



HERITAGE
MIDDLE SCHOOL
Program of Studies

2023-2024

TOGETHER
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VOLUSIA COUNTY SCHOOL

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

Vision Statement

Ensuring all students receive a superior 21st century education.

Mission Statement

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

General Education

Table of Contents

ART	4
DANCE	6
DRAMA/THEATRE.....	8
LANGUAGE ARTS	9
ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL).....	12
INTENSIVE READING	15
MATHEMATICS.....	18
MUSIC.....	21
PHYSICAL EDUCATION	24
RESEARCH.....	26
SCIENCE	27
SOCIAL STUDIES.....	29
WORLD LANGUAGES	32
ADDITIONAL COURSES.....	33
VOLUSIA ONLINE LEARNING	34
HIGH SCHOOL CREDIT EARNED IN MIDDLE SCHOOL.....	36
EXCEPTIONAL STUDENT EDUCATION	37
CAREER AND TECHNICAL EDUCATION	47
APPENDIX.....	54

ART

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

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

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

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

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

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

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

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

DANCE

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

This course will provide students with experiences in at least one style of dance. The content will include movement analysis, basic movement terminology, rhythmic skills and musicality, and early dance history. Rhythmic movement will be stressed. Students will be required to attend and/or participate in rehearsals, performances, and/or competitions outside of the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source. Costs and/or fees may be required of students enrolled in this course. After school rehearsals and/or performances may be required as part of the student's grade.

0300010	M/J DANCE 2	
	Offered:	Grade 6, 7, 8
	Length:	Year
	Prerequisite:	Dance 1 or Teacher Recommendation

This continuing course will provide experiences in at least two styles of dance. The content will include Laban movement analysis, movement terminology, musicality, improvisation, creativity, and dance history. Improvisation and creativity will be stressed. Students will be required to attend and/or participate in rehearsals, performances, and/or competitions outside of the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source. Costs and/or fees may be required of students enrolled in this course. After school rehearsals and/or performances may be required as part of the student's grade.

0300020	M/J DANCE 3	
	Offered:	Grade 6, 7, 8
	Length:	Year
	Prerequisite:	Dance 2 or Teacher Recommendation

This course will provide students with experiences in three styles of dance chosen from the following: Ballet, international folk, modern, jazz, tap, or 20th century dance styles. Students will be required to attend and/or participate in rehearsals, performances, and/or competitions outside of the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source. Costs and/or fees may be required of students enrolled in this course. After school rehearsals and/or performances may be required as part of the student's grade.

0300030	M/J DANCE 4
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	Offered:	Grade 7, 8
	Length:	Year
	Prerequisite:	Dance 3 or Teacher Recommendation

This course will provide students with experiences in three or more dance styles to be selected from the following: ballet, international folk, modern, and jazz, tap, or 20th century dance styles. Students must achieve higher levels of skill in styles studied in previous classes. Students will be required to attend and/or participate in rehearsals, performances, and/or competitions outside of the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source. Costs and/or fees may be required of students enrolled in this course. After school rehearsals and/or performances may be required as part of the student's grade.

DRAMA/THEATRE

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

This course will continue the study of the dramatic arts. It includes practical experience in acting, as well as theatrical productions using the skills studied and practiced in Theatre 1. Students will be required to attend and/or participate in rehearsals, performances, and/or competitions outside of the school day to support, extend, and assess learning in the classroom. Costs and/or fees may be required of students enrolled in this course. After school rehearsals and/or performances may be required as part of the student's grade.

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

This course will continue the study of dramatic arts. It includes using skills studied and practiced in Theatre 2. Students will be required to attend and/or participate in rehearsals, performances, and/or competitions outside of the school day to support, extend, and assess learning in the classroom. Costs and/or fees may be required of students enrolled in this course. After school rehearsals and/or performances may be required as part of the student's grade.

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

The purpose of this *semester length* course is to introduce basic acting skills. Students will explore a variety of verbal and non-verbal acting techniques, develop the use of the entire body as an acting tool, and develop confident speaking skills. Students will be required to attend and/or participate in rehearsals, performances, and/or competitions outside of the school day to support, extend, and assess learning in the classroom. Costs and/or fees may be required of students enrolled in this course. After school rehearsals and/or performances may be required as part of the student's grade.

LANGUAGE ARTS

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

This course defines what students should understand and be able to do by the end of 6th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are building their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts. The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

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

This course defines what students should understand and be able to do by the end of 7th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are building their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts. The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

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

This course defines what students should understand and be able to do by the end of 8th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are building their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts. The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

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

This course defines what students should understand and be able to do by the end of the grade level.

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

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

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

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

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

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

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

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

LANGUAGE ARTS ELECTIVES

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

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

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

1002000	M/J LANGUAGE ARTS 1 THROUGH ESOL	
	Offered:	Grade 6
	Length:	Year
	Prerequisite:	In the ESOL Program (LY)

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

This course defines what students should understand and be able to do by the end of 6th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are building their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

English Language Development ELD Standards Special Notes Section:

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

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

1002010	M/J LANGUAGE ARTS 2 THROUGH ESOL	
	Offered:	Grade 7
	Length:	Year
	Prerequisite:	Completion of M/J Language Arts 1 and in the ESOL Program (LY)

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

This course defines what students should understand and be able to do by the end of 7th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are building their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

English Language Development ELD Standards Special Notes Section:

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

1002020	M/J LANGUAGE ARTS 3 THROUGH ESOL	
	Offered: Length: Prerequisite:	Grade 8 Year Completion of M/J Language Arts 2 and in the ESOL Program (LY)

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

This course defines what students should understand and be able to do by the end of 8th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are building their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

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 standards should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

1002181	M/J DEVELOPMENTAL LANGUAGE ARTS THROUGH ESOL – READING (DLA)	
	Offered: Length: Prerequisite:	Grade 6, 7, 8 Year Year See Decision Tree 2 from the VCS K-12 Reading Plan- in the ESOL Program

This course is designed for students who are native speakers of languages other than English. This course includes instruction that enables students to accelerate the development of reading and writing skills and to strengthen those skills so they can successfully read and write middle grade level text independently. Instruction emphasizes reading comprehension, writing, and vocabulary study with access to a broad range of texts.

The purpose of this course is to enable middle school students who are native speakers of languages other than English instruction to accelerate the development of reading and writing skills and to strengthen those skills, so they can successfully read and write middle grade level text independently. Instruction emphasizes reading comprehension, writing fluency, and vocabulary study using 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, to support students in meeting the knowledge demands of increasingly complex text. Students enrolled in the course will engage in interactive text-based discussion, question generation, and research opportunities. They will write in response to reading and cite evidence when answering text dependent questions orally and in writing. The course provides extensive opportunities for students to collaborate with their peers. Scaffolding is provided as necessary as students engage in reading and writing increasingly complex text and is removed as the reading and writing abilities of students improve over time.

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

English Language Development ELD Standards Special Notes Section:

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

INTENSIVE READING

1000010A (Tier 2 – grade 6) Achieve 3000	M/J INTENSIVE READING 1	
	Offered: Length: Prerequisite:	Grade 6 Year FAST ELA Level 1 or 2

This course is designed for 6th 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.

See the VCS K-12 Reading Plan for more specific placement information.

1000010 (Tier 3 – grade 6)	M/J INTENSIVE READING 1	
	Offered: Length: Prerequisite:	Grade 6 Year FAST ELA Level 1

This course is designed for 6th 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.

See the VCS K-12 Reading Plan for more specific placement information.

1000012A (Tier 2 – grade 7) Achieve 3000	M/J INTENSIVE READING 2	
	Offered: Length: Prerequisite:	Grade 7 Year FAST ELA Level 1 (High) or Level 2

This course is designed for 7th 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.

See the VCS K-12 Reading Plan for more specific placement information.

1000012 (Tier 3 – grade 7)	M/J INTENSIVE READING 2	
	Offered: Length: Prerequisite:	Grade 7 Year FAST ELA Level 1

This course is designed for 7th 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.

See the VCS K-12 Reading Plan for more specific placement information.

1000014A (Tier 2 – grade 8) Achieve 3000	M/J INTENSIVE READING 3	
	Offered:	Grade 8
	Length:	Year
	Prerequisite:	FAST ELA Level 1 (High) or Level 2

This course is designed for 8th 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.

See the VCS K-12 Reading Plan for more specific placement information.

1000014 (Tier 3 – grade 8)	M/J INTENSIVE READING 3	
	Offered:	Grade 8
	Length:	Year
	Prerequisite:	FAST ELA Level 1

This course is designed for 8th 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.

See the VCS K-12 Reading Plan for more specific placement information.

MATHEMATICS

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

1205010	M/J GRADE 6 MATHEMATICS	
	Offered:	Grade 6
	Length:	Year
	Prerequisite:	Successful completion of Grade 5 Mathematics

In grade 6, instructional time will emphasize five areas: (1) performing all four operations with integers, positive decimals and positive fractions with procedural fluency; (2) exploring and applying concepts of ratios, rates and percent to solve problems; (3) creating, interpreting and using expressions and equations; (4) extending geometric reasoning to plotting points on the coordinate plane, area and volume of geometric figures and (5) extending understanding of statistical thinking.

1205020	M/J ACCELERATED MATHEMATICS GRADE 6	
	Offered:	Grade 6
	Length:	Year
	Prerequisite:	Teacher Recommendation from the Elementary School and recommended scale score.

Accelerated Mathematics Grade 6 is a rigorous course covering grade 6 and 7 benchmarks that is designed to develop the skills and concepts necessary for success in Accelerated Mathematics Grade 7. In grade 6 accelerated, instructional time will emphasize five areas: (1) performing all four operations with rational numbers with procedural fluency; (2) exploring and applying concepts of ratios, rates, percentages and proportions to solve problems; (3) creating, interpreting and using expressions, equations and inequalities; (4) extending geometric reasoning to plotting points on the coordinate plane, area and volume of geometric figures and (5) extending understanding of statistical thinking to represent and compare categorical and numerical data.

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

The Grade 6 HONORS course is a rigorous course covering Grade 6, 7 and 8 Benchmarks that is designed to help students learn the concepts necessary to be successful in Algebra I Honors. In addition to the five critical areas in Grade 6 Accelerated Mathematics, instructional time should be focus on basic algebra concepts and a review of arithmetic algorithms. Topics include pre-algebra concepts of variable recognition, signed numbers, formulas and single variable equations, introducing the fundamental principles of algebra, which include algebraic symbolism, simplifying expressions, solutions to higher level equations, and the graphic representations associated with variables. Students will synthesize and algebraically represent situations to solve problems, especially those involving linear relationships. In addition to the pre-algebra concepts, students will develop an understanding of probability and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume.

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

1205040	M/J GRADE 7 MATHEMATICS	
	Offered: Length: Prerequisite:	Grade 7 Year Successful completion of Grade 6 Mathematics

In grade 7, instructional time will emphasize five areas: (1) recognizing that fractions, decimals and percentages are different representations of rational numbers and performing all four operations with rational numbers with procedural fluency; (2) creating equivalent expressions and solving equations and inequalities; (3) developing understanding of and applying proportional relationships in two variables; (4) extending analysis of two- and three-dimensional figures to include circles and cylinders and (5) representing and comparing categorical and numerical data and developing understanding of probability.

1205050	M/J ACCELERATED MATHEMATICS GRADE 7	
	Offered: Length: Prerequisite:	Grade 7 Year Successful completion of Grade 6 Accelerated

Accelerated Mathematics Grade 7 is a rigorous course covering grade 7 and 8 benchmarks that is designed to develop the skills and concepts necessary for success in Algebra 1 Honors. In grade 7 accelerated, instructional time will emphasize six areas: (1) representing numbers in scientific notation and extending the set of numbers to the system of real numbers, which includes irrational numbers; (2) generating equivalent numeric and algebraic expressions including using the Laws of Exponents; (3) creating and reasoning about linear relationships including modeling an association in bivariate data with a linear equation; (4) solving linear equations, inequalities and systems of linear equations; (5) developing an understanding of the concept of a function and (6) analyzing two-dimensional figures, particularly triangles, using distance, angle and applying the Pythagorean Theorem.

1205070	M/J GRADE 8 PRE-ALGEBRA	
	Offered: Length: Prerequisite:	Grade 8 Year Successful completion of Grade 7 Mathematics

In grade 8, instructional time will emphasize six areas: (1) representing numbers in scientific notation and extending the set of numbers to the system of real numbers, which includes irrational numbers; (2) generate equivalent numeric and algebraic expressions including using the Laws of Exponents; (3) creating and reasoning about linear relationships including modeling an association in bivariate data with a linear equation; (4) solving linear equations, inequalities and systems of linear equations; (5) developing an understanding of the concept of a function and (6) analyzing two-dimensional figures, particularly triangles, using distance, angle and applying the Pythagorean Theorem.

1200320	ALGEBRA 1 HONORS	
	Offered:	Grade 7, 8
	Credit:	1.0
	Length:	Year
	Prerequisite:	Grade 6 HONORS or Grade 7 Accelerated
	Type of Credit:	Math

This course is a rigorous in-depth study of the topics of Algebra 1. In Algebra 1 Honors, 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 sit for the end of course exam (EOC) which will constitute 30% of their overall final course grade. Students will be required to pass the state Algebra 1 End of Course Assessment to be awarded high school credit for the course. Students who are 7th graders and successfully complete this course will take Geometry Honors in 8th grade for high school credit; with the expectation of completing four additional years of mathematics in AP and / or IB courses in high school (three additional mathematics credits above this content in high school are required).

****See information on Page 50 - High School Credit Earned in Middle School***

1206320	GEOMETRY HONORS	
	Offered:	Grade 8
	Credit:	1.0
	Length:	Year
	Prerequisite:	Algebra 1 Honors 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. In Geometry Honors, instructional time will emphasize five areas: (1) proving and applying relationships and theorems involving two-dimensional figures using Euclidean geometry and coordinate geometry; (2) establishing congruence and similarity using criteria from Euclidean geometry and using rigid transformations; (3) extending knowledge of geometric measurement to two-dimensional figures and three-dimensional figures; (4) creating and applying equations of circles in the coordinate plane and (5) developing an understanding of right triangle trigonometry.

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

****See information on Page 50 - High School Credit Earned in Middle School***

1204000	M/J Foundational Skills in Mathematics 6-8	
	Offered:	Grade 6, 7, 8
	Length:	Year
	Prerequisite:	Academic Improvement Plan

This course supports students who need additional instruction in foundational mathematics skills as it relates to core instruction. Instruction will use explicit, systematic, and sequential approaches to mathematics instruction addressing all strands including number sense & operations, algebraic reasoning, functions, geometric reasoning and data analysis & probability. A student may take repeated offerings of this course, as needed. **THIS COURSE IS DESIGNED TO BE TAKEN IN ADDITION TO THE REGULARLY SCHEDULED MATHEMATICS CLASS.**

MUSIC

1302000	M/J BAND 1	
	Offered: Length: Prerequisite:	Grade 6, 7, 8 Year Teacher Recommendation; <i>See jazz requirements below.</i>

***Jazz Band students are required to enroll concurrently in a Band 1-3 course, except for guitar, string bass, electric bass, and piano players.**

The purpose of this course is to provide beginning level instrumental instruction on standard woodwind, brass wind, and/or percussion instruments in a class setting. Content shall include the study of characteristic tone production, music literacy and individual and ensemble techniques. Costs and/or fees may be required of students enrolled in this course. After school rehearsals and/or performances will be required as part of the student's grade.

1302010	M/J BAND 2	
	Offered: Length: Prerequisite:	Grade 6, 7, 8 Year Teacher Recommendation; <i>See jazz requirements below.</i>

***Jazz Band students are required to enroll concurrently in a Band 1-3 course, except for guitar, string bass, electric bass, and piano players.**

The purpose of this course is to provide intermediate instrumental instruction on standard woodwind, brass wind, and/or percussion instruments in a class setting. The content shall enable students to extend the study of tone production, music literacy and individual and ensemble techniques on instrument of choice. Costs and/or fees may be required of students enrolled in this course. After school rehearsals and/or performances will be required as part of the student's grade.

1302020	M/J BAND 3	
	Offered: Length: Prerequisite:	Grade 6, 7, 8 Year Teacher Recommendation; <i>See jazz requirements below.</i>

***Jazz Band students are required to enroll concurrently in a Band 1-3 course, except for guitar, string bass, electric bass, and piano players.**

The purpose of this course is to provide instrumental instruction on standard woodwind, brass wind and-or percussion instruments through performance and refinement of a variety of basic band literature. Content of this course shall include the study of characteristic tone production, style, technical proficiency as related to ensemble performance. Costs and/or fees may be required of students enrolled in this course. After school rehearsals and/or performances will be required as part of the student's grade.

1302110	M/J INSTRUMENTAL ENSEMBLE 1	
	Offered: Length: Prerequisite:	Grade 6, 7, 8 Year Teacher Recommendation; See jazz requirements below.

***Jazz Band students are required to enroll concurrently in a Band 1-3 course, except for guitar, string bass, electric bass, and piano players.**

The purpose of this course is to provide students with exploratory experience in special instrumental ensembles such as strings, jazz ensembles, and woodwind choir, through the study of appropriate literature. Content shall include the study of stylistic considerations, ensemble techniques and creative elements appropriate to ensemble. Costs and/or fees may be required of students enrolled in this course. After school rehearsals and/or performances will be required as part of the student's grade.

1302120	M/J INSTRUMENTAL ENSEMBLE 2	
	Offered: Length: Prerequisite:	Grade 6, 7, 8 Year Teacher Recommendation; See jazz requirements below.

***Jazz Band students are required to enroll concurrently in a Band 1-3 course, except for guitar, string bass, electric bass, and piano players.**

The purpose of this course is to provide students with the opportunity to perform in instrumental ensembles as described in Ensemble 1. Costs and/or fees may be required of students enrolled in this course. After school rehearsals and/or performances may/will be required as part of the student's grade.

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

The purpose of this course is to provide students with experience in vocal production techniques and group singing. Content shall include enabling students to develop skills in vocal tone production, choral performance techniques, musical literacy, and music appreciation. Costs and/or fees may be required of students enrolled in this course. After school rehearsals and/or performances will be required as part of the student's grade.

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

The purpose of this course is to provide students with experience in basic vocal production techniques and group singing. Content shall include enabling students to demonstrate basic skills in vocal tone production, choral performance techniques, musical literacy, and music appreciation. Costs and/or fees may be required of students enrolled in this course. After school rehearsals and/or performances will be required as part of the student's grade.

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

The purpose of this course is to provide students with experience in fundamental vocal production techniques and part singing. Content shall include enabling students to display fundamental skills as described in Chorus 2. Costs and/or fees may be required of students enrolled in this course. After school rehearsals and/or performances will be required as part of the student's grade.

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

The purpose of this course is to enable students to develop fundamental performance techniques in a small ensemble setting using varied middle/junior high choral literature. Emphasis will be placed on healthy vocal production, vocal independence, expressiveness, and stylistic authenticity. Costs and/or fees may be required of students enrolled in this course. After school rehearsals and/or performances will be required as part of the student's grade.

PHYSICAL EDUCATION

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

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

1508020	M/J TEAM SPORTS	
	Offered: Length: Prerequisite:	Grade 7 Semester None

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

1508050	M/J INDIVIDUAL/DUAL SPORTS	
	Offered: Length: Prerequisite:	Grade 8 Semester None

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

1508060	M/J COMPREHENSIVE GRADE 6/7	
	Offered: Length: Prerequisite:	Grade 6, 7 Semester None

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

1508070	M/J COMPREHENSIVE GRADE 7/8	
	Offered:	Grade 7, 8
	Length:	Semester
	Prerequisite:	None

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

RESEARCH

1700110 1700120 1700130	M/J AVID 6th; M/J AVID 7th; M/J AVID 8th	
	Offered:	Grade 6-8
	Length:	Year
	Prerequisite:	None

Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Each week, students receive instruction that utilizes a rigorous college-preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities, and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization, and reading to support their academic growth. Additionally, students engage in activities centered around exploring college and career opportunities and their own agency.

SCIENCE

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

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

2002050	M/J COMPREHENSIVE SCIENCE 1 ADVANCED	
	Offered: Length: Prerequisite:	Grade 6 Year Level 3-5 FAST ELA

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

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

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

2002080	M/J COMPREHENSIVE SCIENCE 2 ADVANCED	
	Offered: Length: Prerequisite:	Grade 7 Year Level 3-5 FAST ELA

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

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

Comprehensive Science 3 is the last class of the M/J Comprehensive Science series. The course introduces new information and reviews some basics of science to prepare students for high school science coursework. Topics covered include the nature of science, Earth-space science, properties of matter, changes in matter, matter and energy, and energy flow in the living world. In this course, students learn through real-world examples and applications. Students participate in weekly investigations and or laboratory experiences to apply what they have learned. Students will take the Florida Statewide Science Assessment at the end of this course which measures achievement of Grade 6-8 standards.

2002110	M/J COMPREHENSIVE SCIENCE 3 ADVANCED	
	Offered: Length: Prerequisite:	Grade 8 Year Level 3-5 FAST ELA

Comprehensive Science 3, Advanced is the third year of the Comprehensive Science Advanced program. Advanced labs are integral to this course. Students taking this advanced course should have earned a 3 or higher on FAST ELA and demonstrated a high level of success in Comprehensive Science 2. The course introduces new information and reviews some basics of science to prepare students for high school science coursework. Topics covered include the nature of science, Earth-space science, properties of matter, changes in matter, matter and energy, and energy flow in the living world. In this course, students learn through real-world examples and applications. Students participate in weekly investigations and or laboratory experiences to apply what they have learned. Students will take the Florida Statewide Science Assessment at the end of this course which measures achievement of Grade 6-8 standards.

SOCIAL STUDIES

2100010	M/J US HISTORY	
	Offered: Length: Prerequisite:	Grade 6 Year None

Primary content emphasis for this course pertains to the study of American history from the Exploration and Colonization period to the Reconstruction Period following the Civil War. 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 explore those fundamental ideas and events which occurred after Reconstruction.

2100020	M/J US HISTORY ADVANCED	
	Offered: Length: Prerequisite:	Grade 6 Year Teacher Recommendation/Student Profile

Primary content emphasis for this course pertains to the study of American history from the Exploration and Colonization period to the Reconstruction Period following the Civil War. 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 explore those fundamental ideas and events which occurred after Reconstruction.

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

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

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

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

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

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

2100015	M/J UNITED STATES HISTORY & CAREER PLANNING	
	Offered: Length: Prerequisite:	Grade 8 Year None

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

Career Planning: Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity’s economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students at high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and available opportunities to earn college credit in high school utilizing acceleration mechanisms.

2100025	M/J UNITED STATES HISTORY & CAREER PLANNING ADVANCED	
	Offered: Length: Prerequisite:	Grade 8 Year Teacher Recommendation/Student Profile

This course provides an understanding of the development of the American nation by examining the political, economic, religious and philosophical, social, and intellectual events that have affected our nation. Content will include, but will not be limited to, exploration and colonial development, the American Revolution, the formation of the Constitution, and the federal system, westward expansion, the Civil War and Reconstruction, technological and urban transformation, the evolution of American ideas and practices, foreign policy development, the development of the free-market economy, and contemporary domestic and foreign issues. This course is designed to prepare students for advanced coursework in high school and will involve high-level document analysis and writing. Advanced courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in notetaking, participating in Socratic seminars/discussions, emphasizing free response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and /or extended research-based paper/project (e.g., Social Studies fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

Career Planning: Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students at high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and available opportunities to earn college credit in high school utilizing acceleration mechanisms.

WORLD LANGUAGES

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

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

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

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

0708340M	SPANISH 1*	
	Offered: Length: Prerequisite:	Grade 8 Year None

The purpose of this course is to introduce students to the Spanish language and its cultures and to develop communicative skills and cross-cultural understanding. The content will include beginning skills in listening and speaking with special attention to pronunciation. An introduction to reading and writing will be included, as well as the fundamentals of grammar and cultures, connections, comparisons and communities. This course will count towards the Florida Seal of Biliteracy, awarded at high school graduation to students who have earned 4 high school credits in a language with a 3.0+ unweighted GPA in that language.

ADDITIONAL COURSES

0500020	M/J PERSONAL, CAREER, AND SCHOOL DEVELOPMENT SKILLS	
	Offered:	Grade 8
	Length:	Semester/Year
	Prerequisite:	None

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

VOLUSIA ONLINE LEARNING



Flexible -Innovative -Effective



Volusia Online Learning is a VCS school of choice that offers innovation and flexibility to all students, grades K-12. The dynamic combination of the FLVS platform and Volusia County teachers makes VOL a proven and effective option for students seeking a non-traditional learning experience.

Full-time students must apply and be accepted to the program. Full-time students will take courses required for middle school promotion. Eligible students can enroll in high school credit courses while in middle school.

Applications for the 2023-24 school year close in the Spring of 2023.

Part-time students attend a physical school and take online courses with VOL while on campus, off campus, or a combination of both.

[MS Program of Studies](#)



Volusia Online Learning

2023-2024 Middle School Course Catalog

	Course	Course Code	Edgeunity	FLVS	Canvas
Language Arts	M/I Language Arts 1 (regular and advanced)	1001010/20		X	
	M/I Language Arts 2 (regular and advanced)	1001040/50		X	
	M/I Language Arts 3 (regular and advanced)	1001070/80		X	
	Course		Edgeunity	FLVS	Canvas
Math	M/I 6 th Grade Math (regular, advanced)	1205010/20		X	
	M/I 7 th Grade Math (regular and advanced)	1205040/50		X	
	M/I 8 th Grade Pre-Algebra	1205070		X	
	Algebra 1 (HS Credit Course- regular and honors)	1200310/20		X	
	Geometry (HS Credit Course- regular and honors)	1206310/20		X	
	Course		Edgeunity	FLVS	Canvas
Science	M/I 6 th Grade Science (regular and advanced)	2002040/50		X	
	M/I 7 th Grade Science (regular and advanced)	2002070/80		X	
	M/I 8 th Grade Science (regular and advanced)	2002100/10		X	
	Course		Edgeunity	FLVS	Canvas
Social Studies	M/I 6 th Grade United States History (regular and advanced)	2100010/20		X	
	M/I 7 th Grade Civics (regular and advanced)	2106010/20		X	
	M/I 8 th Grade United States History & Career Planning (regular and advanced)	2100015/25		X	
	Course		Edgeunity	FLVS	Canvas
World Languages	M/I Beginning American Sign Language	0704000			X
	M/I Intermediate American Sign Language	0704010			X
	American Sign Language 1 (HS Credit)	0717300			X
	French 1 (HS Credit)	0701320		X	
	M/I Beginning German	0702000	X		
	M/I Intermediate German	0702010	X		
	German 1 (HS Credit)	0702320	X		
	M/I Beginning Spanish	0708000		X	
	M/I Intermediate Spanish	0708010		X	
	Spanish 1 (HS Credit)	0708340		X	
	Spanish 2 (HS Credit)	0708350		X	
	Course		Edgeunity	FLVS	Canvas
P.E.	M/I Fitness (Grade 6) (Fall semester)	1508000			X
	M/I Comprehensive Fitness 6/7 (Grade 6) (Spring semester)	1508060			X
	M/I Team Sports (Grade 7) (Fall semester)	1508020			X
	M/I Comprehensive Fitness 7/8 (Grade 7) (Spring semester)	1508070			X
	M/I Individual/Dual Sport (Grade 8) (Fall semester)	1508050			X
	M/I Wellness Education 8 (Grade 8) (Spring semester)	1508080			X
	Personal Fitness (HS credit) (semester)	1501300			X
	Fitness Lifestyle Design (HS credit) (semester)	1501310			X
	Course		Edgeunity	FLVS	Canvas
Electives	M/I Art History: Introduction to (semester)	0100060			X
	M/I Visual Art 1 (semester)	0101100		X	
	M/I Visual Art 2 (semester)	0101110		X	
	M/I Business Keyboarding (semester)	8200110		X	
	M/I Career Research and Decision Making (semester)	1700060		X	
	Coding Fundamentals Grade 7	9009200			X
	M/I Computer Discoveries 1 and 2	0200010/0200020		X	
	M/I Critical Thinking, Problem Solving, and Learning Strategies	1700100		X	
	M/I Creative Writing	1009000			X
	Information & Comm Tech Essentials 1 Grade 6	9009110			X
	M/I Intensive Reading (Achieve 3000)	1000010			
	M/I Intensive Reading 2 (Achieve 3000)	1000012			
	M/I Intensive Reading 3 (Achieve 3000)	1000014			
	M/I Peer Counseling 1	1400000		X	
	Digital Information Technology (HS Credit)	8207310			X
	Driver Education/Traffic Safety -permit only (HS Credit) (semester)	1900300		X	

This program meets the needs of students who learn productively on their own time in their own space.

HIGH SCHOOL CREDIT EARNED IN MIDDLE SCHOOL

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

EXCEPTIONAL STUDENT EDUCATION

ESE TABLE OF CONTENTS:

SEPARATE CLASS - MILD VE, ASD and EBD.....38

VE MODIFIED & MULTI-VE (ACCESS PROGRAMS)38

ALL PROGRAMS: SPECIAL SKILLS COURSES.....43

SEPARATE CLASS - MILD VE, ASD and EBD

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

Instructional Strategies

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

VE MODIFIED & MULTI-VE (ACCESS PROGRAMS)

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

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

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of language arts at the sixth-grade level. The content is intended to develop or expand the student's understanding of: The reading process, literary analysis, the writing process, Writing applications, Communication, Information and media literacy.

7810012	ACCESS M/J LANGUAGE ARTS 2	
	Offered:	Grade 7
	Length:	Year
	Prerequisite:	None

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of language arts at the seventh-grade level. The content is intended to develop or expand the student's understanding of: The reading process, literary analysis, the writing process, Writing applications, Communication, Information and media literacy.

7810013	ACCESS M/J LANGUAGE ARTS 3	
	Offered:	Grade 8
	Length:	Year
	Prerequisite:	None

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of language arts at the eighth-grade level. The content is intended to develop or expand the student's understanding of: The reading process, literary analysis, the writing process, Writing applications, Communication, Information and media literacy.

7812015	ACCESS M/J MATHEMATICS 1	
	Offered:	Grade 6
	Length:	Year
	Prerequisite:	None

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

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

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

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

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

7820015	ACCESS M/J COMP. SCIENCE 1	
	Offered:	Grades 6, 7, or 8
	Length:	Year
	Prerequisite:	None

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

7820016	ACCESS M/J COMP. SCIENCE 2	
	Offered:	Grades 6, 7, or 8
	Length:	Year
	Prerequisite:	None

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

7820017	ACCESS M/J COMP. SCIENCE 3	
	Offered:	Grades 6, 7, or 8
	Length:	Year
	Prerequisite:	None

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

replicable plan: and the nature of matter and how it interacts in predictable ways.

7821022	ACCESS M/J WORLD HISTORY	
	Offered: Length: Prerequisite:	Grades 6, 7, or 8 Year None

This course consists of the following content area strands: World History, Geography, Civics, and Economics. The content is intended to develop or expand the student's understanding of the: Origins and purposes of government, law, and the American political system, Roles, rights, and responsibilities of United States citizens, Fundamental concepts of local, national, and international economies, Maps and other geographic representations, tools, and technology, Physical and cultural characteristics of places, Relationships between the Earth's ecosystems and the populations that dwell within them, Application of geography to interpret the past and present and plan for the future, Historical inquiry skills and analytical processes, Emergence of early civilizations, and Events, figures, and contributions of classical civilizations.

7821021	ACCESS M/J CIVICS	
	Offered: Length: Prerequisite:	Grades 6, 7, or 8 Year None

This course consists of the following content area strands: Civics, Geography, and Economics. The content is intended to develop or expand the student's understanding of the: Origins and purposes of government, law, and the American political system, Roles, rights, and responsibilities of United States citizens, Fundamental concepts of local, national, and international economies, Maps and other geographic representations, tools, and technology, Physical and cultural characteristics of places, Relationships between the Earth's ecosystems and the populations that dwell within them, Application of geography to interpret the past and present and plan for the future.

7821026	ACCESS M/J US HISTORY AND CAREER PLANNING	
	Offered: Length: Prerequisite:	Grades 6, 7, or 8 Year None

This course consists of the following content area strands: American History, Geography, Economics, and Civics. The content is intended to develop or expand the student's understanding of the: Causes, course, and consequences of settlement in the American colonies, Causes, course, and consequences of the American Revolution and the founding principles of our nation, Causes, course, and consequences of westward expansion, Causes, course, and consequence of the Civil War and Reconstruction, Principles, functions, and organization of government, Roles, rights, and responsibilities of United States citizens, Fundamental concepts of local, national, and international economies, Maps and other geographic representations, tools, and technology, Physical and cultural characteristics of places, Relationships between the Earth's ecosystems and the populations that dwell within them, Characteristics, distribution, and migration of human populations, Human actions that can impact the environment, Application of geography to interpret the past and present and plan for the future. This course also includes course standards in the areas of career planning and employability skills, as required by Florida Statute (1003.4156, F.S.).

**ABC Schedule: Middle School
Multi VE and VE Modified (Access Programs)**

A (2021-2022)	B (2022-2023)	C (2023-2024)
7821026 Access M/J US History and Career Planning	7821021 Access M/J Civics	7821022 Access M/J World History
7820017 Access M/J Science 3	7820016 Access M/J Science 2	7820015 Access M/J Science 1
PE	PE	PE
7810011 Access M/J Language Arts 1 (6 th) 7810012 Access M/J Language Arts 2 (7 th) 7810013 Access M/J Language Arts 3 (8 th)		
7812015 Access M/J Math 1 (6 th) 7812020 Access M/J Math 2 (7 th) 7812030 Access M/J Math 3 (8 th)		
<p>The remainder of the day may consist of any of the following courses, based on student's documented IEP needs:</p> <p>7863030 Unique Skills: Independent Functioning 6-8 7863000 Unique Skills: Social & Emotional 6-8 7863050 Unique Skills: Communication 6-8 or General Education elective</p>		
<ul style="list-style-type: none"> The courses listed above are the recommended courses for Multi VE and VE Modified middle school programs. In addition, students may take general education or other special skills courses. <p>Intensive Reading may be included, if determined necessary based on reading assessments. This course must be instructed by a teacher who has reading and/or elementary certification or has reading endorsement. Intensive Reading meets the middle school requirement for Language Arts <u>only for students taking alternate assessment.</u></p>		

The courses listed above are the recommended courses for Multi VE and VE Modified middle school programs. In addition, students may take general education or other special skills courses.

ALL PROGRAMS: SPECIAL SKILLS COURSES

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

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

7863040	UNIQUE SKILLS: CURRICULUM AND LEARNING	
	Offered: Length: Prerequisite:	Grade 6, 7, 8 Semester None

The purpose of this course is to enable students with disabilities to acquire and apply skills and strategies to access the general curriculum and achieve annual goals based on assessed needs and the student's individual educational plan (IEP). This course is designed for students with disabilities who need intensive individualized intervention in curriculum and learning skills and strategies.

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

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

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

The purpose of this course is to provide instruction related to environmental, interpersonal, and task-related behavior of students with disabilities. The content should include, but not be limited to, the following: appropriate classroom behavior, social and personal development, communication skills, behavioral control, conflict resolution, responsibility, interpersonal and intrapersonal problem solving, and appropriate use of leisure time. This entire course may not be mastered in one year.

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

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

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

The purpose of this course is to provide instruction in skills involving orientation and mobility. Orientation is the collection and organization of information concerning the environment and one's relationship to it. Mobility is the ability to move efficiently within that environment. The content should include, but not be limited to, the following: developing safe, efficient and independent travel skills in one's neighborhood, community, and school environment; using major forms of public transportation; traveling to specified destinations in an unfamiliar environment; and locating and reading survival symbols in order to access public places. This entire course may not be mastered in one year. **The particular course requirements that the student must master each year must be specified on an individual basis through the Individual Educational Plan Process.**

7863070	EXPANDED SKILLS: 6-8	
	Offered: Length: Prerequisite:	Grade 6, 7, 8 Year None

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

7863080	EXPANDED CORE COMPETENCIES: 6-8	
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	Offered: Length: Prerequisite:	Grade 6, 7, 8 Year None
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The purpose of this course is to provide instruction for students who have visual impairments which affect their ability to function in the home, community, or educational setting. The content should include, but not be limited to, the following: maximize use of sensory input, access print information through use of strategies and modifications for completion of general education requirements, personal communication systems, personal management, social and interpersonal relationships, and productivity and career options. This entire course may not be mastered in one year. **The particular course requirements that the student must master each year must be specified on an individual basis through the Individual Educational Plan Process.**

7863090	LEARNING STRATEGIES: 6-8	
	Offered: Length: Prerequisite:	Grade 6, 7, 8 Year None

The purpose of this course is to provide instruction that enables students with disabilities to acquire and use strategies and skills to enhance their independence as learners in educational and community settings. The content should include, but not be limited to, the following: strategies for acquiring and storing knowledge; strategies for oral and written expression; strategies for problem solving; strategies for linking new information with prior knowledge; strategies for active participation in reading, viewing, and listening; self-regulated use of comprehension strategies; test-taking skills; time management and organizational skills; social skills; and self-advocacy and planning skills. This entire course may not be mastered in one year.

THERAPY COURSES

7866030	SPEECH THERAPY: 6-8	
	Offered: Length: Prerequisite:	Grade 6, 7, 8 Year None

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

7866040	LANGUAGE THERAPY: 6-8	
	Offered: Length: Prerequisite:	Grade 6, 7, 8 Varies None

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

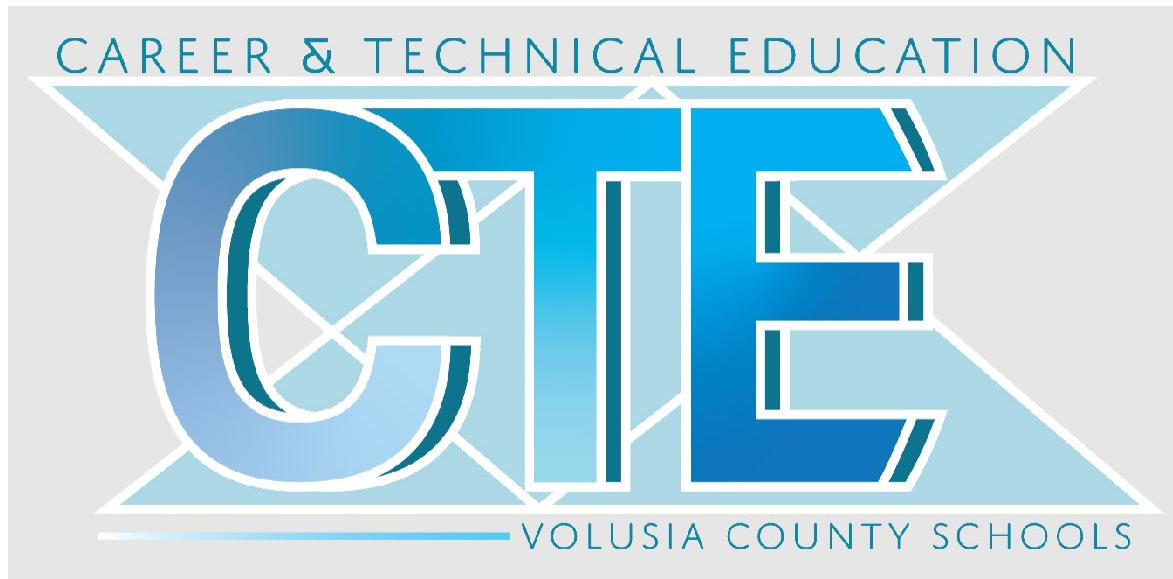
and function, including pragmatics. This entire course may not be mastered in one year.

7866050	OCCUPATIONAL THERAPY: 6-8	
	Offered:	Grade 6, 7, 8
	Length:	Varies
	Prerequisite:	None

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

7866070	PHYSICAL THERAPY: 6-8	
	Offered:	Grade 6, 7, 8
	Length:	Varies
	Prerequisite:	None

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



CAREER AND TECHNICAL EDUCATION

MIDDLE SCHOOL Programs of Study

2023 - 2024

MIDDLE SCHOOL PROGRAM AREAS

AGRICULTURE, FOOD & NATURAL RESOURCES CLUSTER	48
BUSINESS MANAGEMENT & ADMINISTRATION CLUSTER.....	50
HOSPITALITY AND TOURISM CLUSTER	52
MANUFACTURING CLUSTER.....	53

AGRICULTURE, FOOD & NATURAL RESOURCES CLUSTER

MIDDLE SCHOOL COURSES			
Program Number	Course Number	Course Name	Industry Certification
8100210	8100210	Exploration of Agriscience	
8207310	8207310	Fundamentals of Ag., Food & Natural Resource Systems	Ag. Associate Systems
8100120	8100120	Introduction to Agriscience	
8100310	8100310	Orientation to Agriscience	

8100210	EXPLORATION OF AGRISCIENCE		Exploratory
	Offered: Length: Prerequisite:	Grade 6,7,8 Semester or Year None	
<p>This course assists students in making informed decisions regarding their future academic and occupational goals and provides information regarding careers in the Agriculture, Food and Natural Resource career cluster. The content includes, but is not limited to, agricultural literacy, importance of agriculture, the role of science, math, reading, writing, geography, history, and technology in agriculture, plants and animals, and sources of consumer goods from agriculture. Reinforcement of academic skills occurs through classroom instruction and applied laboratory procedures. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.</p>			

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

8100120	INTRODUCTION TO AGRISCIENCE		Exploratory
	Offered:	Grade 6,7,8	
	Length:	Semester or Year	
	Prerequisite:	None	
This course assists students in making informed decisions regarding their future academic and occupational goals and provides information regarding careers in the Agriculture, Food and Natural Resource career cluster. The content includes, but is not limited to, agricultural literacy, importance of agriculture, the role of science, math, reading, writing, geography, history, and technology in agriculture, plants and animals, and sources of consumer goods from agriculture. Reinforcement of academic skills occurs through classroom instruction and applied laboratory procedures. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.			
8100310	ORIENTATION TO AGRISCIENCE		Exploratory
	Offered:	Grade 6,7,8	
	Length:	Semester or Year	
	Prerequisite:	None	
This course provides an overview of agriculture and will help students to be educated about their food supply. The content includes, but is not limited to, agricultural literacy, importance of agriculture, the role of science, math, reading, writing, geography, history, and technology in agriculture, plants and animals, and sources of consumer goods from agriculture. Reinforcement of academic skills occurs through classroom instruction and applied laboratory procedures. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.			

BUSINESS MANAGEMENT & ADMINISTRATION CLUSTER

PROGRAM NUMBER	DIGITAL INFORMATION TECHNOLOGY		TYPE OF CREDIT	INDUSTRY CERTIFICATION
	Course Number	Course Name		
Pre-Requisite for MULTIPLE PROGRAMS	8207310	Digital Information Technology	PA	

8207310	DIGITAL INFORMATION TECHNOLOGY		Career Prep
	Offered:	Grade 8	
	Credit:	1.0 (An accelerated high school elective credit)	
	Length:	Year	
	Prerequisite:	None	
	Type of Credit:	PA	

This course is designed to provide a basic overview of current business and information systems and trends, and to introduce students to fundamental skills required for today's business and academic environments. Emphasis is placed on developing fundamental computer skills. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Digital information Technology includes the exploration and use of: Databases, the internet, spreadsheets, presentation applications, management of personal information and e-mail, word processing and document manipulation, HTML, web page design, and the integration of these programs using software that meets industry standards.

MIDDLE SCHOOL COURSES

Program Number	Course Name	Course Name	Digital Tools
8200520	8200520	Computer Applications in Business 1	
8200210	8200210	Computer Applications in Business 2	
8200211	8200211	Computer Applications in Business 3	

8200520	COMPUTER APPLICATIONS IN BUSINESS 1		Exploratory
	Offered:	Grade 6,7,8	
	Length:	Semester or Year	
	Prerequisite:	Recommended: Business Keyboarding	

This purpose of this course is to provide instruction in intermediate keyboarding, intermediate word processing, intermediate electronic presentation, intermediate computer hardware, intermediate internet, introductory spreadsheet, and business applications skills. These competencies provide the skills necessary to ensure increased productivity and efficient utilization of equipment.

8200210	COMPUTER APPLICATIONS IN BUSINESS 2		Exploratory
	Offered:	Grade 6,7,8	
	Length:	Semester or Year	
	Prerequisite:	Computer Applications in Business 1	
This course is designed to provide instruction in advanced keyboarding, advanced word processing, advanced hardware, advanced internet, intermediate spreadsheet, introductory digital design, and skills for business applications. These competencies provide the skills necessary to ensure increased productivity and efficient utilization of equipment.			

8200211	COMPUTER APPLICATIONS IN BUSINESS 3		Exploratory
	Offered:	Grade 6,7,8	
	Length:	Semester or Year	
	Prerequisite:	Computer Applications in Business 2	
This course is designed to provide instruction in advanced spreadsheet, intermediate digital design, introductory database, introductory web design, and skills for business applications. These competencies provide the skills necessary to ensure increased productivity and efficient utilization of equipment.			

HOSPITALITY AND TOURISM CLUSTER

PROGRAM NUMBER	NUTRITION & WELLNESS		TYPE OF CREDIT	INDUSTRY CERTIFICATION
	Course Number	Course Name		
8500355	8500355	Nutrition & Wellness	VO	

8500355	NUTRITION & WELLNESS		Career Prep
	Offered:	Grade 8	
	Credit:	.5 <i>(An accelerated high school elective credit)</i>	
	Length:	Semester	
	Prerequisite:	None	
	Type of Credit:	VO	
This course is designed to prepare students to understand the relationship between nutrition and wellness. The program also provides for selection, preparation, service, and storage of foods. It allows students to use technology to practice meal management techniques directed toward nutritional food choices based on the life cycle. This course will provide an awareness of consumer issues relating to health and wellness.			

MIDDLE SCHOOL COURSES		
Program Number	Course Number	Course Name
8809200	8809200	Fundamentals of Culinary Careers
8850350	8850350	Exploring Hospitality & Tourism Careers

8809200	FUNDAMENTALS OF CULINARY CAREERS		Exploratory
	Offered:	Grade 6, 7, 8	
	Length:	Semester or Year	
	Prerequisite:	None	
This course assists students in making informed decisions regarding their future academic and occupational goals and provides information regarding culinary careers found within the hospitality industry. The content includes but is not limited to the development of leadership skills, communication skills, and employability skills; resource management; exploration of careers in the culinary; food safety and sanitation; safe, proper use of culinary tools/equipment; interpreting recipes and developing menus; basic food preparation skills; front-of-the- house and back-of-the-house responsibilities; artistic presentation of food; and the use of technology in the culinary field.			

8850350	EXPLORING HOSPITALITY & TOURISM CAREERS		Exploratory
	Offered:	Grade 6,7,8	
	Length:	Semester or Year	
	Prerequisite:	None	
This course assists students in making informed decisions regarding their future academic and occupational goals and provides information regarding careers in the Hospitality & Tourism career cluster. The content includes but is not limited to the management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel related services. Reinforcement of academic skills occurs through classroom instruction and applied laboratory procedures. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.			

MANUFACTURING CLUSTER

COURSES		
Program Number	Course Number	Course Name
9260400	9260400	Fundamentals of Manufacturing
9260350	9260350	Introduction to Manufacturing
9260360	9260360	Introduction to Manufacturing & Career Planning

9260400	FUNDAMENTALS OF MANUFACTURING		Exploratory
	Offered:	Grade 6,7,8	
	Length:	Semester or Year	
	Prerequisite:	None	
This course assists students in making informed decisions regarding their future academic and occupational goals and provides information regarding careers in the manufacturing career cluster. This course provides students with opportunities to become familiar with related careers and develop fundamental technological literacy as they learn about the history, systems and processes of manufacturing. In addition, the course will provide an overview of the safe use of tools and equipment used in the industry. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.			

9260350	INTRODUCTION TO MANUFACTURING		Exploratory
	Offered:	Grade 6,7,8	
	Length:	Semester or Year	
	Prerequisite:	None	
This course assists students in making informed decisions regarding their future academic and occupational goals and provides information regarding careers in the manufacturing career cluster. The course begins with a broad overview of the manufacturing career cluster, students are introduced to the terminology, careers, history, required skills, and technologies associated with each pathway in the manufacturing career cluster. Additionally, they will be provided with opportunities to acquire and demonstrate beginning leadership skills.			

9260360	INTRODUCTION TO MANUFACTURING & CAREER PLANNING		Exploratory
	Offered:	Grade 6,7,8	
	Length:	Semester or Year	
	Prerequisite:	None	
This course assists students in making informed decisions regarding their future academic and occupational goals and provides information regarding careers in the manufacturing career cluster. The course begins with a broad overview of the manufacturing career cluster, students are introduced to the terminology, careers, history, required skills, and technologies associated with each pathway in the manufacturing career cluster. Additionally, they will be provided with opportunities to acquire and demonstrate beginning leadership skills and to explore career and life goals.			

APPENDIX

TABLE OF CONTENTS:

Secondary ELA Progression Chart - Middle School	55
Middle School Mathematics Program of Studies Suggestions	58
Physical Education Annual Waiver Form	60
Florida Department of Education Resources.....	62

Secondary ELA Progression Chart - Middle School

Students must earn three core credits in ELA in middle school. Reading courses CANNOT be counted for ELA credit.

M/J Language
Arts 1 or
Advanced or
M/J Language
Arts 1 through
ESOL



M/J Language
Arts 2 or
Advanced or
M/J Language
Arts 2 through
ESOL



M/J Language
Arts 3 or
Advanced or
M/J Language
Arts 3 through
ESOL

Students who need additional support in ELA and have a history of a Level 1 or Level 2 on the FAST ELA take intensive reading courses as an intervention to core ELA instruction. See the Decision Tree 2 document from the VCS K-12 Reading Plan for correct placement into reading courses for students in grades 6 – 8.

Volusia County Schools Decision Tree 2 - Middle School Reading Support Placements

Grades 6-8

Grade 6	ELL	SWD	FSA 21-22	FAST PM 3 22-23	i-Ready Overall SS (EOY)	i-Ready Vocabulary SS (EOY)
DLA	LY	Uncheck J, L, S, W	1, 2	1, 2	<541	<541
Tier 3	LYs not placed + everyone else		1, low 2	1, low 2	≤495	<498
Tier 2			High 1, 2	High 1, 2	496 - 580	≥498

Grades 7 - 8	ELL	SWD	FSA 21-22	FAST PM 3 22-23	Achieve 3000 Lexile
DLA	LY	Uncheck J, L, S, W	1, 2	1, 2	7: BR – 830L 8: BR – 870L
Tier 3	LYs not placed + everyone else		1, low 2	1, low 2	
Tier 2			High 1, 2	High 1, 2	7: 831L – 1020L 8: 871L – 1185L

Reading Interventions

M/J Intensive Reading 1 (Tier 2) Achieve 3000	1000010A	Add – Supports 6 th grade students with transition to new B.E.S.T. Standards secondary foundational reading standards and intensive reading and writing intervention
M/J Intensive Reading 1 (Tier 3) Rewards and Achieve 3000	1000010	Add – Supports 6 th grade students with transition to new B.E.S.T. Standards secondary foundational reading standards and intensive reading and writing intervention with additional focus on decoding
M/J Intensive Reading 2 (Tier 2) Achieve 3000	1000012A	Add – Supports 7 th grade students with transition to new B.E.S.T. Standards secondary foundational reading standards and intensive reading and writing intervention
M/J Intensive Reading 2 (Tier 3) Rewards and Achieve 3000	1000012	Add – Supports 7 th grade students with transition to new B.E.S.T. Standards secondary foundational reading standards and intensive reading and writing intervention with additional focus on decoding
M/J Intensive Reading 3 (Tier 2) Achieve 3000	1000014A	Add – Supports 8 th grade students with transition to new B.E.S.T. Standards secondary foundational reading standards and intensive reading and writing intervention
M/J Intensive Reading 3 (Tier 3) Rewards and Achieve 3000	1000014	Add – Supports 8 th grade students with transition to new B.E.S.T. Standards secondary foundational reading standards and intensive reading and writing intervention with additional focus on decoding

Assessments	IF	THEN	Interventions and Curriculum
Historical state data and screening assessment data from the end of the prior year	Students have not responded to a specific reading intervention delivered with fidelity with the initial intensity (time and group size) provided during the prior school year	Reading intervention and curriculum change based on student data, as well as parent, teacher, and/or literacy coach recommendation	Use of in-class intervention materials: Materials include appropriate reading intervention materials based on student data and teacher recommendation. Students not making progress in a particular reading intervention will not be served with the same materials for more than two years. (Time varies based on student placement)

Middle School Mathematics Program of Studies Suggestions

Grade 6 Mathematics (Based on Grade 5 FAST)

Grade 6 (Level 1 and 2)

Grade 6 Accelerated (Level 2 and 3)

Grade 6 HONORS (Level 4 and 5)

If you can only offer two courses, the suggested course offering would be Grade 6 and Grade 6 HONORS. If this is the case, then use the following guidelines:

Grade 6 (Level 1, 2, and 3)

Grade 6 HONORS (Level 4 and 5)

Grade 7 Mathematics (Based on Grade 6 FAST)

Grade 7 (Level 1 and 2)

Grade 7 Accelerated (Level 3 and above)

Algebra 1 HONORS (Level 4 and 5) **AND** successfully completed Grade 6 HONORS

DO NOT register a 7th grade student in Algebra 1 unless they have successfully completed Grade 6 HONORS.
For Example:



If you have a 7th grader who scored a level 3 on the Grade 6 FAST, register them for Grade 7 Accelerated so they can learn the pre-algebra standards in preparation for taking Algebra 1 HONORS as an 8th grader.

EXAMPLE:

Grade 6 Math → Grade 7 Accelerated → Algebra 1 HONORS (Grade 8)
(Level 3 Grade 6 FAST) (Level 3 on Grade 7 FAST)

Grade 8 Mathematics

Grade8 Pre-Algebra (Level 1 and 2)

Algebra 1 Honors (Level 3 and above)

The Foundational Skills in Mathematics 6- 8 can be used as an additional course for level 3s in Algebra 1 HONORS. Students entering Algebra 1 Honors from Grade 7 Mathematics that were not enrolled in Grade 7 Accelerated will need additional support for the Grade 8 standards that were missed.

Geometry (Leve 4 and 5) AND Successfully completed Algebra 1 HONORS

2022-2023 Middle School Mathematics Course Progression

GRADE	COURSE TITLE	COURSE NUMBER	FAST LEVEL	FAST-MATH Scale Scores
				5 th grade FAST Score
6	M/J Foundational Skills in Mathematics 6-8	1204000		
	M/J Grade 6	1205010	Level 1 Level 2	FAST 256-305 FAST 306-312
	M/J Grade 6 Accelerated	1205020	Level 2 Level 3	FAST 313-319 FAST 320-333
	M/J Grade 6 Honors	1205020M	Level 4 Level 5	FAST 334-349 FAST 350-388
				6 th grade FAST Score
7	M/J Foundational Skills in Mathematics 6-8	1204000		
	M/J Grade 7	1205040	Level 1 Level 2	FAST 260-309 FAST 310-324
	M/J Grade 7 Accelerated	1205050	Level 3 Level 4 Level 5	FAST 325-338 FAST 339-355 FAST 356-390
	Algebra 1 HONORS	1200320	Level 4 Level 5	FAST 339-355 FAST 356-390
				7 th grade FAST Score
8	M/J Foundational Skills in Mathematics 6-8	1204000		
	M/J Grade 8 Pre-Algebra	1205070	Level 1 Level 2	FAST 269-315 FAST 316-329
	Algebra 1 HONORS	1200320	Level 3 Level 4 Level 5	FAST 330-345 FAST 346-359 FAST 360-391
	Geometry Geometry HONORS	1206310 1206320		Successfully completed Algebra 1 HONORS.



Dr. Carmen Balgobin
Superintendent of Schools

School Board of Volusia County

Ms. Jamie M. Haynes, Chairman
Mrs. Anita Burnette, Vice Chairman
Mr. Ruben Colón
Mr. Carl Persis
Mrs. Jessie Thompson

February 12, 2023

Dear Parent or Guardian,

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

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

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

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

Sincerely,

Grace Kellermeier
Dr. Grace Kellermeier, Coordinator
Electives
Volusia County School District



Physical Education Annual Waiver Form

Elementary and Middle School

- ☐ I hereby waive grade level physical education requirements for my child this school year and verify that my son/daughter is participating in physical activities outside the school day that are equal to or in excess of the mandated requirement (K-5: 150 minutes per week, 6-8: one class period per day for one semester each year).

OR

- ☐ I hereby waive grade level physical education requirements for my child this school year by requesting that they enrolled in another course from one of the courses offered as options by the school district. I understand that placement in an alternate course will be based upon seat availability.

I also understand that this waiver must be renewed each year that I wish to waive these requirements.

Student Name

Grade

Parent/Guardian Name (please print)

School

Parent/Guardian Signature

Date

Please turn in to School Principal or Designee.

This waiver will remain in effect for one school year. Distribution: Copy to Parent • Copy in Cumulative Folder

Florida Department of Education Resources

Resources

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 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.



PROCESS FOR ADDING A NEW COURSE

All requests due by March 31, 2023. This is the final deadline to add a course onto your Master Schedule. Follow the following process:

- Principal Approval Required
- Use the below link (see #1) to complete the Request for Course Activation

If a school wishes to add a new course to their school, the same process is followed for both of the following scenarios:

- new course to the school that is not listed in the district program of studies, but is in the state course code directory
- new course that is in the district program of studies, but has not been offered at the school in the past

1) School completes the Request for Course Activation Request Form: <https://bit.ly/3qmYqIZ>

Be prepared with the following information when completing the form:

- State Course Number
- State Course Title
- Grade Level(s)
- required Certification
- Reason
- If new to the VCS District Program of Studies:
 - ◆ Course Length
 - ◆ Total Credit
 - ◆ Weighted Max GPA (if weighted)
 - ◆ Course Pre-Requisites
 - ◆ Course Description
- Materials Needed
 - ◆ Title
 - ◆ Publisher
 - ◆ ISBN
 - ◆ Cost
 - ◆ Projected Enrollment
 - ◆ Funding Source (district or school)

2) The form will flow through the approval process

3) Upon the approval, the request will be sent to the Coordinator of Master Scheduling for activation, and the school will be notified.

This process has a few purposes:

- ◆ Notification to the curriculum specialist so they can support the school
- ◆ Notification to the instructional materials specialist so they can provide materials if available

Notification to the student support team so the course can be activated