



# Seabreeze High School Program of Studies 2022-2023



# VOLUSIA COUNTY SCHOOLS

## *The School Board of Volusia County*

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## ***Director of High Schools***

Mrs. Carolyn Carbonell

### ***Vision Statement***

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

### ***Mission Statement***

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

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

# General Education

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# Cambridge International AICE Courses

☆1001560	<b>PRE-AICE ENGLISH LANGUAGE IGCSE</b>	
	Offered:	Grade 9
	Credit:	1.0
	Length:	Year
	Prerequisite:	
	Type of Credit:	English

This course is designed for learners to develop the ability to communicate clearly, accurately and effectively in both speech and writing. They learn how to employ a wide-ranging vocabulary, use correct grammar, spelling and punctuation, and develop a personal style and an awareness of the audience being addressed. Learners will also read widely, both for their own enjoyment and to further their awareness of the ways in which English can be used. This course also develops more general analysis and communication skills such as synthesis, inference, and the ability to order facts and present opinions effectively.

☆1009400	<b>AICE ENGLISH GENERAL PAPER – AS Level</b>	
	Offered:	Grade 10 (cohort AICE Diploma) & Grade 12 (replacing Honors)
	Credit:	1.0
	Length:	Year
	Prerequisite:	
	Type of Credit:	English

AS Level English General Paper encourages learners to engage with a variety of topics, including knowledge and understanding gained from study of other subjects. They learn to become confident in analyzing knowledge and opinion from a variety of sources, to build arguments and to communicate through written English. The Cambridge International AS Level English General Paper enables learners to develop these skills which are of great use for further study and employment. **Students will take the AS Level examination.**

☆1001550	<b>AICE ENGLISH LANGUAGE – AS Level</b>	
	Offered:	Grade 11
	Credit:	1.0
	Length:	Year
	Prerequisite:	
	Type of Credit:	English

Students will learn and study English language and its use in communication. Learners will be encouraged to respond critically to a wide variety of texts in a range of forms, styles and contexts, and to promote skills of communication, reading, research and analysis. Through their study, learners will develop an ability to read and analyze material, gaining further knowledge and understanding of English language features and issues. Learners will also develop the skills of writing clearly, accurately, creatively, and effectively for different purposes and audiences. **Students will take the AS Level examination.**

☆1005370	<b>AICE ENGLISH LITERATURE – AS Level</b>	
	Offered:	Grade 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	
	Type of Credit:	English

Learners will study a range of texts in the three main forms: prose, poetry and drama. Set texts are offered from a wide range of different periods and cultures. Learners will develop skills of reading and analysis of texts, and are encouraged to undertake wider reading to aid understanding of the texts studied. They will learn skills of effective and appropriate communication including the ability to discuss the critical context of texts.

☆2000322	<b>PRE-AICE BIOLOGY IGCSE</b>	
	Offered:	Grade 9 (cohort AICE Diploma)
	Credit:	1.0
	Length:	Year
	Prerequisite:	
	Type of Credit:	Biology

This course helps learners to understand the technological world in which they live and take an informed interest in science and scientific developments. Learners gain an understanding of the basic principles of biology through a mix of theoretical and practical studies. They also develop an understanding of the scientific skills essential for further study at Cambridge International A Level, which are useful in everyday life. As they progress, learners understand how science is studied and practiced, and become aware that the results of scientific research can have both good and bad effects on individuals, communities and the environment.

☆2000321	<b>AICE BIOLOGY 1 – AS LEVEL</b>	
	Offered:	Grade 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	
	Type of Credit:	DD (either Biology or EQ Science)

Students will learn main theoretical concepts which are fundamental to the subject, a section on some current applications of biology, and a strong emphasis on advanced practical skills. Practical skills are assessed in a timetabled practical examination. The emphasis throughout is on the understanding of concepts and the application of biology ideas in novel contexts as well as on the acquisition of knowledge. The course encourages creative thinking and problem-solving skills which are transferable to any future career path. ***Students will take the AS Level examination.***

☆2002515	<b>AICE MARINE SCIENCE 1 – AS LEVEL</b>	
	Offered:	Grade 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	
	Type of Credit:	EQ Science

Students will learn a coherent and stimulating introduction to the science of the marine environment. The AS part of the course concentrates on the scientific study of the sea and its ecosystems. The emphasis throughout is on the understanding of concepts and the application of ideas to new contexts as well as on the acquisition of knowledge, and the course encourages creative thinking and problem-solving skills which are transferable to any future career path. It is expected that practical activities will underpin the teaching of the whole course. ***Students will take the AS Level examination.***

☆2003372	<b>PRE-AICE CHEMISTRY IGCSE</b>	
	Offered:	Grade 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	
	Type of Credit:	EQ Science

This course enables learners to understand the technological world in which they live and take an informed interest in science and scientific developments. Learners gain an understanding of the basic principles of Chemistry through a mix of theoretical and practical studies. They also develop an understanding of the scientific skills essential. As they progress, learners understand how science is studied and practiced, and become aware that the results of scientific research can have both good and bad effects on individuals, communities, and the environment.

☆2003371	<b>AICE CHEMISTRY 1 – AS LEVEL</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	
Type of Credit:	EQ Science	

Students will learn the main theoretical concepts which are fundamental to the subject, a section on some current applications of chemistry, and a strong emphasis on advanced practical skills. Practical skills are assessed in a timetabled practical examination. The emphasis throughout is on the understanding of concepts and the application of chemistry ideas in novel contexts as well as on the acquisition of knowledge. The course encourages creative thinking and problem-solving skills which are transferable to any future career path. **Students will take the AS Level examination.**

☆2003373	<b>CAMBRIDGE AICE CHEMISTRY 2– A LEVEL</b>	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	AS Chemistry or equivalent course
Type of Credit:	EQ Science, Physical	

Students will learn the main theoretical concepts which are fundamental to the subject, a section on some current applications of chemistry, and a strong emphasis on advanced practical skills. Practical skills are assessed in a timetabled practical examination. The emphasis throughout is on the understanding of concepts and the application of chemistry ideas in novel contexts as well as on the acquisition of knowledge. The course encourages creative thinking and problem-solving skills which are transferable to any future career path. **Students will take the A Level examination.**

☆2109321	<b>PRE-AICE WORLD HISTORY IGCSE</b>	
	Offered:	Grade 9 (cohort AICE Diploma)
	Credit:	1.0
	Length:	Year
	Prerequisite:	
Type of Credit:	World History	

In this course, learners will look at major international issues of the nineteenth and twentieth centuries, as well as covering the history of particular regions in more depth. The emphasis is on both historical knowledge and on the skills required for historical research. Learners develop an understanding of the nature of cause and effect, continuity and change, similarity and difference and find out how to use and understand historical evidence as part of their studies. Cambridge IGCSE History will stimulate any learner already interested in the past, providing a basis for further study, and also encouraging a lifelong interest in the subject. Both coursework and non-coursework options are available.

☆2100500	<b>AICE U.S. HISTORY 1 – AS LEVEL</b>	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	
Type of Credit:	American History	

In this course, learners will modern history in the nineteenth and twentieth centuries. The emphasis is on both historical knowledge and on the skills required for historical research. Learners develop an understanding of cause and effect, continuity and change, similarity and difference, and use historical evidence as part of their studies. At AS learners can select from topics in American history. **Students will take the AS Level – American History examination.**

☆2100490	<b>AICE INTERNATIONAL HISTORY 1 – AS LEVEL</b>	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	
	Type of Credit:	World History

In this course, learners will modern history in the nineteenth and twentieth centuries. The emphasis is on both historical knowledge and on the skills required for historical research. Learners develop an understanding of cause and effect, continuity and change, similarity and difference, and use historical evidence as part of their studies. At AS learners can select from topics in International history. **Students will take the AS Level – International History examination.**

☆1700364	<b>AICE GLOBAL PERSPECTIVES – AS LEVEL (Cambridge Course #9694)</b>	
	Offered:	Grade 10 (cohort AICE Diploma)
	Credit:	1.0
	Length:	Year
	Prerequisite:	
	Type of Credit:	Elective

Students will broaden their outlook through the critical analysis of - and reflection on - issues of global significance. The course is based on skills rather than on specific content. Learners develop research, thinking, reasoning and communication skills by following an approach to analyzing and evaluating arguments and perspectives called the Critical Path. Collaborative skills are enhanced through participation in a team project. The skills gained through study of AS Global Perspectives and Research enable students to meet the demands of twenty-first century learning and to make a successful transition to study in higher education. As part of the course, learners write a research report on a research question of their own choice. **Students will take the AS Level examination.**

☆0708538	<b>AICE SPANISH LANGUAGE – AS LEVEL</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
	Type of Credit:	Elective

Students will achieve greater fluency, accuracy and confidence in the language as it is spoken and written form and improve their communication skills. They will learn how to improve their use of Spanish in a variety of situations, understanding how to read texts and other source materials, extract information, initiate conversations and respond to questions both orally and in writing. **Students will take the AS Level examination.**

☆2107360	<b>AICE PSYCHOLOGY 1 – AS LEVEL</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
	Type of Credit:	Elective

In this course, students will develop their appreciation of the subject by exploring the ways in which psychology is conducted. As part of their studies, learners also review important research; this provides an insight into the ways in which psychology has been applied, thereby leading to a better understanding of key approaches, research methods and issues and debates. The course reflects four core areas of psychology, namely biological, cognitive, learning and social; it also relates psychology to abnormality, consumer behavior, health and organizations. **Students take the AS Level examination.**

☆2102324	<b>AICE BUSINESS 1 AS LEVEL</b>	
	Offered:	Grade 9, 10
	Credit:	0.5
	Length:	Semester
	Prerequisite:	None
Type of Credit:	Economics	

Students will understand and appreciate the nature and scope of business, and the role it plays in society. It encourages students to examine the process of decision-making in a dynamic and changing business environment and to develop critical understanding of business organizations. They learn about business and its environment, human resource management, marketing, operations management and finance and accounting. **Students will take the corresponding Cambridge AICE Exam.**

☆2001381	<b>CAMBRIDGE AICE ENVIRONMENTAL MANAGEMENT – AS LEVEL</b>	
	Offered:	Grade 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Pre AICE Biology or Pre AICE Environmental or equivalent course EQ
Type of Credit:	Science	

Students will learn environmental issues and their management, especially the human aspect. Through their studies, learners gain an understanding of environmental resources and their human exploitation, and the goal of sustainable environmental management. Learners also consider a range of case study material which can feature local, regional or global examples. **Students will take the AS Level examination.**

☆1700372	<b>CAMBRIDGE AICE THINKING SKILLS – AS LEVEL</b>	
	Offered:	Grade 9,10,11,12
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
Type of Credit:	Elective	

Thinking Skills-AS Level develops a specific set of intellectual skills, independent of subject content, reflecting the need voiced by universities and employers for more mature and sophisticated ways of thinking. The Thinking Skills syllabus also enables students to approach their other subjects with an improved ability to understand, analyze and resolve problems. As a result, students will find the course of great benefit when preparing for higher education and for a wide range of careers, including law, scientific research, social science, journalism, medicine, business, accounting and engineering. The Thinking Skills syllabus encourages free and open debate, critical and investigative thinking, and informed and disciplined reasoning.

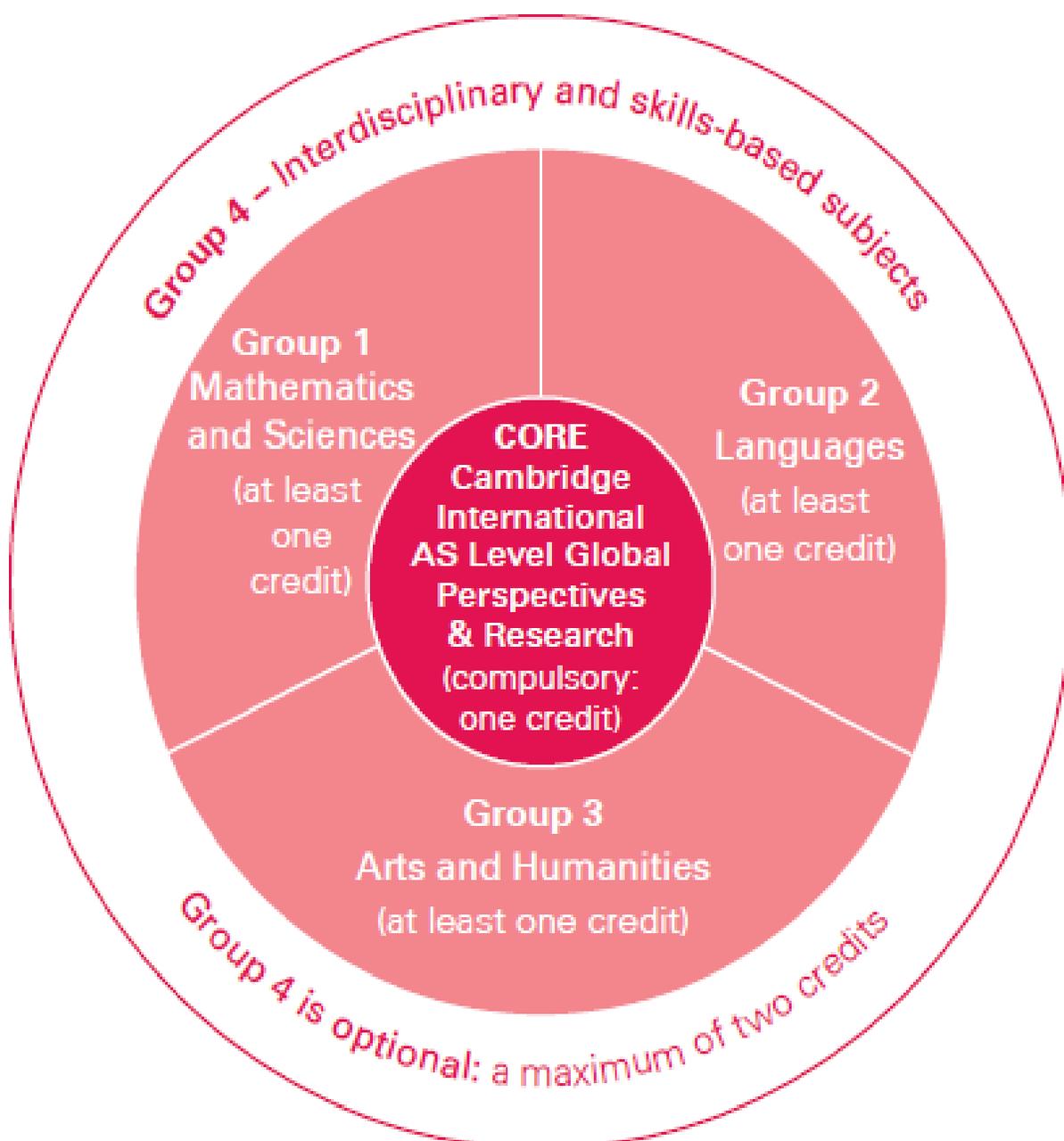
Group 1	Group 2	Group 3	Group 4
Sciences	Languages	Arts & Humanities	Interdisciplinary & Skills Based
Biology	English Language	International History	General Paper
Chemistry	Spanish	US History	Thinking Skills
Marine		Literature in English	
Psychology		Psychology	
Environmental Mgmt		Environmental Mgmt	
		Business	

**\*CORE REQUIRED = AS LEVEL GLOBAL PERSPECTIVES forms the core of the diploma, it does not count as one of the 2 credits available from group 4.**

7 passed exams required for AICE Diploma.

Pre-Aice courses are recommended or required for some AS prerequisites.

Pre-Aice English Lang, Pre-Aice Biology, Pre-Aice Chemistry, Pre-Aice World History



# AP COLLEGE BOARD CLASSES

<b>☆0109350</b>	<b>ADVANCED PLACEMENT STUDIO ART: 2-D DESIGN PORTFOLIO</b>	
	Offered:	Grade 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Art Teacher
	Type of Credit:	Recommendation Performing Fine Arts

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>☆1210320</b>	<b>ADVANCED PLACEMENT STATISTICS</b>	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
	Type of Credit:	Math

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.

<b>☆1202310</b>	<b>ADVANCED PLACEMENT CALCULUS AB</b>	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Pre-calculus
	Type of Credit:	Math

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.

<b>☆1202320</b>	<b>ADVANCED PLACEMENT CALCULUS BC</b>	
	Offered:	Grade 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Advanced Placement Calculus AB or Pre-calculus
	Type of Credit:	Math

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.

☆2102370	<b>ADVANCED PLACEMENT MACROECONOMICS</b>	
	Offered:	Grade 11, 12
	Credit:	.50
	Length:	Semester
	Prerequisite:	Honors/or AP Social Studies Courses/Teacher Recommendation
Type of Credit:	Meets Graduation Requirement for Economics	

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.**

☆2106420	<b>ADVANCED PLACEMENT U.S. GOVERNMENT AND POLITICS</b>	
	Offered:	Grade 11, 12
	Credit:	.50
	Length:	Semester
	Prerequisite:	Honors or AP Social Studies Courses or Teacher Recommendation
Type of Credit:	Meets Graduation Requirement for U.S. Government	

Advanced Placement courses require students to successfully perform college-level academic work, including many extensive readings 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.

☆2103400	<b>ADVANCED PLACEMENT HUMAN GEOGRAPHY</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Adv. U.S. History/(M/J)/or Honors World History/ Teacher Recommendation
Type of Credit:	Elective	

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.**

## ART

### TWO-DIMENSIONAL ART COURSES:

<b>0101355</b>	<b>CREATING TWO-DIMENSIONAL ART</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	.50
	Length:	Semester
	Prerequisite:	None
Type of Credit:	Performing Fine Arts	

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</b>	<b>TWO-DIMENSIONAL STUDIO ART 1</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
Type of Credit:	Performing Fine Arts	

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. Student's 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</b>	<b>TWO-DIMENSIONAL STUDIO ART 2</b>	
	Offered:	Grade 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Two-Dimensional Studio Art
Type of Credit:	1 Performing Fine Arts	

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. Student's 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.

### **THREE-DIMENSIONAL ART COURSES:**

<b>0101365</b>	<b>CREATING THREE-DIMENSIONAL ART</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	.50
	Length:	Semester
	Prerequisite:	None
Type of Credit:	Performing Fine Arts	

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>0101330</b>	<b>THREE-DIMENSIONAL STUDIO ART 1</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
Type of Credit:	Performing Fine Arts	

The purpose of this course is to explore how space, mass, balance, and form combine to create aesthetic forms or utilitarian products and structures. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. Media may include, but are not limited to, clay, wood, plaster, and paper maché 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 3-D art studio focus on use of safety procedures for process, media, and techniques and 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. This course incorporates hands-on activities, journaling, and consumption of art materials.

<b>0101340</b>	<b>THREE-DIMENSIONAL STUDIO ART 2</b>	
	Offered:	Grade 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Three-Dimensional Studio
Type of Credit:	Art 1 Performing Fine Arts	

The purpose of this course is to explore spatial relationships using nonobjective, abstract, or representational forms, products, or structures. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, and/or building arts. Media may include, but are not limited to, clay, wood, metal, plaster, paper maché, and plastic with consideration of the workability, durability, cost, and toxicity of the media used. 3-D 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 form. Students in the 3-D art studio focus on the use of safety procedures for process, media, and techniques and 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. This course incorporates hands-on activities, journaling, and consumption of art materials.

**ADVANCED ART COURSES:**

<b>0109310</b>	<b>PORTFOLIO DEVELOPMENT: DRAWING HONORS</b>	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Art Teacher Recommendation
	Type of Credit:	Performing Fine Arts

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>0109330</b>	<b>PORTFOLIO DEVELOPMENT: THREE-DIMENSIONAL DESIGN HONORS</b>	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Art Teacher Recommendation
	Type of Credit:	Performing Fine Arts

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 clay, wood, wire, glass, metal, jewelry, fabrics/fibers, fashion design, green design, industrial design, and/or objects for interior design or architecture that integrate 3-dimensional design issues in a purposeful way. Students regularly reflect on aesthetics and art issues individually and as a group and manipulate the structural elements of art and organizational principles of design to create 3-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 and artistic growth over time, mastery of visual art skills and techniques, and evidence of sophisticated analytical and problem-solving skills based on their 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>0109350</b>	<b>ADVANCED PLACEMENT STUDIO ART: 2-D DESIGN PORTFOLIO</b>	
	Offered:	Grade 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Art Teacher
	Type of Credit:	Recommendation Performing Fine Arts

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.

## DRAMA/THEATRE

<b>0400370</b>	<b>ACTING 1</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
	Type of Credit:	Performing Fine Arts

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.

<b>0400380</b>	<b>ACTING 2</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Theatre 1/Teacher Recommendation
	Type of Credit:	Performing Fine Arts

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.

<b>☆0400330</b>	<b>THEATRE 3 HONORS</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Theatre 2/Teacher Recommendation
	Type of Credit:	Performing Fine Arts

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.

<b>☆0400340</b>	<b>THEATRE 4 HONORS</b>	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Teacher Recommendation/Contract
	Type of Credit:	Required Performing Fine Arts

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.

<b>0400660</b>	<b>THEATRE, CINEMA, AND FILM PRODUCTION</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
	Type of Credit:	Performing Fine Arts

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.

<b>0400410</b>	<b>TECHNICAL THEATRE DESIGN AND PRODUCTION 1</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
	Type of Credit:	Performing Fine Arts

This course introduces students to the fundamentals and technical aspects of theatre production, inclusive of set design and construction, developing properties, lighting design and execution and sound design. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course.

<b>0400700</b>	<b>MUSICAL THEATRE 1</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Teacher Recommendation
	Type of Credit:	Performing Fine Arts

Students' course work focuses on, but is not limited to, acting, vocal performance, dance, non-dance movement, and staging, which transfer readily to performances in musicals and other venues. Students survey the evolution of music in theatre from ancient Greece to modern Broadway through a humanities approach and representative literature. Music theatre students explore the unique staging and technical demands of musicals in contrast to non-musical plays. 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 the school day to support, extend, and assess learning in the classroom.

<b>0400710</b>	<b>MUSICAL THEATRE 2</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Teacher
	Type of Credit:	Recommendation Performing Fine Arts

Students' course work focuses on, but is not limited to, acting, vocal performance, dance, non-dance movement, and staging, which transfer readily to performances in musicals and other venues. Students survey the evolution of music in theatre from ancient Greece to modern Broadway through a humanities approach and representative literature. Music theatre students explore the unique staging and technical demands of musicals in contrast to non-musical plays. 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 the school day to support, extend, and assess learning in the classroom.

<b>0400720</b>	<b>MUSICAL THEATRE 3</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Audition and Acceptance into the Music Theatre Institute Program
	Type of Credit:	Performing Fine Arts

Students' course work focuses on, but is not limited to, acting, vocal performance, dance, non-dance movement, and staging, which transfer readily to performances in musicals and other venues. Students survey the evolution of music in theatre from ancient Greece to modern Broadway through a humanities approach and representative literature. Music theatre students explore the unique staging and technical demands of musicals in contrast to non-musical plays. 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 the school day to support, extend, and assess learning in the classroom.

## ENGLISH

<b>1001310</b>	<b>ENGLISH 1</b>	
	Offered:	Grade 9
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
	Type of Credit:	English/Language Arts

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

<b>☆1001320</b>	<b>ENGLISH 1 HONORS</b>	
	Offered:	Grade 9
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
	Type of Credit:	English/Language Arts

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

**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

**Honors/Advanced:** The district shall develop a description of additional requirements and more rigorous expectations, along with a description of higher text complexity to be used for honors-level achievement and learning.

<b>☆1001560</b>	<b>PRE-AICE ENGLISH LANGUAGE IGCSE</b>	
	Offered:	Grade 9 (cohort AICE Diploma)
	Credit:	1.0
	Length:	Year
	Prerequisite:	
	Type of Credit:	English

This course is designed for learners to develop the ability to communicate clearly, accurately and effectively in both speech and writing. They learn how to employ a wide-ranging vocabulary, use correct grammar, spelling and punctuation, and develop a personal style and an awareness of the audience being addressed. Learners will also read widely, both for their own enjoyment and to further their awareness of the ways in which English can be used. This course also develops more general analysis and communication skills such as synthesis, inference, and the ability to order facts and present opinions effectively.

<b>1001340</b>	<b>ENGLISH 2</b>	
	Offered:	Grade 10
	Credit:	1.0
	Length:	Year
	Prerequisite:	English 1
	Type of Credit:	English/Language Arts

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

☆1001350	<b>ENGLISH 2 HONORS</b>	
	Offered:	Grade 10
	Credit:	1.0
	Length:	Year
	Prerequisite:	English 1/English Honors 1/Teacher Recommendation
	Type of Credit:	English/Language Arts

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

**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

**Honors/Advanced:** The district shall develop a description of additional requirements and more rigorous expectations, along with a description of higher text complexity to be used for honors-level achievement and learning.

1001370	<b>ENGLISH 3</b>	
	Offered:	Grade 11
	Credit:	1.0
	Length:	Year
	Prerequisite:	English 2
	Type of Credit:	English/Language Arts

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

☆1001380	<b>ENGLISH 3 HONORS</b>	
	Offered:	Grade 11
	Credit:	1.0
	Length:	Year
	Prerequisite:	English 2/English 2 Honors
	Type of Credit:	English/Language Arts

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

**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

**Honors/Advanced:** The district shall develop a description of additional requirements and more rigorous expectations, along with a description of higher text complexity to be used for honors-level achievement and learning.

1001400	<b>ENGLISH 4</b>	
	Offered:	Grade 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	English 3
	Type of Credit:	English/Language Arts

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

☆1009400	<b>AICE ENGLISH GENERAL PAPER – AS Level</b>	
	Offered:	Grade 10 (cohort AICE Diploma) & Grade 12 (replacing Honors)
	Credit:	1.0
	Length:	Year
	Prerequisite:	
Type of Credit:	English	

AS Level English General Paper encourages learners to engage with a variety of topics, including knowledge and understanding gained from study of other subjects. They learn to become confident in analyzing knowledge and opinion from a variety of sources, to build arguments and to communicate through written English. The Cambridge International AS Level English General Paper enables learners to develop these skills which are of great use for further study and employment. **Students will take the AS Level examination.**

☆1001550	<b>AICE ENGLISH LANGUAGE – AS Level</b>	
	Offered:	Grade 11
	Credit:	1.0
	Length:	Year
	Prerequisite:	
Type of Credit:	English	

Students will learn and study English language and its use in communication. Learners will be encouraged to respond critically to a wide variety of texts in a range of forms, styles, and contexts, and to promote skills of communication, reading, research and analysis. Through their study, learners will develop an ability to read and analyze material, gaining further knowledge and understanding of English language features and issues. Learners will also develop the skills of writing clearly, accurately, creatively, and effectively for different purposes and audiences. **Students will take the AS Level examination.**

☆1005370	<b>AICE ENGLISH LITERATURE – AS Level</b>	
	Offered:	Grade 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	
Type of Credit:	English	

Learners will study a range of texts in the three main forms: prose, poetry, and drama. Set texts are offered from a wide range of different periods and cultures. Learners will develop skills of reading and analysis of texts and are encouraged to undertake wider reading to aid understanding of the texts studied. They will learn skills of effective and appropriate communication including the ability to discuss the critical context of texts.

1001315	<b>ENGLISH 1 CREDIT RECOVERY</b>	
	Offered:	Grade 9,10,11,12
	Credit:	1.0
	Length:	Year
	Prerequisite	Failing of English 1; Counselor Recommendation
Type of Credit	Elective (Can be used to forgive failed English 1 course)	

The purpose of this course is to provide grade 9 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. Credit Recovery courses are credit bearing courses with specific content requirements defined by the Florida Standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or End-of-Course assessment) since the course requirements for the Credit Recovery course are the same as the previously attempted corresponding course. Credit Recovery courses should ONLY be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an End-of-Course assessment retake. **NOTE: This course does not meet NCAA requirements.**

<b>1001345</b>	<b>ENGLISH 2 CREDIT RECOVERY</b>	
	Offered: Credit:	Grade 10,11,12
	Length: Prerequisite	1.0
	Type of Credit	Year
		Failing of English 2; Counselor Recommendation
		Elective (Can be used to forgive failed English 2 course)

The purpose of this course is to provide grade 10 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

Credit Recovery courses are credit bearing courses with specific content requirements defined by the Florida Standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or End-of-Course assessment) since the course requirements for the Credit Recovery course are the same as the previously attempted corresponding course. Credit Recovery courses should ONLY be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an End-of-Course assessment retake. **NOTE: This course does not meet NCAA requirements.**

<b>1001375</b>	<b>ENGLISH 3 CREDIT RECOVERY</b>	
	Offered: Credit:	Grade 11,12
	Length: Prerequisite	1.0
	Type of Credit	Year
		Failing of English 3; Counselor Recommendation
		Elective (Can be used to forgive failed English 3 course)

The purpose of this course is to provide grade 11 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

Credit Recovery courses are credit bearing courses with specific content requirements defined by the Florida Standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or End-of-Course assessment) since the course requirements for the Credit Recovery course are the same as the previously attempted corresponding course. Credit Recovery courses should ONLY be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an End-of-Course assessment retake. **NOTE: This course does not meet NCAA requirements.**

<b>1001402</b>	<b>ENGLISH 4 CREDIT RECOVERY</b>	
	Offered: Credit:	Grade 12
	Length: Prerequisite	1.0
	Type of Credit	Year
		Failing of English 4; Counselor Recommendation
		Elective (Can be used to forgive failed English 4 course)

The purpose of this course is to provide grade 12 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

Credit Recovery courses are credit bearing courses with specific content requirements defined by the Florida Standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or End-of-Course assessment) since the course requirements for the Credit Recovery course are the same as the previously attempted corresponding course. Credit Recovery courses should ONLY be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an End-of-Course assessment retake. **NOTE: This course does not meet NCAA requirements.**

## ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

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

**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).

**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.

## READING

<b>1000412</b>	<b>INTENSIVE READING 1</b>	
	Offered:	Grade 9
	Credit:	1.0
	Length:	Year
	Prerequisite:	Level 1 or 2 on FSA ELA; See Decision Tree of the VCS K-12 Reading Plan
Type of Credit:	Elective	

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
	Credit:	1.0
	Length:	Year
	Prerequisite:	Level 1 or 2 on FSA ELA; See Decision Tree of the VCS K-12 Reading Plan
Type of Credit:	Elective	

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
	Credit:	1.0
	Length:	Year
	Prerequisite:	Level 1 or 2 on FSA ELA; See Decision Tree of the VCS K-12 Reading Plan
	Type of Credit:	Elective

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
	Credit:	1.0
	Length:	Year
	Prerequisite:	Level 1 on FSA ELA; See Decision Tree of the VCS K-12 Reading Plan
	Type of Credit:	Elective

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.

## WORLD LANGUAGES

<b>0708340</b>	<b>SPANISH 1</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
	Type of Credit:	World Language

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</b>	<b>SPANISH 2</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Spanish 1
	Type of Credit:	World Language

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.

<b>☆0708360</b>	<b>SPANISH 3 HONORS</b>	
	Offered:	Grade 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Spanish 2
	Type of Credit:	World Language

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.

<b>☆0708538</b>	<b>AICE SPANISH LANGUAGE – AS LEVEL</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
	Type of Credit:	Elective

Students will achieve greater fluency, accuracy and confidence in the language as it is spoken and written form and improve their communication skills. They will learn how to improve their use of Spanish in a variety of situations, understanding how to read texts and other source materials, extract information, initiate conversations and respond to questions both orally and in writing. ***Students will take the AS Level examination.***

<b>0717300</b>	<b>AMERICAN SIGN LANGUAGE 1</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
Type of Credit:	Elective	

The purpose of this course is to enable students to begin to acquire proficiency in American Sign Language through a linguistic, communicative, and cultural approach. Emphasis is placed on the development of receptive and expressive signing skills and on the acquisition of applied grammar. Cross cultural understanding and real-life applications will be emphasized.

<b>0717310</b>	<b>AMERICAN SIGN LANGUAGE 2</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	American Sign Language 1
Type of Credit:	Elective	

The purpose of this course is to enable students to reinforce the fundamental skills acquired by the students in American Sign Language 1. The course develops increased receptive and expressive skills as well as cultural awareness. Specific content to be covered is a continuation of skills acquired in American Sign Language 1 while communication remains the primary objective. The cultural survey of the target language is continued.

## **MATHEMATICS**

<b>☆1200310</b>	<b>ALGEBRA 1</b>	
	Offered:	Grade 9-12
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
Type of Credit:	Math	

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</b>	<b>GEOMETRY</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Algebra 1 or equivalent
Type of Credit:	Math	

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

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

☆ <b>1206320</b>	<b>GEOMETRY HONORS</b>	
	Offered:	Grade 9, 10
	Credit:	1.0
	Length:	Year
	Prerequisite:	Algebra 1 or equivalent
Type of Credit:	Math	

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

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

<b>1207350</b>	<b>MATHEMATICS FOR COLLEGE LIBERAL ARTS</b>	
	Offered:	Grade 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Algebra 1 or equivalent and Geometry or
Type of Credit:	equivalent Math	

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</b>	<b>ALGEBRA 2</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Algebra 1 or equivalent
Type of Credit:	Math	

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>1200340</b>	<b>ALGEBRA 2 HONORS</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Algebra 1 or equivalent
Type of Credit:	Math	

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>1202340</b>	<b>PRE-CALCULUS HONORS</b>	
	Offered:	Grade 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Algebra 2(Algebra 2 Honors)/Geometry (Geometry Honors)
Type of Credit:	Math	

This course is designed to strengthen and extend the student’s knowledge of algebraic and trigonometric concepts and to prepare the student for calculus. The content will include mathematical induction, symbolic logic, Boolean and matrix algebra, probability and statistics, elementary functions and limits. Calculators and computers will serve as instructional tools in concept development.

☆ <b>1210320</b>	<b>ADVANCED PLACEMENT STATISTICS</b>	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
Type of Credit:	Math	

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.

☆1202310	<b>ADVANCED PLACEMENT CALCULUS AB</b>	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Pre-calculus
	Type of Credit:	Math

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.

☆1202320	<b>ADVANCED PLACEMENT CALCULUS BC</b>	
	Offered:	Grade 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Advanced Placement Calculus AB or Pre-calculus
	Type of Credit:	Math

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 derivative of algebraic, trigonometric, exponential and logarithmic functions. Calculators and computers will serve as instructional tools in concept development.

## MUSIC

<b>1301360</b>	<b>KEYBOARD 1</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
	Type of Credit:	Performing Fine Arts

The purpose of this course is to provide students with instruction in keyboard using varied performance techniques. The content shall include the development of music fundamentals, keyboard performance techniques and interpretation of musical notation including chord symbols.

<b>1301370</b>	<b>KEYBOARD 2</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Keyboard 1
	Type of Credit:	Performing Fine Arts

The purpose of this course is to provide students with instruction in varied performance techniques on the keyboard. The content shall include the development of music fundamentals, performance techniques and interpretation of musical notation.

<b>1301380</b>	<b>KEYBOARD 3</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Keyboard 2
	Type of Credit:	Performing Fine Arts

The purpose of this course is to provide students with instruction in the development of musicianship and technical skill through the study of varied keyboard literature. The content shall include instruction of students in the independent interpretation of medium-difficult level keyboard music, development of various stylistic performance techniques, and forms. Style and history are taught holistically.

<b>☆1301390</b>	<b>KEYBOARD 4 HONORS</b>	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Keyboard 3
	Type of Credit:	Performing Fine Arts

The purpose of this course is to provide students with advanced instruction in individual keyboard performance. The content should include instruction in performing difficult solos and accompaniments of varied styles and historical eras. Emphasis is placed on individual style and performance.

<b>1302300</b>	<b>BAND 1</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
	Type of Credit:	Performing Fine Arts

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. After school rehearsals and performances are a part of this course.

<b>1302310</b>	<b>BAND 2</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Band 1
	Type of Credit:	Performing Fine Arts

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. After school rehearsals and performances are a part of this course.

<b>1302320</b>	<b>BAND 3</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Band 2
	Type of Credit:	Performing Fine Arts

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. After school rehearsals and performances are a part of this course.

<b>1302330</b>	<b>BAND 4</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Audition
	Type of Credit:	Performing Fine Arts

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. After school rehearsals and performances are a part of this course.

☆ <b>1302340</b>	<b>BAND 5 HONORS</b>	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Teacher Recommendation/Contract Required
	Type of Credit:	Performing Fine Arts

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.

<b>☆1302350</b>	<b>BAND 6 HONORS</b>	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Teacher Recommendation/Contract Required
	Type of Credit:	Performing Fine Arts

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.

<b>1302360</b>	<b>ORCHESTRA 1</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
	Type of Credit:	Performing Fine Arts

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. After school rehearsals and performances are a part of this course.

<b>1302370</b>	<b>ORCHESTRA 2</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Orchestra 1
	Type of Credit:	Performing Fine Arts

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. After school rehearsals and performances are a part of this course.

<b>1302380</b>	<b>ORCHESTRA 3</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Orchestra 2
	Type of Credit:	Performing Fine Arts

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. After school rehearsals and performances are a part of this course.

<b>1302390</b>	<b>ORCHESTRA 4</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Orchestra 3
	Type of Credit:	Performing Fine Arts

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. After school rehearsals and performances are a part of this course.

<b>1302460</b>	<b>INSTRUMENTAL ENSEMBLE 1</b>	
	Offered:	Grade 9, 10, 11,
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
Type of Credit:	Performing Fine Arts	

This course will provide students with extended opportunities for refinement of performance on brasswind, woodwind, percussion or orchestral string instruments in specific standard instrumentation for demonstration of musical independence necessary for ensemble performance; and to develop an awareness of music as an aesthetic whole.

<b>1302470</b>	<b>INSTRUMENTAL ENSEMBLE 2</b>	
	Offered:	Grade 9, 10, 11,
	Credit:	1.0
	Length:	Year
	Prerequisite:	Instrumental Ensemble 1
Type of Credit:	Performing Fine Arts	

This course will provide students with opportunities for performance on brasswinds, woodwinds, percussion or orchestral strings in specific standard instrumentation. The students shall develop musical independence for performance.

<b>1302480</b>	<b>INSTRUMENTAL ENSEMBLE 3</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Instrumental Ensemble 2
Type of Credit:	Performing Fine Arts	

This course will provide students with extended opportunities for refinement of performance on brasswind, woodwind, percussion or orchestral string instruments in specific standard instrumentation, for demonstration of musical independence necessary for ensemble performance and to develop an awareness of music as an aesthetic whole. Students will develop refined musical sensitivity, independent interpretations of varied literature, a refined knowledge of styles and idioms, and independent musical values.

☆ <b>1302490</b>	<b>INSTRUMENTAL ENSEMBLE 4 HONORS</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Instrumental Ensemble 3
Type of Credit:	Performing Fine Arts	

This course will provide students with extended opportunities for refinement of performance on brasswind, woodwind, percussion or orchestral string instruments in specific standard instrumentation, for demonstration of musical independence necessary for ensemble performance and to develop an awareness of music as an aesthetic whole. Students will develop musical leadership to conduct, to independently interpret highly varied literature, and the ability to formulate musical values and the ability to perform appropriately in varied ensembles.

<b>1302500</b>	<b>JAZZ ENSEMBLE 1</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Teacher Recommendation
Type of Credit:	Performing Fine Arts	

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. After school performances and rehearsal are a part of this course.

<b>1302510</b>	<b>JAZZ ENSEMBLE 2</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Jazz Ensemble 1
Type of Credit:	Performing Fine Arts	

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. After school rehearsal and performances are a part of this course.

<b>1302520</b>	<b>JAZZ ENSEMBLE 3</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Teacher Recommendation
Type of Credit:	Performing Fine Arts	

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. After school rehearsal and performances are a part of this course.

☆ <b>1302530</b>	<b>JAZZ ENSEMBLE 4 HONORS</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Teacher Recommendation/Contract
Type of Credit:	Required Performing Fine Arts	

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. After school rehearsals and performances are a part of this course.

<b>1303300</b>	<b>CHORUS 1</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
Type of Credit:	Performing Fine Arts	

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.

<b>1303310</b>	<b>CHORUS 2</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Chorus 1
Type of Credit:	Performing Fine Arts	

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. After school rehearsals and performances are a part of this course.

<b>1303320</b>	<b>CHORUS 3</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Chorus 2
Type of Credit:	Performing Fine Arts	

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. After school rehearsal and performances are a part of this course.

<b>1303330</b>	<b>CHORUS 4</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Chorus 3
Type of Credit:	Performing Fine Arts	

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. After school rehearsals and performances are a part of this course.

☆ <b>1303340</b>	<b>CHORUS 5 HONORS</b>	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Teacher Recommendation/Contract Required
Type of Credit:	Performing Fine Arts	

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.

☆ <b>1303350</b>	<b>CHORUS 6 HONORS</b>	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Teacher Recommendation/Contract Required
Type of Credit:	Performing Fine Arts	

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.

<b>1303440</b>	<b>VOCAL ENSEMBLE 1</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Teacher Recommendation
Type of Credit:	Performing Fine Arts	

The purpose of this course is to develop performance in ensembles through the study of varied literature. Instrumental accompaniment and choreography may be included. After-school rehearsals and performances are a part of this course.

<b>1303450</b>	<b>VOCAL ENSEMBLE 2</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Teacher Recommendation
Type of Credit:	Performing Fine Arts	

The purpose of this course is to apply performance techniques through the study of varied literature. Instrumental accompaniment and choreography may be included. After-school rehearsals and performances are a part of this course.

<b>1303460</b>	<b>VOCAL ENSEMBLE 3</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Teacher Recommendation
Type of Credit:	Performing Fine Arts	

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. After-school rehearsals and performances are a part of this course.

★ <b>1303470</b>	<b>VOCAL ENSEMBLE 4 HONORS</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Teacher Recommendation
Type of Credit:	Performing Fine Arts	

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. After-school rehearsals and performances are a part of this course.

<b>1305300</b>	<b>EURHYTHMICS 1</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Teacher Recommendation
Type of Credit:	Performing Fine Arts	

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. After school rehearsals and performances are a part of this course.

<b>1305310</b>	<b>EURHYTHMICS 2</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Teacher Recommendation
Type of Credit:	Performing Fine Arts	

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. After school rehearsals and performances are a part of this course.

<b>1305320</b>	<b>EURHYTHMICS 3</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Teacher Recommendation
Type of Credit:	Performing Fine Arts	

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 eurhythmics' styles, dance terminology and choreography. Acquisition of technique and choreography should be stressed. After school rehearsals and performances are a part of this course.

<b>1305330</b>	<b>EURHYTHMICS 4</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Teacher Recommendation
Type of Credit:	Performing Fine Arts	

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. After school rehearsals and performances are a part of this course.

## PHYSICAL EDUCATION

<b>1501300</b>	<b>PERSONAL FITNESS</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	.50
	Length:	Semester
	Prerequisite:	None
	Type of Credit:	Personal Fitness/Physical Education

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.

<b>1501310</b>	<b>FITNESS LIFESTYLE DESIGN</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	.50
	Length:	Semester
	Prerequisite:	None
	Type of Credit:	Physical Education

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>1501340</b>	<b>WEIGHT TRAINING 1</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	.50
	Length:	Semester
	Prerequisite:	None
	Type of Credit:	Physical Education

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</b>	<b>WEIGHT TRAINING 2</b>	
	Offered:	Grade 10, 11, 12
	Credit:	.50
	Length:	Semester
	Prerequisite:	Weight Training 1
	Type of Credit:	Physical Education

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</b>	<b>WEIGHT TRAINING 3</b>	
	Offered:	Grade 10, 11, 12
	Credit:	.50
	Length:	Semester
	Prerequisite:	Weight Training 2
	Type of Credit:	Physical Education

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>1501390</b>	<b>COMPREHENSIVE FITNESS</b>	
	Offered:	Grade 10, 11, 12
	Credit:	.50
	Length:	Semester
	Prerequisite:	Personal Fitness
Type of Credit:	Physical Education	

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>1501410</b>	<b>POWER WEIGHT TRAINING 1</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	.50
	Length:	Semester
	Prerequisite:	None
Type of Credit:	Physical Education	

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.

**INDIVIDUAL AND DUAL:**

<b>1502410</b>	<b>INDIVIDUAL AND DUAL SPORTS 1</b>	
	Offered:	Grade 9, 10
	Credit:	.50
	Length:	Semester
	Prerequisite:	None
Type of Credit:	Physical Education	

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>1504500</b>	<b>TENNIS 1</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	.50
	Length:	Semester
	Prerequisite:	None
Type of Credit:	Physical Education	

The purpose of this course is to provide students with in-depth knowledge and application of the basic strokes, techniques, rules, history, etiquette, and safety practices of tennis. Skill acquisition and the maintenance and/or improvement of personal fitness will be stressed.

<b>1503310</b>	<b>BASKETBALL</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	.50
	Length:	Semester
	Prerequisite:	None
Type of Credit:	Physical Education	

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>1503350</b>	<b>TEAM SPORTS 1</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	.50
	Length:	Semester
	Prerequisite:	None
Type of Credit:	Physical Education	

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>1505500</b>	<b>VOLLEYBALL 1</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	.50
	Length:	Semester
	Prerequisite:	None
Type of Credit:	Physical Education	

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</b>	<b>VOLLEYBALL 2</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	.50
	Length:	Semester
	Prerequisite:	Volleyball 1/Teacher Recommendation
Type of Credit:	Physical Education	

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>1500440</b>	<b>MARCHING BAND P.E. WAIVER</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	0
	Length:	Semester
	Prerequisite:	None
Type of Credit:	NOT FOR CREDIT	

This course is used to denote that a Marching Band Waiver is being used to satisfy the one-half physical education credit required for graduation. Students must have participated in one full season of Marching Band or band auxiliaries. **THIS COURSE CARRIES NO CREDIT.**

## RESEARCH

<b>☆1700364</b>	<b>AICE GLOBAL PERSPECTIVES – AS LEVEL (Cambridge Course #9694)</b>	
	Offered:	Grade 9,10
	Credit:	1.0
	Length:	Year
	Prerequisite:	
Type of Credit:	Elective	

Students will broaden their outlook through the critical analysis of - and reflection on - issues of global significance. The course is based on skills rather than on specific content. Learners develop research, thinking, reasoning and communication skills by following an approach to analyzing and evaluating arguments and perspectives called the Critical Path. Collaborative skills are enhanced through participation in a team project. The skills gained through study of AS Global Perspectives and Research enable students to meet the demands of twenty-first century learning and to make a successful transition to study in higher education. As part of the course, learners write a research report on a research question of their own choice. ***Students will take the AS Level examination.***

<b>1700390</b>	<b>AVID 1</b>	
	Offered:	Grade 9
	Credit:	1.0
	Length:	Year
	Prerequisite:	Recommendation and Interview
	Type of Credit:	Elective

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</b>	<b>AVID 2</b>	
	Offered:	Grade 10
	Credit:	1.0
	Length:	Year
	Prerequisite:	Recommendation and Interview
	Type of Credit:	Elective

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</b>	<b>AVID 3</b>	
	Offered:	Grade 11
	Credit:	1.0
	Length:	Year
	Prerequisite:	Recommendation and Interview
	Type of Credit:	Elective

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</b>	<b>AVID 4</b>	
	Offered:	Grade 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Recommendation and Interview
Type of Credit:	Elective	

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.

## SCIENCE

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 Physical Science, such as 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.

<b>2000310</b>	<b>BIOLOGY 1</b>	
	Offered:	Grade 10
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
	Type of Credit:	Science (BI)

This course provides students with exploratory activities, laboratory experiences and real-life applications in the biological sciences. The content includes the following concepts: nature of science, matter, energy, chemical processes of life, reproduction and communication of cells, basic study of genetics, organization, classification and taxonomy, structure, reproduction and function of plants, animals, and microorganisms, interdependence of living things, adaptations, and the impact of technology on society. Preserved animal studies may be a part of this course. **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>2000320</b>	<b>BIOLOGY 1 HONORS</b>	
	Offered:	Grade 9, 10
	Credit:	1.0
	Length:	Year
	Prerequisite:	Teacher Recommendation
	Type of Credit:	Biology

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 9<sup>th</sup> grade should have earned a 3 or higher on the 8<sup>th</sup> grade Florida Statewide Science Assessment. 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. **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>2000322</b>	<b>PRE-AICE BIOLOGY IGCSE</b>	
	Offered:	Grade 9 (cohort AICE Diploma)
	Credit:	1.0
	Length:	Year
	Prerequisite:	
	Type of Credit:	Biology

This course helps learners to understand the technological world in which they live and take an informed interest in science and scientific developments. Learners gain an understanding of the basic principles of biology through a mix of theoretical and practical studies. They also develop an understanding of the scientific skills essential for further study at Cambridge International A Level, which are useful in everyday life. As they progress, learners understand how science is studied and practiced, and become aware that the results of scientific research can have both good and bad effects on individuals, communities and the environment.

☆2000321	<b>AICE BIOLOGY 1 – AS LEVEL</b>	
	Offered:	Grade 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	
Type of Credit:	DD (either Biology or EQ Science)	

Students will learn main theoretical concepts which are fundamental to the subject, a section on some current applications of biology, and a strong emphasis on advanced practical skills. Practical skills are assessed in a timetabled practical examination. The emphasis throughout is on the understanding of concepts and the application of biology ideas in novel contexts as well as on the acquisition of knowledge. The course encourages creative thinking and problem-solving skills which are transferable to any future career path. **Students will take the AS Level examination.**

☆2000360	<b>ANATOMY AND PHYSIOLOGY HONORS</b>	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Biology 1 or Biology 1 Honors
Type of Credit:	EQ Science	

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.

2001340	<b>ENVIRONMENTAL SCIENCE</b>	
	Offered:	Grade 9,10
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
Type of Credit:	EQ Science	

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.

☆2002515	<b>AICE MARINE SCIENCE 1 – AS LEVEL</b>	
	Offered:	Grade 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	
Type of Credit:	EQ Science	

Students will learn a coherent and stimulating introduction to the science of the marine environment. The AS part of the course concentrates on the scientific study of the sea and its ecosystems. The emphasis throughout is on the understanding of concepts and the application of ideas to new contexts as well as on the acquisition of knowledge, and the course encourages creative thinking and problem-solving skills which are transferable to any future career path. It is expected that practical activities will underpin the teaching of the whole course. **Students will take the AS Level examination.**

2001310	<b>EARTH-SPACE SCIENCE</b>	
	Offered:	Grade 10 ,11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
Type of Credit:	EQ Science	

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.

☆2003340	<b>CHEMISTRY 1</b>	
	Offered:	Grade 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Algebra 1
Type of Credit:	EQ Science	

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.

☆2003372	<b>PRE-AICE CHEMISTRY IGCSE</b>	
	Offered:	Grade 10, 11
	Credit:	1.0
	Length:	Year
	Prerequisite:	
Type of Credit:	EQ Science	

This course enables learners to understand the technological world in which they live and take an informed interest in science and scientific developments. Learners gain an understanding of the basic principles of Chemistry through a mix of theoretical and practical studies. They also develop an understanding of the scientific skills essential. As they progress, learners understand how science is studied and practiced, and become aware that the results of scientific research can have both good and bad effects on individuals, communities and the environment.

☆2003371	<b>AICE CHEMISTRY 1 – AS LEVEL</b>	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	
Type of Credit:	EQ Science	

Students will learn the main theoretical concepts which are fundamental to the subject, a section on some current applications of chemistry, and a strong emphasis on advanced practical skills. Practical skills are assessed in a timetabled practical examination. The emphasis throughout is on the understanding of concepts and the application of chemistry ideas in novel contexts as well as on the acquisition of knowledge. The course encourages creative thinking and problem-solving skills which are transferable to any future career path. **Students will take the AS Level examination.**

☆2003373	<b>CAMBRIDGE AICE CHEMISTRY 2– A LEVEL</b>	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	AS Chemistry or equivalent course
Type of Credit:	EQ Science, Physical	

Students will learn the main theoretical concepts which are fundamental to the subject, a section on some current applications of chemistry, and a strong emphasis on advanced practical skills. Practical skills are assessed in a timetabled practical examination. The emphasis throughout is on the understanding of concepts and the application of chemistry ideas in novel contexts as well as on the acquisition of knowledge. The course encourages creative thinking and problem-solving skills which are transferable to any future career path. **Students will take the A Level examination.**

<b>2003380</b>	<b>PHYSICS 1</b>	
	Offered:	Grade 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Algebra 1
Type of Credit:	EQ Science	

This course provides a foundation 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.

☆ <b>2003390</b>	<b>PHYSICS 1 HONORS</b>	
	Offered:	Grade 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Algebra 1, Level 3-5
Type of Credit:	EQ Science	

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.

## **SOCIAL STUDIES**

<b>2102310</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>2102320</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).

☆2102370	<b>ADVANCED PLACEMENT MACROECONOMICS</b>	
	Offered:	Grade 11, 12
	Credit:	.50
	Length:	Semester
	Prerequisite:	Honors/or AP Social Studies Courses/Teacher Recommendation
	Type of Credit:	Meets Graduation Requirement for Economics

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.**

2107300	<b>PSYCHOLOGY 1</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	.50
	Length:	Semester
	Prerequisite:	None
	Type of Credit:	Elective

This course provides an understanding of human behavior, behavioral interaction, and the development of individuals. Content will include the theories and methods of study employed by psychologists, human growth and development, self-concept development, adjustment, memory, personality and behavior, emotion and frustration, abnormal behavior, conformity, autonomy, alienation, stress, mental health, and therapy.

2107310	<b>PSYCHOLOGY 2</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	.50
	Length:	Semester
	Prerequisite:	Psychology 1
	Type of Credit:	Elective

The purpose of this course is to allow students to expand their awareness of areas of psychology. The content should include statistical research/memory and thought, sensation and perception, motivation and emotion, sleep and dreams, stress and conflict, adjustment in society and human interaction.

2106310	<b>UNITED STATES GOVERNMENT</b>	
	Offered:	Grade 11, 12
	Credit:	.50
	Length:	Semester
	Prerequisite:	None
	Type of Credit:	Required for Graduation

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.

☆2106320	<b>UNITED STATES GOVERNMENT HONORS</b>	
	Offered:	Grade 11, 12
	Credit:	.50
	Length:	Semester
	Prerequisite:	None
Type of Credit:	Required for Graduation	

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).

☆2106420	<b>ADVANCED PLACEMENT U.S. GOVERNMENT AND POLITICS</b>	
	Offered:	Grade 11, 12
	Credit:	.50
	Length:	Semester
	Prerequisite:	Honors or AP Social Studies Courses or Teacher Recommendation
Type of Credit:	Meets Graduation Requirement for U.S. Government	

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.

2100310	<b>UNITED STATES HISTORY</b>	
	Offered:	Grade 10, 11
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
Type of Credit:	Required for Graduation	

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.**

☆2100320	<b>UNITED STATES HISTORY HONORS</b>	
	Offered:	Grade 10, 11
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
	Type of Credit:	Required for Graduation

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).

**For students entering 9<sup>th</sup> grade in 2012-2013, thirty percent of their final grade will be based on the state U.S. History End of Course Exam. Students will be required to take the exam in order to be awarded credit.**

2100315	<b>UNITED STATES HISTORY CREDIT RECOVERY</b>	
	Offered:	Grade 10,11,12
	Credit:	1.0
	Length:	Year
	Prerequisite	Failing of US History; Counselor Recommendation
	Type of Credit	Elective (Can be used to forgive failed US History course)

See course content information for US History (2100310). In addition, Credit Recovery courses are credit bearing courses with specific content requirements defined by Next Generation Sunshine State Standards and/or Florida Standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or End-of-Course assessment) since the course requirements for the Credit Recovery course are exactly the same as the previously attempted corresponding course. For example, Geometry (1206310) and Geometry for Credit Recovery (1206315) have identical content requirements. It is important to note that Credit Recovery courses are not bound by Section 1003.436(1)(a), Florida Statutes, requiring a minimum of 135 hours of bona fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards, since the students have previously attempted successful completion of the corresponding course. Additionally, Credit Recovery courses should ONLY be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an End-of-Course assessment retake. **Credit Recovery courses do not meet NCAA requirements.**

☆2103400	<b>ADVANCED PLACEMENT HUMAN GEOGRAPHY</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Adv. U.S. History/(M/J)/or Honors World History/ Teacher Recommendation
	Type of Credit:	Elective

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.**

<b>2109310</b>	<b>WORLD HISTORY</b>	
	Offered:	Grade 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
Type of Credit:	Required for Graduation	

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>2109320</b>	<b>WORLD HISTORY HONORS</b>	
	Offered:	Grade 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
Type of Credit:	Required for Graduation	

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>2109321</b>	<b>PRE-AICE WORLD HISTORY IGCSE</b>	
	Offered:	Grade 9 (cohort AICE Diploma)
	Credit:	1.0
	Length:	Year
	Prerequisite:	World History
Type of Credit:	World History	

In this course, learners will look at major international issues of the nineteenth and twentieth centuries, as well as covering the history of particular regions in more depth. The emphasis is on both historical knowledge and on the skills required for historical research. Learners develop an understanding of the nature of cause and effect, continuity and change, similarity and difference and find out how to use and understand historical evidence as part of their studies. Cambridge IGCSE History will stimulate any learner already interested in the past, providing a basis for further study, and also encouraging a lifelong interest in the subject. Both coursework and non-coursework options are available.

☆ <b>2100500</b>	<b>AICE U.S. HISTORY 1 – AS LEVEL</b>	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	American History
Type of Credit:	American History	

In this course, learners will modern history in the nineteenth and twentieth centuries. The emphasis is on both historical knowledge and on the skills required for historical research. Learners develop an understanding of cause and effect, continuity and change, similarity and difference, and use historical evidence as part of their studies. At AS learners can select from topics in American history. **Students will take the AS Level – American History examination.**

☆2100490	<b>AICE INTERNATIONAL HISTORY 1 – AS LEVEL</b>	
	Offered:	Grade 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	
Type of Credit:	World History	

In this course, learners will modern history in the nineteenth and twentieth centuries. The emphasis is on both historical knowledge and on the skills required for historical research. Learners develop an understanding of cause and effect, continuity and change, similarity and difference, and use historical evidence as part of their studies. At AS learners can select from topics in International history. *Students will take the AS Level – International History examination.*

**STUDY HALL**

2200300	<b>STUDY HALL 1 (Place holder for VOL/FLVS classes)</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	0
	Length:	Year
	Prerequisite:	None
Type of Credit:	None	

THIS IS A NON-CREDIT COURSE. **NO FTE EARNED.** Its use is discouraged.

2200320	<b>STUDY HALL 3 (Place holder for DSC classes)</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	0
	Length:	Year
	Prerequisite:	None
Type of Credit:	None	

THIS IS A NON-CREDIT COURSE. **NO FTE EARNED.** Its use is discouraged.

2200330	<b>STUDY HALL 4 (Place holder for OFF CAMPUS approval/shortened day)</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	0
	Length:	Year
	Prerequisite:	None
Type of Credit:	None	

THIS IS A NON-CREDIT COURSE. **NO FTE EARNED.** Its use is discouraged.

**TRAFFIC SAFETY/ DRIVER EDUCATION**

1900310	<b>DRIVER EDUCATION/TRAFFIC SAFETY CLASSROOM AND LABORATORY</b> <b>District offered course at selected school-based sites TBA</b>	
	Offered:	Grade 10, 11, 12
	Credit:	.50
	Length:	Approximately one semester
	Prerequisite:	None
Type of Credit:	Elective	

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.

## ADDITIONAL COURSES

<b>0500520</b>	<b>PERSONAL, CAREER, AND SCHOOL DEVELOPMENT SKILLS 3</b>	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
Type of Credit:	Elective	

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

***Special Note: This course is to be used in conjunction with office aide duty. Those participating in this course will earn a grade and credit for the course, and, as such, will have a curriculum with online modules to complete.***

***Office Aide Course Codes: The course codes are to be used in numeric order and cannot be used multiple times. The section number should have "OA" as the first two characters followed by a number/letter format used by the school for location identification purposes (ex. OA1C—Office Aide, first period, in the cafeteria).***

# VOLUSIA ONLINE LEARNING



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

Students in grades 6-8 who successfully complete an online course for high school credit will fulfill the requirement. **Students can work online any time, any place.** VOL teachers are district employees who are highly qualified and fully certified. All course offerings are aligned to the Florida standards and district curriculum maps, ensuring quality and rigor.

## High School Courses

- |   |  |
|---|--|
|  <p><b>English</b></p> <ul style="list-style-type: none"> <li>•English 1-4</li> <li>•English 1-4 Honors</li> <li>•English for College Readiness</li> </ul>   |  <p><b>Foreign Language</b></p> <ul style="list-style-type: none"> <li>•Spanish 1</li> <li>•Spanish 2</li> <li>•Spanish 3 Honors</li> <li>•AP Spanish Lang &amp; Culture</li> <li>•American Sign Language 1</li> </ul>  |
|  <p><b>Math</b></p> <ul style="list-style-type: none"> <li>•Algebra 1 and 1 Honors</li> <li>•Liberal Arts Math 1 and 2</li> <li>•Algebra 1A and 1B</li> <li>•Algebra 2 and 2 Honors</li> <li>•Geometry and Geo Honors</li> <li>•Informal Geometry</li> <li>•Math for College Readiness</li> <li>•Pre-calculus Honors</li> <li>•Calculus Honors</li> <li>•Trigonometry Honors</li> <li>•Analysis of Functions</li> </ul> |  <p><b>Electives</b></p> <ul style="list-style-type: none"> <li>•Career Research and Decision Making</li> <li>•Driver's Education - <b>To get Permit Only</b></li> <li>•Psychology 1</li> <li>•Speech 1</li> <li>•Speech 2</li> <li>•Intensive Reading</li> <li>•Peer Counseling 1 and 2</li> <li>•Psychology 1 and 2</li> <li>•Sociology</li> <li>•Digital Information Tech</li> <li>•Theater, Cinema, &amp; Film Production</li> <li>•Creative Writing 1</li> <li>•Reading for College Success</li> <li>•Writing for College Success</li> <li>•Marketing Foundations</li> <li>•Outdoor Education</li> <li>•World Cultural Geography</li> <li>•Veterinary Assisting 1</li> <li>•Personal Financial Literacy</li> </ul> |
|  <p><b>Science</b></p> <ul style="list-style-type: none"> <li>•Biology 1 and Bio Honors</li> <li>•Earth Space Science and Honors</li> <li>•Environmental Science</li> <li>•Physical Science</li> <li>•Chemistry</li> <li>•Physics</li> <li>•Agriscience Foundations</li> <li>•Marine Science</li> <li>•Forensic Science</li> </ul>   |  <p><b>Social Studies</b></p> <ul style="list-style-type: none"> <li>•Economics and Honors</li> <li>•US Government and Honors</li> <li>•US History and Honors</li> <li>•World History and Honors</li> <li>•African American History</li> </ul>  |

## Middle School Courses

- |   |  |
|---|--|
|  <p><b>English</b></p> <ul style="list-style-type: none"> <li>•Grade 6-8 Language Arts and Advanced</li> </ul>   |  <p><b>Foreign Language</b></p> <ul style="list-style-type: none"> <li>•Spanish Beginning</li> <li>•Spanish Intermediate</li> </ul>   |
|  <p><b>Math</b></p> <ul style="list-style-type: none"> <li>•Grade 6 Math, Honors/Advanced</li> <li>•Grade 7 Math and Advanced</li> <li>•Grade 8 Pre-Algebra</li> </ul> |  <p><b>Electives</b></p> <ul style="list-style-type: none"> <li>•Fitness Grade 6</li> <li>•Physical Fitness 6/7</li> <li>•Physical Fitness 7/8</li> <li>•Career Research and Decision Making</li> <li>•Business Keyboarding</li> <li>•Critical Thinking</li> <li>•Journalism</li> <li>•Peer Counseling 1</li> <li>•Intensive Reading</li> <li>•Creating Writing</li> <li>•Introduction to Coding A</li> <li>•Introduction to Coding B</li> <li>•Orientation to Career Clusters</li> </ul> |
|  <p><b>Science</b></p> <ul style="list-style-type: none"> <li>•Grade 6-8 Comprehensive Science</li> <li>•Grade 6-8 Comprehensive Science Advanced</li> </ul>         |  <p><b>Social Studies</b></p> <ul style="list-style-type: none"> <li>•Grade 6 World History and Advanced</li> <li>•Grade 7 Civics and Advanced</li> <li>•Grade 8 US History and Advanced</li> </ul>   |



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



Virtual courses with Volusia County Schools are powered by Florida Virtual Schools.



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

# **EXCEPTIONAL STUDENT EDUCATION**

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

### ACADEMIC

Access courses are intended only for students with a significant cognitive disability. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities and are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. 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</b>	<b>ACCESS ENGLISH 1</b>	
	Offered:	Grade 9
	Credit:	1
	Length:	up to 2 years
	Prerequisite:	None
	Type of Credit:	English/Language Arts

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.

<b>7910125</b>	<b>ACCESS ENGLISH 2</b>	
	Offered:	Grade 10
	Credit:	1
	Length:	up to 2 years
	Prerequisite:	None
	Type of Credit:	English/Language Arts

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.

<b>7910130</b>	<b>ACCESS ENGLISH 3</b>	
	Offered:	Grade 11
	Credit:	1
	Length:	up to 2 years
	Prerequisite:	None
	Type of Credit:	English/Language Arts

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.

<b>7910135</b>	<b>ACCESS ENGLISH 4</b>	
	Offered:	Grade 12
	Credit:	1
	Length:	up to 2 years
	Prerequisite:	None
	Type of Credit:	English/Language Arts

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.

<b>7912075</b>	<b>ACCESS ALGEBRA 1</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1
	Length:	up to 2 years, one credit each 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>7920015</b>	<b>ACCESS BIOLOGY</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1
	Length:	up to 2 years
	Prerequisite:	None
Type of Credit:	Science	

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
	Credit:	1
	Length:	up to 2 years
	Prerequisite:	None
Type of Credit:	Science	

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>7921025</b>	<b>ACCESS US HISTORY</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1
	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>7915015</b>	<b>ACCESS HEALTH OPPORTUNITIES THROUGH PHYSICAL EDUCATION (H.O.P.E.)</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	up to 2
	Length:	Year
	Prerequisite:	None
	Type of Credit:	Physical Education

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>7915015</b>	<b>ACCESS HEALTH OPPORTUNITIES THROUGH PHYSICAL EDUCATION (H.O.P.E.)</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	up to 2
	Length:	Year
	Prerequisite:	None
	Type of Credit:	Physical Education

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.

### **SPECIAL SKILLS COURSES**

<b>7963010</b>	<b>PREPARATION FOR ADULT LIVING</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.

<b>7963150</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>7963140</b>	<b>SELF-DETERMINATION</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 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.

**VOCATIONAL EDUCATION FOR STUDENTS WITH DISABILITIES**

<b>7980110</b>	<b>CAREER PREPARATION: 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 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.

**ABCD SCHEDULE: STANDARD DIPLOMA VIA ACCESS COURSES**

Schedule A 2019-2020	Schedule B 2020-2021	Schedule C 2021-2022	Schedule D 2022-2023
Access Geometry – 7912065	Access Algebra 1 - 7912075	Access Geometry - 7912065	Access Algebra 1 - 7912075
Access Physical Science – 7920022	Access Biology - 7920015	Unique Skills or elective course, as needed	Access Earth/Space Science - 7920020
Access World History - 7921027	Access US History - 7921025	(½) Access Economics with Financial Literacy – 7921022 (½) Access US Government - 7921015	Access HOPE (Health Opp. Through Phys. Ed.) - 7915015
Self Determination - 7963140	Self Determination - 7963140	Self Determination - 7963140	Self Determination - 7963140
Access English 1 – 7910120 (9)    Access English 3 – 7910130 (11) Access English 2 – 7910125 (10)    Access English 4 – 7910135 (12)			
<p align="center"><i>One of the following:</i>                      Career Preparation - 980110                      Career Experience - 7980120                      Supported Competitive Employment - 7980150</p>			
<p align="center"><i>One or more of the following:</i>                      Unique Skills: Independent Functioning 9-12 – 7963160                      Unique Skills: Social &amp; Emotional 9-12 – 7963070                      Unique Skills: Communication 9-12 – 7963150                      Fine/Performing Arts course (Access or general education course)                      General Ed Elective(s)</p>			
<p align="center"><b>FAPE Schedule</b>  <b>(for students who have met diploma requirements and are deferring receipt of the diploma)</b></p>			
Preparation for Adult Living (3-4 periods) - 7963010			
Career Experience - 7980120 or Supported Competitive Employment - 7980150 (3-4 periods)			

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

### ACADEMIC

Students with disabilities who entered 9<sup>th</sup> grade during the 2014-15 school year or later, who are not eligible for alternate assessment, must enroll in general education courses used to satisfy standard diploma requirements per Florida State Board of Education Rule 6A- 1.09963.

#### Instructional Strategies

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

### SPECIAL SKILLS COURSES

<b>7960010</b>	<b>TRANSITION PLANNING: 9-12</b>	
	Offered: Credit: Length: Prerequisite: Type of Credit:	Grade 9, 10, 11, 12 Multiple Varies None Elective

The purpose of this course is to enable students with disabilities to develop knowledge and skills for transition planning and accessing services needed to engage in postsecondary education/training, employment, and independent living.

<b>7963070</b>	<b>UNIQUE SKILLS: SOCIAL AND EMOTIONAL 9-12</b>	
	Offered: Credit: Length: Prerequisite: Type of Credit:	Grade 9, 10, 11, 12 Multiple Varies None 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>7963080</b>	<b>LEARNING STRATEGIES: 9-12</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	Multiple Varies
	Length:	None
	Prerequisite:	Elective
	Type of Credit:	

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>7963140</b>	<b>SELF-DETERMINATION: 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 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. This entire course may not be mastered in one year.

## VOCATIONAL EDUCATION FOR STUDENTS WITH DISABILITIES

<b>7980110</b>	<b>CAREER PREPARATION: 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 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</b>	<b>CAREER EXPERIENCES: 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 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>7980130</b>	<b>CAREER PLACEMENT: 9-12</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	Multiple
	Length:	Varies
	Prerequisite:	Career Preparation/Career Education/Career Experiences/or Job Preparatory Education
Type of Credit:	Elective	

The purpose of this course is to enable students with disabilities to use the career knowledge and skills necessary to identify career options, access community resources, and apply work-related behaviors. The course will provide placement in a job in the community aimed at further progress toward achieving the student's desired 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 selection, community resources related to career decisions, workplace competencies, and advocating rights and responsibilities of employees. This entire course may not be mastered in one year.

<b>7980150</b>	<b>SUPPORTED COMPETITIVE EMPLOYMENT</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 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.

## THERAPY COURSES

<b>7966010</b>	<b>PHYSICAL THERAPY: 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 to students with disabilities who have physically disabling conditions, including sensorimotor or neuromuscular deficits that substantially limit one or more major life activities and require adaptation of the school environment or curriculum in order to benefit from an educational program. The content should include, but not be limited to, the following: maintain, restore, or enhance motor and sensory skills; use adaptive equipment and assistive devices; and promote independence in mobility and management of health-related functions. This entire course may not be mastered in one year.

<b>7966020</b>	<b>OCCUPATIONAL THERAPY: 9-12</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	Multiple
	Length:	Varies None
	Prerequisite:	Elective
	Type of Credit:	

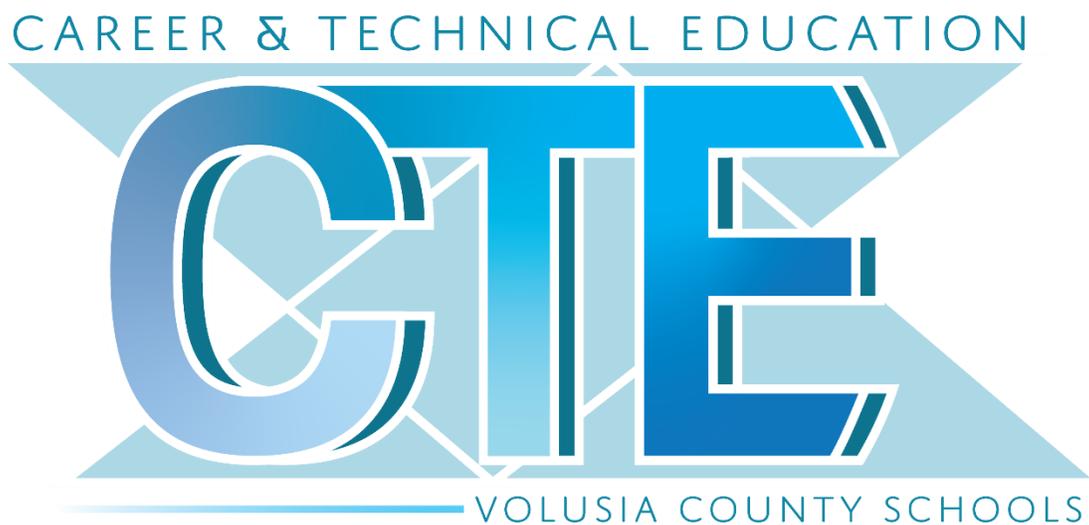
The purpose of this course is to provide instruction to students with disabilities whose physical, motor, or neurological deficits result in significant dysfunction in daily living or academic learning skills to the extent that they require adaptation of the school environment or curriculum in order to benefit from an educational program. The content should include, but not be limited to, the following: maintain, restore, or enhance motor and sensory skills; use adaptive equipment and assistive devices; and promote independence in activities of daily living. This entire course may not be mastered in one year.

<b>7966030</b>	<b>SPEECH THERAPY: 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 students exhibiting communication disorders that negatively impact their ability to benefit from the educational process appropriate instruction in the communication skills necessary for academic learning, social interaction, and vocational success. The content should include, but not be limited to, the following: articulation therapy, fluency therapy, and voice therapy. This entire course may not be mastered in one year.

<b>7966040</b>	<b>LANGUAGE THERAPY: 9-12</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	Multiple
	Length:	Varies None
	Prerequisite:	Elective
	Type of Credit:	

The purpose of this course is to provide students exhibiting language disorders that negatively impact their ability to benefit from the educational process appropriate instruction in language skills, both oral and written, necessary for academic learning, social interaction, and vocational success. The content should include, but not be limited to, the following: form, including phonology, syntax, and morphology; content, including semantics; and function, including pragmatics. This entire course may not be mastered in one year.



# Career & Technical Education

# AGRICULTURE, FOOD & NATURAL RESOURCES CLUSTER

PROGRAM NUMBER	AGRITECHNOLOGY		TYPE OF CREDIT*	INDUSTRY CERTIFICATION
	Course Number	Course Name		
8106800 ✪	8106810H	Agriscience Foundations 1 HONORS	EQ	Ag. Associate
	8106820	Agritechnology 1	VO	
	8106830	Agritechnology 2	VO	Agricultural Technician

\*EQ = Equally Rigorous Science Course; PA = Meets Arts Requirement; VO = CTE Elective

<b>8106810H</b>	<b>AGRISCIENCE FOUNDATIONS 1 HONORS</b>		<b>Career Prep</b>
	Offered:	Grade 9, 10, 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	None	
	Type of Credit:	EQ Industry Cert Test = AEST Ag Foundations	
<p>This honors course offers extensive experience in Agriscience. In addition to fulfilling all requirement of Agriscience Foundations 1, students will participate in a Career and Technical Education Leadership project or a Career and Technical Education Honors capstone project.</p>			

<b>8106820</b>	<b>AGRITECHNOLOGY 1</b>		<b>Career Prep</b>
	Offered:	Grade 10, 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Agriscience Foundations 1	
	Type of Credit:	VO Industry Cert Test = AEST Agritechnology	
<p>This course is designed to develop competencies in the areas of Agriscience industry careers; prevention and treatment of livestock diseases; livestock anatomy; wholesale cuts of meat; animal reproduction and identification; animal safety; animal-health certification; plant growth; plant fertilization; safe use of pesticides; maintenance of tools and equipment; record keeping; and employability skills.</p>			

<b>8106830</b>	<b>AGRITECHNOLOGY 2</b>		<b>Career Prep</b>
	Offered:	Grade 10, 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Agritechnology 1	
	Type of Credit:	VO	
<p>This course is designed to develop competencies in the areas of job and training requirements; professional organizations; crop identification; planting crops; fertilizer calculations and application; irrigation; pest control; harvesting, packing, and grading crops, safe equipment operation; and finance.</p>			

# ARCHITECTURE AND CONSTRUCTION CLUSTER

PROGRAM NUMBER	<b>** BUILDING TRADES AND CONSTRUCTION DESIGN TECHNOLOGY</b>		TYPE OF CREDIT*	INDUSTRY CERTIFICATION
	Course Number	Course Name		
<b>8722000</b> ⚙️	8722010	Building Trades & Construction Design Technology 1	VO	
	8722020	Building Trades & Construction Design Technology 2	VO	HBI Pact Core
	8722030H	Building Trades & Construction Design Technology 3 HONORS	PA	

\*EQ = Equally Rigorous Science Course; PA = Meets Arts Requirement; VO = CTE Elective

<b>8722010</b>	<b>BUILDING TRADES AND CONSTRUCTION DESIGN TECHNOLOGY 1</b> Career Prep		
	Offered:	Grade 9, 10, 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	None	
	Type of Credit:	VO	
<p>The purpose of this course is to develop the competencies essential to the building construction industry. These competencies include skills and knowledge related to safety practices, understanding all aspects of the industry, the use of hand and power tools, employability skills, human relations and leadership skills and related construction theory.</p>			

<b>8722020</b>	<b>BUILDING TRADES AND CONSTRUCTION DESIGN TECHNOLOGY 2</b> Career Prep		
	Offered:	Grade 10, 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Building Trades and Construction Design Technology 1	
	Type of Credit:	VO Industry Cert Test = HBI Pact Core	
<p>The purpose of this course is to develop the competencies necessary for the building, construction, and repair industry. These competencies relate to communication and computer skills; construction components, materials and hardware; and blueprints, specifications, and construction documents.</p>			

<b>8722030H</b>	<b>BUILDING TRADES AND CONSTRUCTION DESIGN TECHNOLOGY 3</b> Career Prep <b>HONORS</b>		
	Offered:	Grade 10, 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Building Trades and Construction Design Technology 2	
	Type of Credit:	PA Industry Cert Test = Bldg Construction Tech	
<p>This honors course offers extensive experience in the Building Trades. In addition to fulfilling all requirements of Building Trades and Construction Design Technology 3, students will participate in a Career and Technical Education Leadership project or a Career and Technical Education Honors capstone project.</p>			

# ARTS, A/V TECHNOLOGY AND COMMUNICATION CLUSTER

PROGRAM NUMBER	**DIGITAL DESIGN		TYPE OF CREDIT*	INDUSTRY CERTIFICATION
	Course Number	Course Name		
8209600*	8209510H	Digital Design HONORS 1	PA	Adobe Visual Design Bundle
	8209520H	Digital Design HONORS 2	PA	Adobe Visual Design Bundle
	8209530H	Digital Design HONORS 3	PA	
	8209540H	Digital Design HONORS 4	PA	

\*EQ = Equally Rigorous Science Course; PA = Meets Arts Requirement; VO = CTE Elective

<b>8209510H</b>	<b>DIGITAL DESIGN 1 HONORS</b>		<b>Career Prep</b>
	Offered:	Grade 9, 10, 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Digital Information Technology	
	Type of Credit:	PA	
<p>This course is designed to develop the entry-level skills required for careers in digital design. The content includes computer skills; digital publishing concepts and operations; layout, design, and measurement activities; digital imaging; communication, collaboration and decision-making activities; critical thinking and problem-solving.</p>			

<b>8209520H</b>	<b>DIGITAL DESIGN 2 HONORS</b>		<b>Career Prep</b>
	Offered:	Grade 9, 10, 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Digital Design 1 Honors	
	Type of Credit:	PA	
<p>This course continues the development of entry-level skills required for careers in digital design. The content includes computer skills; digital publishing operations; layout, design, and measurement activities; digital imaging; communication, collaboration and decision-making activities; critical thinking and problem solving.</p>			

<b>8209530H</b>	<b>DIGITAL DESIGN 3 HONORS</b>		<b>Career Prep</b>
	Offered:	Grade 9, 10, 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Digital Design 2 Honors	
	Type of Credit:	PA	
<p>This course continues the development of industry-standard skills required for careers in digital design. The content includes the use of software and equipment to perform digital publishing and digital imaging activities. Students continue to learn about communication, collaboration and decision-making activities, critical thinking and problem solving.</p>			

<b>8209540H</b>	<b>DIGITAL DESIGN 4 HONORS</b>		<b>Career Prep</b>
	Offered: Credit: Length: Prerequisite: Type of Credit:	Grade 9, 10, 11, 12 1.0 Year Digital Design 3 Honors PA	
This course is designed to develop advanced industry-standard skills required for careers in digital design. The content includes the use of software and equipment, including digital video cameras and video/audio editing software.			

PROGRAM NUMBER	JOURNALISM AND MULTIMEDIA		TYPE OF CREDIT*	INDUSTRY CERTIFICATION
	Course Number	Course Name		
<b>8771101</b> ✪	8771110	Media Production	PA	Adobe Visual Design Bundle - TBD
	8209510	Digital Design 1	PA	
	8203001	Photojournalism	PA	
<b>*EQ = Equally Rigorous Science Course; PA = Meets Arts Requirement; VO = CTE Elective</b>				

<b>8771110</b>	<b>MEDIA PRODUCTIONS</b>		<b>Career Prep</b>
	Offered: Credit: Length: Prerequisite: Type of Credit:	Grade 9, 10, 11, 12 1.0 Year Foundations of Journalism PA	
This course is designed to develop basic entry-level skills required for careers in the communications industry.			

<b>8209510</b>	<b>DIGITAL DESIGN 1</b>		<b>Career Prep</b>
	Offered: Credit: Length: Prerequisite: Type of Credit:	Grade 9, 10, 11, 12 1.0 Year Media Productions PA	
This course is designed to develop basic entry-level skills required for careers in the digital publishing industry. The content includes computer skills; digital publishing concepts and operations; layout, design, and measurement activities; decision-making activities; and digital imaging.			

<b>8203001</b>	<b>PHOTOJOURNALISM</b>		<b>Career Prep</b>
	Offered: Credit: Length: Prerequisite: Type of Credit:	Grade 10, 11, 12 1.0 Year Digital Design 1 PA	
This course is designed to introduce students to basic photojournalism techniques, including camera operation, lighting, composition, photo manipulation, and storytelling for print and online publications. Through this course, the students will become familiar with Digital Single Lens Reflex (DSLR) and as well as cameras on mobile devices and learn how to create authentic journalistic documents. An emphasis will be placed on using the camera as a reporting tool and will cover industry expectations for professional photojournalists.			

PROGRAM NUMBER	**DIGITAL VIDEO TECHNOLOGY		TYPE OF CREDIT*	INDUSTRY CERTIFICATION
	Course Number	Course Name		
8201400	8201410H	Digital Video Technology 1 HONORS	PA	Adobe Premiere Pro
	8201420H	Digital Video Technology 2 HONORS	PA	Adobe Premiere Pro
	8201430H	Digital Video Technology 3 HONORS	PA	Adobe Premiere Pro
	8201440H	Digital Video Technology 4 HONORS	PA	Adobe Animate

\*EQ = Equally Rigorous Science Course; PA = Meets Arts Requirement; VO = CTE Elective

**\*\*NEW PROGRAM:** DIGITAL VIDEO TECHNOLOGY (8201400) replaces the Digital Video Production (8772400) program and the Television Production (8772100) program.

8201410H	DIGITAL VIDEO TECHNOLOGY 1 HONORS		Career Prep
Offered:	Grade 9, 10, 11, 12		
Credit:	1.0		
Length:	Year		
Prerequisite:	None		
Type of Credit:	PA		

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.

8201420H	DIGITAL VIDEO TECHNOLOGY 2 HONORS		Career Prep
Offered:	Grade 10, 11, 12		
Credit:	1.0		
Length:	Year		
Prerequisite:	Digital Video Technology 1		
Type of Credit:	PA		

This course provides students with intermediate level instruction in the digital video production process.

8201430H	DIGITAL VIDEO TECHNOLOGY 3 HONORS		Career Prep
Offered:	Grade 11, 12		
Credit:	1.0		
Length:	Year		
Prerequisite:	Digital Video Technology 2/Permission of Instructor/Contract Required		
Type of Credit:	PA Industry Cert Test = Adobe Premiere Pro		

This honors course offers extensive experience in Digital Video Technology. In addition to fulfilling all requirements of Digital Video Technology 3, students participate in a Career and Technical Education Leadership project or a Career and Technical Education Honors capstone project.

<b>8201440H</b>	<b>DIGITAL VIDEO TECHNOLOGY 4 HONORS</b>		<b>Career Prep</b>
	Offered: Credit: Length: Prerequisite: Type of Credit:	Grade 11, 12 1.0 Year Digital Video Technology 3 PA Cert Test = Adobe Animate	

This course allows students to demonstrate proficiency in all phases of the digital video production process (pre-production, production and post-production).

## **GOVERNMENT AND PUBLIC ADMINISTRATION CLUSTER**

PROGRAM NUMBER	EMERGENCY PLANNING & RESPONSE		TYPE OF CREDIT*	INDUSTRY CERTIFICATION
	Course Number	Course Name		
<b>8602000</b> ⚙️	8602010	Emergency Planning and Response 1	VO	CPR
	8602020	Emergency Planning and Response 2	VO	

\*EQ = Equally Rigorous Science Course; PA = Meets Arts Requirement; VO = CTE Elective

<b>8602010</b>	<b>EMERGENCY PLANNING &amp; RESPONSE 1</b>		<b>Career Prep</b>
	Offered: Credit: Length: Prerequisite: Type of Credit:	Grade 9, 10, 11, 12 1.0 Year None VO	

This course is designed to develop competencies in first responder situations such as basic emergency planning, concepts of public safety, communication skills, computer literacy, and career-related math.

<b>8602020</b>	<b>EMERGENCY PLANNING &amp; RESPONSE 2</b>		<b>Career Prep</b>
	Offered: Credit: Length: Prerequisite: Type of Credit:	Grade 10, 11, 12 1.0 Year Emergency Planning & Response 1 VO	

This course is designed to develop an understanding of the National Response Plan, the National Incident Management System, critical infrastructure protection process, law and ethics for first responders, communications, and first aid.

## **HEALTH SCIENCE CLUSTER**

PROGRAM NUMBER	ALLIED HEALTH ASSISTING		TYPE OF CREDIT*	INDUSTRY CERTIFICATION
	Course Number	Course Name		
<b>8417130</b> ⚙️	8417100H	**Health Science Anatomy & Physiology HONORS	EQ	
	8417110H	Health Science Foundations HONORS	VO	CMAA
	8417131	Allied Health Assisting 3	VO	EKG Technician

\*EQ = Equally Rigorous Science Course; PA = Meets Arts Requirement; VO = CTE Elective

<b>8417100</b>	<b>HEALTH SCIENCE ANATOMY &amp; PHYSIOLOGY HONORS</b>		<b>Career Prep</b>
	Offered:	Grade 9,10,11,12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	None	
Type of Credit:	EQ		

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>8417110H</b>	<b>HEALTH SCIENCE FOUNDATIONS HONORS</b>		<b>Career Prep</b>
	Offered:	Grade 10,11,12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Health Science Anatomy & Physiology	
Type of Credit:	VO		

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	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Health Science Foundations	
Type of Credit:	VO		

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.

<b>PROGRAM NUMBER</b>	<b>OTHER COURSES</b>	
	<b>Course Number</b>	<b>Course Name</b>
<b>8300430</b>	8300430	Guided Workplace Learning/CTE Internship
<b>8400320</b>	8400320	Medical Skills and Services

<b>8300430</b>	<b>GUIDED WORKPLACE LEARNING/CTE INTERNSHIP</b>		<b>Career Prep</b>
	Offered:	Grade 10, 11, 12	
	Credit:	Multiple	
	Length:	Year	
	Prerequisite:	Enrollment in or Completion of a CTE Career Prep Program	
Type of Credit:	VO		

The purpose of this course is to provide students with the opportunity to gain practical, first-hand knowledge in broad occupational clusters or industry sectors through a structured internship experience. This internship is designed to give students an opportunity to integrate occupational and applied academic learning and to apply knowledge and skills learned in a classroom to actual work situations not generally available through paid employment. To enroll in the internship, a student must be currently enrolled in or has completed a career course/program. Students will be allowed a maximum of 450 total hours at the workplace-learning site, regardless of the number of credits earned.

<b>8400320</b>	<b>MEDICAL SKILLS AND SERVICES</b>	
	Offered:	Grade 9,10,11,12
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
Type of Credit:	VO	
<p>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.</p>		

## **HOSPITALITY AND TOURISM CLUSTER**

PROGRAM NUMBER	CULINARY ARTS		TYPE OF CREDIT*	INDUSTRY CREDENTIAL
	Course Number	Course Name		
<b>8800500</b> ✪	8800510	Culinary Arts 1	VO	
	8800520	Culinary Arts 2	PA	Food Safety Manager
	8800530H	Culinary Arts 3 HONORS	PA	ServSafe
	8800540	<b>**TRACK 1:</b> Culinary Arts 4 - <i>Culinary and Hospitality Management</i>	VO	

<b>8800510</b>	<b>CULINARY ARTS 1</b>		<b>Career Prep</b>
	Offered:	Grade 9, 10, 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	None	
Type of Credit:	VO		
<p>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.</p>			

<b>8800520</b>	<b>CULINARY ARTS 2</b>		<b>Career Prep</b>
	Offered: Credit: Length: Prerequisite: Type of Credit:	Grade 10, 11, 12 1.0 Year Culinary Arts 1 PA	
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.			

<b>8800530H</b>	<b>CULINARY ARTS 3 HONORS</b>		<b>Career Prep</b>
	Offered: Credit: Length: Prerequisite: Type of Credit:	Grade 11, 12 1.0 Year Culinary Arts 2 PA	

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.

<b>8800540</b>	<b>CULINARY ARTS 4/TRACK 1</b> <b><i>CULINARY AND HOSPITALITY MANAGEMENT</i></b>		<b>Career Prep</b>
	Offered: Credit: Length: Prerequisite: Type of Credit:	Grade 11, 12 1.0 Year Culinary Arts 3 VO	

This course provides opportunities for students to apply their acquired knowledge and skills in culinary related scenarios. Track 1 focuses on Culinary and Hospitality Management. This is a culminating course to develop advanced culinary techniques and skills. Students learn using modern technology and culinary trends. To complete the program, students must complete either Track 1 or Track 2 or Track 3. Students may complete more than one track.

## **MARKETING, SALES AND SERVICES CLUSTER**

PROGRAM NUMBER	ENTREPRENEURSHIP		TYPE OF CREDIT*	INDUSTRY CERTIFICATION
	Course Number	Course Name		
<b>8812100</b> ✪	8812000	Business Ownership	PA	Entrepreneurship &
				Small business
<i>*EQ = Equally Rigorous Science Course; PA = Meets Arts Requirement; VO = CTE Elective</i>				

## **ADDITIONAL CTE PROGRAMS AND COURSES**

PROGRAM NUMBER	DIVERSIFIED CAREER TECHNOLOGY (DCT)		TYPE OF CREDIT*	INDUSTRY CERTIFICATION
	Course Number	Course Name		
<b>8303000</b> ✳	8303010	DCT Principles	VO	
	8300410	**DCT OJT	VO	
	8303020	DCT Applications	VO	
<p>*EQ = Equally Rigorous Science Course; PA = Meets Arts Requirement; VO = CTE Elective  **DCT OJT does NOT count as a course in the Bright Futures/Gold Seal Scholarship Program. Students must take DCT Principles, DCT Applications and DCT Management to be eligible for Gold Seal.</p>				

<b>8303010</b>	<b>DCT PRINCIPLES</b>		<b>Career Prep</b>
	Offered:	Grade 10, 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	None	
	Type of Credit:	VO	
<p>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.</p>			

<b>8812000</b>	<b>BUSINESS OWNERSHIP</b>		<b>Career Prep</b>
	Offered:	Grade 11,12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Business Management & Law	
	Type of Credit:	PA	
<p>This course is designed to prepare students for careers as entrepreneurs, present entrepreneurship as a career path worthy of consideration, provide students with the skills needed to realistically evaluate their potential as business owners and develop the fundamental knowledge and skills necessary to start and operate a business.</p>			

<b>8300410</b>	<b>DCT OJT</b>		<b>Career Prep</b>
	Offered:	Grade 10, 11, 12	
	Credit:	Multiple	
	Length:	Year	
	Prerequisite:	Enrollment in a DCT course	
	Type of Credit:	VO	
<p>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.</p>			

<b>8303020</b>	<b>DCT APPLICATIONS</b>		<b>Career Prep</b>
	Offered:	Grade 10, 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	DCT Principles	
	Type of Credit:	VO	
<p>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.</p>			

<b>8300330</b>	<b>WORKPLACE TECHNOLOGY APPLICATIONS</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	.5
	Length:	Semester
	Prerequisite:	Teacher Recommendation
	Type of Credit:	VO
<p>This course is designed to provide students with general knowledge of technology, how it works, and its uses in the workplace. The content includes instruction in the use of computers and other pieces of technology, workplace related software applications, legal issues affecting the use of computers and technology, and possible future impact of computers and technology in the workplace.</p>		

<b>8300420</b>	<b>COOPERATIVE DIVERSIFIED EDUCATION OJT</b>		<b>Career Prep</b>
	Offered:	Grade 10, 11, 12	
	Credit:	Multiple	
	Length:	Year	
	Prerequisite:	Enrollment in a Diversified Education Career Prep Program	
	Type of Credit:	VO	
<p>The purpose of this course is to provide an on-the-job training component when the cooperative method of instruction is appropriate. Whenever the cooperative method is offered, the following is required for each student: A training agreement; a training plan signed by the student, teacher and employer, including instructional objectives; a list of on-the-job and in-school learning experiences; a workstation which reflects equipment, skills and tasks which are relevant to the occupation which the student has chosen as a career goal; and a site supervisor with a working knowledge of the selected occupation. The workstation may be in an industry setting or in a virtual learning environment. The student must be compensated for work performed.</p>			

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## ACADEMIC WEIGHTED COURSES

All honors courses, as designated by the Department of Education Course Code Directory, are weighted and receive an additional .5 quality point value (Q.P.V.).

The following list of Volusia County courses are also weighted with an additional .5 Q.P.V.:

0102320	Ceramic/Pottery 3 Honors	1302350	Band 6 Honors
0109310	Port Dev: Drawing Honors	1302400	Orchestra 5 Honors
0109320	Port. Dev: Two-Dimensional Design Honors	1302410	Orchestra 6 Honors
0109330	Port. Dev: Three-Dimensional Design Honors	1302490	Instrumental Ensemble 4 Honors
0300330	Dance Techniques 3 Honors	1302530	Jazz Ensemble 4 Honors
0300334	Dance Techniques 4 Honors	1303340	Chorus 5 Honors
0300390	Dance Choreography 2 Honors	1303350	Chorus 6 Honors
0400330	Theatre 3 Honors	1303470	Vocal Ensemble 4 Honors
0400340	Theatre 4 Honors	1800320H	Aerospace Science 3 Honors
0400440	Technical Theatre Design & Production 4 Honors	1800330H	Aerospace Science 4: Leadership Development Honors
0701340	French 3 Honors	1801320H	Leadership Education and Training 3 Honors
0701350	French 4 Honors	1801330H	Leadership Education and Training 4 Honors
0701360	French 5 Honors	2000320	Biology 1 Honors
0701370	French 6 Honors	2000330	Biology 2 Honors
0702340	German 3 Honors	2000360	Anatomy and Physiology Honors
0702350	German 4 Honors	2000440	Genetics Honors
0705340	Italian 3 Honors	2001320	Earth Space Science Honors
0705350	Italian 4 Honors	2002510	Marine Science 1 Honors
0705360	Italian 5 Honors	2002530	Marine Science 2 Honors
0706320	Latin 3 Honors	2003350	Chemistry 1 Honors
0706330	Latin 4 Honors	2003360	Chemistry 2 Honors
0707320	Russian 3 Honors	2003390	Physics 1 Honors
0708360	Spanish 3 Honors	2003410	Physics 2 Honors
0708370	Spanish 4 Honors	2020910	Astronomy Solar/Galactic Honors
0709320	Spanish For Spanish-Speakers 3 Honors	2100320	US History Honors
0711320	Chinese 3 Honors	2102345	Economics with Financial Literacy Honors
0712320	Japanese 3 Honors	2106320	US Govt. Honors
0800360	Health Explorations Honors	2109320	World History Honors
1001320	English Honors 1		
1001350	English Honors 2		
1001380	English Honors 3		
1001410	English Honors 4		
1009331	Creative Writing 3 Honors		
1200320	Algebra 1 Honors		
1200340	Algebra 2 Honors		
1201315	Analysis of Functions Honors		
1202340	Pre-Calculus Honors		
1206320	Geometry Honors		
1210300	Probability & Statistics with Applications Honors		
1211300	Trigonometry Honors		
1302340	Band 5 Honors		

Beginning with students who entered the **ninth grade in 2006-2007**, all Dual Enrollment courses will receive the same 1.0 weighting as AICE, Advanced Placement and International Baccalaureate courses.

# **CAREER & TECHNICAL EDUCATION**

## **Programs of Study 2022 – 2023**

### ***Honors Courses***

#### **Honors Designation Explanation**

##### ***Chapter 1003.4203***

*GRADE POINT AVERAGE CALCULATION.— For purposes of calculating grade point average, a grade in a course that is level 3 or above and leads to an industry certification must be weighted the same as a grade in an honors course.*

Per this legislative mandate, the following CTE courses are designated as HONORS courses:

#### **AGRISCIENCE & NATURAL RESOURCES:**

8009110H	Agriculture Leadership & Management HONORS
8106850H	Agricultural Biotechnology 2 HONORS
8106860H	Agricultural Biotechnology 3 HONORS
8117010H	Agricultural Communications 2 HONORS
8117020H	Agricultural Communications 3 HONORS
8106810H	Agriculture Foundations 1 HONORS
8112010H	Aquaculture 2 HONORS
8112020H	Aquaculture 3 HONORS
8112030H	Aquaculture 4 HONORS
8106850H	Biotechnology 2 HONORS
8106860H	Biotechnology 3 HONORS
8129210H	Food Science Applications 2 HONORS
8129220H	Food Science Applications 3 HONORS
8121520H	Horticulture Science 3 HONORS
8006220H	Introduction to Natural Resources 2 HONORS
8121510H	Introductory Horticulture 2 HONORS
8006230H	Natural Resource Technology 3 HONORS
8006240H	Natural Resource Management 4 HONORS
8009120H	Principles of Agribusiness HONORS

#### **ARCHITECTURE AND CONSTRUCTION CLUSTER:**

8722030H	Building Trades and Construction Design Technology 3 HONORS
8104330H	Carpentry Framing HONORS
8104340H	Carpentry Exterior HONORS
8104350H	Carpentry Finish HONORS

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

8201230H	Digital Media/Multimedia Foundations 3 HONORS
8201240H	Digital Media/Multimedia Foundations 4 HONORS
8201250H	Digital Media/Multimedia Foundations 5 HONORS
8201260H	Digital Media/Multimedia Foundations 6 HONORS
8201270H	Digital Media/Multimedia Foundations 7 HONORS
8201410H	Digital Video Technology 1 HONORS
8201420H	Digital Video Technology 2 HONORS
8201430H	Digital Video Technology 3 HONORS

8201440H Digital Video Technology 4 HONORS

**BUSINESS MANAGEMENT AND ADMINISTRATION CLUSTER:**

8203310H Accounting Applications 1 HONORS

8203320H Accounting Applications 2 HONORS

8203330H Accounting Applications 3 HONORS

**EDUCATION AND TRAINING CLUSTER:**

8405130H Early Childhood Education 3 HONORS

8405140H Early Childhood Education 4 HONORS

**ENGINEERING AND TECHNOLOGY EDUCATION CLUSTER**

8600620H Aerospace Engineering HONORS

8600580H Aerospace Technologies 1 HONORS

8600680H Aerospace Technologies 2 HONORS

8601780H Aerospace Technologies 3 HONORS

8401110H Applied Engineering Technology 1 HONORS

8401120H Applied Engineering Technology 2 HONORS

8401130H Applied Engineering Technology 3 HONORS

8600590H Civil Engineering & Architecture HONORS

8600560H Computer Integrated Manufacturing HONORS

8600530H Digital Electrics HONORS

8600650H Engineering Design & Development HONORS

9410110H Foundations of Robotics HONORS

8600550H Introduction to Engineering Design HONORS

8600520H Principles of Engineering HONORS

9410140H Robotic Applications Capstone HONORS

9410120H Robotic Design Essentials HONORS

9410130H Robotic Systems HONORS

**FINANCE CLUSTER:**

8815110H Economics & Financial Services HONORS

8815120H Personal Finance HONORS

**HEALTH SCIENCE CLUSTER:**

8708140H Biomedical Innovation HONORS

8417171H Emergency Medical Responder 3 HONORS

8417120H Exercise Science HONORS

8417100H Health Science Anatomy & Physiology HONORS

8417110H Health Science Foundations HONORS

8708120H Human Body Systems HONORS

8708110H Principles of Biomedical Sciences HONORS

8708130H Medical Interventions HONORS

8417211H Nursing Assistant 3 HONORS

**HOSPITALITY & TOURISM CLUSTER:**

8800530H Culinary Arts 3

8800540H Culinary Arts 4/Track 1 HONORS

8800550H Culinary Arts 4/Track 2 HONORS

8800560H Culinary Arts 4/Track 3 HONORS

**INFORMATION TECHNOLOGY CLUSTER:**

9001210H	CSIT Foundations HONORS
9001220H	CSIT System Essentials HONORS
9001230H	CSIT Network Systems Configuration HONORS
9001320H	Computer & Network Security Fundamentals HONORS
9001330H	Cybersecurity Essentials HONORS
9007210H	Foundations of Programing HONORS
9001110H	Foundations of Web Design HONORS
8208330H	Game & Simulation Programming HONORS
9003430H	IT Systems & Applications HONORS
9007240H	Java Programming Essentials HONORS
9003470H	Multimedia Technologies HONORS
8208340H	Multi-User Game & Simulation Programming HONORS
9007230H	Object-Oriented Programming Fundamentals HONORS
9001340H	Operational Cybersecurity HONORS
9007220H	Procedural Programming HONORS
9003450H	Programming Essentials HONORS
9001120H	User Interface Design HONORS
9007510H	Web Programming HONORS
9001130H	Web Scripting Fundamentals HONORS

**LAW, PUBLIC SAFETY AND SECURITY CLUSTER**

8918030H	Criminal Justice Operations 3 HONORS
8918040H	Criminal Justice Operations 4 HONORS

**MANUFACTURING CLUSTER**

9200220H	Advanced Manufacturing Technology 2 HONORS
9200230H	Advanced Manufacturing Technology 3 HONORS
9200240H	Advanced Manufacturing Technology 4 HONORS

## Florida Department of Education Resources

### Resources

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

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

Florida's state graduation requirements, by cohort group, are outlined in the graduation charts found on the following website: <http://www.fldoe.org/core/fileparse.php/7764/urlt/1415forwardflyer.pdf>

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

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

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

### **Economic Security Report**

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

- ⌚ [Summary of the Economic Security Report](#)  
This 2-page summary of the Economic Security Report of Employment and Earnings Outcomes of Florida's Graduates from Public Postsecondary Educational Institutions provides a snapshot of the type of information available on the website, [www.beyondeducation.org](http://www.beyondeducation.org) and in the full report.
- ⌚ [Key Facts about Education Outcomes In Florida](#) This website aims to provide parents and students with postsecondary school information that will help them to make informed education and career choices.