**Have fun! Join a Club!**

# GENERAL CURRICULUM



The information contained in the Program of Studies is subject to change at any time due to legislation and School Board policy. Some courses described may not be offered. Errors or omissions of information in this booklet cannot override State and District policy. Test scores are only one factor in determining placement in courses. Other considerations are teacher recommendations, past academic records and parent input.

## **THE ARTS, VISUAL & PERFORMING**

*The information contained in this Program of Studies is subject to change at any time due to legislation and School Board policy. Some courses described may not be offered. Errors or omissions of information in this booklet cannot override State and District policy.*

These courses will meet the Visual/Performing Arts graduation requirement.



**ART** (These courses will meet the Visual/Performing Arts graduation requirement.)

<b>0102300/AOA</b>	<b>CERAMICS/POTTERY 1</b>
	Offered: Grade 9, 10, 11, 12 Length: Year Prerequisite: None Supply donation of \$30.00 per year.

Students explore how space, mass, balance, and form combine to create aesthetic forms or utilitarian products and structures. Instructional focus will be on ceramics and/or pottery. Media may include, but are not limited to, clay and/or plaster, with consideration of the workability, durability, cost, and toxicity of the media used. Student artists consider the relationship of scale (i.e., hand-held, human, monumental) using positive and negative space or voids, volume, visual weight, and gravity to create low/high relief or freestanding structures for personal intentions or public places. They explore sharp and diminishing detail, size, position, overlapping, visual pattern, texture, implied line, space, and plasticity, reflecting craftsmanship and quality in the surface and structural qualities of the completed art forms. Students in the ceramics and/or pottery 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, journaling, and consumption of art materials.

<b>0101365</b>	<b>CREATING THREE-DIMENSIONAL ART</b>
	Offered: Grade 9, 10, 11, 12 Length: Semester Prerequisite: None Supply donation of \$10.00 per semester.

The purpose of this course is to investigate a wide range of media and techniques, from both a historical and contemporary perspective, as students engage in the art-making processes of creating 3-D artworks, which may include sculpture, assemblage, and/or ceramics. 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. This course incorporates hands-on activities and consumption of art materials.



<b>0102310/AOB</b>	<b>CERAMICS/POTTERY 2</b>
	Offered: Grade 10, 11, 12 Length: Year Prerequisite: Ceramics/Pottery 1 Supply donation of \$30.00 per year.

Students explore spatial relationships using nonobjective, abstract, or representational forms, products, or structures. Instructional focus should be on ceramics and/or pottery. Processes and techniques for substitution may include, but are not limited to, wheel-thrown clay, glaze formulation and application. Media may include, but are not limited to, clay and/or plaster with consideration of the workability, durability, cost, and toxicity of the media used. Ceramic and/or pottery artists experiment with and manipulate space-producing devices, including overlapping, transparency, interpenetration, vertical and horizontal axis, inclined planes, disproportionate scale, fractional or abstracted representation, and spatial properties of the structural art elements. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the ceramics and/or pottery 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, journaling, and consumption of art materials.

<b>0102320/AOC</b>	<b>CERAMICS/POTTERY 3 HONORS</b>
	Offered: Grade 11, 12 Length: Year Prerequisite: Ceramics/Pottery 2 Supply donation of \$30.00 per year.

Students communicate a sense of 4-D, motion, and/or time, based on creative use of spatial relationships and innovative treatment of space and its components. Instruction may include content in ceramics, pottery, or other related media. Students address 4-D, the inter-relatedness of art and context, and may also include installation or collaborative works, virtual realities, light as a medium (i.e., natural, artificial, or reflective), or flexible, entered, or activated space. Other concepts for exploration include tension, compression or expansion, intrusions or extrusions, grouping, proximity, containment, closure, contradiction, and continuity. Ceramic and/or pottery artists experiment with processes, techniques, and media, which may include, but are not limited to, casting and kiln-firing techniques, and mold making. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the ceramics and/or pottery 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. Participation in the Annual AP/Honors Art Exhibit, with artist statement, is an expectation of the course. This course incorporates hands-on activities, journaling, and consumption of art materials.

<b>0108310/AUB</b>	<b>CREATIVE PHOTOGRAPHY 1</b>
	Offered: Grade 9, 10, 11, 12 Length: Year Prerequisite: Students must have a 35 mm film camera and a digital camera Art supplies \$80.00 per year

The purpose of this course is to explore the aesthetic foundations of art making using beginning photography techniques and color and/or black and white photography via digital media and/or traditional photography. Students become familiar with the basic mechanics of a camera, including lens and shutter operation, lighting, compositional foundations, printing an image for display, and evaluating a successful print. Student photographers may use a variety of media and materials, such as 35mm black and white film, single lens reflex camera, digital camera, darkroom, computer application, filters, various papers, digital output, photogram, cyanotypes, Sabatier effect, and pinhole photography. Craftsmanship and quality are reflected in the surface of the prints and the care of the materials. Photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. Cultural and historical connections will be covered, as well as career and real-world applications, copyright law, safety, and ethical issues. This course incorporates journaling, hands-on activities, photographic resources, and consumption of art materials.

<b>0108320/AUC</b>	<b>CREATIVE PHOTOGRAPHY 2</b>
	Offered: Grade 10, 11, 12 Length: Year Prerequisite: Creative Photography 1 Students must have a digital camera Art supplies \$80.00 per year

The purpose of this course is to experiment with a variety of photographic media and techniques and make connections with historical and contemporary photographers to develop a focused body of work. This course may include, but is not limited to, researching the history of photography, making connections to contemporary and community photographers, critiquing with varied techniques, and experimenting with a variety of photographic media. Processes and techniques include, but are not limited to, handcrafted pinhole cameras, hand-tinted photographs, mixed media, cyanotypes, medium format, photo collage, cross-processing, creative filters, infrared and slide film, night photography, macro, panoramic, and/or digital output via a variety of media. Journals/sketchbooks contain compositional ideas based on the structural elements, research, process documentation and notes to support the creative process. Craftsmanship and quality are reflected in the surface of the print, care of the materials, attention to compositional conventions, and expression of ideas and viewpoints. Photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. Cultural and historical connections will be covered in technical and aesthetic terms, as well as career and real-world applications, copyright law, safety, and ethical issues. This course incorporates hands-on activities, photographic resources, and consumption of art materials.

<b>0101355</b>	<b>CREATING TWO-DIMENSIONAL STUDIO ART</b>
	Offered: Grade 9, 10, 11, 12 Length: Semester Prerequisite: None Art supplies \$10.00 per semester

The purpose of the course is to investigate a wide range of media and techniques, from both a historical and contemporary perspective, as students engage in the art-making processes of creating two-dimensional works, which may include drawing, painting, printmaking, and/or collage. Student artists use critical analysis to reflect on their own artwork and that of others to achieve artistic goals related to craftsmanship, technique, safety, and application of 21st-century skills. This course incorporates historical and cultural references, hands-on activities, journaling, and consumption of art materials.

<b>0101300/ANA</b>	<b>TWO-DIMENSIONAL STUDIO ART 1</b>
	Offered: Grade 9, 10, 11, 12 Length: Year Prerequisite: None Art supplies \$40.00 per year

The purpose of this course is to sharpen powers of observation and develop art skills by experimenting with wet and dry media, techniques, and drawing approaches to record ideas and to transfer concepts to painting, printmaking, collage, and/or design. Students sketch, plan, practice, and manipulate the structural elements of art; use research information; visualize imaginative ideas; and improve mark-making skills that are fundamental to all visual art imagery. Ethical use of art content is stressed. Through the critique process, students evaluate and respond to their own work and the work of others. This course incorporates hands-on activities, sketchbook journaling, and consumption of art materials

<b>0101310/ANB</b>	<b>TWO-DIMENSIONAL STUDIO ART 2</b>
	Offered: Grade 10, 11, 12 Length: Year Prerequisite: Two-Dimensional Studio Art 1, A/B grade in previous art class & Teacher Recommendation. Art supplies \$40.00 per year

The purpose of this course is to develop and refine mark-making and technical skills using a variety of media to achieve spatial relationships in representational, abstract, and nonrepresentational drawing, painting, printmaking, collage, and/or design. Students sketch, manipulate, and refine the structural elements of art through the organizational principles of design to complete a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and the work of others; consider how art reflects society; and collaborate on ideas and imagery. This course incorporates historical and cultural references, hands-on activities, sketchbook journaling, and consumption of art materials.

<b>0109310H/AVBH</b>	<b>PORTFOLIO DEVELOPMENT: DRAWING HONORS</b>
	Offered: Grade 11, 12 Length: Year Prerequisite: A/B grade in 2D Art/Drawing 2 & Teacher Recommendation Art Supplies \$50.00 per year

The purpose of this course is to work in a self-directed environment toward the development of a portfolio showing a body of their own work that visually explores a particular artistic concern, articulated and supported by a written artist's statement. Artists may work in, but are not limited to, content in drawing, painting, printmaking, and/or mixed media that emphasizes line quality, rendering of form, composition, surface manipulation, and/or illusion of depth. Students regularly reflect on aesthetics and art issues individually and in a group and focus on expressive content that is progressively more innovative and representative of artistic and cognitive growth. In keeping with the rigor expected in an accelerated setting, students' portfolios show personal vision, artistic growth over time, mastery of visual art skills and techniques, and evidence of sophisticated analytical and problem-solving abilities related to structural, historical, and cultural knowledge. Students are self-directed and display readiness for high levels of critical thinking, research, conceptual thinking, and creative risk-taking. Participation in the Annual AP/Honors Art Exhibit, with artist statement, is an expectation of the course. This course incorporates hands-on activities and consumption of art materials.

<b>0109320H/AVCH</b>	<b>PORTFOLIO DEVELOPMENT: TWO-DIMENSIONAL DESIGN HONORS</b>
	Offered: Grade 11, 12 Length: Year Prerequisite: A/B grade in previous art classes & Teacher Recommendation Art Supplies \$50.00 per year

The purpose of this course is to work in a self-directed environment toward the development of a portfolio showing a body of their own work that visually explores a particular artistic concern, articulated and supported by a written artist's statement. Artists may work in, but are not limited to, content in drawing, painting, printmaking, mixed media, traditional photography, digital photography, and/or new media and emerging technologies that demonstrate understanding of design principles as applied to a 2-dimensional surface. Students regularly reflect on aesthetics and art issues individually and in a group and manipulate the structural elements of art and organizational principles of design to create 2-dimensional works of art that are progressively more innovative and representative of the student's artistic and cognitive growth. In keeping with the rigor expected in an accelerated setting, students' portfolios show personal vision, artistic growth over time, mastery of visual art skills and techniques, and evidence of sophisticated analytical and problem-solving abilities based on structural, historical, and cultural knowledge. Students are self-directed and display readiness for high levels of critical thinking, research, conceptual thinking, and creative risk-taking. Participation in the Annual AP/Honors Art Exhibit, with artist statement, is an expectation of the course. This course incorporates hands-on activities and consumption of art materials.

<b>0108370/AAO</b>	<b>DIGITAL ART IMAGING 1</b>
	Offered: Grade 9, 10, 11, 12 Length: Year Prerequisite: Students must have a digital camera Art supplies \$20.00 per quarter

The purpose of this course is to explore the fundamental concepts, terminology, techniques, and applications of digital imaging as they relate to the development, creation, and display of graphic and fine art works. Students produce digital still images through the single or combined use of computers, digital cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Additional content includes the interrelationship between digital arts and other art forms and subjects; legal and ethical responsibilities; cooperative skills; and connections to history, culture, and real-world applications. Journals/sketchbooks contain developing ideas based on the structural elements, research, and notes to support the creative process. Through critiques, students evaluate and respond to their own work and the work of others to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

<b>0108380/AAP</b>	<b>DIGITAL ART IMAGING 2</b>
	Offered: Grade 11, 12 Length: Year Prerequisite: A/B grade in Digital Art Imaging 1/Teacher Recommendation Students must have a digital camera Art supplies \$20.00 per quarter

The purpose of this course is to develop and expand concepts, terminology, techniques, and applications for the creative process to design, print, and display original two-dimensional graphic and fine works of art. As students become more adept at using the tools and techniques available to them, they design digital still and/or animated images through the single or combined use of computers, digital cameras, scanners, software (i.e., photo editing, drawing, painting, animation, presentation, etc.), graphic tablets, printers, new media, and emerging technologies. Journals/sketchbooks contain compositional ideas based on the structural elements, research, documentation and notes to support the creative process. Additional content includes the interrelationship between digital arts and other art forms and subjects; legal and ethical responsibilities; cooperative skills; and connections to history, culture, and real-world applications. Through the critique process, students evaluate and respond to their own designs and images and the work of others to measure artistic growth with increasing sophistication. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

<b>0109350/AVG</b>	<b>ADVANCED PLACEMENT STUDIO ART: 2-D DESIGN PORTFOLIO</b>
	<p>Offered: Grade 10, 11, 12</p> <p>Length: Year</p> <p>Prerequisite: A passing grade in previous Art Level 2 or 3 courses and teacher recommendation required for all AP advancement. All students are required to take the AP exam upon completion of this course.</p> <p><b>Supply donation vary with each course.</b></p> <p>A digital camera is required.</p>

The purpose of this Advanced Placement course is to give advanced students the opportunity to develop quality, concentration, and breadth in a very broad interpretation of two-dimensional (2-D) design issues. This type of visual communication involves purposeful decision-making about how to use the elements and principles of art in skillful and integrative ways. Preparation of the appropriate number of works, digital documentation, and upload to The College Board site for portfolio evaluation, and presentation techniques are required in each of three portfolio sections to be evaluated by The College Board. Participation in the Annual AP/Honors Art Exhibit, with artist statement, is an expectation of the course.

<b>0104300/AQA</b>	<b>ADVANCED PLACEMENT STUDIO ART: DRAWING PORTFOLIO</b>
	<p>Offered: Grade 11, 12</p> <p>Length: Year</p> <p>Prerequisite: A passing grade in previous Art Level 2 or 3 courses and teacher recommendation required for all AP advancement. All students are required to take the AP exam upon completion of this course.</p> <p>Art supplies \$75.00 per year.</p> <p>Summer assignments are required.</p>

The purpose of this Advanced Placement course is to give an art student the opportunity to develop quality, concentration and breadth in drawing concepts, skills, and techniques. The content should include, but not be limited to, the experiences in the development of perceptual, conceptual, and technical aspects of drawing, painting and/or printmaking. Preparation of the appropriate number of works, digital documentation and upload to The College Board site for portfolio evaluation, and presentation techniques are required in each of three portfolio sections to be evaluated by The College Board. Research analysis, sketchbook/journal, and aesthetic and historical criticism are required for this in-depth study in non-linear thinking. Participation in the Annual AP/Honors Art Exhibit, with artist statement, is an expectation of the course.



**DRAMA** (These courses will meet the Visual/Performing Arts graduation requirement.)

<b>0400660/CVQ</b>	<b>THEATRE, CINEMA, AND FILM PRODUCTION</b>
	Offered: Grade 9, 10, 11, 12 Length: Year Prerequisite: None

This course will focus on the analysis and appreciation of films and will provide students with the skills to understand to interpret the various forms of the moving image. The aim is to substitute active viewing for passive absorption, and to offer students a context and a set of tools with which to assess the media presentations that shape the world we all inhabit. Students will learn motion picture production, storytelling techniques, the history of film, the importance of film in our society, and filmmakers' responsibilities regarding production essentials, copyright laws, ethical behavior, self-discipline and safety. Students will study classic films and important filmmakers. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course. *A parent/guardian consent form allowing students to view some PG-13 rated films is required. Priority is given to upperclassmen.*

<b>0400310/CRB</b>	<b>THEATRE 1</b>
	Offered: Grade 9, 10, 11, 12 Length: Year Prerequisite: None

This course provides experiences in the study and practice of theatre arts and literature. Students will be introduced to the fundamentals of theatre production which includes scenery construction, costuming, lighting, make-up, and the fundamentals of acting. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course. *A parent/guardian consent form allowing students to view some PG-13 rated films is required. In-class performances are a requirement.*

<b>0400320/CRC</b>	<b>THEATRE 2</b>
	Offered: Grade 10, 11, 12 Length: Year Prerequisite: Theatre 1 & Teacher Recommendation

This course provides intermediate development of skills useful to the study and practice of theatre arts. The content includes instruction in reading and interpretation of dramatic literature, with an emphasis on the techniques and mechanics of acting, set, costume and lighting design (stagecraft), character analysis and portrayal; interpretive and analytical study of plays; and production of plays and dramatic presentations. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course. *A parent/guardian consent form allowing students to view some PG-13 rated films is required. In-class performances and critiques of live performances is a requirement. **Some outside participation is required.** Club membership required - \$20.00.*

<b>0400330/CRD</b>	<b>THEATRE 3 HONORS</b>
	Offered: Grade 11, 12 Length: Year Prerequisite: Theatre 2 & Teacher Recommendation

This course provides opportunities for drama students to continue study in acting and production techniques. The content includes instruction in specific acting techniques and various dramatic presentations emphasizing acting theories, the practice and theory of set design, make-up, lighting, properties, and directing. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course. **Some outside participation, performances, and after school rehearsals are required.** *A parent/guardian consent form allowing students to view some PG-13 rated films is required. Participation in the District Festival is required. In-class performances and critiques of live performances is a requirement. Club membership required - \$20.00.*

<b>0400340/CRE</b>	<b>THEATRE 4 HONORS</b>
	Offered: Grade 12 Length: Year Prerequisite: Teacher Recommendation

This course provides group instruction and performance experiences in acting and stage production. Major emphasis of study focuses on continuing development of acting skills, conceptual understanding, and aesthetic appreciation. Activities include play production, evaluation festivals, critical analysis and original work. As an honors course, the focus is on cooperative learning as well as individualized instruction, student leadership, a written comprehensive examination and evaluation of dramatic skills through ensemble performance, individual solo performance, directing experiences, and written critiques. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course. **Some outside participation, performances, and after school rehearsals are required.** *A parent/guardian consent form allowing students to view some PG-13 rated films is required. Participation in the District Festival is required. In-class performances and critiques of live performances is a requirement. Club membership required - \$25.00.*





## DANCE (These courses will meet the Visual/Performing Arts graduation requirement.)

**The Dance End-Of-Course Exam is a requirement and is a performance and written assessment.**

<b>0300305/CNF</b>	<b>INTRODUCTION TO DANCE</b>
	Offered: Grade 9, 10, 11, 12 Length: SEMESTER Prerequisite: None

Students in these semester-long, entry-level courses, designed for those having no prior dance instruction, learn introductory information regarding:

1. the role of dance(s) in history and culture
2. a variety of dance styles, which may include modern, ballet, jazz, folk, tap, hip-hop and various world dance styles; and
3. the body, major bone and muscle groups, how they function in dance movements, and the importance of proper health and nutrition.

Students will apply requisite knowledge via exploration and performance of various styles. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside of the school day to support, extend and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course. **Students in this class need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire. P.E. uniforms are acceptable for class. Performance assessment will be informal and in-class.**

<b>0300310/CNA</b>	<b>DANCE TECHNIQUES 1</b>
	Offered: Grade 9, 10, 11, 12 Length: Year Prerequisite: None

This is a beginning dance course. Students will learn and perform basic dance steps and techniques in two or more dance styles, to be chosen from ballet, lyrical, jazz, theater, modern, or tap. Students will also learn dance terminology, choreography, and simple dance sequences. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course. **This may include extra rehearsals beyond the school day. Students are required to supply proper dance shoes and attire. Students in this class need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire. P.E. uniforms are acceptable for class. A \$10.00 class fee is suggested. Public dance performance is included as part of the curriculum.**

0300320/CNB	<b>DANCE TECHNIQUES 2</b>
	Offered: Grade 9, 10, 11, 12 Length: Year Prerequisite: Dance Tech 1 & Teacher Recommendation

This is the continuation of Dance Technique 1. Students will learn and perform additional steps and techniques in two or more dance styles as listed above. Students will also learn additional terminology, basic choreography, and dance criticism. Participation in one aspect of a public performance will be required. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course. **Participation in a student recital is required. This may include extra rehearsal beyond the school day. Dance attire and shoes are required for performances. Students in this class need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire. P.E. uniforms are acceptable for class. A \$10.00 class fee is suggested.**

0300330H/CNCH	<b>DANCE TECHNIQUES 3 HONORS</b>
	Offered: Grade 10, 11, 12 Credit: 1.0 Length: Year Prerequisite: Dance Tech 2 & Teacher Recommendation

This is an intermediate level dance course. Students will learn additional dance terminology, techniques, and dances in three or more dance styles as listed in Dance Tech 1. Students will also learn how to critique dances. Participation in at least one aspect of a public performance will be part of the requirements of this course. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course. **This may include extra rehearsal beyond the school day. Dance attire and shoes are required for performances. Students in this class need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire. P.E. uniforms are acceptable for class. A \$10.00 class fee is suggested.**

0300334H/CRKH	<b>DANCE TECHNIQUES 4 HONORS</b>
	Offered: Grade 10, 11, 12 Length: Year Prerequisite: Dance Tech 2 or 3/Teacher recommendation

This course provides large group instruction and performance experiences in standard dance techniques. Major emphasis of study will focus on continuing skill development, conceptual understanding and aesthetic appreciation needed to perform selected choreography. Activities will include recital, civic performances, etc. As an honors course, the focus will be on cooperative learning as well as individualized instruction, student leadership, a written comprehensive examination and dance skills evaluation through ensemble performance, individual solo performance, choreography experiences, and written critiques. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course. **Participation in a student recital is required. This may include extra rehearsal beyond the school day. Attendance to an outside dance performance is required. Dance attire and shoes are required for performances. Students in this class need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire. P.E. uniforms are acceptable for class. A \$10.00 class fee is suggested.**

0300380/CPA	<b>DANCE CHOREOGRAPHY 1</b>
	Offered: Grade 9, 10, 11, 12 Length: Year Prerequisite: Dance Techniques 1 or 2 and/or audition/Teacher Recommendation Type of Credit: Performing Fine Arts

This course is designed for the advanced dancer and will concentrate on performance and student choreography. In addition to the techniques of spatial relationships, choreography, the elements of music, and improvisation, students will study lighting, costuming, and make-up. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course. **After school rehearsals and performances will be required. Attendance to an outside dance performance is required. Dance attire and shoes are required for performances. Students in this class need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire. P.E. uniforms are acceptable for class. A \$10.00 class fee is suggested.**

0300390H/CPBH	<b>DANCE CHOREOGRAPHY 2 HONORS</b>
	Offered: Grade 10, 11, 12 Length: Year Prerequisite: Dance Choreography/Performance 1 and/or Audition & Teacher Recommendation

This course will provide advanced dancers with opportunities to increase and expand upon their knowledge of performance and choreographic process. Students will be challenged to critique dances, conduct research within the field of dance, perform all aspects of dance production, and improve upon already advanced technique in a variety of dance forms. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course. **After school rehearsals and performances will be required. Attendance to an outside dance performance is required. Dance attire and shoes are required for performances. Students in this class need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire. P.E. uniforms are acceptable for class. A \$10.00 class fee is suggested.**

## MUSIC (These courses will meet the Visual/Performing Arts graduation requirement.)

1300340/JMB	<b>MUSIC OF THE WORLD</b>
	Offered: Grade 9, 10, 11, 12 Length: Year Prerequisite: Teacher Recommendation

Students explore the musical traditions of 20th and 21st century American and global communities around the world through study of current trends, focusing on the function of music within various cultures (e.g., jazz, world drumming, mariachi, soul, gamelan, Bollywood, digital). Students examine and report on human activities involving music, technology and culture-related influences on music, and the sounds and structures of music composition. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend and assess learning in the classroom.

1300330/JMD	<b>ADVANCED PLACEMENT MUSIC THEORY</b>
	Offered: Grade 9, 10, 11, 12 Length: Year Prerequisite: Teacher Recommendation

The course contains the study of fundamental terminology, notational skills, key signatures, and transposition. Two-part counterpoint, harmonization of melodies and four-part realization of figured bass symbols will be studied. Extensive melodic, rhythmic, and harmonic-ear training will be included. **Students are required to take the AP Exam. Students who do not take the AP Exam will incur College Board Assessment fees.**

AP Music Theory is a full-year course that meets every school day. Students in this class will master the necessary skills to earn a passing score on the AP Music Theory Exam. These skills are equivalent to a college level Theory I and Ear Training course. At the conclusion of the AP Music Theory course, students will be able to:

Define basic musical terms; hear and notate pitches, rhythms, meters, intervals, scales, triads, and seventh chords; listen to and describe (written and verbally) music from the Western tonal era as well as jazz, contemporary styles, and world music; take melodic and harmonic dictation; compose a bass line for a given melody, implying appropriate harmony; Realize Roman numeral progressions and realize figured bass; sing diatonic melodies at sight in both major and minor keys; analyze and compose in four-voice texture; identify and compose using small forms and cadences; identify motive, phrase, and period structure; modulate to closely related keys.



1303300M/JVAM	CHORUS 1 BEGINNING CHORUS
	Offered: Grade 9, 10, 11, 12 Length: Year Prerequisite: None

The purpose of this course is to provide students with experiences in basic vocal production and part singing. Students shall develop basic skills in tone production, performance techniques, musical literacy, and music appreciation. After school rehearsals and performances are a part of this course.

Chorus I provides vocal instruction and performance for students singing soprano, alto, tenor, and bass in four parts. Students will study vocal technique which will include tonal production, part singing, sight singing, musical literacy and music appreciation. Chorus I is a performing ensemble. **In addition to rehearsals during the week, public performances will be given throughout the school year and attendance is mandatory. Fees associated with this chorus include a \$100.00 student fee and the purchase of a performance gown (approximate cost: \$75.00) or tuxedo (approximate cost: \$110.00). No student will be excluded from chorus due to financial hardship. Arrangements will be made financially. All freshmen students are required to take this course to be eligible for advanced choirs in their sophomore through senior years. There is no audition required for membership in Chorus I.**

1303300/JVA	CHORUS 1 (Soprano/Alto) <i>Início Chorus</i>
	Offered: Grade 9, 10, 11, 12 Length: Year Prerequisite: None

The purpose of this course is to provide students with experiences in basic vocal production and part singing. Students shall develop basic skills in tone production, performance techniques, musical literacy, and music appreciation. After school rehearsals and performances are a part of this course.

Chorus 1 provides vocal instruction and performance for students singing soprano and alto in three parts. Students will study vocal technique which will include tonal production part singing, sight singing, musical literacy and music appreciation. Chorus I is a performing ensemble. **In addition to rehearsals during the week, public performances will be given throughout the school year and attendance is mandatory. Fees associated with this chorus include a \$100.00 student fee and the purchase of a performance gown (approximate cost: \$75.00) or tuxedo (approximate cost: \$110.00). No student will be excluded from chorus due to financial hardship. Arrangements will be made financially. All freshmen students are required to take this course to be eligible for advanced choirs in their sophomore through senior years. There is no audition required for membership in Chorus I.**

1303310/JVB	CHORUS 2 ADVANCED CHORUS
	Offered: Grade 9, 10, 11, 12 Length: Year Prerequisite: Teacher Recommendation

The purpose of this course is to extend experiences in basic vocal production techniques and part singing, choral performance techniques, vocal tone production, musical literacy and music listening shall be emphasized. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course.

Concert Chorus provides vocal instruction and performance for women and men singing soprano, alto, tenor or bass. Students will study vocal technique which will include tonal production, part singing, sight singing, musical literacy and music appreciation. Concert Chorus is a performing ensemble. **In addition to rehearsals during the week, public performances will be given throughout the school year and attendance is mandatory. Fees associated with this chorus include a \$100.00 student fee and the purchase of a performance gown (approximate cost: \$75.00) or tuxedo (approximate cost: \$110.00). No student will be excluded from chorus due to financial hardship. Arrangements will be made financially. Membership in this chorus is open to all sophomore, junior and senior students. An audition for membership in Concert Chorus is required.**

1303320/JVC	CHORUS 3 ADVANCED CHORUS
	Offered: Grade 10, 11, 12 Length: Year Prerequisite: Chorus 2 and Teacher Recommendation

The purpose of this course is to develop basic musicianship and technical skills. Interpretation of notation, holistic presentation of simple musical forms, style periods and aesthetic values shall be emphasized. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course.

Concert Chorus provides vocal instruction and performance for women and men singing soprano, alto, tenor or bass. Students will study vocal technique which will include tonal production, part singing, sight singing, musical literacy and music appreciation. Concert Chorus is a performing ensemble. **In addition to rehearsals during the week, public performances will be given throughout the school year and attendance is mandatory. Fees associated with this chorus include a \$100.00 student fee and the purchase of a performance gown (approximate cost: \$75.00) or tuxedo (approximate cost: \$110.00). No student will be excluded from chorus due to financial hardship. Arrangements will be made financially. Membership in this chorus is open to all junior and senior students. An audition for membership in Concert Chorus is required.**

1303330/JVD	<b>CHORUS 4 ADVANCED CHORUS</b>
	Offered: Grade 11, 12 Length: Year Prerequisite: Teacher Recommendation

This course shall include the application of vocal musicianship and technical skills through the study of varied choral literature and performances. Independent interpretation of easy-medium choral literature, refinement of tone and technique, analysis of form, style, periods, and aesthetic perceptions shall be emphasized. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course.

Concert Chorus provides vocal instruction and performance for women and men singing soprano, alto, tenor or bass. Students will study vocal technique which will include tonal production, part singing, sight singing, musical literacy and music appreciation. Concert Chorus is a performing ensemble. **In addition to rehearsals during the week, public performances will be given throughout the school year and attendance is mandatory. Fees associated with this chorus include a \$100.00 student fee and the purchase of a performance gown (approximate cost: \$75.00) or tuxedo (approximate cost: \$110.00). No student will be excluded from chorus due to financial hardship. Arrangements will be made financially. Membership in this chorus is open to senior students. An audition for membership in Concert Chorus is required.**

1303340H/JVEH	<b>CHORUS 5 HONORS ADVANCED CHORUS</b>
	Offered: Grade 11, 12 Length: Year Prerequisite: Teacher Recommendation/Contract Required

This course provides students with large group, small group, and solo experiences in vocal production and part singing for mixed voices. Emphasis will be placed on the rehearsal and performance of quality choral and solo literature from a variety of periods and styles. Activities will include concerts, festivals, etc. As an honors course, the focus will be on cooperative learning as well as individualized instruction, student leadership, a written comprehensive examination and musical skills evaluation through ensemble performance, individual solo performance, conducting experiences, and written critiques. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course.

Concert Chorus provides vocal instruction and performance for women and men singing soprano, alto, tenor or bass. Students will study vocal technique which will include tonal production, part singing, sight singing, musical literacy and music appreciation. Concert Chorus is a performing ensemble. **In addition to rehearsals during the week, public performances will be given throughout the school year and attendance is mandatory. Fees associated with this chorus include a \$100.00 student fee and the purchase of a performance gown (approximate cost: \$75.00) or tuxedo (approximate cost: \$110.00). No student will be excluded from chorus due to financial hardship. Arrangements will be made financially. Membership in this chorus is open to junior and senior students. An audition for membership in Concert Chorus is required. As an honors chorus member, students will be expected to serve as student leaders, music sectional leaders and be encouraged to participate in all choral activities offered which include auditioning for All-County Chorus, All-State Chorus and solo and ensemble competitions.**

1303350H/JVFH	<b>CHORUS 6 HONORS ADVANCED CHORUS</b>
	Offered: Grade 11, 12 Length: Year Prerequisite: Teacher Recommendation/Contract Required

This course provides students with large group, small group, and solo experiences in vocal production and part singing for mixed voices. Emphasis will be placed on the rehearsal and performance of quality choral and solo literature from a variety of periods and styles. Activities will include concerts, festivals, etc. As an honors course, the focus will be on cooperative learning as well as individualized instruction, student leadership, a written comprehensive examination and musical skills evaluation through ensemble performance, individual solo performance, conducting experiences, and written critiques. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course.

Concert Chorus provides vocal instruction and performance for women and men singing soprano, alto, tenor or bass. Students will study vocal technique which will include tonal production, part singing, sight singing, musical literacy and music appreciation. Concert Chorus is a performing ensemble. **In addition to rehearsals during the week, public performances will be given throughout the school year and attendance is mandatory. Fees associated with this chorus include a \$100.00 student fee and the purchase of a performance gown (approximate cost: \$75.00) or tuxedo (approximate cost: \$110.00). No student will be excluded from chorus due to financial hardship. Arrangements will be made financially. Membership in this chorus is open to senior students. An audition for membership in Concert Chorus is required. As an honors chorus member, students will be expected to serve as student leaders, music sectional leaders and be encouraged to participate in all choral activities offered which include auditioning for All-County Chorus, All-State Chorus and solo and ensemble competitions.**

1303440/JWA	<b>VOCAL ENSEMBLE 1 <i>Belle Chantique Chorus</i></b>
	Offered: Grade 9, 10, 11, 12 Length: Year Prerequisite: Teacher Recommendation and Audition  Honors credit available to 11 and 12 grade students.

The purpose of this course is to develop performance in ensembles through the study of varied literature. Instrumental accompaniment and choreography may be included. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course.

Belle Chantique Chorus provides vocal instruction and performance for students singing soprano and alto in four or more parts. Students will study vocal technique which will include tonal production, part singing, sight singing, musical literacy and music appreciation. Belle Chantique Chorus is a performing ensemble which prepares advanced choral literature. **In addition to rehearsals during the week, public performances will be given throughout the school year and attendance is mandatory. Fees associated with this chorus include a \$100.00 student fee and the purchase of a performance gown (approximate cost \$75.00) or tuxedo (approximate cost: \$110.00). No student will be excluded from chorus due to financial hardship. Arrangements will be made financially. Membership in this chorus is open to junior and senior students by audition only.**



1303450/JWB	<b>VOCAL ENSEMBLE 2</b> <i>Belle Chantique Chorus</i>
	Offered: Grade 10, 11, 12 Length: Year Prerequisite: Teacher Recommendation and Audition  Honors credit available to 11 and 12 grade students.

The purpose of this course is to apply performance techniques through the study of varied literature. Instrumental accompaniment and choreography may be included. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course.

Belle Chantique Chorus provides vocal instruction and performance for students singing soprano and alto in four or more parts. Students will study vocal technique which will include tonal production, part singing, sight singing, musical literacy and music appreciation. Belle Chantique Chorus is a performing ensemble which prepares advanced choral literature. **In addition to rehearsals during the week, public performances will be given throughout the school year and attendance is mandatory. Fees associated with this chorus include a \$100.00 student fee and the purchase of a performance gown (approximate cost: \$75.00) or tuxedo (approximate cost \$110.00). No student will be excluded from chorus due to financial hardship. Arrangements will be made financially. Membership in this chorus is open to senior students by audition only.**

1303460/JWC	<b>VOCAL ENSEMBLE 3</b> <i>Belle Chantique Chorus</i>
	Offered: Grade 11, 12 Length: Year Prerequisite: Teacher Recommendation and Audition  Honors credit available to 11 and 12 grade students.

The purpose of this course is to develop creativity and refine performance techniques through the study of varied appropriate literature. Instrumental accompaniment and choreography may be included. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course.

Belle Chantique Chorus provides vocal instruction and performance for students singing soprano and alto in four or more parts. Students will study vocal technique which will include tonal production, part singing, sight singing, musical literacy and music appreciation. Belle Chantique Chorus is a performing ensemble which prepares advanced choral literature. **In addition to rehearsals during the week, public performances will be given throughout the school year and attendance is mandatory. Fees associated with this chorus include a \$100.00 student fee and the purchase of a performance gown (approximate cost: \$75.00) or tuxedo (approximate cost \$110.00). No student will be excluded from chorus due to financial hardship. Arrangements will be made financially. Membership in this chorus is open to senior students by audition only.**

1303470H/JWDH	<b>VOCAL ENSEMBLE 4 HONORS</b> <i>Belle Chantique Chorus</i>
	Offered: Grade 11, 12 Length: Year Prerequisite: Teacher Recommendation  Honors credit available to 11 and 12 grade students.

The purpose of this course is to foster creative performances in ensembles through the study of highly varied appropriate literature as well as providing students with opportunities for leadership. The content shall include independent application of vocal balance, blend and stylistic interpretation. It provides for development of musical independence necessary for small ensemble performance and may include instrumental accompaniment and choreography. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course.

Belle Chantique Chorus provides vocal instruction and performance for students singing soprano and alto in four or more parts. Students will study vocal technique which will include tonal production, part singing, sight singing, musical literacy and music appreciation. Belle Chantique Chorus is a performing ensemble which prepares advanced choral literature. **In addition to rehearsals during the week, public performances will be given throughout the school year and attendance is mandatory. Fees associated with this chorus include a \$100.00 student fee and the purchase of a performance gown (approximate cost: \$75.00) or tuxedo (approximate cost \$110.00). No student will be excluded from chorus due to financial hardship. Arrangements will be made financially. Membership in this chorus is open to senior students by audition only. As an honors chorus member, students will be expected to serve as student leaders, music sectional leaders and be encouraged to participate in all choral activities offered which include auditioning for All-County Chorus, All-State Chorus and solo and ensemble competitions.**



**JAZZ BAND** (These courses will meet the Visual/Performing Arts graduation requirement.)

**Students in Jazz Band must be co-enrolled in a Band course.**

1302500/JUA	<b>JAZZ ENSEMBLE 1</b>
	Offered: Grade 9, 10, 11, 12 Length: Year Prerequisite: Teacher Recommendation/Students enrolled in Jazz Band must also be enrolled in a Concert Band Class (Band 1-5)

The purpose of this course is to introduce students to jazz and popular music styles and interpretations. Emphasis is placed on characteristic tone production and idiomatic performance techniques. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course. **After school performances and rehearsal are required. Fees: \$200.00 for music and transportation. (Exempt if enrolled in Band 1 – 6)**

<b>1302510/JUB</b>	<b>JAZZ ENSEMBLE 2</b>
	Offered: Grade 10, 11, 12 Length: Year Prerequisite: Jazz Ensemble 1 and Audition/Students enrolled in Jazz Band must also be enrolled in a Concert Band Class (Band 1-5)

The purpose of this course is to develop and extend students' understanding of jazz and popular music. Improvisation, tone production, and performance techniques are emphasized. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course. **After school performances and rehearsal are required. Fees: \$200.00 for music and transportation. (Exempt if enrolled in Band 1 – 6)**

<b>1302520/JUC</b>	<b>JAZZ ENSEMBLE 3</b>
	Offered: Grade 11, 12 Length: Year Prerequisite: Teacher Recommendation and Audition/Students enrolled in Jazz Band must also be enrolled in a Concert Band Class (Band 1-5)

The purpose of this course is to develop the ability to apply the knowledge of styles and techniques of varied contemporary popular and jazz literature. The content shall include the study and performance of varied medium level popular and jazz idiomatic literature. Improvisation, characteristic tone, individual and ensemble performance techniques, and an appreciation of the history of jazz in the United States are emphasized and applied. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course. **After school performances and rehearsal are required. Fees: \$200.00 for music and transportation. (Exempt if enrolled in Band 1 – 6)**

<b>1302530H/JUDH</b>	<b>JAZZ ENSEMBLE 4 HONORS</b>
	Offered: Grade 12 Length: Year Prerequisite: Teacher Recommendation and Audition/Students enrolled in Jazz Band must also be enrolled in a Concert Band Class (Band 1-5)

The purpose of this course is to develop independence in knowledge of styles and performance techniques of varied contemporary music and jazz literature. Content shall include the study and performance of varied difficult diverse popular and idiomatic literature. Independence in improvisation, interpretation and performance is emphasized. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course. **After school performances and rehearsal are required. Fees: \$200.00 for music and transportation. (Exempt if enrolled in Band 1 – 6)**



## **BAND** (These courses will meet the Visual/Performing Arts graduation requirement.)

<b>1302300/JQA</b>	<b>BAND 1</b>
	Offered: Grade 9, 10, 11, 12 Length: Year Prerequisite: Teacher Recommendation and/or Audition

This course shall provide students with opportunities to develop musicianship skills in band, marching band, and instrumental ensembles through performance. Students shall develop skills in characteristic tone production (standard woodwind, brasswind or percussion instruments), band performance techniques, musical literacy and music appreciation. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course. All students that are interested in joining the Spruce Creek Band must have been **a member of a school band program for at least two years**. Students who wish to join band for the first time in high school, may do so **but must have approval from the high school directors before registering for this course. Registration for band is not complete without attending Kick Off on May 17th (returning students) or May 19th (new students and ALL incoming 9th grade students) and completing the required paperwork for band. All band students are enrolled in marching band** and are required to attend Band Camp **July 25th-29th & August 1st-5th. Fees: \$300.00 for miscellaneous items. Fees include, but not limited to, instrument rental. Percussion fees are \$400.00. Students enrolled in this class must participate in marching band.**

<b>1302310/JQB</b>	<b>BAND 2</b>
	Offered: Grade 10, 11, 12 Length: Year Prerequisite: Teacher Recommendation and/or Audition

This course shall provide students with opportunities to develop musicianship skills in band, marching band, and instrumental ensembles through performance. Students shall develop skills in characteristic tone production (standard woodwind, brasswind or percussion instruments), band performance techniques, musical literacy and music appreciation. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course. **After school rehearsals and performances are a graded part of this course. Fees: \$300.00 for uniform maintenance/cleaning, transportation, music, clinicians, and miscellaneous items. Percussion fees are \$400.00. Students enrolled in this class must participate in marching band.**

<b>1302320/JQC</b>	<b>BAND 3</b>
	Offered: Grade 11, 12 Length: Year Prerequisite: Teacher Recommendation and/or Audition

This course shall provide students with opportunities to develop musicianship skills in band, marching band, and instrumental ensembles through performance. Students shall develop skills in characteristic tone production (standard woodwind, brasswind or percussion instruments), band performance techniques, musical literacy and music appreciation. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course. **After school rehearsals and performances are a graded part of this course. Fees: \$300.00 for uniform maintenance/cleaning, transportation, music, clinicians, and miscellaneous items. Percussion fees are \$400.00. Students enrolled in this class must participate in marching band.**

1302330/JQD	<b>BAND 4</b>
	Offered: Grade 12 Length: Year Prerequisite: Teacher Recommendation and/or Audition

This course shall provide students with opportunities to develop musicianship skills in band, marching band, and instrumental ensembles through performance. Students shall develop skills in characteristic tone production (standard woodwind, brasswind or percussion instruments), band performance techniques, musical literacy and music appreciation. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course. **After school rehearsals and performances are a graded part of this course. Fees: \$300.00 for uniform maintenance/cleaning, transportation, music, clinicians, and miscellaneous items. Percussion fees are \$400.00. Students enrolled in this class must participate in marching band.**

1302340H/JQEH	<b>BAND 5 HONORS</b>
	Offered: Grade 11, 12 Length: Year Prerequisite: Teacher Recommendation and/or Audition

This course provides large group instruction and performance experiences in wind and percussion instruments. Major emphasis of study will focus on continuing skill development, conceptual understanding and aesthetic appreciation needed to perform selected literature. Activities will include marching (unless not offered at the school), concerts, festivals, etc. As an honors course, the focus will be on cooperative learning as well as individualized instruction, student leadership, a written comprehensive examination and musical skills evaluation through ensemble performance, individual solo performance, conducting experiences, and written critiques. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course. **After school rehearsals and performances are a graded part of this course. Fees: \$300.00 for uniform maintenance/cleaning, transportation, music, clinicians, and miscellaneous items. Percussion fees are \$400.00. Students enrolled in this class must participate in marching band. \*Honor requirements include participation in All County Auditions and Solo and Ensemble.**

1302350H/JQFH	<b>BAND 6 HONORS</b>
	Offered: Grade 12 Length: Year Prerequisite: Teacher Recommendation and/or Audition

This course provides large group instruction and performance experiences in wind and percussion instruments. Major emphasis of study will focus on continuing skill development, conceptual understanding and aesthetic appreciation needed to perform selected literature. Activities will include marching (unless not offered at the school), concerts, festivals, etc. As an honors course, the focus will be on cooperative learning as well as individualized instruction, student leadership, a written comprehensive examination and musical skills evaluation through ensemble performance, individual solo performance, conducting experiences, and written critiques. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course. **After school rehearsals and performances are a graded part of this course. Fees: \$300.00 for uniform maintenance/cleaning, transportation, music, clinicians, and miscellaneous items. Percussion fees are \$400.00. Students enrolled in this class must participate in marching band. \*Honor requirements include participation in and All County Auditions and Solo and Ensemble.**

## ORCHESTRA (These courses will meet the Visual/Performing Arts graduation requirement.)

1302360/JRA	<b>ORCHESTRA 1</b>
	Offered: Grade 9, 10, 11, 12 Length: Year Prerequisite: Teacher Recommendation

The purpose of this course is to develop musicianship skill in music ensembles on orchestral instruments. The content shall include opportunities enabling students to develop basic fundamental skills in characteristic tone production, orchestral performing techniques, musical literacy and music appreciation. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course. **After school rehearsals and performances are a graded part of this course. All orchestra classes include a \$200.00 fee for transportation, music, clinicians, and miscellaneous items. Cellos and basses are available for rent (\$80 per year).**

1302370/JRB	<b>ORCHESTRA 2</b>
	Offered: Grade 10, 11, 12 Length: Year Prerequisite: Teacher Recommendation

The purpose of this course is to extend musicianship and ensemble experiences on orchestral instruments. The content shall include extended skill development in characteristic tone production, orchestral performance techniques, musical literacy and music appreciation. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course. **After school rehearsals and performances are a graded part of this course. All orchestra classes include a \$200.00 fee for transportation, music, clinicians, and miscellaneous items. Cellos and basses are available for rent (\$80 per year).**

1302380/JRC	<b>ORCHESTRA 3</b>
	Offered: Grade 11, 12 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 varied orchestral literature. The content shall include interpreting medium level orchestral music, establishing appropriate tone production and performance techniques, identifying simple musical forms and varied style periods, formulating aesthetic awareness. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course. **After school rehearsals and performances are a graded part of this course. All orchestra classes include a \$200.00 fee for transportation, music, clinicians, and miscellaneous items. Cellos and basses are available for rent (\$80 per year).**

<b>1302390/JRD</b>	<b>ORCHESTRA 4</b>
	Offered: Grade 12 Length: Year Prerequisite: Teacher Recommendation

The purpose of this course is to provide students with instruction in the application of musicianship and technical skills through the study of varied orchestral literature. The content shall include independent interpretation of medium level orchestral music, refinement of tone production and performance techniques, musical form, style periods, and aesthetic perceptions. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course. **After school rehearsals and performances are a graded part of this course. All orchestra classes include a \$200.00 fee for transportation, music, clinicians, and miscellaneous items. Cellos and basses are available for rent (\$80 per year).**

<b>1302400H/JREH</b>	<b>ORCHESTRA 5 HONORS</b>
	Offered: Grade 11, 12 Length: Year Prerequisite: Teacher Recommendation

This course provides large group instruction and performance in string, wind, and percussion instruments. Major emphasis of study will focus on continuing skill development, conceptual understanding and aesthetic appreciation needed to perform selected literature. Activities will include concerts, festivals, etc. As an honors course, the focus will be on cooperative learning as well as individualized instruction, student leadership, a written comprehensive examination and musical skills evaluation through ensemble performance, individual solo performance, conducting experiences, and written critiques. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course. **Honors requirements include solo performance and audition for All County. Not to be confused with IB Extended Essay. All orchestra classes include a \$200.00 fee for transportation, music, clinicians, and miscellaneous items. After school rehearsals and performances are a graded part of this course.**

## **BAND COLOR GUARD/DRILL TEAM**

(These courses will meet the Visual/Performing Arts graduation requirement.)

<b>1305300/JYA</b>	<b>EURYTHMICS 1</b>
	Offered: Grade 9, 10, 11, 12 Length: Year Prerequisite: Teacher Recommendation

The purpose of this course is to provide students with instruction in the development of beginning level skill in the art of performing various bodily movements in rhythm using musical accompaniment. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course. **After school rehearsals and performances are required. All students accepted during auditions must be enrolled in the course. Students enrolled in this class must participate in marching band and winter guard. Fees: \$600.00 (\$300 per season).**

<b>1305310/JYB</b>	<b>EURYTHMICS 2</b>
	Offered: Grade 10, 11, 12 Length: Year Prerequisite: Teacher Recommendation

The purpose of this course is to provide students with instruction in the development of intermediate level skills in the art of performing various bodily movements in rhythm using musical accompaniment. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course. **After school rehearsals and performances are required. All students accepted during auditions must be enrolled in the course. Students enrolled in this class must participate in marching band and winter guard. Fees: \$600.00 (\$300 per season).**

<b>1305320/JYC</b>	<b>EURYTHMICS 3</b>
	Offered: Grade 11, 12 Length: Year Prerequisite: Teacher Recommendation

The purpose of this course is to provide students with instruction in the development of advance level skills in the art of performing various bodily movements in rhythm using musical accompaniment. The content will include the further development of knowledge and application of techniques indigenous to various eurhythmic's styles, dance terminology and choreography. Acquisition of technique and choreography should be stressed. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course. **After school rehearsals and performances are required. All students accepted during auditions must be enrolled in the course. Students enrolled in this class must participate in marching band and winter guard. Fees: \$600.00 (\$300 per season).**

<b>1305330/JYD</b>	<b>EURYTHMICS 4</b>
	Offered: Grade 12 Length: Year Prerequisite: Teacher Recommendation

The purpose of this course is to provide students with opportunities for extended acquisition of knowledge and development of techniques in the art of performing various bodily movements in rhythm using musical accompaniment. The content will include the extended study of musical interpretation through movement. Acquisition of technique and choreography should be stressed with emphasis on individual creativity. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course. **After school rehearsals and performances are required. Students enrolled in this class must participate in marching band and winter guard. All students accepted during auditions must be enrolled in the course. Fees: \$600.00 (\$300 per season).**







*AVID is not just another program...*

**at its heart, AVID is a philosophy**

*Hold students accountable to the highest standards,  
provide academic and social support,  
and they will rise to the challenge.*

**AVID**, Advancement Via Individual Determination, is a global nonprofit organization dedicated to closing the achievement gap by preparing all students for college and other postsecondary opportunities. Established more than 30 years ago with one teacher in one classroom, AVID today impacts more than 800,000 students in 44 states and 16 other countries/territories.

### **How AVID Works**

AVID brings research-based strategies and curriculum to educational institutions in elementary, secondary, and higher education. The AVID System annually provides more than 30,000 educators with training and methodologies across all content areas.

### **Who is an AVID Student?**

AVID students are students in the academic middle, capable of completing a college preparatory path with support. These students often are not realizing their full potential academically.

### **What AVID Does**

- Teaches skills and behaviors for academic success
- Provides intensive support with tutorials and strong student/teacher relationships
- Creates a positive peer group for students
- Develops a sense of hope for personal achievement gained through hard work and determination
- Develops students' critical thinking, literacy, and math skills

### **Once Selected for AVID, What are the Student Requirements?**

AVID students must:

- Attend an AVID elective class
- Enroll in one or more advanced academic class (Honors or AP) each semester
- Maintain satisfactory citizenship and attendance in all classes
- Maintain the AVID binder with assignment/grade record sheets and daily notes in all classes
- Complete all homework assignments and commit to studying every night
- Students interested in AVID must complete an application as noted on the website [www.AVID.org](http://www.AVID.org)

## **Honor Cords**

Students who successfully fulfill the following requirements will be eligible for AVID Honor Cords to be worn at graduation:

1. Minimum GPA of 3.5
  2. Completion of minimum three years of high school AVID with averages of B or higher in the course each semester
  3. Completion of two or more IB, Advanced Placement® or Dual enrollment courses with grades of C or higher
  4. Completion of minimum of 75 hours of community service
  5. Taken a combined total of 3 college entrance exams (SAT and ACT)
  6. Participation in at least 2 extracurricular activities, at least 1 for two or more years (sports, clubs, significant community service project, AVID Peer Tutor, theater, band, chorus, etc.)
  7. Active participation in AVID outside of daily classroom activities –college tours, service, fundraising, general meetings, leadership/recruitment activities, etc.
  8. Successful completion of senior year in AVID
- Completed and Submitted FAFSA
  - Applied to minimum of four major/4-year universities
  - Accepted to at least one 4-year college or university

## **AVID**

<b>1700390/LOK</b>	<b>AVID 1</b>
	Offered: Grade 9 Length: Year Prerequisite: Application and Interview

Advancement Via Individual Determination (AVID) is a rigorous elective class that provides support for students in the AVID college preparatory curriculum through curricular and tutor-facilitated study groups. This course is designed to enable students to develop **fundamental skills** and strategies in Cornell note-taking, oral and written communication, time management, study skills for advanced courses, organization, problem solving and inquiry. This course also guides students to pursue a college education and assists in the exploration and application process. Career exploration is introduced as part of college planning. There is an emphasis on analytical writing, preparation for college entrance and placement exams, study skills and test taking, note-taking, and research. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, and reading to support their academic growth.

<b>1700400/LOM</b>	<b>AVID 2</b>	
	Offered:	Grade 10
	Length:	Year
	Prerequisite:	Application and Interview

Advancement Via Individual Determination (AVID) is a rigorous elective class that provides support for students in the AVID program through curricular and mentoring activities. This course is designed to enable students to develop **basic** skills and strategies in Cornell note-taking, oral and written communication, time management, study skills for advanced courses, organization, problem solving, and inquiry. This course also guides students to pursue a college education and assists in the exploration and application process. Course increases career exploration. There is an emphasis on analytical writing, preparation for college entrance and placement exams, study skills and test taking, note-taking, and research. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, and reading to support their academic growth.

<b>1700410/LON</b>	<b>AVID 3</b>	
	Offered:	Grade 11
	Length:	Year
	Prerequisite:	Application and Interview

Advancement Via Individual Determination (AVID) is a rigorous elective class that provides support for students in the AVID program through curricular and mentoring activities. This course is designed to enable students to develop intermediate skills and strategies in Cornell note-taking, oral and written communication, time management, study skills for advanced courses, organization, problem solving, and inquiry. This course also guides students to pursue a college education and assists in the exploration and application process. Students prepare for college entrance exams and continue career exploration for college. The course emphasizes rhetorical reading, analytical writing, collaborative discussion strategies, tutorial inquiry study groups, preparation for college entrance and placement exams, college study skills and test taking strategies, note taking and research.

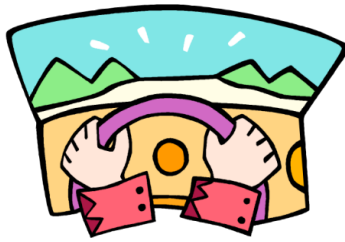
AVID 3 is the first part in a junior/senior seminar course that focuses on writing and critical thinking expected of first- and second-year college students. This course is organized around the theme of “Leadership as a Catalyst for Change in Society.” Students study, in depth, exceptional leaders in contemporary society, and examine the effect these individuals have had on culture, politics, education, history, science, and the arts. The course requires that students read essays, speeches, articles, and letters by these leaders, as well as at least one full-length work by the leader or about the leader. In addition, each student is required to conduct a research project that is presented in the senior year. In addition to the academic focus of the AVID Seminar, there are college bound activities, methodologies and tasks that should be undertaken during the junior year to support students as they apply to four-year universities and confirm their post-secondary plans.

<b>1700420/LOO</b>	<b>AVID 4</b>	
	Offered:	Grade 12
	Length:	Year
	Prerequisite:	Application and Interview

Advancement Via Individual Determination (AVID) is an elective class that provides support for students in the AVID program through curricular and mentoring activities. This course is designed to enable students to develop advanced skills and strategies in Cornell note-taking, oral and written communication, time management, study skills for advanced courses, organization, problem solving, and inquiry. This course also guides students to pursue a college education and actively assists in the final application process. The course emphasizes rhetorical reading, analytical writing, collaborative discussion strategies, tutorial inquiry study groups, preparation for college entrance and placement exams, college study skills and test taking strategies, note taking and research. All AVID seniors are required to develop and present a portfolio representing their years of work in the AVID program as well as complete the requirements for the Seminar course.

AVID 4 is the second part in a junior/senior seminar course that focuses on writing and critical thinking expected of first- and second-year college students. This course continues around the theme of “Leadership as a Catalyst for Change in Society.” Students will complete a final research essay project from research conducted in their junior year in AVID. In addition to the academic focus of the AVID Senior Seminar, there are college bound activities, methodologies and tasks that should be achieved during the senior year that support students as they apply to four-year universities and confirm their post-secondary plans.

# TRAFFIC SAFETY DRIVER EDUCATION



Driver Education / Traffic Safety classes will be offered on Saturdays or Tuesday and Thursday afternoons as well as during the summer. See your guidance counselor for details.

1900310/LTB	DRIVER EDUCATION/TRAFFIC SAFETY CLASSROOM AND LABORATORY
	<p>Offered: Grade 10, 11, 12</p> <p>Length: Semester</p> <p>Prerequisite: Age 15 and must have Learner's Permit and 1 full year of school</p>

Content of the course will include a basic knowledge of driving skills, roadway and traffic tasks, and factors influencing driver performance and driver responsibilities. Students must be enrolled in a Volusia County public school, school of choice, private, or home-school program in order to register for this course. Students must be 15 years old and must have completed one full year of high school on or before the first day of the session. Students must have a Florida learner's permit before registering for this course.

Driver Education is a practical course because the knowledge and skills you learn in Driver Education are ones that you will use every day for the rest of your life. Students taking Driver Education will be given a review of the Department of Motor Vehicle Learner's Permit exam information as well as the required Alcohol and Substance Abuse course which the DMV requires for all first-time drivers to take before they can be issued an Operator's License.

Course content will include basic knowledge of driving skills, factors that affect driver performance, driver responsibilities, and skills needed to pass the DMV Road Test – which is also administered to students at the end of the course. Students that pass the classroom and driving phases of the course as well as the Road Test and turn in a driving log, will be assigned an electronic waiver to receive their regular operator's license at any DMV office in the State of Florida.

Taking Driver Education at Spruce Creek High School may eliminate having to take the road test at the DMV office and will help formulate the proper habits needed for a lifetime of responsible driving.





# Florida's BEST Standards for Language Arts & Mathematics

FLORIDA'S B.E.S.T. STANDARDS  
BENCHMARKS FOR EXCELLENT STUDENT THINKING

## FAST FACTS

### [OUR TASK]

- Eliminate Common Core
- Create a roadmap to #1 Standards in the U.S.
- Include FL parents and teachers in the process
- Increase the quality of curriculum
- Streamline testing
- Prioritize civics
- Outline pathway for Florida to become the most literate state in the nation

**100,000** Reviews of current & draft standards  
**1,510** Combined years of experience of consulting teacher experts  
**154** Virtual & 11 in-person meetings with FL expert groups  
**80+** More than 80 FL-based teacher and stakeholder groups participated in reviews  
**9** Public meetings across Florida to collect feedback

### THE RESULTS

- ✓ **Eliminated** Common Core
- ✓ **Content-rich**
- ✓ **Back-to-basics** building a foundation at early grades
- ✓ **Understandable** for teachers, parents and students
- ✓ Created **by Florida experts** including 80+ FL-based teacher & stakeholder groups
- ✓ **Flexibility for teachers** with a focus on great content
- ✓ Improves **rigor across all grades**
- ✓ **Developmentally appropriate** course content
- ✓ Actionable solutions for the **reduction of testing**
- ✓ **Concise standards** to set clear expectations for students, teachers and parents
- ✓ Clear **expectations for progression** year to year through great course alignment
- ✓ First in nation with **civics booklist** in ELA standards

### MATH

- + Ends "Confusing/Crazy Math" that was a roadblock for parents to help students at home
- + Flexibility given to students to show their unique "strategy" for problem-solving
- + Focus on correct ANSWER, not only the method
- + Balanced emphasis on skills vs. concepts will help struggling students catch up
- + Includes real-world context to make math more valuable to overall education
- + Financial Literacy added throughout high school
- + Moves mastery of basic whole number arithmetic from 6<sup>th</sup> to 5<sup>th</sup> grade
- + Full glossary to give teachers and parents a comprehensive understanding
- + Clearer indications of how different topics connect within and from grade to grade

### ELA

- ⚡ First in nation with integrated booklist across all grades
- ⚡ Framing learning around classic literature and primary source materials
- ⚡ Students will learn from every major literary period
- ⚡ Civic literacy embedded in every grade
- ⚡ Moves use of rhetoric and debate from 9<sup>th</sup> to 6<sup>th</sup> grade
- ⚡ Guides teachers and parents with clarifications throughout
- ⚡ Benchmarks specifically for secondary students reading below grade level
- ⚡ Consistent vocabulary so parents and teachers know what's being asked of students
- ⚡ Includes appendix and full glossary to help teachers and parents improve student fluency and understanding

### [NEXT STEPS]

**2020-2021**

The FL State Board of Education will adopt the package all-in-one

&

Governor's proposed budget includes \$3 million to support teachers

**2021-2022**

ELA curriculum will be updated

**2022-2023**

Math curriculum will be updated & Assessments will be complete



# LANGUAGE ARTS

The information contained in this Program of Studies is subject to change at any time due to legislation and School Board policy. Some courses described may not be offered. Errors or omissions of information in this booklet cannot override State and District policy. The District will follow the BEST (Benchmark for Excellent Student Thinking) Standards as outlined by the State of Florida.

1001310/GNB	ENGLISH 1
	Offered: Grade 9 Length: Year Prerequisite: None

This course defines what students should understand and be able to do by the end of 9th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts. The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

**Readings may include:** *Romeo and Juliet*, *Animal Farm*, *The Life of Pi*, *A Separate Peace*, *All American Boys*, *Intro to Literature*, or an appropriate grade-level novel.

**Special Note:** As student's progress from one grade-level course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in their application and use. Scaffolded learning opportunities are to be provided for students to develop and apply the critical skills of discourse analysis, synthesis, and evaluation.

1001320H/GNCH	ENGLISH 1 HONORS
	Offered: Grade 9 Length: Year Prerequisite: State Assessment test score 3, 4, or 5 or Teacher Recommendation

This course defines what students should understand and be able to do by the end of 9th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts. The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work

**Readings may include:** *Romeo and Juliet*, *Animal Farm*, *The Life of Pi*, *A Separate Peace*, *All American Boys*, or an appropriate grade-level novel.

**Special Note:** As student's progress from one grade-level course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in their application and use. Scaffolded learning opportunities are to be provided for students to develop and apply the critical skills of discourse analysis, synthesis, and evaluation.

<b>1001340/GNE</b>	<b>ENGLISH 2</b>
	Offered: Grade 10 Length: Year Prerequisite: English 1

This course defines what students should understand and be able to do by the end of 10th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts. The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

**Readings may include:** *Antigone, The Chosen, The Importance of Being Earnest, Macbeth, Black Boy, Of Mice and Men, A Raisin in the Sun, A Thousand Splendid Suns, or an appropriate grade-level novel.*

**Special Note:** As student's progress from one grade-level course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in their application and use. Scaffolded learning opportunities are to be provided for students to develop and apply the critical skills of discourse analysis, synthesis, and evaluation.

<b>1001350H/GNFH</b>	<b>ENGLISH 2 HONORS</b>
	Offered: Grade 10 Length: Year Prerequisite: English Honors 1/State Assessment test score 3, 4, or 5 or Teacher Recommendation

This course defines what students in an honors setting should understand and be able to do by the end of 10th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts. The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**Readings may include:** *Antigone, The Chosen, The Importance of Being Earnest, Macbeth, Black Boy, Of Mice and Men, A Raisin in the Sun, A Thousand Splendid Suns, Intro to Literature, or an appropriate grade-level novel.*

**Special Note:** As student's progress from one grade-level course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in their application and use. Scaffolded learning opportunities are to be provided for students to develop and apply the critical skills of discourse analysis, synthesis, and evaluation.



<b>1001370/GNH</b>	<b>ENGLISH 3</b>
	Offered: Grade 11 Length: Year Prerequisite: English 2

This course defines what students should understand and be able to do by the end of 11th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts. The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

**Readings may include:** *The Crucible, 1984, The Scarlet Letter, Winesburg, Ohio, Intro to Literature*, or an appropriate grade-level novel selection from American Literature.

**Special Note:** As student's progress from one grade-level course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in their application and use. Scaffolded learning opportunities are to be provided for students to develop and apply the critical skills of discourse analysis, synthesis, and evaluation.

<b>1001380H/GNIH</b>	<b>ENGLISH 3 HONORS</b>
	Offered: Grade 11 Length: Year Prerequisite: English 2/English 2 Honors/State Assessment test score 3, 4, or 5 or Teacher Recommendation

This course defines what students should understand and be able to do by the end of the grade level. Knowledge acquisition should be the primary purpose of any reading approach. The systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are building their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**Readings may include:** *The Crucible, 1984, The Scarlet Letter, Winesburg, Ohio, Intro to Literature*, or an appropriate grade-level novel selection from American Literature.

**Special Note:** As student's progress from one grade-level course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in their application and use. Scaffolded learning opportunities are to be provided for students to develop and apply the critical skills of discourse analysis, synthesis, and evaluation.

1001420/GNM	<b>ADVANCED PLACEMENT LANGUAGE AND COMPOSITION</b>
	Offered: Grade 11, 12 Length: Year Prerequisite: English 2 Honors or English 3 Honors/State Assessment test score 3, 4, or 5 or Teacher Recommendation

The Advanced Placement course in English Language and Composition is a college-level study of language and writing. Students study rhetoric in a variety of genres to analyze how authors use language. The course emphasizes nonfiction and argumentative writing as preparation for taking the national Advanced Placement exam which many colleges use to award college credits. Mature writing skills are necessary for success in this course. **Students are required to take the AP Exam. Students who do not take the AP Exam will incur College Board Assessment fees.**

1001400/GNK	<b>ENGLISH 4</b>
	Offered: Grade 12 Length: Year Prerequisite: English 3

This course defines what students should understand and be able to do by the end of 12th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts. The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

**Readings may include:** *Emma*, *Othello*, *The Things They Carried*, *Intro to Literature*, or an appropriate grade-level novel.

**Special Note:** As students' progress from one grade-level course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in their application and use. Scaffolded learning opportunities are to be provided for students to develop and apply the critical skills of discourse analysis, synthesis, and evaluation.

1001410H/GNLH	<b>ENGLISH 4 HONORS</b>
	Offered: Grade 12 Length: Year Prerequisite: English 3/State Assessment test score 3, 4, or 5 or Teacher Recommendation

This course defines what students should understand and be able to do by the end of the grade level. Knowledge acquisition should be the primary purpose of any reading approach. The systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are building their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**Readings may include:** *Emma, Othello, The Things They Carried, Intro to Literature*, or an appropriate grade-level novel.

**Special Note:** As student's progress from one grade-level course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in their application and use. Scaffolded learning opportunities are to be provided for students to develop and apply the critical skills of discourse analysis, synthesis, and evaluation.

1001430/GNN	<b>ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION</b>
	Offered: Grade 11, 12 Length: Year Prerequisite: English 3 Honors/State Assessment test score 3, 4, or 5 or Teacher Recommendation

The Advanced Placement course in English Literature and Composition is a college-level study of literature and writing. Students learn how to use the modes of discourse and to recognize assumptions underlying various rhetorical strategies. Through reading, discussion, writing, and listening, students engage literary texts through the resources of language, including literary devices. This course prepares students to take the national Advanced Placement exam which many colleges use to award college credits. **Students are required to take the AP exam. Students who do not take the AP Exam will incur College Board Assessment fees.**

**Readings may include:** *Hamlet, The Things They Carried, Beloved, One Flew Over the Cuckoo's Nest, How to Read Like a Professor*.



## ENGLISH ELECTIVES

<b>1006300/GSAY</b>	<b>JOURNALISM 1 (Yearbook)</b>
	Offered: Grade 9, 10, 11, 12 Length: Year Prerequisite: Application

This course provides instruction in basic aspects of journalism and workshop experiences in journalistic production. The content will include instruction in recognizing and writing news for journalistic media and in developing editorials, sports articles, and feature stories. In addition to written work, students will receive instruction in the history and traditions of journalism as well as workshop experiences in photography, layouts, advertising, printing, and other practical aspects of journalistic enterprise. In connection with workshop experiences, one or more student journalistic productions may be included.

<b>1006310/GSBY</b>	<b>JOURNALISM 2 (Yearbook)</b>
	Offered: Grade 10, 11, 12 Length: Year Prerequisite: Journalism 1 or application

The content will include training necessary for successful news gathering for journalistic media. Students will receive frequent practice in gathering information and in writing news, sports, feature articles, and editorials. Through various media, students will explore career opportunities in journalistic fields. This course includes practice in the preparation of materials for publication in journalistic media.

<b>1006320/GSCY</b>	<b>JOURNALISM 3 (Yearbook)</b>
	Offered: Grade 11, 12 Length: Year Prerequisite: Journalism 2/Teacher Recommendation

This course will include instruction and practice in applying all aspects of the writing process including prewriting, drafting, editing and proofreading to the work prepared in order to bring it to high journalistic standards. Organization and management techniques relating to journalistic productions will be stressed, including leadership skills, record keeping, time management, utilization of personnel, and task organization. Workshop experiences in producing various kinds of journalism will be provided.



<b>1006330/GSDY</b>	<b>JOURNALISM 4 (Yearbook)</b>
	Offered: Grade 11, 12 Length: Year Prerequisite: Journalism 2 or Journalism 3/Teacher Recommendation

This course includes instruction in writing, designing, and managing journalistic enterprises. The emphasis in the course will be upon implementing students' creative skills and talents in writing, graphic design and/or photography, and in providing regular practice in management skills and production techniques in printed journalistic media. The course will provide opportunities to develop proficiency in various forms of journalistic writing using the production of one or more student journalism projects.

## READING

<b>1000412</b>	<b>INTENSIVE READING 1</b>
	Offered: Grade 9 Length: Year Prerequisite: Level 1 or 2 on FSA ELA; See Decision Tree of the VCS K-12 Reading Plan

This course is designed for 9th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard. Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data. Effective implementation requires the support to be matched to student need and is provided by the most experienced, and/or specialized expert. Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students. Individualized diagnostic data, as well as instructional time, are in addition to those provided in core instruction. Formative assessments occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The larger the gap, the more frequent the progress monitoring. The expected outcome is for the student to achieve grade-level proficiency.

<b>1000414</b>	<b>INTENSIVE READING 2</b>
	Offered: Grade 10 Length: Year Prerequisite: Level 1 or 2 on FSA ELA; See Decision Tree of the VCS K-12 Reading Plan

This course is designed for 10th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard. Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data. Effective implementation requires the support to be matched to student need and is provided by the most experienced, and/or specialized expert. Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students. Individualized diagnostic data, as well as instructional time, are in addition to those provided in core instruction. Formative assessments occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The larger the gap, the more frequent the progress monitoring. The expected outcome is for the student to achieve grade-level proficiency.

<b>1000416</b>	<b>INTENSIVE READING 3</b>
	Offered: Grade 11 Length: Year Prerequisite: Level 1 or 2 on FSA ELA; See Decision Tree of the VCS K-12 Reading Plan

This course is designed for 11th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard. Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data. Effective implementation requires the support to be matched to student need and is provided by the most experienced, and/or specialized expert. Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students. Individualized diagnostic data, as well as instructional time, are in addition to those provided in core instruction. Formative assessments occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The larger the gap, the more frequent the progress monitoring. The expected outcome is for the student to achieve grade-level proficiency.

<b>1000418</b>	<b>INTENSIVE READING 4</b>
	Offered: Grade 12 Length: Year Prerequisite: Level 1 or 2 on FSA ELA; See Decision Tree of the VCS K-12 Reading Plan

This course is designed for 12th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard. Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data. Effective implementation requires the support to be matched to student need and is provided by the most experienced, and/or specialized expert. Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students. Individualized diagnostic data, as well as instructional time, are in addition to those provided in core instruction. Formative assessments occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The larger the gap, the more frequent the progress monitoring. The expected outcome is for the student to achieve grade-level proficiency.



## ESOL – ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

1002300/GPA	ENGLISH 1 THROUGH ESOL
	Offered: Grade 9 Credit: 1.0 Length: Year Prerequisite: Limited English Type of Credit: Proficiency English

The purpose of this course is to enable 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 using text-based evidence and reasoning
- 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).

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>1002310/GPB</b>	<b>ENGLISH 2 THROUGH ESOL</b>
	Offered: Grade 10 Credit: 1.0 Length: Year Prerequisite: Limited English Type of Credit: Proficiency English

The purpose of this course is to enable 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 using text- based evidence and reasoning
- 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 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).

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>

1002302/GPC	ENGLISH 3 THROUGH ESOL	
	Offered:	Grade 11
	Credit:	1.0
	Length:	Year
	Prerequisite:	Limited English
	Type of Credit	Proficiency English

The purpose of this course is to enable 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 using text-based evidence and reasoning
- 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 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).

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>

1002520/GPJ	ENGLISH 4 THROUGH ESOL	
	Offered:	Grade 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Limited English
	Type of Credit	Proficiency English

The purpose of this course is to enable 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 using text-based evidence and reasoning
- 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 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).

#### 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>1002381/GPD</b>	<b>DEVELOPMENTAL LANGUAGE ARTS THROUGH ESOL – READING (DLA)</b>
	Offered: Grade 9, 10, 11, 12 Credit: 1.0 Length: Year Prerequisite: Limited English Proficiency Reading (LY) See Decision Tree 3 of VCS K-12 Reading Plan for Details Type of Credit: Elective

The purpose of this course is to enable students who are native speakers of languages other than English instruction enabling students to accelerate the development of reading and writing skills and to strengthen these skills, so they are able to successfully read, write, and comprehend grade level text independently. Instruction emphasizes reading comprehension and vocabulary 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.

**Important note:** Reading and writing courses should not be used in place of English language arts courses; reading and writing courses are intended to be used to supplement further study in English language arts.

Tier 2 students will use Achieve 3000.

Tier 3 students will use Read 180.

#### 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 using text-based evidence and reasoning
- 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 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).

**Additional Notes:** Students entering the upper grades who are not reading on grade level have a variety of reading intervention needs. No single program of strategy can be successful in remediating the needs of all students. The reading intervention course should require that students increase the amount and complexity of text they read independently throughout the school year, as these students do not 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 reading skills in older readers. The instructional approaches should meet the needs of each student based on results of individual diagnostic assessments and progress monitoring.

Instruction should be explicit and systematic. It should provide direct explanations (modeling) and systematic practice opportunities (guided instruction), as well as carefully managed cumulative review to ensure mastery.

**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>

Mathematics High School Pathway  
School Year 2022 -2023



Course Title	Recommended Next Course Placement Options
Algebra 1 (1200310) or Algebra 1 Honors (1200320)	<b>Geometry</b> - for students who have successful completion of Algebra 1 course and Algebra 1 EOC
	<b>Geometry Honors</b> - for the student who excels in Algebra 1/Algebra 1 Honors
	<b>Geometry &amp; Foundational Skills in Mathematics Concurrently</b> – for students who struggled in Algebra 1 and/or need to retake Algebra 1 EOC  <b>Note: The Foundational Skills course is an elective credit and not part of the math credit pathway.</b>
Geometry (1206310) or Geometry Honors (1206320)	<b>Mathematics for College Liberal Arts</b> – for students who struggled in Algebra 1/Geometry and are not ready for Algebra 2. Note: this course does not meet NCAA requirements.  <b>Algebra 2</b> – for students who successfully completed Algebra 1 and Geometry with C or higher  <b>Algebra 2 Honors</b> – for students who successfully completed Geometry Honors or a student who excels in Geometry, consider the honors option
<i>Mathematics for College Liberal Arts</i> (1207350)	<b>Algebra 2</b>  <b>Algebra 2 Honors</b> - consider this for a student who excels in the Mathematics for College Liberal Arts course
Algebra 2 (1200330) or Algebra 2 Honors (1200340)	Placement in courses for students at this level should support their interest, high school pathway goal or intended college pathway.  <b>Probability &amp; Statistics Honors</b>  <b>PreCalculus</b>  <b>AP Statistics (1210320)</b>  <b>Mathematics for College Algebra</b> – for students who struggled in Algebra 2 as this course contains 24 benchmarks from Algebra 2
Mathematics for College Algebra (1200710)	Placement in courses for students at this level should support their interest, high school pathway goal or intended college pathway. <b>Probability &amp; Statistics Honors</b>  <b>PreCalculus</b>  <b>AP Statistics (1210320)</b>
Probability & Statistics Honors (1210300)	Placement in courses for students at this level should support their interest, high school pathway goal or intended college pathway. <b>Mathematics for College Algebra</b>  <b>PreCalculus</b>  <b>AP Statistics (1210320)</b>
PreCalculus (1202340)	Placement in courses for students at this level should support their interest, high school pathway goal or intended college pathway. <b>Mathematics for College Algebra</b>  <b>Calculus AB/BC (1202310/1202320)</b>  <b>Probability &amp; Statistics</b>  <b>AP Statistics (1210320)</b>
Foundational Skills in Mathematics 9-12 (1200400)	At the discretion of the school, based on the standards within this course, this course can also be designed in such a way to serve the following purposes, while still counting as an elective credit: <ul style="list-style-type: none"> <li>○ support students in obtaining their Algebra 1 EOC Graduation Requirement</li> <li>○ support for students with substantial deficiencies in Mathematics, possibly Tier 3 intervention</li> <li>○ provide enrichment and exploration opportunities in Mathematics</li> <li>○ SAT/ACT preparation for mathematics</li> </ul> <b>This course is not to be taken in lieu of a mathematics course as it is an elective credit.</b>

# MATHEMATICS

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**All mathematics courses require Teacher Recommendation for placement for registration.**

<b>1200310/IMB</b>	<b>ALGEBRA 1</b>
	Offered: Grade 9, 10, 11 Length: Year Prerequisite: None

The purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. In Algebra 1, instructional time will emphasize five areas: (1) performing operations with polynomials and radicals, and extending the Laws of Exponents to include rational exponents; (2) extending understanding of functions to linear, quadratic and exponential functions and using them to model and analyze real-world relationships; (3) solving quadratic equations in one variable and systems of linear equations and inequalities in two variables; (4) building functions, identifying their key features and representing them in various ways and (5) representing and interpreting categorical and numerical data with one and two variables. **Students will be required to take the Algebra I End of Course Exam (EOC), which will constitute 30% of their overall final course grade. Students will be required to pass the state Algebra EOC for graduation purposes.**

<b>1206310/ISB</b>	<b>GEOMETRY</b>
	Offered: Grade 9, 10, 11, 12 Length: Year Prerequisite: Algebra 1 equivalent

This course is designed to give an in-depth study of geometry with emphasis on methods of proof and the formal language of mathematics. In Geometry, instructional time will emphasize five areas: (1) proving and applying relationships and theorems involving two-dimensional figures using Euclidean geometry and coordinate geometry; (2) establishing congruence and similarity using criteria from Euclidean geometry and using rigid transformations; (3) extending knowledge of geometric measurement to two-dimensional figures and three-dimensional figures; (4) creating and applying equations of circles in the coordinate plane and (5) developing an understanding of right triangle trigonometry. **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.**

<b>1206320H/ISCH</b>	<b>GEOMETRY HONORS</b>
	Offered: Grade 9, 10 Credit: 1.0 Length: Year Prerequisite: Algebra 1 equivalent/State Assessment test score 3, 4, or 5

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. In Geometry Honors, instructional time will emphasize five areas: (1) proving and applying relationships and theorems involving two-dimensional figures using Euclidean geometry and coordinate geometry; (2) establishing congruence and similarity using criteria from Euclidean geometry and using rigid transformations; (3) extending knowledge of geometric measurement to two-dimensional figures and three-dimensional figures; (4) creating and applying equations of circles in the coordinate plane; and (5) developing an understanding of right triangle trigonometry. **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.**

<b>1207350</b>	<b>MATHEMATICS FOR COLLEGE LIBERAL ARTS</b>
	Offered: Grade 10, 11, 12 Length: Year Prerequisite: Algebra 1 or equivalent and Geometry or equivalent

In Mathematics for College Liberal Arts, instructional time will emphasize five areas: (1) analyzing and applying linear and exponential functions within a real-world context; (2) utilizing geometric concepts to solve real-world problems; (3) extending understanding of probability theory; (4) representing and interpreting univariate and bivariate data; and (5) developing understanding of logic and set theory. **This course does not meet NCAA requirements.**

<b>1200330/IMD</b>	<b>ALGEBRA 2</b>
	Offered: Grade 10, 11, 12 Length: Year Prerequisite: Algebra 1 or equivalent

In Algebra 2, instructional time will emphasize five areas: (1) extending arithmetic operations with algebraic expressions to include radical and rational expressions and polynomial division; (2) graphing and analyzing functions including polynomials, absolute value, radical, rational, exponential and logarithmic; (3) building functions using compositions, inverses and transformations; (4) extending systems of equations and inequalities to include non-linear expressions; and (5) developing understanding of the complex number system, including complex numbers as roots of polynomial equations.



<b>1200340H/IMEH</b>	<b>ALGEBRA 2 HONORS</b>
	Offered: Grade 9, 10, 11 Length: Year Prerequisite: Algebra 1 equivalent/State Assessment test score 3, 4, or 5

This course is a rigorous in-depth study of the topics of Algebra 2. In Algebra 2 Honors, instructional time will emphasize six areas: (1) developing understanding of the complex number system, including complex numbers as roots of polynomial equations; (2) extending arithmetic operations with algebraic expressions to include polynomial division, radical and rational expressions; (3) graphing and analyzing functions including polynomials, absolute value, radical, rational, exponential and logarithmic; (4) extending systems of equations and inequalities to include non-linear expressions; (5) building functions using compositions, inverses and transformations; and (6) developing understanding of probability concepts.

<b>1210300/IWA</b>	<b>PROBABILITY AND STATISTICS WITH APPLICATIONS HONORS</b>
	Offered: Grade 11, 12 Length: Year Prerequisite: Algebra 2 (Algebra 2 Honors) and Geometry (Geometry Honors)

In Probability and Statistics Honors, instructional time will emphasize four areas: (1) creating and interpreting data displays for univariate and bivariate categorical and numerical data; (2) comparing and making observations about populations using statistical data, including confidence intervals and hypothesis testing; (3) extending understanding of probability and probability distributions; and (4) developing an understanding of methods for collecting statistical data, including randomized trials.

<b>1202340/IOD</b>	<b>PRE-CALCULUS HONORS</b>
	Offered: Grade 10, 11, 12 Length: Year Prerequisite: Algebra 2 (Algebra 2 Honors) and Geometry (Geometry Honors)

In Precalculus Honors, instructional time will emphasize six areas: (1) extending right triangle trigonometry to unit circle trigonometry and trigonometric functions; (2) extending understanding of functions to trigonometric; (3) developing understanding of conic sections; (4) representing and performing operations with complex numbers and vectors in the coordinate plane; (5) extending understanding of relations in the plane using parametric representations, including polar coordinates; and (6) analyzing arithmetic and geometric sequences and series.

<b>1202310/IOB</b>	<b>ADVANCED PLACEMENT CALCULUS AB</b>
	Offered: Grade 11, 12 Length: Year Prerequisite: Pre-Calculus/Teacher Recommendation  NOTE: Students taking Pre-Calculus through dual-enrollment at Daytona State College must also take Trigonometry at DSC.

This course is designed to offer students college-level mathematics under the guidelines of the Advanced Placement Program. The focus is on preparation for the Calculus Level AB Test given by the College Examination Board in May. Study will begin by reviewing function definitions, absolute value, and elementary functions from prerequisites. Calculators and computers will serve as instructional tools in concept development. **Students are required to take the AP exam. Students who do not take the AP Exam will incur College Board Assessment fees.**

<b>1210320/IWD</b>	<b>ADVANCED PLACEMENT STATISTICS</b>
	Offered: Grade 11, 12 Length: Year Prerequisite: Algebra 2 or Algebra 2 Honors

The purpose of this course is to offer students college-level mathematics under the guideline of the advanced placement program. The focus is on preparation for the statistics test given by the College Examination Board. Topics of study will include exploring data, using measurement in planning a study, producing models using probability and simulation to anticipate patterns, and statistical interference. Calculators and computers will serve as instructional tools in concept development. **Students are required to take the AP exam. Students who do not take the AP Exam will incur College Board Assessment fees.**

☆ <b>1202320</b>	<b>ADVANCED PLACEMENT CALCULUS BC</b>
	Offered: Grade 12 Length: Year Prerequisite: Advanced Placement Calculus AB or Pre-calculus

This course is designed to offer students college-level mathematics under the guidelines of the Advanced Placement Program. The focus is on preparation for the Calculus Level BC Test given by the College Examination Board in May. Study will begin by reviewing function definitions, concepts of limits to functions, and derivate of algebraic, trigonometric, exponential and logarithmic functions. Calculators and computers will serve as instructional tools in concept development.

<b>1200700/IND</b>	<b>MATH FOR COLLEGE ALGEBRA</b>
	Offered: Grade 10, 11, 12 Length: Year Prerequisite: Algebra 2/Algebra 2 Honors and Geometry/Geometry Honors

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

# PHYSICAL EDUCATION

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**Note: Physical Education classes require athletic shorts/pants, Spruce Creek T-shirt, and athletic shoes.**

<b>1501300B/KOAB</b>	<b>PERSONAL FITNESS</b>
	Offered: Grade 9 Length: Semester Prerequisite: Graduation Requirement

The purpose of this required course is to teach students the importance of maintaining an optimal level of health fitness and how to assess and develop that fitness. The content will also include knowledge of health problems associated with inadequate fitness levels, knowledge, and application of physiological principles of fitness, proper nutrition, stress management, and consumer issues related to physical fitness. Students will develop individual wellness plans. *Personal Fitness includes both a classroom and participation (dress out) phase. This is a blended (face-to-face and online) course that will satisfy the online requirement for graduation.*

<b>1503350/KWA</b>	<b>TEAM SPORTS 1</b>
	Offered: Grade 9 Length: Semester Prerequisite: None

Students will learn safety practices, skills, techniques, rules and strategies in selected team sports. Health-related components of fitness will be emphasized. The selected team sports may include, but not be limited to team handball, flicker-ball, gator-ball, speedball, field hockey and track and field. Special Note: Activities selected in Team Sports 1 may not be repeated in Team Sports 2.

<b>1503360/KWB</b>	<b>TEAM SPORTS 2</b>
	Offered: Grade 9, 10, 11, 12 Length: Semester Prerequisite: None

Students will acquire knowledge of team sports play, develop skills in selected team sports and maintain or improve their health-related fitness levels. Students must understand and be able to apply the physiological principles related to exercise and training. The selected team sports may include, but not be limited to angle ball, soccer, volleyball, basketball, softball, flag football, and Frisbee games. Special Notes: Activities selected in Team Sports 2 must be different from those taught in Team Sports 1.

**\*\*Progression in weight training courses requires successful completion of prior course.\*\***

<b>1501340/KPA</b>	<b>WEIGHT TRAINING 1 (Beginning Weight Training)</b>
	Offered: Grade 9, 10, 11, 12 Length: Semester Prerequisite: None

Students will acquire basic knowledge and skills in weight training in order to assess, develop, and maintain their own muscular strength and endurance. They will study the importance of muscular strength and endurance, the skeletal structure and muscles, biomechanical and physiological principles, nutrition, and safety practices related to weight training. Cardiovascular fitness shall be emphasized in all weight training courses.

<b>1501350/KPB</b>	<b>WEIGHT TRAINING 2 (Intermediate Weight Training)</b>
	Offered: Grade 10, 11, 12 Length: Semester Prerequisite: Weight Training 1

Students will increase their knowledge of, and skills in, muscular strength and endurance begun in Beginning Weight Training. Cardiovascular fitness shall also be emphasized.

<b>1501360/KPC</b>	<b>WEIGHT TRAINING 3 (Advanced Weight Training)</b>
	Offered: Grade 10, 11, 12 Length: Semester Prerequisite: Weight Training 2

Students will increase their knowledge of, and skills in, muscular strength and endurance. They will also learn how to design and implement a personal program to meet specific needs and goals, and how to run a weightlifting competition.

<b>1501410/KPH</b>	<b>POWER WEIGHT TRAINING 1 (Beginning Power Weight Training)</b>
	Offered: Grade 10, 11, 12 Length: Semester Prerequisite: None

The purpose of this course is to acquire knowledge and skills in power weight training and improve or maintain health related physical fitness. Students will learn safety practices, techniques and assessment of basic Olympic and power weight training skills, assessment of health-related fitness, consumer issues related to weight training and fitness activities.

<b>1501310/KOB</b>	<b>FITNESS LIFESTYLE DESIGN</b>
	Offered: Grade 11, 12 Length: Semester Prerequisite: None

This course will cover assessment of the health-related components of fitness and application of fitness concepts. Students will design, implement, and self-evaluate an ongoing individualized personal wellness program. A minimum of three physical activity days each week is recommended so that students may monitor and measure individual fitness levels.

<b>1501390/KPF</b>	<b>COMPREHENSIVE FITNESS</b>
	Offered: Grade 11, 12 Length: Semester Prerequisite: Personal Fitness

Students will expand their knowledge of fitness concepts and increase their level of total fitness. The application of biomechanical and physiological principles of training will be examined. The course will place an emphasis upon developing and maintaining healthy lifestyle habits. A minimum of three physical activity days each week is recommended so that students may monitor and measure individual fitness levels. Students will monitor and modify individual wellness plans.

<b>1505500/KVE</b>	<b>VOLLEYBALL 1 (Beginning Volleyball)</b>
	Offered: Grade 9, 10, 11, 12 Length: Semester Prerequisite: None

This course will provide students with knowledge and skills in power volleyball. It will include the history, rules, terminology, skills, strategies, officiating techniques, and information on the organization and administration of volleyball activities. Students will also acquire an understanding of the physiological principles related to exercise and training and exhibit an improved or maintained level of physical fitness.

<b>1505510/KWE</b>	<b>VOLLEYBALL 2 (Intermediate Volleyball)</b>
	Offered: Grade 10, 11, 12 Length: Semester Prerequisite: Volleyball 1/Teacher Recommendation

The course will provide students with knowledge and skills in Volleyball 1 for current and future recreational pursuits. It will include instruction on advanced skills, techniques, and strategies of the game, as well as methods of organization and administration of volleyball activities. Students will also gain in understanding of volleyball officiating techniques. Maintenance and/or improvement of personal fitness levels are emphasized.

<b>1505520/KWF</b>	<b>VOLLEYBALL 3 (Advanced Volleyball)</b>
	Offered: Grade 10, 11, 12 Length: Semester Prerequisite: Volleyball 2/Teacher Recommendation

The course will provide students with knowledge and skills in Volleyball 2 for current and future recreational pursuits. In Volleyball 3, students will use knowledge of skill instruction from Volleyball 1 and acquisition of play strategy from Volleyball 2. In this course, specific offenses and defenses will be taught emphasizing the different levels of play from the basic to the high-level student seeking play at the college level. Coaching strategy will also be introduced, and students will be given the opportunity to teach specific drills and lead-up games to reinforce the concepts of volleyball.

<b>1503310/KVB</b>	<b>BASKETBALL</b>
	Offered: Grade 9, 10, 11, 12 Length: Semester Prerequisite: None

This course will provide students with opportunities to acquire in-depth knowledge and skills in basketball. Content will include techniques, strategies, rules, safety, organization and administration of basketball tournaments and other activities, and officiating techniques. Strategies of team play, individual skill acquisition, and the maintenance and/or improvement of personal fitness will be stressed.

<b>1502410/KTA</b>	<b>INDIVIDUAL AND DUAL SPORTS 1</b>
	Offered: Grade 9, 10 Length: Semester Prerequisite: None

Students will learn the history, skills, rules, terminology, safety, and playing strategies, of four individual and dual sports (specific activities will vary with each high school). Sportsmanship and the maintenance and/or improvement of personal fitness shall be stressed. Where facilities permit, all students will have weight training.

<b>1502420/KTB</b>	<b>INDIVIDUAL AND DUAL SPORTS 2</b>
	Offered: Grade 10, 11, 12 Length: Semester Prerequisite: None

Students will learn the history, skills, rules, terminology, safety, and playing strategies, of four individual and dual sports which were not taught in Individual and Dual Sports 1 (specific activities will vary with each high school). Sportsmanship, maintenance, and improvement of personal fitness shall be stressed.

<b>1502430/KTC</b>	<b>INDIVIDUAL AND DUAL SPORTS 3</b>
	Offered: Grade 10, 11, 12 Length: Semester Prerequisite: None

The purpose of this survey course is to acquire knowledge of individual and dual sports' play, develop basic skills in selected individual and dual sports, and maintain and/or improve health-related fitness. Activities for this course may not be repeated in Individual and Dual Sports 1 or 2.

<b>1502490/KUF</b>	<b>CARE &amp; PREVENTION OF ATHLETIC INJURIES</b>
	Offered: Grade 9, 10, 11, 12 Credit: .50 Length: Semester Prerequisite: None

This course will include intervention, and care and treatment of athletic injuries with an emphasis on prevention of injury, understanding the field aspects of athletic training, techniques of taping, and injury rehabilitation. Students will participate as student athletic trainers.

<b>0800320/EMC</b>	<b>FIRST AID AND SAFETY</b>
	Offered: Grade 9, 10, 11, 12 Credit: .50 Length: Semester Prerequisite: None

Students will acquire skills in first aid, emergency care, and personal, community, and environmental safety. Content shall include first aid, adult, child and infant CPR, relief of obstructed airway, safety concepts, and sports medicine topics.





# UNITED STATES ARMY JUNIOR RESERVE OFFICERS' TRAINING CORP

[www.creekjrotc.com](http://www.creekjrotc.com)



## JROTC

The United States Army Junior Reserve Officers' Training Corps (JROTC) is designed to teach high school students the value of citizenship, leadership, service to the community, personal responsibility, and a sense of accomplishment, while instilling in them self-esteem, teamwork, and self-discipline. The focus is reflected in its mission statement, "To motivate young people to be better citizens." It prepares high school students for responsible leadership roles and opportunities, while making them aware of their rights, responsibilities, and privileges as American citizens. Cadets at each LET (Leadership Education and Training) level are required to complete 25 hours (minimum) of school/community service hours by the end of the academic school year. **All Cadets are required to pay a JROTC laboratory (lab) fee of \$35.00 to cover incidentals, which also includes a physical training uniform consisting of a t-shirt and shorts.**

To be eligible for enrollment and continuance as a member of the JROTC unit, each Cadet/student must meet the following requirements:

**Education.** The Cadet/student must be enrolled in and attending a full-time regular course at an institution offering JROTC instruction or at a full-time accredited educational activity that has an agreement with the school (including a home-school student) to allow participation in JROTC.

**Academic standing.** The student must maintain an acceptable standard of academic achievement and standing as required by JROTC and the school.

**Conduct and character.** Cadets must maintain an acceptable standard of conduct. Those in leadership positions are expected to demonstrate high personal standards to set the example. All Cadets should be honest and self-reliant; they should have a sense of personal and social responsibility in performing unit and other academic assignments. **They must exhibit self-discipline and respect for constituted authority, through observance of laws, rules, and regulations,** by prompt and regular attendance at instruction and in their general demeanor. Cadets who fail to meet standards will be removed from leadership positions. **All Cadets/participating students will be screened at the end of each school year and will only be readmitted to JROTC with the approval of the SAI.**

**Physical ability.** The student must be able to participate in the physical education program in the school. Students enrolled in an adaptive physical education program may participate. However, the school will provide any special equipment or additional instructors that may be needed to instruct these students at no cost to the government. The school must also work with the instructor to ensure these students do not disrupt the presentation of the JROTC curriculum.

**JROTC Uniform.** All prospective Cadets must agree to adhere to all U.S. Army Cadet Command Regulations prior to being issued a U.S. Army JROTC Uniform. This includes all U.S. Army Cadet Command grooming and hair standards outlined in our Cadet Command Regulation, CCR 145-2 (located on our JROTC Website listed above). All Cadets must wear the U.S. Army JROTC uniform one school day per week (typically Wednesdays).

<b>1801300/LQA</b>	<b><u>ARMY</u> - LEADERSHIP EDUCATION AND TRAINING 1</b>
	Offered: Grade 9, 10, 11, 12 Length: Year Prerequisite: SAI/AI Approval Required for 12 <sup>th</sup> Grader Enrollment to Leadership Education and Training

The purpose of this course is to enable students to develop knowledge of the history, customs, traditions, and purpose of the Army JROTC. The course includes development of basic leadership skills including leadership principles, values, and attributes. Students should master appreciation for diversity. Active learning strategies are integrated throughout the course with an emphasis on writing skills and oral communication techniques. Financial planning as well as physical fitness, diet, nutrition, healthy lifestyles, awareness of substance abuse and prevention, and basic first aid measures is included. An overview of the globe and geography and basic map reading skills are incorporated. A study of the United States Constitution, Bill of Rights, responsibilities of United States citizens, and the federal justice system is also provided.

<b>1801310/LQB</b>	<b><u>ARMY</u> - LEADERSHIP EDUCATION AND TRAINING 2</b>
	Offered: Grade 10, 11, 12 Length: Year Prerequisite: Leadership Education & Training 1/SAI/AI Recommendation

The purpose of this course is to enable students to expand on skills taught in Leadership Education and Training 1. This course introduces the concepts of equal opportunity, fair treatment of minorities, and prevention of sexual harassment. It provides instruction of leadership skills, leadership theories, as well as the basic principles of management. It provides self-assessments that help students determine their skill sets and opportunities to teach using accepted principles and methods of instruction. It emphasizes community projects to assist in drug prevention efforts. It also includes dietary guidelines, fitness, and map-reading and orienteering skills. It discusses the significant events that helped shape and develop the Constitution and government and teaches the role of political parties in the election process.

<b>1801320/LQC</b>	<b><u>ARMY</u> - LEADERSHIP EDUCATION AND TRAINING 3</b>
	Offered: Grade 11, 12 Length: Year Prerequisite: Leadership Education & Training 2/SAI/AI Recommendation

The purpose of this course is to enable students to expand on the skills taught in Leadership Education and Training 2. This course allows cadets to investigate the interrelationships of the services while they continue to build their leadership development and decision-making skills. It includes negotiation skills and management principles. It emphasizes staff procedures and opportunities to handle various leadership situations as well as prevent violence and manage anger. The research, identification, planning, and execution of service-learning activities are included. This course gives cadets the opportunity to apply basic concepts of strategies for career exploration and planning. It teaches how to create a career portfolio and plan for college or work. Financial management principles are studied. Skills for orienteering and/or land navigation are developed. The course also includes studies in the federal judicial system and how historical events have shaped social systems.

1801330/LQD	<b><u>ARMY</u> - LEADERSHIP EDUCATION AND TRAINING 4</b>
	Offered: Grade 11, 12 Length: Year Prerequisite: Leadership Education & Training 3/SAI/AI Recommendation

The purpose of this course is to enable students to expand on the skills taught in Leadership Education and Training 3. This course focuses on creating a positive leadership situation, negotiation, decision making, problem solving, team development, project management, and mentoring. Students will demonstrate leadership potential in an assigned command or staff position within the cadet battalion organizational structure. The course teaches cadets how to use emotional intelligence in leadership situations as well as how to maintain a positive attitude. It provides instruction on etiquette, daily planning, financial planning, and careers. It includes requirements for the practical application of leadership duties. It emphasizes physical fitness through healthy individual and group competition. The interactions between groups of people and how they affect the area's cultural, economic, and political characteristics are discussed. Concepts of democracy and freedom and their influence On the United States are discussed.



## SCIENCE

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Students are required to earn 3 science credits to graduate. In order to earn a standard diploma, students are required to take one credit in Biology, one credit in Earth Space or Physical Science or Chemistry or Physics and one additional science course. In addition, students are required to take the Biology EOC Exam which will count for 30% of their grade in order to graduate high school. Students who are preparing for the Scholar Designation are required to take 3 credits in science which include: one credit in Biology, one credit in physics or chemistry and one credit in an equally rigorous (EQ) science course. In addition, the Scholar Designation requires students to pass the Biology EOC Exam. All students are strongly recommended to take a fourth science.

Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of all science courses. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week.



**“You’re taking  
chemistry,  
physics &  
pre-calculus,  
right?”**

*Astrophysicist **Neil deGrasse Tyson** didn’t actually say this  
but he’d probably agree with us.*

### **Advantages:**

- *Prepare for technical degrees and college majors with the highest salaries*
- *Earn a letter grade higher in college STEM courses*
- *Be 4x more likely to graduate college on time*

### **Physics, chemistry & pre-calculus prepare you for majors like these:**

- |                                 |                           |
|---------------------------------|---------------------------|
| • <i>Actuarial Science</i>      | • <i>Architecture</i>     |
| • <i>Athletic Training</i>      | • <i>Biology</i>          |
| • <i>Biomedical Science</i>     | • <i>Biotechnology</i>    |
| • <i>Chemistry</i>              | • <i>Computer Science</i> |
| • <i>Engineering</i>            | • <i>Exercise Science</i> |
| • <i>Forensic Science</i>       | • <i>Health Science</i>   |
| • <i>Information Technology</i> | • <i>Kinesiology</i>      |
| • <i>Mathematics</i>            | • <i>Physics</i>          |
| • <i>Pre-Med</i>                | • <i>Psychology</i>       |
| • <i>Science Education</i>      | • <i>Statistics</i>       |



**PHYSTEC AT THE UNIVERSITY OF CENTRAL FLORIDA**

Visit: [sciences.ucf.edu/physics/phystec/](https://sciences.ucf.edu/physics/phystec/)

Email: Adam LaMee | [adam.lamee@ucf.edu](mailto:adam.lamee@ucf.edu)



**“You’re taking  
chemistry,  
physics &  
pre-calculus,  
right?”**

*Pulsar discoverer **Jocelyn Bell Burnell** didn’t actually say that, but she’d probably agree with us.*

### **Advantages:**

- *Prepare for technical degrees and college majors with the highest salaries*
- *Earn a letter grade higher in college STEM courses*
- *Be 4x more likely to graduate college on time*

### **Physics, chemistry & pre-calculus prepare you for majors like these:**

- |                                 |                           |
|---------------------------------|---------------------------|
| • <i>Actuarial Science</i>      | • <i>Architecture</i>     |
| • <i>Athletic Training</i>      | • <i>Biology</i>          |
| • <i>Biomedical Science</i>     | • <i>Biotechnology</i>    |
| • <i>Chemistry</i>              | • <i>Computer Science</i> |
| • <i>Engineering</i>            | • <i>Exercise Science</i> |
| • <i>Forensic Science</i>       | • <i>Health Science</i>   |
| • <i>Information Technology</i> | • <i>Kinesiology</i>      |
| • <i>Mathematics</i>            | • <i>Physics</i>          |
| • <i>Pre-Med</i>                | • <i>Psychology</i>       |
| • <i>Science Education</i>      | • <i>Statistics</i>       |



**PHYSTEC AT THE UNIVERSITY OF CENTRAL FLORIDA**

Visit: [sciences.ucf.edu/physics/phystec/](https://sciences.ucf.edu/physics/phystec/)

Email: Adam LaMee | [adam.lamee@ucf.edu](mailto:adam.lamee@ucf.edu)

<b>2000310/MMB</b>	<b>BIOLOGY 1</b>
	Offered: Grade 10 Length: Year Prerequisite: Environmental Science

This course provides students with exploratory activities, laboratory experiences and real-life applications in the biological sciences. The content includes the nature of science, matter, energy, biochemistry, cell biology, genetics, levels of organization and classification, structure, function and reproduction of plants, animals, and microorganisms, behavior of organisms, interrelationships among organisms, biological selection, adaptations, and changes through time. The Biology EOC has three reporting categories: Molecular and Cellular Biology (35%), Organisms, Populations and Ecosystems (40%), Classification, Heredity and Evolution of Living Organisms (40%). **All students are required to pass Biology 1. The Biology End Of Course Exam will account for 30% of the final grade. Students working towards the Scholar Designation must pass the Biology EOC.**

<b>2000320H/MMCH</b>	<b>BIOLOGY 1 HONORS</b>
	Offered: Grade 9 Length: Year Prerequisite: State Assessment test score 3, 4, or 5 or Teacher Recommendation

This advanced course provides integrated laboratory experiences and real-life applications in the essential processes of life. The content includes the nature of science, matter, energy, biochemistry, cell biology, genetics, levels of organization and classification, structure, function and reproduction of plants, animals, and microorganisms, behavior of organisms, interrelationships among organisms, biological selection, adaptations, and changes through time. Students entering this course in 9TH grade should have earned a 3 or higher on the 8TH grade Florida Statewide Science Assessment and or a 3 on the Reading FSA. Laboratory investigations will include the use of the scientific process, measurement, observations, predictions, reasoning, and problem-solving skills. Preserved animal studies may be a part of this course. The Biology EOC has three Reporting Categories: Molecular and Cellular Biology (35%), Organisms, Populations and Ecosystems (40%), Classification, Heredity and Evolution of Living Organisms (40%). **All students are required to pass Biology 1. The Biology End Of Course Exam will account for 30% of the final grade. Students working towards the Scholar Designation must pass the Biology EOC.**

<b>2000340/MME</b>	<b>ADVANCED PLACEMENT BIOLOGY</b>
	Offered: Grade 10, 11, 12 Length: Year Prerequisite: Biology 1 Honors/Chemistry and Algebra 2/Anatomy & Physiology prior or concurrently/State Assessment test score 3, 4, or 5 or Teacher Recommendation

This college-level course seeks to prepare the student for credit and/or appropriate placement in college biology courses. The content is organized in the following 4 Big Ideas: Evolution, Cellular Processes, Genetics and Information Transfer and Interactions. Twenty five percent of instructional time is devoted to lab investigations which include two investigations per big idea. Lab investigations are student- directed and inquiry based. Preserved animal studies may be a part of this course. This course is recommended to be taken with Biology 2 Honors. **All students are required to take the AP exam. Students who do not take the AP Exam will incur College Board Assessment fees.**

<b>2001340/MNE</b>	<b>ENVIRONMENTAL SCIENCE</b>
	Offered: Grade 9 Length: Year Prerequisite: None

This course provides a study of man's interaction with the environment. The content includes forms of pollution, conservation, environmental planning and policy, public land usages, population dynamics, and major forms of energy. Laboratory investigations include the use of the scientific process, measurement, laboratory apparatus, and safety.

<b>2001380/MNS</b>	<b>ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE</b>
	Offered: Grade 10, 11, 12 Length: Year Prerequisite: Biology 1 Honors/Teacher Recommendation/ State Assessment test score 3, 4, or 5

The purpose of this course is to study the interaction of man with the environment. The content includes scientific analysis, fundamental principles and concepts about the interdependence of earth's systems, population dynamics, environmental quality, global changes and their consequences. Laboratory investigation of selected topics includes the use of the scientific process, measurement, laboratory apparatus, and safety. **Students will take the AP Environmental Test. Students who do not take the AP Exam will incur College Board Assessment fees.**

<b>2002500/MPB</b>	<b>MARINE SCIENCE 1</b>
	Offered: Grade 11, 12 Length: Year Prerequisite: Biology 1 or Biology 1 Honors/Teacher Recommendation/ State Assessment test score 3, 4, or 5

The purpose of this course is to provide an overview of the marine environment. The content includes the nature of science, the origins of the oceans, the chemical and physical structure of the marine environment, ecology of the various sea zones, marine communities, and the interrelationship between man and the ocean. Laboratory investigations will include the use of the scientific process, measurement, laboratory apparatus and safety procedures. Preserved specimens may be a part of this course.



<b>2002510H/MPBH</b>	<b>MARINE SCIENCE 1 HONORS</b>
	Offered: Grade 11, 12 Length: Year Prerequisite: Biology 1 or Biology 1 Honors/Teacher Recommendation/ State Assessment test score 3, 4, or 5

This advanced course provides an in-depth study of the physical, chemical, and biological aspects of the marine environment. The content includes the origins of the oceans, marine geological studies, ecology of the sea zones, diversity of marine organisms, characteristics of the major marine ecosystems including the phyla and divisions, and the interrelationship between man and the ocean. Laboratory investigations will include the use of the scientific process, measurement, laboratory apparatus and safety procedures. Preserved specimens may be a part of this course.

<b>2003340/MOE</b>	<b>CHEMISTRY 1</b>
	Offered: Grade 10, 11, 12 Length: Year Prerequisite: Algebra 1

This course involves the study of the composition, properties, and changes associated with matter. The content includes the classification and structure of matter, atomic theory, periodic table, bonding, chemical formulas, chemical reactions and balanced equations, behavior of gases, and physical changes. Selected laboratory investigations include the use of the scientific process, measurement, laboratory apparatus, and safety.

<b>2003350H/MOFH</b>	<b>CHEMISTRY 1 HONORS</b>
	Offered: Grade 10 Length: Year Prerequisite: Algebra 1/Teacher Recommendation/State Assessment test score 4 or 5

This advanced course involves the study of the composition, properties and changes of matter, atomic structure, the periodic table, bonding, gas laws, energy and order, reaction rates and equilibrium, solutions, nuclear, electric, and organic chemistry. Selected laboratory activities include the use of the scientific process, measurement, laboratory apparatus, and safety.

<b>2003370/MOH</b>	<b>ADVANCED PLACEMENT CHEMISTRY</b>
	Offered: Grade 11, 12 Length: Year Prerequisite: Chemistry 1 Honors and Algebra 2 Honors/ Teacher Recommendation/State Assessment test score 4 or 5

This college-level course in chemistry seeks to prepare the student for credit and/or appropriate placement in college chemistry courses. The content includes the structure and states of matter, chemical reactions, and descriptive chemistry. Selected laboratory investigations include the use of the scientific process, measurement, laboratory apparatus, and safety. This course is recommended to be taken with Chemistry 2 Honors. **Students will take AP Chemistry test. Students who do not take the AP Exam will incur College Board Assessment fees.**

<b>2001310/MNB</b>	<b>EARTH SPACE SCIENCE</b>
	Offered: Grade 11, 12 Length: Year Prerequisite: Biology 1

This course provides a study of the interaction and organization of matter and energy in the solar system and the universe, and how this affects life on Earth. The content includes theories for the formation of the universe and solar system, formation of rocks, landforms, plate tectonics, fresh water and marine systems, meteorology, geologic time and renewable/non-renewable energy sources. Selected laboratory investigations include the use of scientific process, measurement, laboratory apparatus, and safety and are an integral part of this course.

<b>2003390H/MOJH</b>	<b>PHYSICS 1 HONORS</b>
	Offered: Grade 11 Length: Year Prerequisite: Algebra 2/Teacher Recommendation/ State Assessment test score 3, 4, or 5

This advanced course provides a rigorous study of the concepts, theories and laws governing the interaction of matter, energy, and the forces of nature. The content includes kinematics, dynamics, energy, work and power, heat and thermodynamics, waves, light, electricity, magnetism, nuclear physics, and sound. Laboratory investigations of selected topics include the use of the scientific process, measurement, laboratory apparatus, and safety.

★2003421/MOY	<b>ADVANCED PLACEMENT PHYSICS 1</b>	
	Offered:	Grade 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Geometry/Honors
	Co-requisite:	Algebra II/Honors

This college-level course in physics seeks to prepare the student for credit and/or appropriate placement in a college physics course. AP Physics 1 is algebra-based and is the equivalent to a first- semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It will also introduce electric circuits. Twenty-five percent of this course will focus on inquiry investigations. These investigations foster student engagement in the practice of science through experimenting, analyzing, making conjectures and arguments, and solving problems in a collaborative setting, where they direct and monitor their progress toward an academic goal. **All students are required to take the AP Exam. Students who do not take the AP Exam will incur College Board Assessment Fees.**

2000360H/MMGH	<b>ANATOMY AND PHYSIOLOGY HONORS</b>	
	Offered:	Grade 11, 12
	Length:	Year
	Prerequisite:	Biology 1 or Biology 1 Honors/ State Assessment test score 3, 4, or 5

This advanced course provides exploratory activities in the structure and function of the components of the human body. The content includes anatomical terminology, cellular biology, histology, homeostasis, immune response, organization and interrelatedness of major body systems, sensory function, and human disorders. Laboratory investigations focus on the use of the scientific process, measurement, laboratory apparatus, and safety. Preserved animal studies may be a part of the laboratory experience.



## SOCIAL STUDIES

*The information contained in this Program of Studies is subject to change at any time due to legislation and School Board policy. Some courses described may not be offered. Errors or omissions of information in this booklet cannot override State and District policy. The curriculum Maps for social studies courses can be found on the District Website at [www.MyVolusiaSchools.org](http://www.MyVolusiaSchools.org).*

<b>2109310/NXB</b>	<b>WORLD HISTORY</b>
	Offered: Grade 10 Length: Year Prerequisite: None

This course provides an understanding of the development of civilization by examining the cultural, dynastic, economic, military, political, religious, scientific, and social events that have affected humanity. Content to be covered will include the rise of civilization and cultural universals, the development of religious thought, the evolution of political systems, nationalism, the origin of economic systems and philosophies, the influence of major historical figures and events, and contemporary world affairs.

<b>2109320H/NXCH</b>	<b>WORLD HISTORY HONORS</b>
	Offered: Grade 9, 10 Length: Year Prerequisite: State Assessment test score 3, 4, or 5 or Teacher Recommendation

This course provides a comprehensive understanding of the past in terms of the development of humanity. This is done by analyzing the cultural, dynastic, economic, military, political, religious, scientific, and social events that have shaped and molded humanity. Content will include geo-historic development; comparative views of history; the origin and development of contrasting civilizations, political theories, and philosophies; an analysis of cultural universals; the diversity of economic thought and practices; the influence of major figures and events; and interpretations concerning the historical development of our contemporary world affairs. Honors 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, or other teacher-directed projects).

<b>2109420/NYC</b>	<b>ADVANCED PLACEMENT WORLD HISTORY</b>
	Offered: Grade 10, 11, 12 Length: Year Prerequisite: World History Honors or AP U.S. History/State Assessment test score 3, 4, or 5 and Teacher Recommendation

This course will provide students with an understanding of the major developments of civilizations in Africa, the Americas, Asia, and Europe. Six overarching themes will be followed: the patterns and impacts of interaction among societies, the relationship of change and continuity across the historical periods, the impact of technology and demography on people and the environment, systems of social structure among societies, cultural and intellectual developments, and changes in functions and structures of states and in attitudes toward states and political identities, including emergence of the nation-state. **Students will take the corresponding AP exam. Students who do not take the AP Exam will incur College Board Assessment fees.**

<b>2100310/NMB</b>	<b>UNITED STATES HISTORY</b>
	Offered: Grade 10, 11, 12 Length: Year Prerequisite: None

The grade 9-12 United States History course consists of the following content area strands: United States History, Geography, and Humanities. The primary content emphasis for this course pertains to the study of United States history from the Civil War and Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events which occurred before the end of Reconstruction. **Students will be required to take the exam in order to be awarded credit. The exam will be worth 30% of the overall final course grade.**

<b>2100320H/NMCH</b>	<b>UNITED STATES HISTORY HONORS</b>
	Offered: Grade 10, 11, 12 Length: Year Prerequisite: Teacher Recommendation/State Assessment test score 3, 4, or 5

The grade 9-12 United States History course consists of the following content area strands: United States History, Geography, and Humanities. The primary content emphasis for this course pertains to the study of United States history from the Civil War and Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events which occurred before the end of Reconstruction. Honors 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, or other teacher-directed projects). **Students will be required to take the exam in order to be awarded credit. The exam will be worth 30% of the overall final course grade.**

<b>2100330/NMD</b>	<b>ADVANCED PLACEMENT U.S. HISTORY</b>
	Offered: Grade 10, 11, 12 Length: Year Prerequisite: U.S. History Honors/Teacher Recommendation/State Assessment test score 3, 4, or 5

Advanced Placement courses require students to successfully perform college-level academic work, including many extensive reading and writing assignments. This course provides the analytical skills and factual knowledge necessary to deal critically with the problems, content, and materials of American historic development. Higher order thinking skills such as evaluating, analyzing, and problem solving will be emphasized. Content will include the development of American culture and institutions as well as ideals and characteristics; enlightened thinking and the socioeconomic and political forces and compromises that formed the Constitution, the Bill of Rights, and the Declaration of Independence; changing interpretations of the Constitution, and individual rights; sectionalism as a change force; the relationship between technological change and societal reaction; the variety of changing American lifestyles; changes in American foreign policy; the capitalistic free enterprise economic system; and the future of our nation based on current trends. **Students will take the corresponding AP exam. Students who do not take the AP Exam will incur College Board Assessment fees.**

<b>2102310/NNQB</b>	<b>ECONOMICS</b>
	Offered: Grade 12 Credit: .50 Length: Semester Prerequisite: None Type of Credit: Required for Graduation

This course will provide students with knowledge of the fundamentals of both macro and micro-economics in order to promote economic. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the roll and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

<b>2106310B/NNNB</b>	<b>UNITED STATES GOVERNMENT</b>
	Offered: Grade 12 Length: Semester Prerequisite: Teacher Recommendation/State Assessment test score 3, 4, or 5

This course provides students the opportunity to examine their own political behaviors, analyze the dynamics of political issues and practice decision-making skills. Content will include the nature of political behavior, power acquisition, maintenance and extension; political theorists; comparative political systems; sources, structure and function of American Government; roles of political parties, interest groups and citizens; role of women and diverse cultural groups in the development of our political system.

<b>2102320/NNRB</b>	<b>ECONOMICS HONORS</b>
	Offered: Grade 12 Credit: .50 Length: Semester Prerequisite: None Type of Credit: Required for Graduation

This course will provide students with knowledge of the fundamentals of both macro and micro-economics in order to promote economic. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the roll and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle. Honors 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 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, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

<b>2106320B/NNSB</b>	<b>UNITED STATES GOVERNMENT HONORS</b>
	Offered: Grade 12 Length: Semester Prerequisite: Teacher Recommendation/State Assessment test score 3, 4, or 5

This course provides a comprehensive understanding of American government and political behavior. Content will include an evaluation of those documents which shape our political traditions (the Declaration of Independence, the Constitution, and the Bill of Rights); the roles and changing nature of political parties and interest groups; the changing nature of citizen rights and responsibilities in a democratic state; and the importance of civic participation in the democratic political process. Honors 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 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, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

2102360/NQH	<b>ADVANCED PLACEMENT MICRO-ECONOMICS</b>
	Offered: Grade 11, 12 Length: Semester Prerequisite: Honors Social Studies Course/Teacher Recommendation/State Assessment test score 3, 4, or 5

Advanced Placement courses require students to successfully perform college-level academic work, including many extensive readings and writing assignments. This course provides students with the opportunity to analyze the behavior of individual households, firms, markets, and how prices and outputs are determined in those markets, and how the price mechanism allocates resources and distributes income. Specific content to be covered will include an understanding of fundamental economic concepts including scarcity, opportunity costs and trade-offs, productivity, economic systems and institutions, and exchange, money, and interdependence. Financial Literacy components required by Section 1003.4282, Florida Statutes, have been integrated into this course. **Students will take the corresponding AP exam. Financial Literacy components required by Section 1003.4282, Florida Statutes, are integrated into this course. Students who do not take the AP Exam will incur College Board Assessment fees.**

2102370/NQI	<b>ADVANCED PLACEMENT MACRO-ECONOMICS</b>
	Offered: Grade 11, 12 Length: Semester Prerequisite: Honors Social Studies Course/Teacher Recommendation/State Assessment test score 3, 4, or 5

Advanced Placement courses require students to successfully perform college-level academic work, including many extensive readings and writing assignments. This course provides students with the opportunity to analyze the functioning of the economy as a whole, including total output and income, level of employment, the level of prices, and the determinants of aggregate supply and demand. Specific content to be covered will include an understanding of fundamental economic concepts including scarcity, opportunity costs and trade-offs, productivity, economic systems and institutions, exchange, money and interdependence. Financial Literacy components required by Section 1003.4282, Florida Statutes, have been integrated into this course. **Students will take the corresponding AP exam. Financial Literacy components required by Section 1003.4282, Florida Statutes, are integrated into this course. Students who do not take the AP Exam will incur College Board Assessment fees.**



2106420/NUL	<b>ADVANCED PLACEMENT U.S. GOVERNMENT AND POLITICS</b>
	Offered: Grade 11, 12 Length: Semester Prerequisite: Honors Social Studies Course/Teacher Recommendation/State Assessment test score 3, 4, or 5

Advanced Placement courses require students to successfully perform college-level academic work, including many extensive reading and writing assignments. The purpose of this course is to give students a critical perspective on politics and government in the United States. This course involves both the study of general concepts used to interpret American politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that make up the American political reality. Specific content to be covered will include an understanding of federalism and the separation of powers, the development of the constitution, the process of politics, the nature of public opinion, the role of political parties and interest groups, the major formal and informal institutional arrangement of powers, and the development of civil liberties and civil rights. **Students will take the corresponding AP exam. Financial Literacy Components require by Section 1003.4282, Florida Statutes, are integrated into this course. Students who do not take the AP Exam will incur College Board Assessment fees.**

2106430/NUM	<b>ADVANCED PLACEMENT COMPARATIVE GOVERNMENT AND POLITICS</b>
	Offered: Grade 11, 12 Length: Semester Prerequisite: Honors Social Studies Course/Teacher Recommendation/State Assessment test score 3, 4, or 5

Advanced Placement courses require students to successfully perform college-level academic work, including many extensive readings and writing assignments. The AP course in Comparative Government and Politics introduces students to fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings. The course aims to illustrate the diversity of political life, to show available institutional alternatives, to explain differences in processes and policy outcomes, and to communicate to students the importance of global political and economic changes. **Students will take the corresponding AP exam. Students who do not take the AP Exam will incur College Board Assessment fees.**

## SOCIAL STUDIES ELECTIVES

2107350/NVC	<b>ADVANCED PLACEMENT PSYCHOLOGY</b>	
	Offered:	Grade 10, 11, 12
	Length:	Year
	Prerequisite:	Psych 1/and Bio 1 Honors or Anatomy and Physiology/Teacher Recommendation/State Assessment test score 3, 4, or 5

Advanced Placement courses require students to successfully perform college-level academic work, including many extensive reading and writing assignments. This course provides a systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles and phenomena associated with each of the major sub- fields within psychology. They also learn about the methods psychologists used in their science and practice. The content should include, but not be limited to the following: methods, biological basis of behavior, sensation and perception, stated on consciousness, learning cognition, motivation emotion, developmental psychology, personality, testing and individual differences, abnormal psychology, treatment of psychological disorders and social psychology. **Students will take the corresponding AP exam. Students who do not take the AP Exam will incur College Board Assessment fees.**

2103400/NRS	<b>ADVANCED PLACEMENT HUMAN GEOGRAPHY</b>	
	Offered:	Grade 10, 11, 12
	Length:	Year
	Prerequisite:	Adv. U.S. History/or Honors World History/Teacher Recommendation/State Assessment test score 3, 4, or 5

This course will introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Students will employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. **Students will take the corresponding AP exam. Students who do not take the AP Exam will incur College Board Assessment fees.**

2109380/NYB	<b>ADVANCED PLACEMENT EUROPEAN HISTORY</b>	
	Offered:	Grade 10, 11, 12
	Length:	Year
	Prerequisite:	World History Honors/AP U.S. History/Teacher Recommendation/State Assessment test score 3, 4, or 5

Advanced Placement courses require students to successfully perform college-level academic work, including many extensive readings and writing assignments. This course provides the analytic skills and factual knowledge necessary to deal critically with European historic development. Higher order thinking skills will be emphasized. Content will include the origin and development of European culture and institutions; the rise of the European state system; the impact of religious thought and ideals; the evolution of political systems, economic systems, and philosophies; the relationship between technological change and societal reaction; nationalism; and the future of the European continent based on contemporary trends. Content will follow the current Advanced Placement course requirements for European History. **Students will take the corresponding AP exam. Students who do not take the AP Exam will incur College Board Assessment fees.**



## WORLD LANGUAGE

*The information contained in this Program of Studies is subject to change at any time due to legislation and School Board policy. Some courses described may not be offered. Errors or omissions of information in this booklet cannot override State and District policy.*

**State reading assessment scores, performance in previous language courses and a student's GPA will be considered when scheduling a World Language.**

<b>0701320/DMC</b>	<b>FRENCH 1</b>
	Offered: Grade 9, 10, 11, 12 Length: Year Prerequisite: None

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

<b>0701330/DMD</b>	<b>FRENCH 2</b>
	Offered: Grade 10, 11, 12 Length: Year Prerequisite: French 1

The purpose of this course is to reinforce the fundamental skills previously acquired by the students. The students will develop increased listening, speaking, reading, and writing skills as well as cultural awareness. Reading and writing receive more emphasis, while oral communication remains the primary objective. This course will continue the cultural survey of French-speaking people.

<b>0701340/DME</b>	<b>FRENCH 3 HONORS</b>
	Offered: Grade 10, 11, 12 Length: Year Prerequisite: French 2 and Teacher Recommendation

The purpose of this course is to master and expand the skills previously acquired by the students. The content will include expansion of vocabulary and conversational skills through discussions based on selected readings. Students' acquisition of grammatical concepts will be strengthened by analyzing reading selections. Contemporary vocabulary will be taught through everyday activities of French-speaking people.

<b>0701350/DMF</b>	<b>FRENCH 4 HONORS</b>
	Offered: Grade 11, 12 Length: Year Prerequisite: French 3 Honors and Teacher Recommendation

The purpose of this course is to expand the skills previously acquired by the students. The content will include more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There will be additional growth in vocabulary for practical purposes including writing. Reading selections will be varied.

<b>0701380/DMI</b>	<b>AP FRENCH LANGUAGE</b>
	Offered: Grade 11-12 Length: Year Prerequisite: French 3 Honors or higher and Teacher Recommendation

The purpose of this course is to develop oral and written fluency in the language. The content will include requirements stated in the Advanced Placement program guidelines. **Students are required to take the AP exam. Students who do not take the AP Exam will incur College Board Assessment fees.**

<b>0702320/DOC</b>	<b>GERMAN 1</b>
	Offered: Grade 9, 10, 11 Length: Year Prerequisite: None

The purpose of this course is to introduce students to the target language and its culture 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 also be included, as well as the fundamentals of grammar and culture.

<b>0702330/DOD</b>	<b>GERMAN 2</b>
	Offered: Grade 10, 11, 12 Length: Year Prerequisite: German 1

This course will reinforce the fundamental skills previously acquired by the students. The content includes listening, speaking, reading, and writing skills as well as cultural awareness; and expansion of the listening and oral skills acquired in German 1. Reading will receive more emphasis, while oral communication remains the primary objective. This course will continue the cultural survey of German speaking people.

<b>0702340/DOE</b>	<b>GERMAN 3 HONORS</b>
	Offered: Grade 11, 12 Length: Year Prerequisite: German 2 and Teacher Recommendation

The purpose of this course is to master and expand the skills previously acquired by the students. The content will include expansions of vocabulary and conversational skills through discussions based on selected readings. Student's acquisition of grammatical concepts will be strengthened by analyzing reading selections. Contemporary vocabulary will be stressed through activities having to do with the everyday life of German-speaking people.

<b>0702350/DOF</b>	<b>GERMAN 4 HONORS</b>
	Offered: Grade 11, 12 Length: Year Prerequisite: German 3 Honors and Teacher Recommendation

The purpose of this course is to expand the skills previously acquired by the students. The content will include more advanced language structures and idiomatic expressions with emphasis on conversational skills. There will be additional growth in vocabulary for practical purposes including writing. Reading selections will be varied.

<b>0708340/DUE</b>	<b>SPANISH 1</b>
	Offered: Grade 9, 10, 11, 12 Length: Year Prerequisite: None

The purpose of this course is to introduce students to the target language and its culture 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 culture.

<b>0708350/DUF</b>	<b>SPANISH 2</b>
	Offered: Grade 9, 10, 11, 12 Length: Year Prerequisite: Spanish 1

The purpose of this course is to reinforce the fundamental skills acquired previously by the students. This course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. The content will include an expansion of listening and oral skills. Reading and writing will receive more emphasis, while oral communication remains the primary objective. This course will continue the cultural survey of Spanish-speaking people.

0708360/DUG	<b>SPANISH 3 HONORS</b>
	Offered: Grade 10, 11, 12 Length: Year Prerequisite: Spanish 2 and Teacher Recommendation

The purpose of this course is to master and expand the skills acquired previously by the students. The content will include expansion of vocabulary and conversational skills through discussions based on selected readings. Student's acquisition of grammatical concepts should be strengthened by analyzing reading selections. Contemporary vocabulary will be stressed through activities imitating the everyday life of Spanish-speaking people.

0708370/DUH	<b>SPANISH 4 HONORS</b>
	Offered: Grade 10, 11, 12 Length: Year Prerequisite: Spanish 3 Honors and Teacher Recommendation

The purpose of this course is to extend the skills previously acquired by the students. The content will include more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There will be additional growth in vocabulary for practical purposes including writing. Reading selections will be varied.

0708400/DUK	<b>ADVANCED PLACEMENT SPANISH LANGUAGE</b>
	Offered: Grade 10, 11, 12 Length: Year Prerequisite: Spanish 3 Honors or 4 Honors and Teacher Recommendation

The purpose of this course is to develop oral and written fluency in the language. The content will include the requirements of the Advanced Placement program guidelines. **Students are required to take the AP exam. Students who do not take the AP Exam will incur College Board Assessment fees.**

*There are hundreds of languages  
Around the world, but a smile speaks them all.*



# ACADEMIES & CAREER TECHNOLOGY



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# CTE

## CAREER AND TECHNICAL EDUCATION



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# FILM AND VIDEO

(Formerly Television/Digital Video Production)



<b>8201410/VPS</b>	<b>DIGITAL VIDEO TECHNOLOGY 1 HONORS</b>	<b>Career Prep</b>
	Offered: Grade 9, 10, 11, 12 Length: Year Prerequisite: None	

This course provides students with an introduction to the digital video production process; content includes safe work practices, planning a production set, designing lighting plans, camera operation, and audio/video recording, mixing, and editing. **There is a Lab Fee of \$10.00 associated with this class.**

<b>8201420/VPT</b>	<b>DIGITAL VIDEO TECHNOLOGY 2 HONORS</b>	<b>Career Prep</b>
	Offered: Grade 10, 11, 12 Length: Year Prerequisite: Digital Video Technology 1 Honors Industry Cert.: Adobe Visual Design Bundle	

This course provides students with intermediate level instruction in the digital video production process. **There is a Lab Fee of \$15.00 associated with this class. This class requires participation in class activities that extend beyond the school day.**

<b>8201430/VPU</b>	<b>DIGITAL VIDEO TECHNOLOGY 3 HONORS</b>	<b>Career Prep</b>
	Offered: Grade 11, 12 Length: Year Prerequisite: Digital Video Technology 2 Honors	

This course provides students with the opportunity to participate in the digital video pre-production, production, and post-production processes. **There is a Lab Fee of \$15.00 associated with this class. This class requires participation in class activities that extend beyond the school day.**

<b>8201440/VPV</b>	<b>DIGITAL VIDEO TECHNOLOGY 4 HONORS</b>	<b>Career Prep</b>
	Offered: Grade 12 Length: Year Prerequisite: Digital Video Technology 3	

This honors course offers extensive experience in Digital Video Technology. In addition to fulfilling all requirements of Digital Video Technology 4, students participate in a Career and Technical Education Leadership project or a Career and Technical Education Honors capstone project. **There is a Lab Fee of \$15.00 associated with this class. This class requires participation in class activities that extend beyond the school day.**



## ACADEMY OF FINANCE

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### **\*\* APPLICATION REQUIRED \*\***

The Academy of Finance curriculum was designed according to recommendations of education and business leaders. Each course has been developed by the Academy of Finance with continuing input and advice from educators and industry employers. The Academy of Finance will ensure that young adults graduating from the Academy program are prepared to enter and succeed in the workforce or in the pursuit of higher education.



## ACADEMY OF FINANCE

Spruce Creek High School

### **\*Suggested 4-Year Plan**

	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
<b>English</b>	English 1 or English 1 Honors	English 2 or English 2 Honors	English 3 or English 3 Honors **AP Language	English 4 or English 4 Honors **AP Literature
<b>Finance</b>	Business Communication and Technology	Economics and Financial Services	Accounting Application 1 Honors  **Financial Internship Honors	Personal Finance Honors

\* This is a recommendation only. Schedules will be designed to meet the needs of each individual student.

\*\* If qualified

**For more information regarding the Academy of Finance at Spruce Creek, please check out our website at <http://www.sprucecreekhigh.com/Site/academics/aof>**



<b>8815150G/YMNG</b>	<b>BUSINESS COMMUNICATION AND TECHNOLOGY</b>
	Offered: Grade 9 Length: Year Prerequisite: Admission to Academy of Finance Program

This course is designed to provide an overview of current business, finance and information systems and trends and to introduce students to the foundations required for today's business environments. Emphasis is placed on developing proficiency with computer applications, so that they may be used as communication tools for enhancing personal and work place proficiency in an information-based society. This also includes proficiency with computers using databases, spreadsheets, presentation applications, financial and tax software applications and the integration of these programs using software that meets industry standards. **Industry certification testing is offered in Microsoft Office (MOS). Lab fee of \$25.00 required.**

<b>8815110G/YMJG</b>	<b>ECONOMICS AND FINANCIAL SERVICES</b>
	Offered: Grade 10 Length: Year Prerequisite: Finance and Business Technology or Teacher Recommendation Industry Cert.: Entrepreneurship and Small Business

This course presents basic topics in economics, including the principles and practices of banking, credit, and consumer lending in the United States. Additional emphasis is placed on money, credit and banking, economic growth and stability, characteristics of different economic systems and institutions. Students become familiar with the major functions of banks and other financial intermediaries, central banking by the Federal Reserve System, and modern trends in the finance industry. The students are also introduced to credit functions, principles of credit risk evaluation, loan creation, debt collection, and stocks and bonds.

<b>8203310G/VMBG</b>	<b>ACCOUNTING APPLICATIONS 1 HONORS</b>
	Offered: Grade 11 Length: Year Prerequisite: Financial Operations Industry Cert.: QuickBooks

This honors course offers extensive experience in the accounting principles. In addition to fulfilling all requirements of Accounting Applications 1, students will participate in a Career and Technical Education Leadership project or a Career and Technical Education Honors capstone project. **Lab fee of \$25.00.**

<b>8815130H/YMLH</b>	<b>FINANCIAL INTERNSHIP HONORS</b>
	Offered: Grade 11, 12 (Summer between 11 <sup>th</sup> and 12 <sup>th</sup> grade) Length: Semester or Year Prerequisite: Must be a member in good standing of Academy of Finance

This course provides students with authentic learning experiences in which they demonstrate human relations, technical, communication, and career development skills through entry level employment in the financial services industry. Through hands-on project management, major tasks outlined in a training plan, mentors supervise student learning in specific skill attainment and professional development. Students earn high school credit and financial compensation.

<b>8815120G/YMKG</b>	<b>PERSONAL FINANCE HONORS</b>
	Offered: Grade 12 Length: Year Prerequisite: Financial Accounting

This honors course offers extensive experience in Finance. In addition to fulfilling all requirements in Personal Finance, students will participate in a Career and Technical Education Leadership project or a Career and Technical Education Honors capstone project. **A dedicated flash drive and lab fee of \$5.00 is required.**

<b>8203310/VMB</b>	<b>ACCOUNTING APPLICATIONS 1 HONORS</b>
	Offered: Grade 10, 11, 12 Length: Year Prerequisite: Algebra 1 Industry Cert.: QuickBooks

This honors course offers extensive experience in the accounting principles. In addition to fulfilling all requirements of Accounting Applications 1, students will participate in a Career and Technical Education Leadership project or a Career and Technical Education Honors capstone project. **Lab fee of \$20.00.**

<b>8203320/VMC</b>	<b>ACCOUNTING APPLICATIONS 2 HONORS</b>
	Offered: Grade 10, 11, 12 Length: Year Prerequisite: Accounting Applications 1

This honors course offers extensive experience in the accounting principles. In addition to fulfilling all requirements of Accounting Applications 2, students will participate in a Career and Technical Education Leadership project or a Career and Technical Education Honors capstone project. **Lab fee of \$20.00.**

<b>8203330/VML</b>	<b>ACCOUNTING APPLICATIONS 3 HONORS</b>
	Offered: Grade 11, 12 Length: Year Prerequisite: Accounting Applications 2

This honors course offers extensive experience in the accounting principles. In addition to fulfilling all requirements of Accounting Applications 3, students will participate in a Career and Technical Education Leadership project or a Career and Technical Education Honors capstone project. **Lab fee of \$20.00.**

<b>9001110/YTG</b>	<b>FOUNDATIONS OF WEB DESIGN HONORS (Formerly Web Design 1)</b>
	Offered: Grade 9, 10, 11, 12 Length: Year Prerequisite: Computing for College and Careers or Introduction to Information Technology

This honors course offers extensive experience in Web Development. In addition to fulfilling all requirements of Foundations of Web Design, students will participate in a Career and Technical Education Leadership project or a Career and Technical Education Honors capstone project. **A dedicated flash drive is required.**

<b>9001120/YTH</b>	<b>USER INTERFACE DESIGN HONORS (Formerly Web Design 2)</b>
	Offered: Grade 10, 11, 12 Length: Year Prerequisite: Foundations of Web Design Industry Cert.: CIW – User Interface Design

This honors course offers extensive experience in Web Development. In addition to fulfilling all requirements of Foundations of User Interface Design, students will participate in a Career and Technical Education Leadership project or a Career and Technical Education Honors capstone project. **A dedicated flash drive is required.**

<b>9001130/YTI</b>	<b>WEB SCRIPTING FUNDAMENTALS HONORS (Formerly Web Design 3)</b>
	Offered: Grade 10, 11, 12 Length: Year Prerequisite: User Interface Design Industry Cert.: CIW – Advanced HTML5 & CSS3

This honors course offers extensive experience in Web Development. In addition to fulfilling all requirements of Foundations of Web Scripting Fundamentals, students will participate in a Career and Technical Education Leadership project or a Career and Technical Education Honors capstone project. **A dedicated flash drive is required.**

<b>9001140U/YTJU</b>	<b>MEDIA INTEGRATION ESSENTIALS (Formerly Web Design 4)</b>
	Offered: Grade 10, 11, 12 Length: Year Prerequisite: Web Scripting Fundamentals

This course provides in-depth instruction into techniques for integrating various forms of media onto webpage's, with particular focus on XML and AJAX technologies and frameworks. Students should have a good understanding of JavaScript prior to taking this course. **A dedicated flash drive is required.**

<b>8303010/VSB</b>	<b>DIVERSIFIED CAREER TECHNOLOGY PRINCIPLES</b>
	Offered: Grade 11, 12 Length: Year Prerequisite: Student must have a means of Transportation to and from Internship Position

This course is designed to enable each student to demonstrate employability skills; environmental, health, and safety skills; professional, legal, and ethical responsibilities; financial skills; leadership skills; communication skills; human resources and labor skills; America's economic principles; entrepreneurship principles; relate planning methods to life and career goals; and use of industry/technology principles in the workplace. **Dues \$15.00 per semester.**

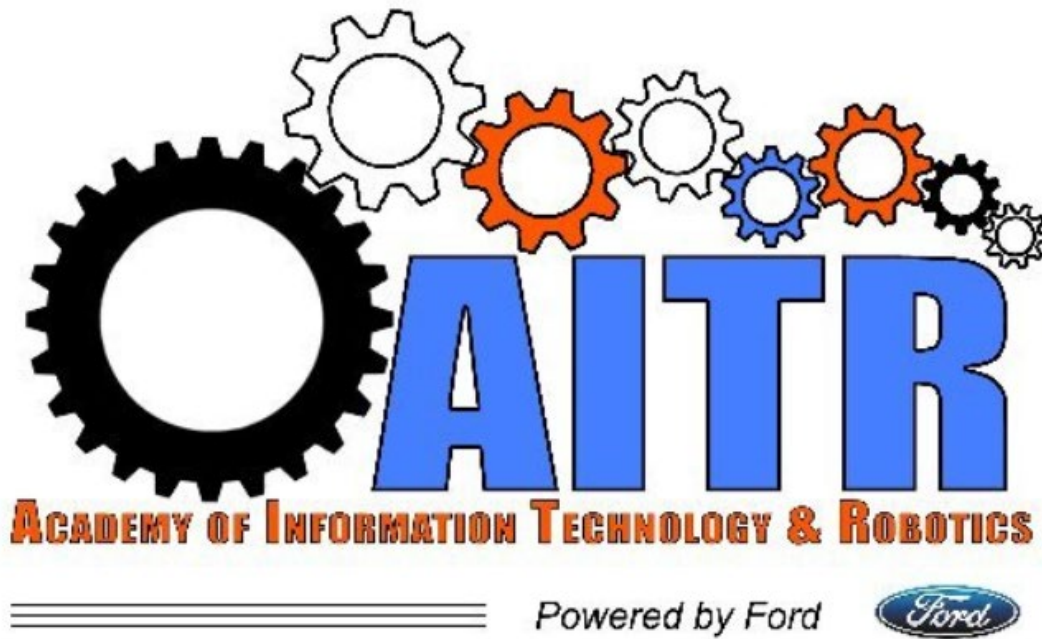
## DCT (ON THE JOB TRAINING)

8303020/VSC	<b>DIVERSIFIED CAREER TECHNOLOGY APPLICATIONS</b>
	Offered: Grade 12 Length: Year Prerequisite: DCT Principles

This course is designed to enable each student to apply environmental, health, and safety skills; professional, legal, and ethical responsibilities; financial management skills; leadership skills; social, legal, and economic aspects of employment; international economic principles; components of a business plan; decision-making skills to life and career goals; technical skills; and the functions of management. **Dues \$15.00 per semester.**

8300410/VSD	<b>DIVERSIFIED CAREER TECHNOLOGY – OJT</b>
	Offered: Grade 11, 12 Length: Year Prerequisite: Must be enrolled in DCT Principles or Applications

This course is designed to enable each student to demonstrate competencies in a specific career and to demonstrate legal and ethical behavior within the role and scope of job responsibilities through a realistic, on- the-job training experience. An individualized training plan is developed and utilized to ensure that training is provided which will develop the necessary competencies/skills in order for the student to become competent in the occupation for which he/she is being trained. **Dues \$15.00 per semester.**



## Mission

The mission of the Academy of Information Technology & Robotics is to create a collaborative learning environment where students and facilitators work together in meaningful, rigorous, and engaging real-world curriculum with the support of parents and the business community to produce educated men and women who are prepared for the jobs of tomorrow.

## Team

We have 7 highly qualified and experienced teachers on our team. We are all certified in multiple subject areas and specialize in career and technology education. We also have a dedicated guidance counselor who understand the unique qualities of our program and our students' needs.

## Curriculum

Our curriculum is totally integrated across core and technology subject areas. We deliver instruction through real-world problem-based projects and work with local businesses and the Volusia Manufacturer's Association (VMA) to provide students with authentic learning experiences. Our central focus is on technology in our three main career area offerings: robotics, programming, and digital media.



# ACADEMY OF INFORMATION TECHNOLOGY & ROBOTICS

Spruce Creek High School

## 4-Year Plan

	Grade 9	Grade 10	Grade 11	Grade 12
<b>English</b>	English 1 or English 1 Honors	English 2 or English 2 Honors	English 3 or English 3 Honors	English 4 or English 4 Honors
<b>Math</b>	Algebra 1 or Geometry or Algebra 1 Honors or Geometry Honors	Algebra 2 or Geometry or Algebra 2 Honors or Geometry Honors or Liberal Arts Math 1	Algebra 2 or Algebra 2 Honors or Statistics or Analysis of Functions or Liberal Arts Math 2	Statistics or Analysis of Functions or Pre-Calculus or Math for College Preparedness
<b>Social Studies</b>	Intro to Social Science	World History or World History Honors	US History or US History Honors	Economics/Govt. or Economics Honors/Govt. Honors
<b>Science</b>	Environmental Science	Biology or Biology Honors	Physical Science or Physical Science Honors	Physics or Physics Honors
<b>Programming</b>	Essentials of Programming		AP Computer Science A	
<b>Language</b>	FLVS	FLVS		
<b>Phys. Ed</b>			Phys. Ed. Personal Fitness	
<b>Technology</b>	<b>Digital Info Technology</b>	<b>IT Systems &amp; Applications</b>		<b>Multimedia Technologies</b>
	<b><u>Software Track:</u></b> Foundations of Programming Honors	<b><u>Software Track:</u></b> Procedural Programming Honors	<b><u>Software Track:</u></b> Object-Oriented Programming Honors	<b><u>Software Track:</u></b> Java Programming Essentials Honors
	<b><u>Robotics Track:</u></b> Foundations of Robotics Honors	<b><u>Robotics Track:</u></b> Robotics Design Essentials Honors	<b><u>Game/Simulation Track:</u></b> Game & Simulation Programming	<b><u>Game/Simulation Track:</u></b> Multi-User Game & Simulation Programming
			<b><u>Robotics Track:</u></b> Robotics Systems Honors	<b><u>Robotics Track:</u></b> Robotics Applications Honors
<b>Internship</b>			<b>Executive Intern I**</b>	<b>Executive Intern 2**</b>

\* This is a recommendation only. Schedules will be designed to meet the needs of each individual student.

\*\* If qualified



## ACADEMY OF INFORMATION TECHNOLOGY AND ROBOTICS (AITR)

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For more information regarding the Tech Academy at Spruce Creek, please check out our website at <http://creekaitr.com>

### **\*\*APPLICATION REQUIRED\*\***

**Each student is expected to fundraise or pay \$300.00 yearly for classroom technology, projects, field trips, and academy polo shirt.**

8207310U/VQAU	DIGITAL INFORMATION TECHNOLOGY	
	Offered:	Grade 9
	Length:	Year
	Prerequisite:	None

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 email, word processing and document manipulation, HTML, web page design, and the integration of these programs using software that meets industry standards.

<b>9003430U/YUCU</b>	<b>IT SYSTEMS AND APPLICATIONS</b>
	Offered: Grade 10 Length: Year Prerequisite: None Weighted as an Honors Class

This course introduces students to the essential concepts and components of motherboards and CPUs, perform installation and configuration activities, use problem diagnostics protocols and problem resolution through wireless, infrared, telephone, e-mail, remote access, or direct contact, learn presentation production issues, learn essentials of troubleshooting, repair and maintenance of computers, and basic principles of security concepts and technologies and other concepts.

<b>0500300U/CXAU</b>	<b>EXECUTIVE INTERNSHIP 1</b>
	Offered: Grade 11, 12 Length: Year Prerequisite: Career Academy Director Recommendation

The purpose of this course is to broaden classroom academy learning by providing a community/business internship in a career area related to the academy program of study. Students will apply career academy knowledge and skills in unpredictable, real-world situations; use high literacy (reading and writing), mathematics and science skills; gain a deep understanding of factual knowledge; draw from interpersonal and social skills; and develop cognitive processes to solve problems.

<b>9003470U/YUGU</b>	<b>MULTIMEDIA TECHNOLOGIES</b>
	Offered: Grade 12 Length: Year Prerequisite: Web Development Technologies Weighted as an Honors Class

In this course, students will learn presentation production issues, be able to use digital photography and digital imaging, and basic video production. Students will also learn to set-up and configure a computer for video applications, perform basic operations of a video workstation and audio production and applications.

<b>9003450U/YUEU</b>	<b>ESSENTIALS OF PROGRAMMING</b>
	Offered: Grade 9-12 Length: Year Prerequisite: None Weighted as an Honors Class

This course is designed to teach students how to plan program design, code and test programs. Students learn how to perform program maintenance, develop an understanding and awareness of software quality assurance, programming techniques and concepts and design structured programs.

<b>0200320</b>	<b>ADVANCED PLACEMENT COMPUTER SCIENCE A</b>
	Offered: Grade 11, 12 Length: Year Prerequisite: Computer Programming 1 Credit: 1.0 Type of Credit: Elective

This course places emphasis on structured and logical design of computer programs. Topics include design and implementation of algorithms that lead to computer programs for solution of problems in areas such as controls, file manipulation, and applications of data structures.

<b>2003310/MOB</b>	<b>PHYSICAL SCIENCE</b>
	Offered: Grade 11, 12 Length: Year Prerequisite: Biology 1

The purpose of this course is to provide opportunities to study the concepts of basic chemistry, physics, and earth science. The content will include but is not limited to the following: the nature of science, structure of the atom, structure and properties of matter, chemical reactions, entropy and conservation of matter, interactions of energy and matter, the universe and planet Earth. Laboratory activities are an integral part of this course.

## SOFTWARE TRACK

<b>9007210U/VQFU</b>	<b>FOUNDATIONS OF PROGRAMMING HONORS</b>
	Offered: Grade 9, 10, 11, 12 Length: Year Prerequisite: Intro to IT

This honors course offers extensive experience in Java Development and Programming. In addition to fulfilling all requirements of Foundations of Programming, students will participate in a Career and Technical Education Leadership project or a Career and Technical Education Honors capstone project.

<b>9007220U/VQGU</b>	<b>PROCEDURAL PROGRAMMING HONORS</b>
	Offered: Grade 10, 11, 12 Length: Year Prerequisite: Foundations of Programming

This honors course offers extensive experience in Java Development and Programming. In addition to fulfilling all requirements of Procedural Programming, students will participate in a Career and Technical Education Leadership project or a Career and Technical Education Honors capstone project.

<b>9007230U/VQHU</b>	<b>OBJECT-ORIENTED PROGRAMMING FUNDAMENTALS HONORS</b>
	Offered: Grade 10, 11, 12 Length: Year Prerequisite: Procedural Programming

This honors course offers extensive experience in Java Development and Programming. In addition to fulfilling all requirements of Object-Oriented Programming Fundamentals, students will participate in a Career and Technical Education Leadership project or a Career and Technical Education Honors capstone project.

<b>9007240/VQMU</b>	<b>JAVA PROGRAMMING ESSENTIALS HONORS</b>
	Offered: Grade 10, 11, 12 Length: Year Prerequisite: Object-Oriented Programming Fundamentals

This honors course offers extensive experience in Java Development and Programming. In addition to fulfilling all requirements of JAVA Programming Essentials, students will participate in a Career and Technical Education Leadership project or a Career and Technical Education Honors capstone project.

## DIGITAL MEDIA TRACK – Teacher Recommendation Only

8201230/	DIGITAL MEDIA/MULTIMEDIA FOUNDATIONS 3 HONORS
	Offered: Grade 10, 11, 12 Length: Year Prerequisite: Digital Media/Multimedia Foundations 1

This course covers competencies in design layout software.

## ROBOTICS TRACK

<b>9410110/YTQU</b>	<b>FOUNDATIONS OF ROBOTICS HONORS</b>
	Offered: Grade 9 Length: Year Prerequisite: None

This honors course offers extensive experience in Engineering & Technology Education. In addition to fulfilling all requirements of Foundation of Robotics, students will participate in a Career and Technical Education Leadership project or a Career and Technical Education Honors capstone project.

<b>9410120/YTRU</b>	<b>ROBOTIC DESIGN ESSENTIALS HONORS</b>
	Offered: Grade 10 Length: Year Prerequisite: Foundations of Robotics

This honors course offers extensive experience in Engineering & Technology Education. In addition to fulfilling all requirements of Robotic Design Essentials, students will participate in a Career and Technical Education Leadership project or a Career and Technical Education Honors capstone project.

<b>9410130/YTSU</b>	<b>ROBOTIC SYSTEMS HONORS</b>
	Offered: Grade 11 Length: Year Prerequisite: Robotic Design Essentials

This course provides students with extended content and skills essential to the design and operation of robotic systems, including artificial intelligence, specialized sensors, electronic applications, engineering technologies, environmental physics, manufacturing, topographical considerations, programming, communications, simulation and modeling, and critical thinking skills. This honors course offers extensive experience in Engineering & Technology Education. In addition to fulfilling all requirements of Robotic Systems, students will participate in a Career and Technical Education Leadership project or a Career and Technical Education Honors capstone project.

<b>9410140/YTTU</b>	<b>ROBOTIC APPLICATIONS CAPSTONE HONORS</b>
	Offered: Grade 12 Length: Year Prerequisite: Robotic Design Essentials

This course provides students with extended content and skills essential to the design and operation of autonomous robotic systems in the context of a capstone project. This honors course offers extensive experience in Engineering & Technology Education. In addition to fulfilling all requirements of Robotic Applications Capstone, students will participate in a Career and Technical Education Leadership project or a Career and Technical Education Honors capstone project.

## COMPUTER AND BUSINESS TECHNOLOGY

8207310/VQA	DIGITAL INFORMATION TECHNOLOGY
	Offered: Grade 9, 10, 11, 12 Length: Year Prerequisite: None

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 email, word processing and document manipulation, HTML, web page design, and the integration of these programs using software that meets industry standards. **Industry certification testing is offered in Microsoft Office (MOS). Lab fee of \$25.00 is required.**



## FAMILY AND CONSUMER SCIENCE

<b>8500390/WPK</b>	<b>PRINCIPLES OF FOOD PREPARATION</b>
	Offered: Grade 9, 10, 11, 12 Length: Semester Prerequisite: None

This course is designed to prepare students to understand the principles of food preparation, selection and storage, basic food preparation and selection of food services. **Lab fee \$20.00.**

<b>8500355/WPJ</b>	<b>NUTRITION AND WELLNESS</b>
	Offered: Grade 9, 10, 11, 12 Length: Semester Prerequisite: None

This course is designed to prepare students to understand the relationship between nutrition and wellness. The program also provides for selection, preparation, service, and storage of foods. It allows students to use technology to practice meal management techniques directed toward nutritional food choices based on the life cycle. This course will provide an awareness of consumer issues relating to health and wellness.

<b>8800510/WSA</b>	<b>CULINARY ARTS 1/PROSTART</b>
	Offered: Grade 9, 10, 11, 12 Length: Year Prerequisite: None

This course is designed to provide students with competencies basic to a cluster of occupations in the food service industry and to develop skills, knowledge, and attitude for success and advancement in a specialized occupational proficiency program. Course content includes employability skills, qualifications and career opportunities; introduction to operational procedures; basics of nutrition; characteristics and functions of types of food service establishments; safety, sanitation, security, and storage procedures; identifications, use, care and storage of commercial tools and equipment; cooking terms and vocabulary; standard and metric measurements; food preparation; and rules and regulations governing the food industry. **Lab fee \$20.00 each semester.**

<b>8800520/WSB</b>	<b>CULINARY ARTS 2/PROSTART</b>
	Offered: Grade 10, 11, 12 Length: Year Prerequisite: Culinary Arts 1/Prostart

This course has increased laboratory instruction and activities so students may develop their skills in using commercial equipment and tools safely and quickly in the preparation of food. Instructional units include planning, scheduling, and simplifying work patterns; cost and portion control; customer relations; management of time, energy, space; and using standard recipes. Must have successfully completed Culinary Arts 1 at the high school level. National Registry Food Service Professional Manager Industry Certification is offered in Culinary Arts 2 and counts for individual Acceleration Points. **Lab fee \$20.00 each semester.**

<b>8800530/WSC</b>	<b>CULINARY ARTS 3/PROSTART</b>
	Offered: Grade 11, 12 Length: Year Prerequisite: Culinary Arts 2/Prostart

This course includes content in the preparation and presentation of the food that has been prepared; preserving the nutritive values of food; following standard recipes for quality control; serving quantity foods; receiving, storing, and issuing foods and supplies; taking inventories, and keeping records; and maintaining clean food preparation and service areas. ServSafe Manager Exam Industry Certification is offered in Culinary Arts 3 and counts for individual Acceleration Points. Must have successfully completed Culinary Arts 2 plus teacher recommendation. **Lab fee \$20.00 each semester.**

<b>8800540/WSD</b>	<b>CULINARY ARTS 4/PROSTART</b>
	Offered: Grade 11, 12 Length: Year Prerequisite: Culinary Arts 3/Prostart

This honors course offers extensive experience in culinary arts. In addition to fulfilling all requirements of Culinary Arts 3, students participate in a Career and Technical Education Leadership project or a Career and Technical Education Honors capstone project. ServSafe Manager Exam Industry Certification is offered in Culinary Arts 4 and counts for individual Acceleration Points. Must have successfully completed Culinary Arts 3 plus teacher recommendation. **Lab fee \$20.00 each semester.**

## HEALTH SCIENCE

<b>8400320/</b>	<b>MEDICAL SKILLS &amp; SERVICES</b>	
	Offered:	Grade 9, 10, 11, 12
	Length:	Year
	Prerequisite:	None

This course provides students with practical generic skills in health science education. The student will be able to describe services by provided by health occupations career clusters; demonstrate basic health skills, including first aid and CPR; understand responsible consumer decision making regarding health screening and health care management; discuss legal aspects for the health consumer; and identify the use of computers and technology in the health care field.

<b>8417100/</b>	<b>HEALTH SCIENCE ANATOMY &amp; PHYSIOLOGY</b>		<b>Career Prep</b>
	Offered:	Grade 9, 10, 11, 12	
	Length:	Year	
	Prerequisite:	None	

This course is part of the secondary Health Core consisting of an overview of the human body, both structurally and functionally with emphasis on the pathophysiology and transmission of disease. Medical terminology is an integral part of the course.

<b>8417100H/</b>	<b>HEALTH SCIENCE ANATOMY &amp; PHYSIOLOGY</b>		<b>Career Prep</b>
	Offered:	Grade 9, 10, 11, 12	
	Length:	Year	
	Prerequisite:	None	

This honors course offers extensive experience in Health Occupations. In addition to fulfilling all requirements of Health Science Anatomy & Physiology, students will participate in a Career and Technical Education Leadership project or a Career and Technical Education Honors capstone project.

<b>8417110/</b>	<b>HEALTH SCIENCE FOUNDATIONS</b>		<b>Career Prep</b>
	Offered:	Grade 10, 11, 12	
	Length:	Year	
	Prerequisite:	Health Science Anatomy & Physiology	

This course is part of the Secondary Health Core designed to provide the student with an in-depth knowledge of the health care system and associated occupations. Emphasis is placed on communication and interpersonal skills, use of technology, ethics and the development of critical thinking and problem-solving skills. Students may shadow professionals throughout the course.

<b>8417110H/</b>	<b>HEALTH SCIENCE FOUNDATIONS HONORS</b>		<b>Career Prep</b>
	Offered:	Grade 10, 11, 12	
	Length:	Year	
	Prerequisite:	Health Science Anatomy & Physiology	

This honors course offers extensive experience in Health Occupations. In addition to fulfilling all requirements of Health Science Foundations, students will participate in a Career and Technical Education Leadership project or a Career and Technical Education Honors capstone project.

<b>8417131/</b>	<b>ALLIED HEALTH ASSISTING 3</b>		<b>Career Prep</b>
	Offered:	Grade 11, 12	
	Length:	Year	
	Prerequisite:	Health Science Foundations	

In this course students will perform skills representative of one to three areas of allied health care in the laboratory and clinical settings. Major areas of allied health are defined as physical therapy, emergency, radiation, laboratory and respiratory medicine, and occupational therapy. Other areas of health, medicine, dentistry, or veterinary may be included with instructor provided competencies.

## PROMOTIONAL ENTERPRISE

*(formerly Communications Technology Education)*

8217110/YUJ	<b>CUSTOM PROMOTIONAL LAYOUT DESIGN- FIRST YEAR</b> <i>(formerly Communications Tech 1)</i>
	Offered: Grade 9, 10, 11, 12 Length: Year Prerequisite: None

This course is designed to develop basic entry-level skills required for careers in the custom imprinted merchandise industry. The content includes computer skills, layout, design, measurement activities, and decision-making activities, digital imaging, sublimation activities, and digital embroidery activities, digital precision cutting activities, direct to garment printing activities, and sign making activities. After successful completion of Custom Promotional Layout Design students will be able to perform basic design and layout in predictable situations. **Lab Fee \$20.00 each semester.**

8217120/YUK	<b>PROMOTIONAL DESIGN MANAGEMENT-SECOND YEAR</b> <i>(formerly Communications Tech 2)</i>
	Offered: Grade 10, 11, 12 Length: Year Prerequisite: Custom Promotional Layout Design

This course is designed to develop organizational skills needed for the imprinted merchandise industry. The content includes entrepreneur concepts, basic supervision and management activities, portfolio development activities, and workforce development skills evaluation activities. After successful completion of Promotional Design Management, the student will be able to manage small production runs of imprinted merchandise in unpredictable situations. This course builds on the first year. **Lab Fee \$20.00 each semester.**

8217130/YUL	<b>CUSTOM PROMOTIONAL SALES AND DISTRIBUTION MANAGEMENT-THIRD YEAR</b> <i>(formerly Communications Tech 3)</i>
	Offered: Grade 11, 12 Length: Year Prerequisite: Promotional Design Management

This course is designed to develop mid-level management skills required in the imprinted merchandise industry. The content includes real world production schedules for single lines of merchandise, management of production equipment, customer relations, and sales of imprinted merchandise and delivery of the product. This course is designed to be done in a real production environment through placement in a school-based imprinted merchandise enterprise or industry internship placement. After successful completion of Custom Promotional Sales and Distribution the student will be able to manage a production line from customer product design through delivery of final product. **Lab fee \$20.00 each semester.**

<b>8217140/YUO</b>	<b>PROMOTIONAL BUSINESS MANAGEMENT AND SUPERVISION-FOURTH YEAR</b> <i>(formerly Communications Tech 3 Honors)</i>
	Offered: Grade 11, 12 Length: Year Prerequisite: Custom Promotional Sales and Distribution Management

This course is designed to develop entry-level skills required in management and supervision in the imprinted merchandise industry. The content includes activities in equipment operation and maintenance, small business development, market evaluation, and economic effects on small businesses in the United States. After successful completion of Promotional Business Management and Supervision 1, students will be able to organize a small business in the imprinted merchandise industry. **Lab fee \$20.00 each semester.**

<b>8217160/YUQ</b>	<b>LEGAL ASPECTS OF PROMOTIONAL INDUSTRY OWNERSHIP FOURTH YEAR</b> <i>(formerly Advanced Tech Applications)</i>
	Offered: Grade 12 Length: Year Prerequisite: Teacher Recommendation

This course is designed to develop knowledge of legal requirements and resources for owners of businesses in the imprinted merchandise industry. The content includes activities on incorporating, taxation, legal recourses, and free enterprise design. After successful completion of Legal Aspects of Promotional Industry Ownership, students will be able to set up a corporation in the imprinted merchandise industry. **Lab fee \$20.00 each semester.**

## SPRUCE CREEK HIGH SCHOOL

### INDUSTRY CERTIFICATION INFORMATION – 2022-20223

Course Number	Course Title	Industry Certification Name
8203310	ACCOUNTING APPLICATIONS 1	QuickBooks Certified User
8203320	ACCOUNTING APPLICATIONS 2	QuickBooks Certified User
8203330	ACCOUNTING APPLICATIONS 3	QuickBooks Certified User
9001120	USER INTERFACE DESIGN	CIW – User Interface Design
9001130	WEB SCRIPT FUNDAMENTALS	Microsoft (MTA) HTML5
9001130	WEB SCRIPT FUNDAMENTALS	HTML5 and CSS3
8201420	DIGITAL VIDEO TECHNOLOGY 2	Video Design Bundle
8217110	CUSTOM PROMO LAYOUT DESIGN	Entrepreneurship and Small Business
8217120	PROMO DESIGN MAN	Visual Design Bundle
8207310	DIGITAL INFORMATION TECH (DIT)	MTA – HTML5 – CSS3
9007210	FOUND OF PROGRAMMING	Microsoft (MTA) Python
9007230	OBJECT ORIEN PROGRAMMING	Microsoft MTA Java
8800520	CULINARY 2	National Registry Food Service Professional
8800530	CULINARY 3	ServSafe Manager
8815110	ECONOMIC & FINANCIAL SERVICES	Entrepreneurship and Small Business

- **Students must meet teacher/course pre-requisites and objectives**
- **Students must show proficiency in industry certification content from certification practice or course**

# EXCEPTIONAL STUDENT EDUCATION





## EXCEPTIONAL STUDENT EDUCATION STANDARD DIPLOMA EBD

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<b>7963070/RUG</b>	<b>UNIQUE SKILLS: SOCIAL AND EMOTIONAL 9-12</b>
	Offered: Grade 9, 10, 11, 12 Length: Year

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.

**Independent, Supported, and Participatory Level**

<b>7963140/RUN</b>	<b>SELF-DETERMINATION</b>
	Offered: Grade 9, 10, 11, 12 Length: Year

The purpose of this course is to enable students with disabilities to develop and apply self-determination skills in school, home, community, and work settings. These skills will assist students with achieving their desired school and post-school outcomes, participating actively and effectively in planning meetings and self-advocating in multiple settings.

**Independent, Supported and Participatory Level**

<b>1502470/KUDI</b>	<b>RECREATIONAL ACTIVITIES</b>
	Offered: Grade 9, 10, 11, 12 Length: Semester

Students will acquire the skills, techniques, strategies, knowledge of rules, and safety practices necessary to participate in selected recreational activities (e.g., badminton, table tennis, horseshoes, tennis, golf). Specific content will vary slightly with each high school. Activities that relate to the assessment, improvement, and maintenance of health-fitness will be part of this course.

## ACCESS COURSES

Access Courses are intended only for students with a significant cognitive disability. Access courses 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>7910120/RVA</b>	<b>ACCESS ENGLISH 1</b>	
	Offered:	Grade 9, 10, 11, 12
	Length:	Year

The purpose of these courses is to provide access to the general education English 1 curriculum, through Florida Standards Access Points and Essential Understandings, in using texts of high complexity, and integrated language arts study in reading, writing, speaking, listening, and language.

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 using text-based evidence and reasoning
- 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

<b>7910125/RVE</b>	<b>ACCESS ENGLISH 2</b>	
	Offered:	Grade 9, 10, 11, 12
	Length:	Year

The purpose of these courses is to provide access to the general education English 2 curriculum, through Florida Standards Access Points and Essential Understandings, in using texts of high complexity, and integrated language arts study in reading, writing, speaking, listening, and language.

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 using text-based evidence and reasoning
- 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

<b>7910130/RVF</b>	<b>ACCESS ENGLISH 3</b>	
	Offered:	Grade 9, 10, 11, 12
	Length:	Year

The purpose of these courses is to provide access to the general education English 3 curriculum, through Florida Standards Access Points and Essential Understandings, in using texts of high complexity, and integrated language arts study in reading, writing, speaking, listening, and language.

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 using text-based evidence and reasoning
- 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

<b>7910135/RVG</b>	<b>ACCESS ENGLISH 4</b>
	Offered: Grade 9, 10, 11, 12 Length: Year

The purpose of these courses is to provide access to the general education English 4 curriculum, through Florida Standards Access Points and Essential Understandings, in using texts of high complexity, and integrated language arts study in reading, writing, speaking, listening, and language.

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 using text-based evidence and reasoning
- 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

<b>7920015/RPB</b>	<b>ACCESS BIOLOGY</b>
	Offered: Grade 9, 10, 11, 12 Length: Year

The purpose of this course is to provide tiered access to the general education Biology 1 curriculum through three levels of Florida Standards Access Points (participatory, supported, and independent). The content of this course should include, but not be limited to: biological processes, cell structure and function, health-related issues and concerns, physiological processes, characteristics and classifications of plants and animals, plant and animal development, adaptation, and inter-relationships, plant, animal, and environment inter-relationships, renewable and non-renewable resources, scientific investigation.

<b>7920020</b>	<b>ACCESS EARTH/SPACE SCIENCE</b>
	Offered: Grade 9, 10, 11, 12 Length: Year

The purpose of this course is to provide tiered access to the general education Earth/Space Science curriculum through three levels of Florida Standards Access Points (participatory, supported, and independent). The content should include, but not be limited to earth and space in time, earth structures earth systems and patterns, diversity and evolution of living organisms, practice of science, characteristics of scientific knowledge, science and society, energy, motion, and the role of theories, laws, hypotheses, and models.

<b>7921022/RUR</b>	<b>ACCESS ECONOMICS WITH FINANCIAL LITERACY</b>
	Offered: Grade 9, 10, 11, 12 Length: Year

The purpose of this course is to provide tiered access to the general education economics and financial literacy curriculum through three levels of Florida Standards Access Points (participatory, supported, and independent), in the areas of economics and financial literacy. Areas of study include currency, banking, monetary policy, financial planning, money management, credit and investment, production of goods and services, supply and demand, and taxation.

<b>7921015/RQB</b>	<b>ACCESS UNITED STATES GOVERNMENT</b>
	Offered: Grade 9, 10, 11, 12 Length: Year

The purpose of this course is to provide tiered access to the general education US Government curriculum through three levels of Florida Standards Access Points (participatory, supported, and independent). The content is intended to develop or expand the student's understanding of: origins and purposes of government, law, and the American political system; roles, rights, and responsibilities of United States citizens; principles, functions, and organization of government; United States foreign policy; characteristics, distribution, and migration of human populations; human actions that can impact the environment.

<b>7915015/ROI</b>	<b>ACCESS HEALTH OPPORTUNITIES THROUGH PHYSICAL EDUCATION (H.O.P.E.)</b>
	Offered: Grade 9, 10, 11, 12 Length: Year

Developing physical skills and team sensibilities through physical education promotes active participation in home, school, and community learning and social activities, which, in turn, promotes participation in life. The content is intended to develop or expand the student's understanding of: Physical Activity; Components of Physical Fitness; Nutrition and Wellness Planning; Diseases and Disorders; Health Advocacy; First Aid/CPR; Alcohol, Tobacco, and Drug Prevention; Human Sexuality, including Abstinence and HIV; Cognitive Abilities; Lifetime Fitness; Movement; Responsible Behaviors and Values.

<b>7912075/ROJ</b>	<b>ACCESS ALGEBRA 1</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	up to 2
	Length:	Year
	Prerequisite:	None
	Type of Credit:	Math

The purpose of Access Algebra 1 course is to provide access to the general education algebra curriculum, through Florida Standards Access Points and Essential Understandings, in the areas of algebraic concepts and processes that can be used to analyze and solve a variety of routine and non-routine real-world and mathematical problems. The content should include, but not be limited to, the following: content-related vocabulary, operations using real numbers in real-world problems, patterns, relations, and functions, including tables, sequences, and graphs, graphs to summarize data and predict outcomes, variables and their impact on outcomes, varied solution strategies to solve real-world problems.

<b>7912065/ROG</b>	<b>ACCESS GEOMETRY</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	up to 2
	Length:	Year
	Prerequisite:	None
	Type of Credit:	Math

The purpose of the Access Geometry and Access Informal Geometry courses is to provide access to the general education geometry curriculum, through Florida Standards Access Points and Essential Understandings, in the areas of geometric situations and geometric relationships, moving towards formal mathematical arguments. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

<b>7921025/RQE</b>	<b>ACCESS US HISTORY</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	up to 2
	Length:	Year
	Prerequisite:	None
	Type of Credit:	Social Studies

The purpose of this course is to provide tiered access to the general education United States History course, through three levels of Florida Standards Access Points (participatory, supported, and independent), which consists of the following content area strands: United States History, Geography, and Humanities. The primary content emphasis for this course pertains to the study of United States history from Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history.

<b>7921027/RQD</b>	<b>ACCESS WORLD HISTORY</b>
	Offered: Grade 9, 10, 11, 12 Credit: up to 2 Length: Year Prerequisite: None Type of Credit: Social Studies

The purpose of this course is to provide tiered access to the general education World History course, through three levels of Florida Standards Access Points (participatory, supported, and independent), which consists of the following content area strands: World History, Geography and Humanities. This course is a continued in-depth study of the history of civilizations and societies from the middle school course, and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century.

## ACCESS UNIQUE COURSES

<b>7963160/RUJ</b>	<b>UNIQUE SKILLS: INDEPENDENT FUNCTIONING 9-12</b>
	Offered: Grade 9, 10, 11, 12 Credit: up to 2 Length: Year Prerequisite: None Type of Credit: Elective

The purpose of this course is to enable students with disabilities to achieve independence in daily living activities in educational, home, community, and employment settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

<b>7963070/RUG</b>	<b>UNIQUE SKILLS: SOCIAL AND EMOTIONAL 9-12</b>
	Offered: Grade 9, 10, 11, 12 Credit: Multiple Length: Varies Prerequisite: None Type of Credit: Elective

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>7963150/RUO</b>	<b>UNIQUE SKILLS: COMMUNICATION 9-12</b>
	Offered: Grade 9, 10, 11, 12 Credit: Multiple Length: Varies Prerequisite: None Type of Credit: Elective

The purpose of this course is to enable students with disabilities to develop and use expressive and receptive communication skills and strategies effectively in educational, home, community, and employment settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

<b>7963010/RUA</b>	<b>FAPE (STANDARD VIA ACCESS COURSE)</b>
	Offered: Grade 9, 10, 11, 12 Credit: Multiple Length: Varies Prerequisite: None Type of Credit: Elective

The purpose of this course is to enable students with disabilities to acquire the knowledge and skills needed to prepare for post-school adult living. The content should include, but not be limited to, the following: personal planning, personal care, living arrangements, household maintenance, interpersonal relationships, community involvement and participation, use of leisure time and communication. This entire course may not be mastered in one year.

\*Standard Diploma students will be offered the continuum of services based upon student needs that will be determined at their annual IEP meetings.



## VOCATIONAL COURSES ELECTIVES (Standard and Access Courses)

<b>7980110/TNK</b>	<b>CAREER PREPARATION: 9-12</b>
	Offered: Grade 10, 11, 12 Length: Year

The purpose of this course is to enable students with disabilities to acquire the career knowledge and skills necessary to identify career options, access community resources, and develop work-related behaviors. The course will provide a foundation for further progress toward achieving the student's desired post-school outcomes related to a career. The content should include, but not be limited to, the following: self-appraisal, decision making, self-determination and self-advocacy, career options, community resources related to career decisions, workplace competencies, and rights and responsibilities of employees. This entire course may not be mastered in one year.

<b>7980120/TNR</b>	<b>CAREER EXPERIENCES: 9-12</b>
	Offered: Grade 11, 12 Length: Year

The purpose of this course is to enable students with disabilities to further develop the career knowledge and skills necessary to identify career options, access community resources, and practice work-related behaviors. The course will provide guided practice and experiences in school and community work situations aimed at further progress toward achieving the student's desired post-school outcomes related to a career. The content should include, but not be limited to, the following: self-appraisal, decision making, self-determination and self-advocacy, career options, community resources related to career decisions, workplace competencies, and rights and responsibilities of employees. This entire course may not be mastered in one year.

<b>7980150/TNO</b>	<b>SUPPORTED COMPETITIVE EMPLOYMENT</b>
	Offered: Grade 11, 12 Length: Year

The purpose of this course is to enable students with moderate and severe disabilities who are functioning at supported levels to acquire skills necessary for successful individual supported competitive employment. Supported employment refers to competitive work in an integrated work setting with ongoing support services for individuals with moderate and severe handicaps for whom competitive employment has not traditionally occurred. Features of supported employment include intensive onsite training, fade-off, ongoing monitoring, and onsite advocacy. Students will receive one-to-one intensive training by a job coach or employment specialist. The students will be paid at or above minimum wage. A weekly work hour goal is to be established for each individual that would maximize employment potential at the time of transition. The weekly work hour goal will be identified in the student's Transition Individual Educational Plan. Students will receive ongoing support with at least one hour of follow-along services per week at the job site after stabilization has been attained. Stabilization refers to the point at which onsite training and support services in an individual employment situation has been 20% or less of normal work hours for at least 60 calendar days. The content of the course is expected to be provided as part of employment activities, not as pre-employment. The content should include, but not be limited to, the following: positive work attitudes and habits, appropriate hygiene and grooming skills, related safety procedures, appropriate decision-making skills, specific job-related skills, and self-reliance and initiative. This entire course may not be mastered in one year.

## CONTENT SPECIFIC STANDARD DIPLOMA COURSES

Students placed by IEP only.

<b>7963080/RUHE</b>	<b>LEARNING STRATEGIES: 9-12</b>
	Offered: Grade 9 Length: Semester

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

<b>1700380/LOIE</b>	<b>CAREER RESEARCH &amp; DECISION MAKING</b>
	Offered: Grade 9 Length: Semester Prerequisite: None

The purpose of this course is to further develop the career planning competencies mandated by section 1003.4156, Florida Statutes. This course will enable students to make informed career choices and develop the skills needed to successfully plan and apply for college or a job. The content should include, but not be limited to, the following: goal-setting and decision-making processes; self-assessment; sources of career information; occupational fields and educational requirements—postsecondary education and training opportunities—writing, listening, viewing, and speaking skills for applications and interviews; financial planning and sources of educational financial assistance; and career planning.

# INTERNATIONAL BACCALAUREATE



## PROGRAM

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# IB mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

<http://www.ibo.org>  
<http://store.ibo.org>

# The IB Diploma Programme Curriculum



The curriculum is modeled by a circle with six academic areas surrounding the three core requirements.

Over the course of the programme, students:

- Study six subjects chosen from the six subject groups
- Complete an extended essay
- Follow a theory of knowledge course (TOK)
- Participate in creativity, activity, service (CAS)

Normally:

- Three of the six subjects are studied at higher level (courses representing 240 teaching hours)
- The remaining three subjects are studied at standard level (courses representing 150 teaching hours)

# IB STUDENT PLANNING SHEET & GRADUATION REQUIREMENTS

IB Students must earn 26 credits to include: 4 English, 4 History, 4 Math, 3 Science, 3 Foreign Language (must be at level 5 to test for IB), 1 6<sup>th</sup> area, and 8 electives.

	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Group 1	English 1 Pre-IB	English 2 Pre-IB	AP English Literature IB English	IB HL English 4
Group 2	World Language 1 or 2	World Language 2 or 4	World Language 4 or 5	World Language 5 or Elective
Group 3	AP Human Geography	AP European History	IB History of the Americas/TOK 1	IB-HL Contemporary History
Group 4	Biology Pre-IB	Chemistry Pre-IB	IB Science or Science SL	Science SL/HL or Elective
Group 5	Math Pre-IB	Math	Math	Math/Elective
Group 6	Elective	Pre-IB Economics/ AP Macro Economics or Elective	6 <sup>th</sup> Area SL	6 <sup>th</sup> Area SL/HL Elective
	Elective	Elective	Elective	TOK 2/History of the Americas

IB Diploma Candidates **must** test in each of the six areas to graduate: Group 1-English, Group 2-World Language, Group 3-Social Science, Group 4-Experimental Science, Group 5-Math, and a Group 6-6<sup>th</sup> area of their choice which may include art, dance, psychology, economics, music, theatre, film or a second science or world language. To earn an IB Diploma the student must earn 24 points from 6 areas with at least 12 points in 3 higher level (HL) examinations.

# INTERNATIONAL BACCALAUREATE PROGRAM

The International Baccalaureate (IB) Program is unique in that it provides an interdisciplinary liberal arts education leading to a diploma which is recognized throughout the world. Students pursue a prescribed curriculum and teachers provide interdisciplinary instruction and assessments whereby students study common topics, processes, and materials across subject areas. The curriculum follows the objectives, topics and materials recommended by the International Baccalaureate Curriculum Board in Cardiff, Wales. The purpose of the program is for students to have the opportunity for advanced study and to earn an IB diploma. The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

The IB Program is designed for academically able and highly motivated students. Selection for the IB Program takes place in February of the student's 8<sup>th</sup> grade year and is based on teacher recommendation, standardized test scores, prior achievement in school and a writing sample. Students who enroll in the IB Program are regular members of the student body and are active participants in extracurricular activities and athletics.

## LANGUAGE ARTS

### (Language A – Group 1)

1001800P/GOFP	ENGLISH 1 - PRE-IB	
	Offered:	Grade 9
	Length:	Year
	Prerequisite:	IB Acceptance

This course defines what students should understand and be able to do by the end of 9th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts. The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

Multiple novels will be studied across the course of the year which could include *Animal Farm*, *The Life of Pi*, *A Separate Peace*, *To Kill a Mockingbird* or other novels from the IB prescribed list of authors and/or the IB list of prescribed literature in translation.

1001810P/GOGP	ENGLISH 2 - PRE-IB
	Offered: Grade 10 Length: Year Prerequisite: English 1 – Pre-IB

The major content will include, but not be limited to, instruction in genres and universal themes found in the literature of England. Advanced skills in literary analysis will be applied in composition and discussion. Vocabulary study will focus on preparation for college entrance examinations. Major projects will include research on a literary topic leading to a thesis paper. The demands of the syllabus are too great to allow time for remediation.

Multiple novels will be studied across the course of the year which could include *Antigone*, *The Chosen*, *The Importance of Being Earnest*, *Macbeth*, *All Quiet on the Western Front*, or other novels from the IB prescribed list of authors and/or the IB list of prescribed literature in translation.

1001430X/GNNX	ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION (English 3-IB)
	Offered: Grade 11 Length: Year Prerequisite: English 2 Pre-IB

The Advanced Placement course in English Literature and Composition is a college-level study of literature and writing. Students learn how to use the modes of discourse and to recognize assumptions underlying various rhetorical strategies. Through reading, discussion, writing, and listening, students engage literary texts through the resources of language, including literary devices. This course prepares students to take the national Advanced Placement exam which many colleges use to award college credits. Multiple novels will be studied across the course of the year which could include *The Great Gatsby*, *Tuesdays with Morrie*, *The Glass Castle*, *Kite Runner*, *Much to do About Nothing*, or other novels from the IB prescribed list of authors and/or the IB list of prescribed literature in translation. **Students are required to take the AP exam. Students who do not take the AP Exam will incur College Board Assessment fees.**

1001830X/GOIX	ENGLISH 4-IB (HL)
	Offered: Grade 12 Length: Year Prerequisite: AP English Literature and Composition (English 3-IB)

This course will provide academic rigor and relevance through a comprehensive curriculum based on the appropriate Florida Standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves. The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>. Multiple novels will be studied across the course of the year which could include *Death of an Anarchist*, *The Sorrow of War*, *The Dilemma of a Ghost*, *Hamlet*, or other novels from the IB prescribed list of authors and/or the IB list of prescribed literature in translation. **Students are required to take the IB Exam. Students who do not take the IB exam will incur International Baccalaureate Assessment fees.**



# WORLD LANGUAGES

## (Language B – Group 2)

<b>0701800P/DNAP</b>	<b>FRENCH 1 - PRE-IB</b>
	Offered: Grade 9 Length: Year Prerequisite: IB Acceptance

The purpose of this course is to provide students with a preparatory course to meet the requirements of the IB Program. The students will receive an intensive introduction to the four language skills: Speaking, listening, reading and writing as well as an introduction to the target cultures.

<b>0701810P/DNBP</b>	<b>FRENCH 2 – PRE-IB</b>
	Offered: Grade 9, 10 Length: Year Prerequisite: French 1 - Pre-IB

The purpose of this course is to provide students with a preparatory course to meet the requirements of the IB Program. The course is designed to reinforce the basic skills already acquired. The content will include an expansion of the listening and oral skills. The students will read short passages and write simple compositions.

<b>0701830X/DNDX</b>	<b>FRENCH 4 IB</b>
	Offered: Grade 11, 12 Length: Year Prerequisite: French 2 - Pre-IB

The purpose of this course is to provide students with a preparatory course to meet the requirements of the IB Program. The course is designed to enable students to speak, to comprehend, to read, to analyze authentic literature; as well as to write compositions demonstrating an advanced level of vocabulary and structure.

<b>0701840X/DNEX</b>	<b>FRENCH 5 IB (SL)</b>
	Offered: Grade 11, 12 Length: Year Prerequisite: French 4 IB

The purpose of this course is to prepare students to take the IB examination. This course is designed to expand and fine-tune the students' comprehension and language production to near-native fluency. Full-length literary works will be read and analyzed in the target language. **Students will take SL IB Assessment. Students who do not take the IB Exam will incur International Baccalaureate Assessment fees.**

<b>0702800P/DOJP</b>	<b>GERMAN 1 – PRE-IB</b>
	Offered: Grade 9 Length: Year Prerequisite: IB Acceptance

The purpose of this course is to introduce students to German and German culture and to develop communication skills and cross-cultural understanding. The content should include, but not be limited to, the following: beginning skills in listening and speaking with special attention to pronunciation – introduction to reading and writing skills – fundamentals of grammar– fundamentals of culture.

<b>0702810P/DOKP</b>	<b>GERMAN 2 – PRE-IB</b>
	Offered: Grade 10 Length: Year Prerequisite: German 1 – Pre-IB

The purpose of this course is to expand previously acquired skills. The content should include, but not be limited to, the following: expansion of vocabulary and conversational skills through discussions based on readings – strengthening of grammar skills through analysis of reading selections – acquisition of vocabulary relevant to everyday life of German-speaking people.

<b>0702830X/DOMX</b>	<b>GERMAN 4 IB</b>
	Offered: Grade 11, 12 Length: Year Prerequisite: German 2 – Pre-IB

The purpose of this course is to expand previously acquired skills. The content should include, but not be limited to, the following: developing oral fluency in the language, commenting on text meaning and content orally and in writing, and developing aural comprehension of a high standard.

<b>0702840X/DONX</b>	<b>GERMAN 5 IB (SL)</b>
	Offered: Grade 11, 12 Length: Year Prerequisite: German 4 IB

The purpose of this course is to expand previously acquired skills. The content should include, but not be limited to, the following: developing oral fluency in the language, commenting on text meaning and content orally and in writing, and developing aural comprehension of a high standard. **Students will take SL IB Assessment.**

\*A student who has earned 4 language credits with a 3.0 unweighted average in a single language will receive the Florida Seal of Biliteracy at graduation. Without 4 credits, any student will earn the Florida Seal of Biliteracy with a 3, 4 or 5 on an AP World Language & Culture test or a 4, 5, 6 or 7 on an IB World Language test. (Note: Not AP Literature). **Students are required to take the IB Exam. Students who do not take the IB Exam will incur International Baccalaureate Assessment fees.**

<b>0708800P/DUOP</b>	<b>SPANISH 1 – PRE-IB</b>
	Offered: Grade 9 Length: Year Prerequisite: IB Acceptance

The purpose of this course is to provide students with a preparatory course to meet the requirements of the IB Program. The students will receive an intensive introduction to the four language skills: speaking, listening, reading and writing.

<b>0708810P/DUPP</b>	<b>SPANISH 2 – PRE-IB</b>
	Offered: Grade 9, 10 Length: Year Prerequisite: Spanish 1 - Pre-IB

The purpose of this course is to provide students with a preparatory course to meet the requirements of the IB Program. The course is designed to reinforce the basic skills already acquired. The content will include an expansion of the listening and oral skills. The students will read short passages and write simple compositions.

<b>0708830X/DURX</b>	<b>SPANISH 4 IB</b>
	Offered: Grade 10, 11, 12 Length: Year Prerequisite: Spanish 2 - Pre-IB

The purpose of this course is to provide students with a preparatory course to meet the requirements of the IB Program. The course is designed to enable students to speak and comprehend on a near native level, to read and analyze authentic literature and to write compositions demonstrating an advanced-level of vocabulary and structure.  
<https://www.ibo.org/contentassets/5895a05412144fe890312bad52b17044/lang-b-2018-en.pdf>

<b>0708840X/DUSX</b>	<b>SPANISH 5 IB (SL)</b>
	Offered: Grade 11, 12 Length: Year Prerequisite: Spanish 4 IB

The purpose of this course is to prepare students to take the IB examination. This course is designed to expand and to refine the students' comprehension and language production to near-native fluency. Full-length literary works will be read and analyzed in the target language. **Students will take SL IB Assessment.** Any student who has earned 4 world language credits with a 3.0 unweighted average in a single language will receive the Florida Seal of Biliteracy at graduation. Without 4 credits, any student will earn the Florida Seal of Biliteracy with a 4, 5, 6 or 7 on an IB language test.

<https://www.ibo.org/contentassets/5895a05412144fe890312bad52b17044/lang-b-2018-en.pdf>

**Students are required to take the IB Exam. Students who do not take the IB Exam will incur International Baccalaureate Assessment fees.**

<b>0708865X/DUTX</b>	<b>SPANISH 6 IB (HL)</b>
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	Offered:	Grade 12
	Length:	Year
	Prerequisite:	Spanish 5 IB

The purpose of this course is to prepare students to take the IB examination. This course is designed to expand and to refine the students' comprehension and language production to near-native fluency. Full-length literary works will be read and analyzed in the target language. **Students will take HL IB Assessment.**

<https://www.ibo.org/contentassets/5895a05412144fe890312bad52b17044/lang-b-2018-en.pdf>

**Students are required to take the IB Exam. Students who do not take the IB Exam will incur International Baccalaureate Assessment fees.**

## SOCIAL STUDIES

### (Individuals and Societies – Group 3)

2103400X/NRSX	ADVANCED PLACEMENT HUMAN GEOGRAPHY
	Offered: Grade 9 Length: Year Prerequisite: IB Acceptance

This course will introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Students will employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. **Students will take the corresponding AP exam. Students who do not take the AP Exam will incur College Board Assessment fees.**

2109380X/NYBX	ADVANCED PLACEMENT EUROPEAN HISTORY
	Offered: Grade 10 Length: Year Prerequisite: IB Acceptance

Advanced Placement courses require students to successfully perform college-level academic work, including many extensive readings and writing assignments. This course provides the analytic skills and factual knowledge necessary to deal critically with European historic development. Higher order thinking skills will be emphasized. Content will include the origin and development of European culture and institutions; the rise of the European state system; the impact of religious thought and ideals; the evolution of political systems, economic systems, and philosophies; the relationship between technological change and societal reaction; nationalism; and the future of the European continent based on contemporary trends. Content will follow the current Advanced Placement course requirements for European History. **Students will take the corresponding AP exam. Students who do not take the AP Exam will incur College Board Assessment fees.**

<b>2102370X/NQIX</b>	<b>ADVANCED PLACEMENT MACRO-ECONOMICS</b>
	Offered: Grade 10 Length: Semester Prerequisite: IB Acceptance

Advanced Placement courses require students to successfully perform college-level academic work, including many extensive readings and writing assignments. This course provides students with the opportunity to analyze the functioning of the economy as a whole, including total output and income, level of employment, the level of prices, and the determinants of aggregate supply and demand. Specific content to be covered will include an understanding of fundamental economic concepts including scarcity, opportunity costs and trade-offs, productivity, economic systems and institutions, exchange, money and interdependence. Financial Literacy components required by Section 1003.4282, Florida Statutes, have been integrated into this course. **Students will take the corresponding AP exam. Financial Literacy components required by Section 1003.4282, Florida Statutes, are integrated into this course. Students who do not take the AP Exam will incur College Board Assessment fees.**

<b>2102320/NNRB</b>	<b>ECONOMICS HONORS</b>
	Offered: Grade 10 Credit: .50 Length: Semester Prerequisite: None Type of Credit: Required for Standard Diploma Graduation

This course will provide students with knowledge of the fundamentals of both macro and micro-economics in order to promote economics. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the roll and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle. Honors 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 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, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

<b>21008003X/NNDX</b>	<b>HISTORY OF THE AMERICAS IB 3 (Semester 1)</b>
	Offered: Grade 11 Length: Semester (Pairs with TOK1) Prerequisite: None

This course will provide an opportunity to acquire a comprehensive understanding of the major themes that give meaning to the historical development of the nations of the Western Hemisphere by achieving an understanding of the historical method, the process of inquiry, historical reasoning and interpretation, and change. The content will include, but not be limited to, an understanding of the geo-historic development in time-space, that the North and South American land mass had on national cultural development, an analysis of the significant turning points and trends in the development of hemispheric culture and institutions, a comparison and evaluation of the development of Anglo-American and Latin American ideals and characteristics, comparisons of technology changes and population shifts in Anglo-America and Latin America, and an evaluation of those significant domestic and foreign issues facing the nations in the Western Hemisphere.

<b>21008004X/NNDX</b>	<b>HISTORY OF THE AMERICAS IB 4 (Semester 2)</b>
	Offered: Grade 12 Length: Semester (Pairs with TOK 2) Prerequisite: None

This course will provide an opportunity to acquire a comprehensive understanding of the major themes that give meaning to the historical development of the nations of the Western Hemisphere by achieving an understanding of the historical method, the process of inquiry, historical reasoning and interpretation, and change. The content will include, but not be limited to, an understanding of the geo-historic development in time-space, that the North and South American land mass had on national cultural development, an analysis of the significant turning points and trends in the development of hemispheric culture and institutions, a comparison and evaluation of the development of Anglo-American and Latin American ideals and characteristics, comparisons of technology changes and population shifts in Anglo-America and Latin America, and an evaluation of those significant domestic and foreign issues facing the nations in the Western Hemisphere.

<b>2109805X/NYHX</b>	<b>CONTEMPORARY HISTORY 2 IB</b>
	Offered: Grade 12 Length: Year Prerequisite: History of The Americas IB

This course provides an understanding of the development of the contemporary world through an investigation of the significant events and trends which have occurred during the recent past. The students will engage in in-depth analysis of historical events of the mid to late twentieth century from a global perspective in order to increase understanding of events occurring in their lifetime. Content will include historical antecedents of contemporary political, social, economic, and religious problems; competing goals of the world's political and economic systems; the influence of major historical and contemporary figures; and the projection of current trends into the near future. **Students will take HL IB Assessment. Students who do not take the IB Exam will incur International Baccalaureate Assessment fees.**

2102820X/NQMX	ECONOMICS 2 IB (SL)
	Offered: Grade 11, 12 Length: Year Prerequisite: None

This course provides a comprehensive understanding of the ways in which society organizes to utilize its limited resources and of the distinguishing characteristics of other types of economic systems with particular attention to the American mixed market system. **Students will take SL IB Assessment. Students who do not take the IB Exam will incur International Baccalaureate Assessment fees.**

2102830X/NQNX	ECONOMICS 3 IB (HL)
	Offered: Grade 12 Length: Year Prerequisite: IB Economics 1 or 2

The purpose of this course is to prepare students to take the IB HL examination. The course provides a comprehensive understanding of the ways in which society organizes to utilize its limited resources and of the distinguishing characteristics of other types of economic systems with particular attention to the American mixed market system. **Students will take HL IB Assessment. Students who do not take the IB Exam will incur International Baccalaureate Assessment fees.**



# THEORY OF KNOWLEDGE (TOK)



0900800X/FMFX	THEORY OF KNOWLEDGE 1 – IB (Semester 2)	
	Offered:	Grade 11
	Length:	Semester
	Prerequisite:	None

The purpose of this course is to make explicit through analysis, comparison, and interdisciplinary integration, the concepts of knowledge and their verification in the disciplines of mathematics, natural sciences, human sciences, history, and in moral, political, and aesthetic judgments. Students will be taught to identify sources of knowledge and evaluate knowledge claims, distinguish between knowledge by acquaintance and knowledge by description, evaluate language as a means of conveying knowledge, construct knowledge claims, analyze formal systems of knowledge, examine the relation of knowledge to value judgments, and distinguish degrees of certainty. **Students are required to take the IB Exam. Students who do not take the IB Exam will incur International Baccalaureate Assessment fees.**

0900810X/FMFX	THEORY OF KNOWLEDGE 2 – IB (Semester 1)	
	Offered:	Grade 12
	Length:	Semester
	Prerequisite:	None

The purpose of this course is to make explicit through analysis, comparison, and interdisciplinary integration, the concepts of knowledge and their verification in the disciplines of mathematics, natural sciences, human sciences, history, and in moral, political, and aesthetic judgments. Students will be taught to identify sources of knowledge and evaluate knowledge claims, distinguish between knowledge by acquaintance and knowledge by description, evaluate language as a means of conveying knowledge, construct knowledge claims, analyze formal systems of knowledge, examine the relation of knowledge to value judgments, and distinguish degrees of certainty. **Students are required to take the IB Exam. Students who do not take the IB Exam will incur International Baccalaureate Assessment fees.**

## SCIENCE

### (Experimental Sciences – Group 4)



2000800P/MMMP	<b>BIOLOGY 1 – PRE-IB</b>
	Offered: Grade 9 Length: Year Prerequisite: IB Acceptance

The purpose of the Florida Pre-IB course is to prepare students for the International Baccalaureate Diploma Program (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards taught with reference to the unique facets of the IB. Pre-IB Biology 1 course introduces students to how scientists work and communicate with each other. There is an emphasis on a practical approach through experimental work, which mirrors the work of real scientists by encouraging collaboration between schools across the regions. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The Nature of Science is integrated throughout the course through three content clusters: 1. Organisms, Populations and Ecosystems, 2. Classification, Heredity and Evolution, 3. Molecular and Cellular Biology. **All students are required to pass Biology 1. The Biology End Of Course Exam will account for 30% of the final grade. Students working towards the Scholar Designation must pass the Biology EOC.**

2000810X/MMNX	<b>BIOLOGY 2 IB (SL)</b>
	Offered: Grade 11, 12 Length: Year Prerequisite: Biology 1 - Pre-IB

This rigorous course provides a study of the facts, principles and processes of biology and the collection, interpretation, and formulation of hypotheses from available data. Focus on enriched laboratory activities is integral to this course. Contemporary issues such as feeding the world's population, genetic engineering, population dynamics, etc., are included for critical current and future decision-making. Some preserved animal studies may be a part of this course. **Students will take SL IB Assessment. Students who do not take the IB Exam will incur International Baccalaureate Assessment fees.**

2000820X/MMOX	<b>BIOLOGY 3 IB (HL)</b>
	Offered: Grade 12 Length: Year Prerequisite: Biology 2 IB

This course provides students with a rigorous study of the facts, principles, and processes of biology. Collection and interpretation of data is included. Content includes biological ethics, philosophy and political issues is included for critical current and future decision-making. Some preserved animal studies may be a part of this course. **Students will take HL IB Assessment. Students who do not take the IB Exam will incur International Baccalaureate Assessment fees.**

2001375X/MNUX	<b>IB ENVIRONMENTAL SYSTEMS &amp; SOCIETIES 2 (SL)</b>
	Offered: Grade 11-12 Length: Year Prerequisite: None

This is a rigorous class designed to provide students with an understanding of the environment and human interactions with it. Environmental Systems is a true interdisciplinary class and students will be expected to demonstrate proficiency in Biology, Chemistry, Physics, Statistics, and geography among other disciplines. Through a systems-centered approach, students will investigate environmental issues using scientific inquiry in labs and projects, read scientific novels, and participate in college-level lectures. **Students will take SL IB Assessment. Students who do not take the IB Exam will incur International Baccalaureate Assessment fees.**

2003800P/MOOP	<b>CHEMISTRY 1 – PRE-IB</b>
	Offered: Grade 10 Length: Year Prerequisite: IB Acceptance

The course provides a rigorous study of the composition, properties and changes associated with matter. Content includes heat, changes of matter, atomic structure, bonding, formulas and equations, mole concepts, gas laws, energy and order, reaction rates and equilibrium, solutions and electrochemistry. Challenging laboratory investigations and safety are integral to this course.

2003805X/MNAX	<b>CHEMISTRY 1 IB</b>
	Offered: Grade 11 Length: Year Prerequisite: Biology & Chemistry 1 – Pre-IB

This course provides a rigorous study of the composition, properties and changes associated with matter. Content includes chemical behavior, inorganic and organic chemistry, atomic and kinetic theories, chemical calculations, and effective use of chemical apparatus. Safety and challenging chemical laboratory investigations which manipulate qualitative and quantitative data are integral to the course. **Students are permitted to take the AP Chemistry Exam, but will be responsible for the cost of the test.**

2003810X/MOPX	<b>CHEMISTRY 2 IB (SL)</b>
	Offered: Grade 12 Length: Year Prerequisite: Chemistry 1 IB

This course provides a rigorous study of the composition, properties and changes associated with matter. Content includes chemical behavior, inorganic and organic chemistry, atomic and kinetic theories, chemical calculations, and effective use of chemical apparatus. Safety and challenging chemical laboratory investigations which manipulate qualitative and quantitative data are integral to the course. **Students will take SL IB Assessment. Students who do not take the IB Exam will incur International Baccalaureate Assessment fees.**

2003820X/MOQX	<b>CHEMISTRY 3 IB (HL)</b>
	Offered: Grade 12 Length: Year Prerequisite: Chemistry 1 IB

This course provides a rigorous study of practical work, atomic theory, structure and bonding, energetic, states of matter, kinetics, equilibrium, periodicity, and carbon chemistry. Safety and highly challenging laboratories are integral to the course. **Students will take HL IB Assessment. Students who do not take the IB Exam will incur International Baccalaureate Assessment fees.**

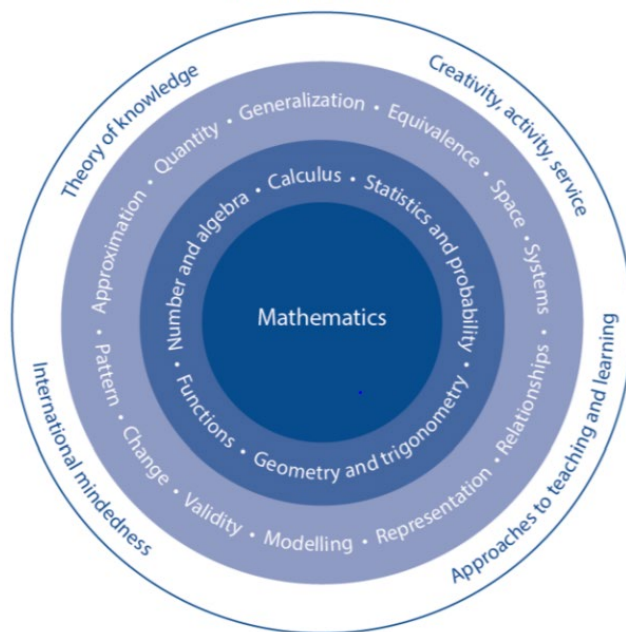
2003845X/MOVX	<b>PHYSICS 2 – IB PHYSICS (SL only)</b>
	Offered: Grade 11, 12 Length: Year Prerequisite: Biology & Chemistry 1 – Pre-IB AP Physics or Teacher Recommendation at 11 <sup>th</sup> grade

The purpose of this course is to provide an algebra-based overview of physics according to the IB syllabus guide. Content should include, but not be limited to, mechanics, thermodynamics, waves, electricity and magnetism, modern physics, and relativity. Laboratory investigations involve application of the scientific method, quantitative relationships, proper use of laboratory apparatus, and safety precautions. Students will be required to take the IB Physics Standard Level Exam upon completion of the course. **Students will take SL IB Assessment. Students who do not take the IB Exam will incur International Baccalaureate Assessment fees.**

## The nature of IB mathematics courses

Figure 2

The mathematics model



## MATHEMATICS (Group 5)

1206320P/ISCP	<b>GEOMETRY HONORS – Pre-IB</b>	
	Offered:	Grade 9
	Length:	Year
	Prerequisite:	Algebra 1

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. In Geometry Honors, instructional time will emphasize five areas: (1) proving and applying relationships and theorems involving two-dimensional figures using Euclidean geometry and coordinate geometry; (2) establishing congruence and similarity using criteria from Euclidean geometry and using rigid transformations; (3) extending knowledge of geometric measurement to two-dimensional figures and three-dimensional figures; (4) creating and applying equations of circles in the coordinate plane; and (5) developing an understanding of right triangle trigonometry. **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.**

1200340P/IMEP	<b>ALGEBRA 2 HONORS – Pre-IB</b>	
	Offered:	Grade 9, 10
	Length:	Year
	Prerequisite:	Geometry Honors

This course is a rigorous in-depth study of the topics of Algebra 2. In Algebra 2 Honors, instructional time will emphasize six areas: (1) developing understanding of the complex number system, including complex numbers as roots of polynomial equations; (2) extending arithmetic operations with algebraic expressions to include polynomial division, radical and rational expressions; (3) graphing and analyzing functions including polynomials, absolute value, radical, rational, exponential and logarithmic; (4) extending systems of equations and inequalities to include non-linear expressions; (5) building functions using compositions, inverses and transformations; and (6) developing understanding of probability concepts.

**STUDENTS WILL SELECT EITHER IB CALCULUS OR APPLICATIONS & INTERPRETATIONS.**

☆1202375/IOLX	<b>IB MATHEMATICS: PRE-CALCULUS</b>
	Offered: Grade 9, 10, 11 Credit: 1.0 Length: Year Prerequisite: Pre-IB Algebra 2 Type of Credit: IB Math

**This course serves as the year one of two preparations for the Mathematics SL Test.** The purpose of this course is to introduce students to the basic concepts and techniques associated with work in algebraic concepts, functions and equations, circular functions and trigonometry, matrices, and vectors. It is expected that extensive use will be made of graphing calculators in both the development and the application of these topics. Access to computers is recommended. This course will include internally assessed and externally moderated portfolio requirements as well as periodic comprehensive reviews in preparation for the International Baccalaureate Examination. **Students will take a district EOC assessment.**

☆1201330	<b>IB MATHEMATICS: ANALYSIS &amp; APPROACHES 2 (SL)</b>
	Offered: Grade 11, 12 Credit: 1.0 Length: Year Prerequisite: Pre-Calculus Type of Credit: IB Math

**This course serves as the year two of two preparations for the Analysis and Approaches SL Test.** This course develops a set of transferable skills. These include the skill of working with mathematical information, as well as the ability to think logically and independently, consider accuracy, model situations mathematically, analyze results and reflect on findings. Learners can apply these skills across a wide range of subjects and these skills equip them well for progression to higher education or directly into employment. **Students will take the AS Level examination. Students are required to take the IB Exam. Students who do not take the IB Exam will incur International Baccalaureate fees.**

☆1201335	<b>IB MATHEMATICS: ANALYSIS &amp; APPROACHES 3 (HL)</b>
	Offered: Grade 12 Credit: 1.0 Length: Year Prerequisite: Analysis & Approaches 2 (SL) Type of Credit: IB Math

**This course serves as preparation for the Analysis and Approaches HL Test.** The purpose of this course is to extend knowledge of algebraic, trigonometric, vectors, complex numbers, probability, statistics, and calculus. It is expected that extensive use will be made of graphing calculators in both the development and the application of these topics. Access to computers is recommended. This course will include internally assessed and externally moderated exploration portfolio requirements as well as periodic comprehensive reviews in preparation for the International Baccalaureate Examination. **Students are required to take the IB Exam. Students who do not take the IB Exam will incur International Baccalaureate fees.**

☆1209300	<b>IB MATHEMATICS: APPLICATIONS &amp; INTERPRETATIONS 1</b>
	Offered: Grade 10, 11 Credit: 1.0 Length: Year Prerequisite: Pre-IB Algebra 2 Type of Credit: IB Math

**This course serves as the year one of two preparations for the Applications and Interpretations SL Test.** This subject is aimed at students who will go on to study subjects such as social sciences, natural sciences, statistics, business, some economics, psychology, and design, for example. The purpose of this course is to introduce students to the basic concepts and techniques associated with algebra, trigonometry, area and volume, coordinate geometry including Voronoi diagrams, mathematical modeling, and probability. It is expected that extensive use will be made of graphing calculators in both the development and the application of these topics. Access to computers is recommended. This course will include periodic comprehensive reviews in preparation for the International Baccalaureate Examination.

☆1209305	<b>IB MATHEMATICS: APPLICATIONS &amp; INTERPRETATIONS 2</b>
	Offered: Grade 11, 12 Credit: 1.0 Length: Year Prerequisite: Applications & Interpretations 1 Type of Credit: IB Math

**This course serves as the year two of two preparations for the Applications and Interpretations SL Test.** The purpose of this course is to introduce students to the basic concepts and techniques associated with descriptive statistics, binomial and normal distributions, linear correlation, validity testing, differential calculus, and integration. It is expected that extensive use will be made of graphing calculators in both the development and the application of these topics. Access to computers is recommended. This course will include internally assessed and externally moderated exploration portfolio requirements as well as periodic comprehensive reviews in preparation for the International Baccalaureate Examination. **Students are required to take the IB Exam. Students who do not take the IB Exam will incur International Baccalaureate fees.**

## ADDITIONAL SIXTH AREA CHOICES

### (Group 6)

<b>0114800P/AYAP</b>	<b>ART 1 - PRE-IB</b>
	Offered: Grade 9, 10 Length: Year Prerequisite: None

This course is designed to produce personal visual statements and develop an understanding of the complex language of visual symbols which form a part of every culture. Students will identify and demonstrate through studio experience, the visual elements and compositional principles, apply knowledge of a variety of media, tools, and techniques, identify and analyze major works of art, styles, periods, and cultures, develop an understanding of the aesthetic merit of art works through the study, analysis, and discussion of aesthetics, describe, analyze interpret, and judge works of art, and initiate the development of a portfolio consistent with the aims of the International Baccalaureate program. Research is required throughout preliminary planning, ideation and media experimentation of visual elements. **Art supplies \$20.00 per year.**

<b>0114810P/AYBP</b>	<b>ART 2 - PRE-IB</b>
	Offered: Grade 10 Length: Year Prerequisite: Art 1 – Pre-IB

Concepts and style will be further developed and refined. Students will identify and demonstrate through studio experience, the visual elements and compositional principles, apply knowledge of a variety of media, tools, and techniques, identify and analyze major works of art, styles, periods, and cultures, develop an understanding of the aesthetic merit of art works through the study, analysis, and discussion of aesthetics, describe, analyze interpret, and judge works of art, and initiate the development of a portfolio consistent with the aims of the International Baccalaureate program. Research is required throughout preliminary planning, ideation and media experimentation of visual elements. **Art supplies \$20.00 per year.**

<b>☆0114815X/AYEX</b>	<b>IB VISUAL ARTS 1</b>
	Offered: Grade 11, 12 Credit: 1.0 Length: Year Prerequisite: None Type of Credit: Performing Fine Arts

The purpose of this course is to produce personal visual statements that search for a synthesis of aesthetic values and functional requirements and to understand the complex language of visual symbols which form part of every culture. As students reach their 11th and 12th grade year in IB Art or Photography they are working towards presenting a portfolio of work that will be examined, along with research that explains why certain ideas, projects, media, techniques, etc. were pursued. Research is required throughout preliminary planning, ideation and media experimentation of visual elements. Students should have had a previous art class(es) in this IB Art area of study before going into this higher -level class.



★0114825X/AYFX	<b>IB VISUAL ARTS 2 (SL)</b>
	Offered: Grade 11 Credit: 1.0 Length: Year Prerequisite: Art 1B A & B Type of Credit: Performing Fine Arts

The purpose of this course is to produce personal visual statements that search for a synthesis of aesthetic values and functional requirements and to understand the complex language of visual symbols which form part of every culture. As students reach their 11th grade year in IB Art or Photography they are working towards presenting a portfolio of work that will be examined, along with research that explains why certain ideas, projects, media, techniques, etc. were pursued. Research is required throughout preliminary planning, ideation and media experimentation of visual elements. Students should have had a previous art class(es) in this IB Art area of study before going into this higher- level class. **Students will take SL IB Assessment. Students who do not take the SL IB Exam will incur International Baccalaureate Assessment fees.**

★0114835X/AYGX	<b>IB VISUAL ARTS 3 (HL)</b>
	Offered: Grade 12 Credit: 1.0 Length: Year Prerequisite: None Type of Credit: Performing Fine Arts

The purpose of this course is to produce personal visual statements that search for a synthesis of aesthetic values and functional requirements and to understand the complex language of visual symbols which form part of every culture. As students reach their 12th grade year in IB Art or Photography they are working towards presenting a portfolio of work that will be examined, along with research that explains why certain ideas, projects, media, techniques, etc. were pursued. Research is required throughout preliminary planning, ideation and media experimentation of visual elements. Students should have had a previous art class(es) in this IB Art area of study before going into this higher-level class. **Supplies \$75.00. Students will take HL IB Assessment. Students who do not take the HL IB Exam will incur International Baccalaureate Assessment fees.**

0107472X/ATFX	<b>IB FILM 2 (SL)</b>
	Offered: Grade 11, 12 Credit: 1.0 Length: Year Prerequisite: Digital Video Production

Film is both a powerful communication medium and an art form. In IB Film, students will become accomplished in both interpreting films and in producing their own. In interpretation, students will watch movies from American culture as well as from cultures around the world to gain an appreciation for different points of view. In production, students will learn to work both independently and as part of a production team on a variety of film projects. Students will take SL IB Assessment. **Students who do not take the IB Exam will incur International Baccalaureate Assessment fees.**

<b>0107474X</b>	<b>IB FILM 3 (HL)</b>
	Offered: Grade 11, 12 Credit: 1.0 Length: Year Prerequisite: IB Film 2 (SL)

Film is both a powerful communication medium and an art form. In IB Film, students will become accomplished in both interpreting films and in producing their own. In interpretation, students will watch movies from American culture as well as from cultures around the world to gain an appreciation for different points of view. In production, students will learn to work both independently and as part of a production team on a variety of film projects. **Students will take SL IB Assessment. Students who do not take the IB Exam will incur International Baccalaureate Assessment fees.**

<b>1300800P/JNMP</b>	<b>MUSIC 1 – PRE-IB</b>
	Offered: Grade 9-10 Length: Year Prerequisite: None

This course will introduce students to the rudiments of music and its study, using the techniques of listening, performing and composing implemented through the use of keyboard, computer-assisted instruction and/or other performance media. This course is intended to develop a historical perspective of music from the Plainsong Era to present day, an awareness of the multi-cultural aspect of music, social skills, and to further develop formal study of music through the conducting and directing of ensembles. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course. **Students are required to audition for All-County (Band, Chorus, Jazz, Orchestra) and to do a solo at Solo and Ensemble Festival. Additional fees will incur.**

<b>1300810P/JNMP</b>	<b>MUSIC 2 – PRE- IB</b>
	Offered: Grade 9-10 Length: Year Prerequisite: None

The purpose of this course is to introduce Pre-IB students to the rudiments of music and its study, using the techniques of listening, performing, and composing implemented through the use of keyboard, computer-assisted instruction and/or other performance media. This course will also develop a historical perspective of music from the Plainsong Era to present day, develop an awareness of the multi-cultural aspect of music, and develop social skills, and to further formal study of music through the conducting and directing of ensembles. **Students are required to audition for All-County (Band, Chorus, Jazz, Orchestra) and to do a solo at Solo and Ensemble Festival. Additional fees will incur.**

1300818X/JNRX	MUSIC 2 IB (SL)
	Offered: Grade 11 Length: Year Prerequisite: None

The purpose of this course is to further the IB students' knowledge of the rudiments of music and its study, using the techniques of listening, performing and composing implemented through use of keyboard, computer-assisted instruction and/or other performance media. This course will further develop a historical perspective of music from the Plainsong Era to present day, develop an awareness of the multicultural aspect of music, and further develop social skills and further formal study of music through the conducting and directing of ensembles. This course will also prepare the IB student for further the formal study of the science of music in higher education. **Students will take SL IB Assessment. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course. Students who do not take the IB Exam will incur International Baccalaureate Assessment fees.**

1300820X/JNOX	MUSIC 3 IB (HL)
	Offered: Grade 11, 12 Length: Year Prerequisite: Vocal, piano and/or music experience

The purpose of this course is to further the IB students' knowledge of the rudiments of music and its study, using the techniques of listening, performing and composing implemented through use of keyboard, computer-assisted instruction and/or other performance media. This course will further develop a historical perspective of music from the Plainsong Era to present day, develop an awareness of the multicultural aspect of music, and further develop social skills and further formal study of music through the conducting and directing of ensembles. This course will also prepare the IB student for further the formal study of the science of music in higher education. **Students will take HL IB Assessment. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course. Students are required to take the IB Exam. Students who do not take the IB Exam will incur International Baccalaureate Assessment fees.**

0300650P/COAP	DANCE 1 - PRE-IB
	Offered: Grade 9, 10, 11 Length: Year Prerequisite: None

The intent of this course is to introduce the students to the role of dance as practiced by different cultures reflecting each culture's traditions, societal values, and beliefs. This course is an introduction to IB Dance. Students will focus on three aspects of the curriculum: performance, composition & analysis, and world investigation. Students will learn and perform dance repertoire, student choreography, and create their own choreography. This is a preparatory class for IB Dance 2 & 3.

<b>0300655X/CODX</b>	<b>DANCE 1 – IB</b>
	Offered: Grade 9, 10 Length: Year Prerequisite: Dance 1 Pre-IB/Teacher Recommendation

The intent of this course is to broaden the students' perspective on the role of dance as practiced by different cultures reflecting each cultures traditions, societal values, and beliefs. Students will further explore the three aspects of the curriculum including: performance, composition and analysis, and world investigation. Students will continue to learn and perform dance repertoire, student choreography, & individual choreography. **Students will take District EOC. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course.**

<b>0300660X/COBX</b>	<b>DANCE 2 IB (SL)</b>
	Offered: Grade 11, 12 Length: Year Prerequisite: Dance 1 Pre-IB or Dance 1 IB/Teacher Recommendation

The intent of this course is to broaden the students' perspective on the role of dance as practiced by different cultures reflecting each cultures traditions, societal values, and beliefs. Students will further explore the three aspects of the curriculum including: performance, composition and analysis, and world investigation. Students will continue to learn and perform dance repertoire, student choreography, and individual choreography. **Students will take SL IB Assessment. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course. Students who do not take the IB Exam will incur International Baccalaureate Assessment fees.**

<b>0300670X/COCX</b>	<b>DANCE 3 IB (HL)</b>
	Offered: Grade 12 Length: Year Prerequisite: IB Dance 2 SL/Teacher Recommendation

The intent of this course is to advance and increase the students' perspective on the role of dance as practiced by different cultures reflecting each cultures traditions, societal values, and beliefs. This phase will focus on completing the three aspects of the curriculum including: performance, composition and analysis, and world investigation. Students will stage personal choreography, perform repertoire, and submit a world investigation paper and process paper for testing. **Students will take HL IB Assessment. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course. Students are required to take the IB Exam. Students who do not take the IB Exam will incur International Baccalaureate Assessment fees.**

<b>0400800P/CRLP</b>	<b>THEATRE 1 PRE-IB</b>
	Offered: Grade 9 Credit: 1.0 Length: Year Prerequisite: None

This course is designed to give an overview of theatre arts. Students are introduced to the fundamentals of stage tech, including make-up, costuming, set construction and lighting. Students perform improvisation, monologues, readings and acting scenes. The content includes an introduction to the process of directing, basic vocal techniques, movement, theory, production management and script writing. Students are primarily exposed to pieces in the native language. Students are encouraged to view at least one out-of-class production per nine weeks for critical review. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course.

<b>0400805P/CRLP</b>	<b>THEATRE 2 PRE-IB</b>
	Offered: Grade 9, 10 Credit: 1.0 Length: Year Prerequisite: Theatre 1 Pre-IB or teacher recommendation

The purpose of this course is to provide students an opportunity to gain experience and further their knowledge in theatre fundamentals. The content includes instruction in reading and interpretation of dramatic literature; techniques and mechanics of stagecraft, character analysis and portrayal; interpretive and analytical student of plays; theory and scriptwriting; and production of plays and other dramatic presentations. Students encounter international pieces including Japanese theater, theater of the Absurd, and satire, as well as current works. All students are required to view at least one out-of-class production per nine weeks for critical review. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course.

<b>☆0400810</b>	<b>IB THEATRE 1</b>
	Offered: Grade 11, 12 Credit: 1.0 Length: Year Prerequisite: Drama or Acting Type of Credit: Performing Fine Arts

The Theatre 1-IB course will focus on the historical examination of theatre to understand various cultures and the art form. Included are performance, technical skills, objective self-criticism, and the synthesis of knowledge through a research project. **Students will take District EOC.** Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course.

<b>0400820X/CWBX</b>	<b>IB THEATRE 2 (SL)</b>
	Offered: Grade 11, 12 Credit: 1.0 Length: Year Prerequisite: Pre-IB Theatre

The Theatre 2-IB course will focus on the historical examination of theatre to understand various cultures and the art form. Included are performance, technical skills, objective self-criticism, and the synthesis of knowledge through a research project. **Students will take SL IB Assessment.** Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course. **Students are required to take the IB Exam. Students who do not take the IB Exam will incur International Baccalaureate Assessment fees.**

<b>0400830X/CWCX</b>	<b>IB THEATRE 3 (HL)</b>
	Offered: Grade 11, 12 Credit: 1.0 Length: Year Prerequisite: Pre-IB Theatre 2 (SL)

The purpose of this course is to provide in-depth training in theatrical skills, technical skills, and self- development in the art. Extensive research will be incorporated into this course. The Theatre 3-IB course will focus on the historical examination of theatre to understand various cultures and the art form. Included are performance, technical skills, objective self-criticism, and the synthesis of knowledge through a research project. **Students will take HL IB Assessment.** Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course. **Students are required to take the IB Exam. Students who do not take the IB Exam will incur International Baccalaureate Assessment fees.**

<b>2107810X/NVFX</b>	<b>PSYCHOLOGY 2 IB (SL)</b>
	Offered: Grade 11-12 Length: Year Prerequisite: None

This course provides students with the opportunity to acquire an understanding of research methodology, as applied to the study of human behavior. Specific content to be covered will include human growth and development, self-concept development, adjustment, motivation and desire, intelligence, human interaction, conditioning and learning, attitudes and social influence, memory, personality, behavior, emotional frustration, abnormal behavior, conformity, autonomy, alienation, stress, and mental health. **Students will take SL IB Assessment. Students who do not take the IB Exam will incur International Baccalaureate Assessment fees.**

<b>2107820X/NVGX</b>	<b>PSYCHOLOGY 3 IB (HL)</b>
	Offered: Grade 12 Length: Year Prerequisite: Psychology 2 IB

This course provides students with the opportunity to acquire an understanding of research methodology, as applied to the study of human behavior. Specific content to be covered will include human growth and development, self-concept development, adjustment, motivation and desire, intelligence, human interaction, conditioning and learning, attitudes and social influence, memory, personality, behavior, emotional frustration, abnormal behavior, conformity, autonomy, alienation, stress, and mental health. **Students will take HL IB Assessment. Students who do not take the IB Exam will incur International Baccalaureate Assessment fees.**

<b>2102820X/NQMX</b>	<b>ECONOMICS 2 IB (SL)</b>
	Offered: Grade 11, 12 Length: Year Prerequisite: None

This course provides a comprehensive understanding of the ways in which society organizes to utilize its limited resources and of the distinguishing characteristics of other types of economic systems with particular attention to the American mixed market system. **Students will take SL IB Assessment. Students who do not take the IB Exam will incur International Baccalaureate Assessment fees.**

<b>2102830X/NQNX</b>	<b>ECONOMICS 3 IB (HL)</b>
	Offered: Grade 12 Length: Year Prerequisite: IB Economics 1 or 2

The purpose of this course is to prepare students to take the IB HL examination. The course provides a comprehensive understanding of the ways in which society organizes to utilize its limited resources and of the distinguishing characteristics of other types of economic systems with particular attention to the American mixed market system. **Students will take HL IB Assessment. Students who do not take the IB Exam will incur International Baccalaureate Assessment fees.**



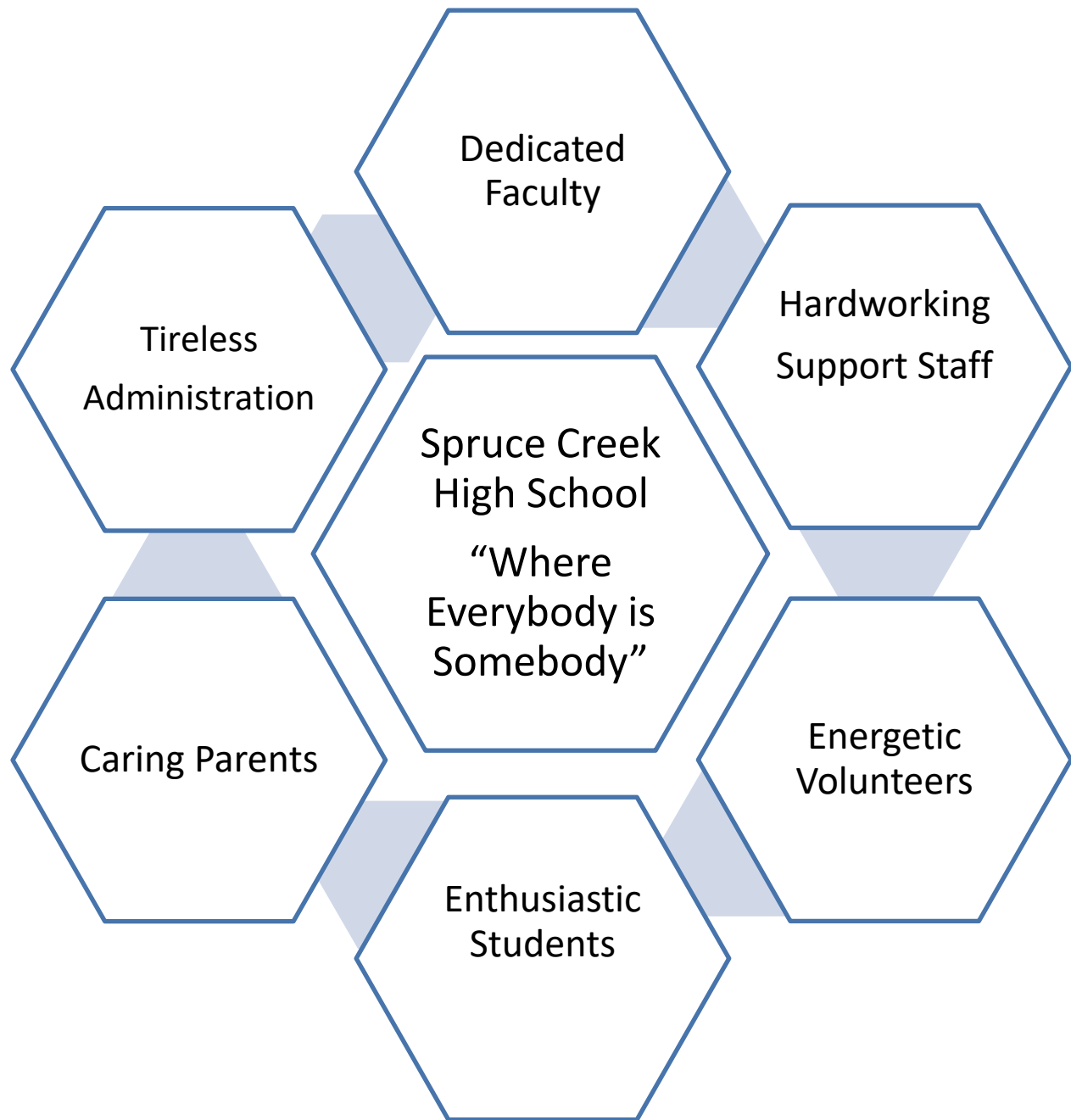
Shon Duncan

Spruce Creek High School

Teacher of the Year  
2023



*Thank you to everyone who makes Spruce Creek High School a great place to work and learn!*



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A MASTERPIECE;  
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DO**  
**-BRIAN TRACY**

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**OF THE**  
**HAWKS**

The logo for San Diego State University, featuring a stylized orange 'S' and 'D' intertwined, with a black outline.