

PROGRAM

MAINLAND HIGH SCHOOL



BUC PRIDE NEVER DIES

STUDIES

**VOLUSIA COUNTY SCHOOLS**  
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# Mainland High School

## Vision Statement

At Mainland High School we empower a culture of excellence through high expectations, tradition, and deep community ties. Our staff will foster relationships with all stakeholders as we continue to persevere towards academic excellence with data driven decision making and providing equity through standards aligned instruction.

## Mission Statement

Mainland High School will ensure every student is learning, every day. Our mission is to develop young adults who are able to contribute to their communities by displaying our core values.

### *Our belief statements are as follows:*

- We believe in the worth of all students and believe that their worth will be increased by providing tools to be life-long learners.*
- We believe that diversity is a strength and should be celebrated, both in the content of our curriculum and the make-up of our student body.*
- We believe that a safe, positive, and supportive atmosphere is invaluable.*
- We believe that instruction should meet the needs of all students, regardless of the level of learning or the way in which they learn.*
- We believe that technology positively impacts student achievement as it changes the teaching and learning environment.*
- We believe that Respect, Attitude, Cooperation, Effort, and Responsibility (R.A.C.E.R) are integral to success, and we strive to model and teach these values as part of our curriculum.*

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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.**

# Art

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

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

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

The purpose of this course is to investigate a wide range of media and techniques, from both a historical and contemporary perspective, as students engage in the art-making processes of creating 3-D artworks, which may include sculpture, assemblage, and/or ceramics. Student artists reflect on their own artwork and that of others through critical analysis to achieve artistic goals related to craftsmanship, technique, and application of 21st-century skills. This course incorporates hands-on activities and consumption of art materials.

|                |                           |                      |
|----------------|---------------------------|----------------------|
| <b>0102300</b> | <b>CERAMICS/POTTERY 1</b> |                      |
|                | Offered:                  | Grade 9,10, 11, 12   |
|                | Credit:                   | 1.0                  |
|                | Length:                   | Year                 |
|                | Prerequisite:             | None                 |
|                | Type of Credit:           | Performing Fine Arts |

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

artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities, journaling, and consumption of art materials.

|                |                           |                      |
|----------------|---------------------------|----------------------|
| <b>0102310</b> | <b>CERAMICS/POTTERY 2</b> |                      |
|                | Offered:                  | Grade 10, 11, 12     |
|                | Credit:                   | 1.0                  |
|                | Length:                   | Year                 |
|                | Prerequisite:             | Ceramics/Pottery 1   |
|                | Type of Credit:           | Performing Fine Arts |

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

|                |                                  |   |
|----------------|----------------------------------|---|
| <b>0102320</b> | <b>CERAMICS/POTTERY 3 HONORS</b> |   |
|                | Offered:                         | Grade 11, 12                              |
|                | Credit:                          | 1.0                                       |
|                | Length:                          | Year                                      |
|                | Prerequisite:                    | Ceramics/Pottery 2/Teacher Recommendation |
|                | Type of Credit:                  | Performing Fine Arts                      |

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

# Dance

|                |                           |                      |
|----------------|---------------------------|----------------------|
| <b>0300310</b> | <b>DANCE TECHNIQUES 1</b> |                      |
|                | Offered:                  | Grade 9, 10, 11, 12  |
|                | Credit:                   | 1.0                  |
|                | Length:                   | Year                 |
|                | Prerequisite:             | None                 |
|                | Type of Credit:           | Performing Fine Arts |

This is a beginning dance course. Students will learn and perform basic dance steps and techniques in two or more dance styles, to be chosen from ballet, lyrical, jazz, theater, modern, or tap. Students will also learn dance terminology, choreography, and simple dance sequences. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course. **After school rehearsals, performances, and/or instruction are a graded requirement of this course.**

|                |                           |                                     |
|----------------|---------------------------|-------------------------------------|
| <b>0300320</b> | <b>DANCE TECHNIQUES 2</b> |                                     |
|                | Offered:                  | Grade 9, 10, 11, 12                 |
|                | Credit:                   | 1.0                                 |
|                | Length:                   | Year                                |
|                | Prerequisite:             | Dance Tech 1/Teacher Recommendation |
|                | Type of Credit:           | Performing Fine Arts                |

This is the continuation of Dance Technique 1. Students will learn and perform additional steps and techniques in two or more dance styles as listed above. Students will also learn additional terminology, basic choreography, and dance criticism. Participation in one aspect of a public performance will be required. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course. **After school rehearsals, performances, and/or instruction are a graded requirement of this course.**

|                 |                                  |                                     |
|-----------------|----------------------------------|-------------------------------------|
| <b>☆0300330</b> | <b>DANCE TECHNIQUES 3 HONORS</b> |                                     |
|                 | Offered:                         | Grade 10, 11, 12                    |
|                 | Credit:                          | 1.0                                 |
|                 | Length:                          | Year                                |
|                 | Prerequisite:                    | Dance Tech 2/Teacher Recommendation |
|                 | Type of Credit:                  | Performing Fine Arts                |

This is an intermediate level dance course. Students will learn additional dance terminology, techniques, and dances in three or more dance styles as listed in Dance Tech 1. Students will also learn how to critique dances. Participation in at least one aspect of a public performance will be part of the requirements of this course. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course. **Participation in at least one aspect of a public performance will be part of the requirements of this course. After school rehearsals, performances, and/or instruction are a graded requirement of this course.**

|          |                                  |  |
|----------|----------------------------------|--|
| ☆0300334 | <b>DANCE TECHNIQUES 4 HONORS</b> |  |
|          | Offered:                         | Grade 11, 12                             |
|          | Credit:                          | 1.0                                      |
|          | Length:                          | Year                                     |
|          | Prerequisite:                    | Teacher recommendation/Contract Required |
|          | Type of Credit:                  | Performing Fine Arts                     |

This course provides large group instruction and performance experiences in standard dance techniques. Major emphasis of study will focus on continuing skill development, conceptual understanding and aesthetic appreciation needed to perform selected choreography. Activities will include recital, civic performances, etc. As an honors course, the focus will be on cooperative learning as well as individualized instruction, student leadership, a written comprehensive examination and dance skills evaluation through ensemble performance, individual solo performance, choreography experiences, and written critiques. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course. **Participation in at least one aspect of a public performance will be part of the requirements of this course. After school rehearsals, performances, and/or instruction are a graded requirement of this course.**

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

The purpose of this course is to provide students with instruction in the development of beginning level skill in the art of performing various bodily movements in rhythm using musical accompaniment. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course.

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

The purpose of this course is to provide students with instruction in the development of intermediate level skills in the art of performing various bodily movements in rhythm using musical accompaniment. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course.

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



The purpose of this course is to provide students with instruction in the development of advance level skills in the art of performing various bodily movements in rhythm using musical accompaniment. The content will include the further development of knowledge and application of techniques indigenous to various eurhythmics' styles, dance terminology and choreography. Acquisition of technique and choreography should be stressed. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course.

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

The purpose of this course is to provide students with opportunities for extended acquisition of knowledge and development of techniques in the art of performing various bodily movements in rhythm using musical accompaniment. The content will include the extended study of musical interpretation through movement. Acquisition of technique and choreography should be stressed with emphasis on individual creativity. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course.

## DRAMA/THEATRE

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

Students' course work focuses on, but is not limited to, acting, vocal performance, dance, non-dance movement, and staging, which transfer readily to performances in musicals and other venues. Students survey the evolution of music in theatre from ancient Greece to modern Broadway through a humanities approach and representative literature. Music theatre students explore the unique staging and technical demands of musicals in contrast to non-musical plays. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

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

Students' course work focuses on, but is not limited to, acting, vocal performance, dance, non-dance movement, and staging, which transfer readily to performances in musicals and other

venues. Students survey the evolution of music in theatre from ancient Greece to modern Broadway through a humanities approach and representative literature. Music theatre students explore the unique staging and technical demands of musicals in contrast to non-musical plays. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

## English

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

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

|          |                         |                        |
|----------|-------------------------|------------------------|
| ☆1001320 | <b>ENGLISH 1 HONORS</b> |                        |
|          | Offered:                | Grade 9                |
|          | Credit:                 | 1.0                    |
|          | Length:                 | Year                   |
|          | Prerequisite:           | Teacher Recommendation |
|          | Type of Credit:         | English/Language Arts  |

This course defines what students should understand and be able to do by the end of 9th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts. The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations. Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within

and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

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

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

|                  |                         |   |
|------------------|-------------------------|---|
| ☆ <b>1001350</b> | <b>ENGLISH 2 HONORS</b> |   |
|                  | Offered:                | Grade 11  |
|                  | Credit:                 | 1.0   |
|                  | Length:                 | Year  |
|                  | Prerequisite:           | English 1/English Honors 1/Teacher Recommendation |
|                  | Type of Credit:         | English/Language Arts                             |

This course defines what students in an honors setting should understand and be able to do by the end of 10th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts. The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations. Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

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

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

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

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

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.

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

This course defines what students should understand and be able to do by the end of 12th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing

to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts. The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

|          |                         |   |
|----------|-------------------------|---|
| ☆1001410 | <b>ENGLISH 4 HONORS</b> |   |
|          | Offered:                | Grade 12  |
|          | Credit:                 | 1.0   |
|          | Length:                 | Year  |
|          | Prerequisite:           | English 3 or English Honors 3 or Teacher Recommendation |
|          | Type of Credit:         | English/Language Arts                                   |

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.

## English for Speakers of Other Languages (ESOL)

|         |                               |                     |
|---------|-------------------------------|---------------------|
| 1002300 | <b>ENGLISH 1 THROUGH ESOL</b> |                     |
|         | Offered:                      | Grade 9             |
|         | Credit:                       | 1.0                 |
|         | Length:                       | Year                |
|         | Prerequisite:                 | Limited English     |
|         | Type of Credit:               | Proficiency English |

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

This course defines what students should understand and be able to do by the end of 9th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing

to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

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

### **General Notes:**

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

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

### **Special Notes:**

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

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

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

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency

and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<http://www.cpalms.org/uploads/docs/standards/eld/1a.pdf>

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

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

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

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

**General Notes:**

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

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims

- crafting coherent, supported informative/expository texts
- responding to literature for personal and analytical purposes
- writing narratives to develop real or imagined events
- writing to sources using text-based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

**Special Notes:**

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

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

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

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

<http://www.cpalms.org/uploads/docs/standards/eld/la.pdf>

|                |                               |                     |
|----------------|-------------------------------|---------------------|
| <b>1002320</b> | <b>ENGLISH 3 THROUGH ESOL</b> |                     |
|                | Offered:                      | Grade 11            |
|                | Credit:                       | 1.0                 |
|                | Length:                       | Year                |
|                | Prerequisite:                 | Limited English     |
|                | Type of Credit:               | Proficiency English |

The purpose of this course is to enable students who are native speakers of languages other than English to develop proficient listening, speaking, reading, and writing skills in the English language. Emphasis will be on acquisition of integrated English communication skills in a wide



range of content and activities using texts of high complexity to ensure college and career preparation and readiness.

This course defines what students should understand and be able to do by the end of 1th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

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

### **General Notes:**

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

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

### **Special Notes:**

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

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.

3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

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

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

<http://www.cpalms.org/uploads/docs/standards/eld/la.pdf>

|                |                               |                     |
|----------------|-------------------------------|---------------------|
| <b>1002520</b> | <b>ENGLISH 4 THROUGH ESOL</b> |                     |
|                | Offered:                      | Grade 12            |
|                | Credit:                       | 1.0                 |
|                | Length:                       | Year                |
|                | Prerequisite:                 | Limited English     |
|                | Type of Credit:               | Proficiency English |

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

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

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

**General Notes:**

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

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:

- text craft and structure
- elements of literature
- arguments and claims supported by textual evidence
- power and impact of language
- influence of history, culture, and setting on language
- personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - writing to sources using text-based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

### **Special Notes:**

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

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

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

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

<http://www.cpalms.org/uploads/docs/standards/eld/la.pdf>

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

The purpose of this course is to enable students who are native speakers of languages other than English instruction enabling students to accelerate the development of reading and writing skills and to strengthen these skills, so they are able to successfully read, write, and comprehend grade level text independently. Instruction emphasizes reading comprehension and vocabulary through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity. Texts used for instruction focus on a wide range of topics, including content-area information, in order to support students in meeting the knowledge demands of increasingly complex text.

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

**General Notes:**

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

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

**Special Notes:**

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhance students’ content area knowledge and also strengthens their ability to comprehend

longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

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

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

It is necessary to implement a combination of research-based programs and strategies that have been proven successful in accelerating the development of reading skills in older readers. The instructional approaches should meet the needs of each student based on results of individual diagnostic assessments and progress monitoring.

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

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

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

# Reading

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

This course is designed for 9th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard. Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data. Effective implementation requires the support to be matched to student need and is provided by the most experienced, and/or specialized expert.

Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students.

Individualized diagnostic data, as well as instructional time, are in addition to those provided in core instruction. Formative assessments occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The larger the gap, the more frequent the progress monitoring. The expected outcome is for the student to achieve grade-level proficiency.

|                 |                            |   |
|-----------------|----------------------------|---|
| <b>1000414</b>  | <b>INTENSIVE READING 2</b> |   |
|                 | Offered:                   | Grade 10  |
|                 | Credit:                    | 1.0   |
|                 | Length:                    | Year  |
|                 | Prerequisite:              | Level 1 or 2 on FSA ELA; See Decision Tree of the VCS K-12 Reading Plan |
| Type of Credit: | Elective                   |   |

This course is designed for 10th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard. Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data. Effective implementation requires the support to be matched to student need and is provided by the most experienced, and/or specialized expert.

Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students.

Individualized diagnostic data, as well as instructional time, are in addition to those provided in core instruction. Formative assessments occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The larger the gap, the more frequent the progress monitoring. The expected outcome is for the student to achieve grade-level proficiency.

# Financial Literacy

(Graduation Requirement beginning with 2023-2024 9th grade cohort and thereafter)

|                 |  |                     |
|-----------------|--|---------------------|
| <b>2102371</b>  | <b>PERSONAL FINANCE AND MONEY MANAGEMENT</b> |                     |
|                 | Offered:                                     | Grade 9, 10, 11, 12 |
|                 | Credit:                                      | 0.5                 |
|                 | Length:                                      | Semester            |
|                 | Prerequisite:                                | None                |
| Type of Credit: | Financial Literacy                           |                     |

**Graduation Requirement beginning with 2023-2024 9th grade cohort and thereafter.**

Personal Finance and Money Management will emphasize seven areas:

1. exploring how personal financial decisions are made,
2. understanding how wages and salaries are earned, including the types of taxes owed, and evaluating various post-secondary paths and career options.
3. developing personal or family budgets and exploring how to purchase goods and services by weighing the costs and benefits of those goods and services.
4. analyzing how interest can be earned by saving now, which allows for the purchase of more goods and services later and understanding how to compare various savings accounts and services offered through financial institutions.
5. determining advantages and disadvantages of credit accounts that allow for the borrowing of money to purchase goods and services while paying for them in the future, usually with interest, and short- and long-term loans.
6. developing understanding of planning for the future through investment accounts and retirement plans and comparing investment choices by analyzing rates of return and risk, while analyzing how diversification is one way to reduce investment risk.
7. recognizing that there are risks that can result in lost income, health, or identity and that those risks can be accepted, reduced, or transferred to others through the purchase of insurance

|                 |   |                     |
|-----------------|---|---------------------|
| <b>2102373</b>  | <b>PERSONAL FINANCE AND MONEY MANAGEMENT HONORS</b> |                     |
|                 | Offered:  | Grade 9, 10, 11, 12 |
|                 | Credit:   | 0.5                 |
|                 | Length:   | Semester            |
|                 | Prerequisite:                                       | None                |
| Type of Credit: | Financial Literacy                                  |                     |

**Graduation Requirement beginning with 2023-2024 9th grade cohort and thereafter.**

Honors: courses require a greater demand on students through increased academic rigor.

Personal Finance and Money Management will emphasize seven areas:

1. exploring how personal financial decisions are made,
2. understanding how wages and salaries are earned, including the types of taxes owed, and evaluating various post-secondary paths and career options.
3. developing personal or family budgets and exploring how to purchase goods and services by weighing the costs and benefits of those goods and services.
4. analyzing how interest can be earned by saving now, which allows for the purchase of more goods and services later and understanding how to compare various savings accounts and services offered through financial institutions.

5. determining advantages and disadvantages of credit accounts that allow for the borrowing of money to purchase goods and services while paying for them in the future, usually with interest, and short- and long-term loans.
6. developing understanding of planning for the future through investment accounts and retirement plans and comparing investment choices by analyzing rates of return and risk, while analyzing how diversification is one way to reduce investment risk.
7. recognizing that there are risks that can result in lost income, health, or identity and that those risks can be accepted, reduced, or transferred to others through the purchase of insurance.

## World Languages

*\*A student who has earned 4 language credits with a 3.0 unweighted average in a single language will receive the Florida Seal of Biliteracy at graduation. Without 4 credits, any student will earn the Florida Seal of Biliteracy with a 3, 4 or 5 on an AP World Language & Culture test or a 4, 5, 6 or 7 on an IB World Language test. (note: Not AP Literature)*

|                |                   |                     |
|----------------|-------------------|---------------------|
| <b>0712300</b> | <b>JAPANESE 1</b> |                     |
|                | Offered:          | Grade 9, 10, 11, 12 |
|                | Credit:           | 1.0                 |
|                | Length:           | Year                |
|                | Prerequisite:     | None                |
|                | Type of Credit:   | World Language      |

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

|                |                   |                  |
|----------------|-------------------|------------------|
| <b>0712310</b> | <b>JAPANESE 2</b> |                  |
|                | Offered:          | Grade 10, 11, 12 |
|                | Credit:           | 1.0              |
|                | Length:           | Year             |
|                | Prerequisite:     | Japanese 1       |
|                | Type of Credit:   | World Language   |

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

|                 |                          |                |
|-----------------|--------------------------|----------------|
| <b>☆0712320</b> | <b>JAPANESE 3 HONORS</b> |                |
|                 | Offered:                 | Grade 11, 12   |
|                 | Credit:                  | 1.0            |
|                 | Length:                  | Year           |
|                 | Prerequisite:            | Japanese 2     |
|                 | Type of Credit:          | World Language |



The purpose of this course is to enable students to enhance proficiency in Japanese through a linguistic, communicative, and cultural approach to language learning. There is continued emphasis on the development of listening, speaking, reading, and writing skills and on the acquisition of the fundamentals of applied grammar. Cross-cultural understanding is fostered, and real-life applications are emphasized throughout the course. The content should include, but not be limited to the following: conversational expressions of feeling, ideas, and opinions in Japanese; social interaction patterns within Japanese culture(s); connections between the Japanese language and culture(s) and other disciplines; comprehension of spoken and written Japanese; oral and written presentation of information and ideas, in Japanese, to an audience; Japanese language usage within and beyond the school setting.

|          |                          |                |
|----------|--------------------------|----------------|
| ☆0712330 | <b>JAPANESE 4 HONORS</b> |                |
|          | Offered:                 | Grade 12       |
|          | Credit:                  | 1.0            |
|          | Length:                  | Year           |
|          | Prerequisite:            | Japanese 3     |
|          | Type of Credit:          | World Language |

The purpose of this course is to extend the skills previously learned. The content will include more advanced language structures and idiomatic expressions, with emphasis on written, conversation and cross-cultural skills.

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

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

|         |                  |                     |
|---------|------------------|---------------------|
| 0708350 | <b>SPANISH 2</b> |                     |
|         | Offered:         | Grade 9, 10, 11, 12 |
|         | Credit:          | 1.0                 |
|         | Length:          | Year                |
|         | Prerequisite:    | Spanish 1           |
|         | Type of Credit:  | World Language      |

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

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

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

|          |                         |                  |
|----------|-------------------------|------------------|
| ☆0708370 | <b>SPANISH 4 HONORS</b> |                  |
|          | Offered:                | Grade 10, 11, 12 |
|          | Credit:                 | 1.0              |
|          | Length:                 | Year             |
|          | Prerequisite:           | Spanish 3        |
|          | Type of Credit:         | World Language   |

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

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

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

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

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

|                 |  |                          |
|-----------------|--|--------------------------|
| ☆0717312        | <b>AMERICAN SIGN LANGUAGE 3 HONORS</b> |                          |
|                 | Offered:                               | Grade 10, 11, 12         |
|                 | Credit:                                | 1.0                      |
|                 | Length:                                | Year                     |
|                 | Prerequisite:                          | American Sign Language 2 |
| Type of Credit: | World Language                         |                          |

The purpose of this course is to master and expand the skills previously acquired by students in American Sign Language 1 and 2. The course develops increased receptive and expressive skills as well as cultural awareness. Specific content to be covered is a continuation of skills acquired in American Sign Language 1 and 2, while communication remains the primary objective. The content will include an expansion of vocabulary and communication skills. The cultural survey of the target language is continued.

|                 |  |                          |
|-----------------|--|--------------------------|
| ☆0717314        | <b>AMERICAN SIGN LANGUAGE 4 HONORS</b> |                          |
|                 | Offered:                               | Grade 11, 12             |
|                 | Credit:                                | 1.0                      |
|                 | Length:                                | Year                     |
|                 | Prerequisite:                          | American Sign Language 3 |
| Type of Credit: | World Language                         |                          |

The purpose of this course is to expand previously-acquired skills. The content should include, but not be limited to, the following: developing production and reception fluency in the language, developing cultural and interpersonal communication skills.

## Mathematics

|         |                    |                 |
|---------|--------------------|-----------------|
| 1200370 | <b>ALGEBRA 1 A</b> |                 |
|         | Offered: Credit:   | Grade 9         |
|         | Length:            | 1.0             |
|         | Prerequisite:      | Pre-AlgebraMath |
|         | Type of Credit:    |                 |

This is the first year of a two-year Algebra 1 sequence. The purpose of this course is to develop the algebraic concepts and processes that can be used to solve a variety of real-world and mathematical problems using concrete models to explain algebraic concepts. In Algebra 1-A, instructional time will emphasize four areas: (1) extending understanding of functions to linear functions and using them to model and analyze real-world relationships; (2) solving linear equations and inequalities in one variable and systems of linear equations and inequalities in two variables; (3) building linear functions, identifying their key features and representing them in various ways and (4) representing and interpreting categorical and numerical data with one and two variables. Algebra 1A meets 1.0 credit for math graduation requirement.

|                |                  |                         |
|----------------|------------------|-------------------------|
| <b>1200310</b> | <b>ALGEBRA 1</b> |                         |
|                | Offered:         | Credit: Grade 9, 10, 11 |
|                | Length:          | 1.0                     |
|                | Prerequisite:    | Year None               |
|                | Type of Credit:  | Math                    |

The purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. In Algebra 1, instructional time will emphasize five areas: (1) performing operations with polynomials and radicals, and extending the Laws of Exponents to include rational exponents; (2) extending understanding of functions to linear, quadratic and exponential functions and using them to model and analyze real-world relationships; (3) solving quadratic equations in one variable and systems of linear equations and inequalities in two variables; (4) building functions, identifying their key features and representing them in various ways and (5) representing and interpreting categorical and numerical data with one and two variables.

**Students will be required to take the Algebra I End of Course Exam (EOC), which will constitute 30% of their overall final course grade. Students will be required to pass the state Algebra EOC for graduation purposes.**

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

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

|                |                  |                         |
|----------------|------------------|-------------------------|
| <b>1200330</b> | <b>ALGEBRA 2</b> |                         |
|                | Offered:         | Grade 10, 11, 12        |
|                | Credit:          | 1.0                     |
|                | Length:          | Year                    |
|                | Prerequisite:    | Algebra 1 or equivalent |
|                | Type of Credit:  | Math                    |

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

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

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

|                 |                 |                         |
|-----------------|-----------------|-------------------------|
| <b>1206310</b>  | <b>GEOMETRY</b> |                         |
|                 | Offered:        | Grade 9, 10, 11, 12     |
|                 | Credit:         | 1.0                     |
|                 | Length:         | Year                    |
|                 | Prerequisite:   | Algebra 1 or equivalent |
| Type of Credit: | Math            |                         |

This course is designed to give an in-depth study of geometry with emphasis on methods of proof and the formal language of mathematics. In Geometry, instructional time will emphasize five areas: (1) proving and applying relationships and theorems involving two-dimensional figures using Euclidean geometry and coordinate geometry; (2) establishing congruence and similarity using criteria from Euclidean geometry and using rigid transformations; (3) extending knowledge of geometric measurement to two-dimensional figures and three-dimensional figures; (4) creating and applying equations of circles in the coordinate plane and (5) developing an understanding of right triangle trigonometry. **Students will be required to sit for the end of course exam provided by the state which will constitute 30% of their overall final course grade.**

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

This course is designed to give a rigorous in-depth study of geometry with emphasis on methods of proof and the formal language of mathematics. 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.

|          |  |                            |
|----------|--|----------------------------|
| ☆1210300 | <b>PROBABILITY AND STATISTICS WITH APPLICATIONS HONORS</b> |                            |
|          | Offered:   | Grade 10, 11, 12           |
|          | Credit:  | 1.0                        |
|          | Length:  | Year                       |
|          | Prerequisite:  | Algebra 2/Algebra 2 Honors |
|          | Type of Credit:  | Math                       |

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

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

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

|          |                                       |  |
|----------|---------------------------------------|--|
| ☆1202310 | <b>ADVANCED PLACEMENT CALCULUS AB</b> |  |
|          | Offered:                              | Grade 11, 12                                       |
|          | Credit:                               | 1.0  |
|          | Length:                               | Year   |
|          | Prerequisite:                         | Algebra 2(Algebra 2 Honors)/Pre-calculus preferred |
|          | Type of Credit:                       | Math   |

This course is designed to offer students college-level mathematics under the guidelines of the Advanced Placement Program. The focus is on preparation for the Calculus Level AB Test given by the College Examination Board in May. Study will begin by reviewing function definitions, absolute value, and elementary functions from prerequisites. Calculators and computers will serve as instructional tools in concept development. **Students will take the College Board Assessment for this course.**

|          |                                      |                            |
|----------|--------------------------------------|----------------------------|
| ☆1210320 | <b>ADVANCED PLACEMENT STATISTICS</b> |                            |
|          | Offered:                             | Grade 11, 12               |
|          | Credit:                              | 1.0                        |
|          | Length:                              | Year                       |
|          | Prerequisite:                        | Algebra 2/Algebra 2 Honors |
|          | Type of Credit:                      | Math                       |

The purpose of this course is to offer students college-level mathematics under the guideline of the advanced placement program. The focus is on preparation for the statistics test given by the College Examination Board. Topics of study will include exploring data, using measurement in planning a study, producing models using probability and simulation to anticipate patterns, and statistical interference. Calculators and computers will serve as instructional tools in concept development. **Students will take the College Board Assessment for this course.**

|          |  |                                   |
|----------|--|-----------------------------------|
| ☆1200710 | <b>MATHEMATICS FOR COLLEGE ALGEBRA</b> |                                   |
|          | Offered:                               | Grade 10,11, 12                   |
|          | Credit:                                | 1.0                               |
|          | Length:                                | Year                              |
|          | Prerequisite:                          | Algebra 2/Algebra 2 Honors        |
|          | Type of Credit:                        | and Geometry/Geometry Honors Math |

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

## Music

|         |                 |                      |
|---------|-----------------|----------------------|
| 1301320 | <b>GUITAR 1</b> |                      |
|         | Offered:        | Grade 9, 10, 11, 12  |
|         | Credit:         | 1.0                  |
|         | Length:         | Year                 |
|         | Prerequisite:   | None                 |
|         | Type of Credit: | Performing Fine Arts |

This course is an introduction to performing experiences on the guitar and interpretation of simple notation. Students learn how to play simple chords and melodies using expressive characteristics such as dynamics and tempo. A beginning knowledge of music reading, listening skills and vocabulary appropriate to the guitar is included as a part of the course content. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course.

|         |                 |                      |
|---------|-----------------|----------------------|
| 1301330 | <b>GUITAR 2</b> |                      |
|         | Offered:        | Grade 10, 11, 12     |
|         | Credit:         | 1.0                  |
|         | Length:         | Year                 |
|         | Prerequisite:   | Guitar 1             |
|         | Type of Credit: | Performing Fine Arts |

The purpose of this course is to provide students with instruction in guitar using varied performance techniques. The content should include the development of music fundamentals, guitar performance techniques and interpretation of musical notation including chord symbols. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course.

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

The purpose of this course is to provide students with instruction in keyboard using varied performance techniques. The content shall include the development of music fundamentals, keyboard performance techniques and interpretation of musical notation including chord symbols. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course.

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

The purpose of this course is to provide students with instruction in varied performance techniques on the keyboard. The content shall include the development of music fundamentals, performance techniques and interpretation of musical notation. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course.

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

After school rehearsals, performances, and/or instruction are a graded requirement of this course. The purpose of this course is to provide students with instruction in the development of musicianship and technical skill through the study of varied keyboard literature. The content shall include instruction of students in the independent interpretation of medium difficult level keyboard music, development of various stylistic performance techniques, and forms. Style and history are taught holistically. Costs and/or fees may be required.



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

After school rehearsals, performances, and/or instruction are a graded requirement of this course. The purpose of this course is to provide students with advanced instruction in individual keyboard performance. The content should include instruction in performing difficult solos and accompaniments of varied styles and historical eras. Emphasis is placed on individual style and performance. Costs and/or fees may be required.

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

This course shall provide students with opportunities to develop musicianship skills in band, marching band, and instrumental ensembles through performance. Students shall develop skills in characteristic tone production (standard woodwind, brasswind or percussion instruments), band performance techniques, musical literacy and music appreciation. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course.

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

This course shall provide students with opportunities to develop musicianship skills in band, marching band, and instrumental ensembles through performance. Students shall develop skills in characteristic tone production (standard woodwind, brasswind or percussion instruments), band performance techniques, musical literacy and music appreciation. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course.

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

This course shall provide students with opportunities to develop musicianship skills in band, marching band, and instrumental ensembles through performance. Students shall develop skills in characteristic tone production (standard woodwind, brasswind or percussion instruments),

band performance techniques, musical literacy and music appreciation. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course.

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

This course shall provide students with opportunities to develop musicianship skills in band, marching band, and instrumental ensembles through performance. Students shall develop skills in characteristic tone production (standard woodwind, brasswind or percussion instruments), band performance techniques, musical literacy and music appreciation. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course.

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

This course provides large group instruction and performance experiences in wind and percussion instruments. Major emphasis of study will focus on continuing skill development, conceptual understanding and aesthetic appreciation needed to perform selected literature. Activities will include marching (unless not offered at the school), concerts, festivals, etc. As an honors course, the focus will be on cooperative learning as well as individualized instruction, student leadership, a written comprehensive examination and musical skills evaluation through ensemble performance, individual solo performance, conducting experiences, and written critiques. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course.

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

This course provides large group instruction and performance experiences in wind and percussion instruments. Major emphasis of study will focus on continuing skill development, conceptual understanding and aesthetic appreciation needed to perform selected literature. Activities will include marching (unless not offered at the school), concerts, festivals, etc. As an honors course, the focus will be on cooperative learning as well as individualized instruction, student leadership, a written comprehensive examination and musical skills evaluation through ensemble performance, individual solo performance, conducting experiences, and written

critiques. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course.

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

The purpose of this course is to introduce students to jazz and popular music styles and interpretations. Emphasis is placed on characteristic tone production and idiomatic performance techniques. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course.

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

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

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

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

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

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

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

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

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

## PEER COUNSELING

|                 |                          |                   |
|-----------------|--------------------------|-------------------|
| ☆1400300        | <b>PEER COUNSELING 1</b> |                   |
|                 | Offered:                 | Grade 9,10,11, 12 |
|                 | Credit:                  | .5                |
|                 | Length:                  | Semester          |
|                 | Prerequisite:            | None              |
| Type of Credit: | Elective                 |                   |

The purpose of this course is to enable students to develop basic knowledge and skills in communication, meeting human needs, and conflict resolution. The content shall include functions of a peer facilitator, behavior as a response and its impact on self and others, basic human needs, self-awareness and self-expression, facilitative communication skills, leadership styles and skills, and conflict resolution

## Critical Thinking and Study Skills

|                 |   |                     |
|-----------------|---|---------------------|
| <b>1700370</b>  | <b>CRITICAL THINKING AND STUDY SKILLS</b> |                     |
|                 | Offered:                                  | Grade 9, 10, 11, 12 |
|                 | Credit:                                   | .50                 |
|                 | Length:                                   | Semester            |
|                 | Prerequisite:                             | None                |
| Type of Credit: | U.S. GOVERNMENT                           |                     |

This course is designed to develop skills related to critical thinking, learning and problem solving, enabling students to enhance their performance in both academic and non-academic areas. Strategies for acquiring, storing and retrieving information, time management and organizational skills, critical thinking operations and processes, strategies for oral and written communication, and problem-solving skills including test taking skills are an integral part of this course.

## Physical Education

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

The purpose of this required course is to teach students the importance of maintaining an optimal level of health fitness and how to assess and develop that fitness. The content will also include knowledge of health problems associated with inadequate fitness levels, knowledge and application of physiological principles of fitness, proper nutrition, stress management, and consumer issues related to physical fitness. Students will develop individual wellness plans.

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

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

|                |                          |                    |
|----------------|--------------------------|--------------------|
| <b>1501350</b> | <b>WEIGHT TRAINING 2</b> |                    |
|                | Offered:                 | Grade 10, 11, 12   |
|                | Credit:                  | .50                |
|                | Length:                  | Semester           |
|                | Prerequisite:            | Weight Training 1  |
|                | Type of Credit:          | Physical Education |

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

|                |                                |                     |
|----------------|--------------------------------|---------------------|
| <b>1502470</b> | <b>RECREATIONAL ACTIVITIES</b> |                     |
|                | Offered:                       | Grade 9, 10, 11, 12 |
|                | Credit:                        | .50                 |
|                | Length:                        | Semester            |
|                | Prerequisite:                  | None                |
|                | Type of Credit:                | Physical Education  |

Students will acquire the skills, techniques, strategies, knowledge of rules, and safety practices necessary to participate in selected recreational activities (e.g., badminton, table tennis, horseshoes, tennis, golf). Specific content will vary slightly with each high school. Activities that relate to the assessment, improvement, and maintenance of health-fitness will be part of this course.

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

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

|                |                     |                         |
|----------------|---------------------|-------------------------|
| <b>1503315</b> | <b>BASKETBALL 2</b> |                         |
|                | Offered:            | Grade 9, 10, 11, 12     |
|                | Credit:             | .50                     |
|                | Length:             | Semester                |
|                | Prerequisite:       | Basketball              |
|                | Type of Credit:     | 1<br>Physical Education |

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

# JROTC

Students will be expected to follow JROTC military guidelines if they participate in JROTC programs.

|                 |   |                        |
|-----------------|---|------------------------|
| <b>1800300</b>  | <b>♣AIR FORCE - AEROSPACE SCIENCE 1</b> |                        |
|                 | Offered:                                | Grade 9, 10, 11, 12    |
|                 | Credit:                                 | 1.0                    |
|                 | Length:                                 | Year                   |
|                 | Prerequisite:                           | Teacher Recommendation |
| Type of Credit: | Elective                                |                        |

This course deals with Frontiers of Aviation History and Building a Better Citizen. The purpose of this course is to enable students to develop knowledge of the historical development of flight and the role of the military in history. Students also develop knowledge of the AFJROTC, individual self-control, citizenship, wellness, health, and fitness. Students practice basic drill techniques and conduct military ceremonies.

The JROTC courses coupled below meet the high school graduation fine arts requirement:

- Air Force Leadership 1 and Air Force Leadership 2, or
- Air Force Aerospace Science 1 and Air Force Aerospace Science 2, or
- Army Leadership Education and Training 1 and Army Leadership Education and Training 2
- 

|                 |   |  |
|-----------------|---|--|
| <b>1800310</b>  | <b>♣AIR FORCE - AEROSPACE SCIENCE 2</b> |  |
|                 | Offered:                                | Grade 10, 11, 12                           |
|                 | Credit:                                 | 1.0  |
|                 | Length:                                 | Year                                       |
|                 | Prerequisite:                           | Aerospace Science 1/Teacher Recommendation |
| Type of Credit: | Elective                                |  |

This course is a general study of the Science of Flight and Interpersonal Communications. The purpose of this course is to enable students to develop knowledge of the aerospace environment, human requirements of flight, principles of aircraft flight, and principles of navigation. Students also develop effective communication skills, understanding of human and group behavior, and basic leadership concepts. Students practice drill movements and observe military customs and ceremonies.

|                 |  |  |
|-----------------|--|--|
| <b>1800320</b>  | <b>♣AIR FORCE - AEROSPACE SCIENCE 3</b>              |  |
|                 | Offered:   | Grade 11, 12                               |
|                 | Credit:  | 1.0  |
|                 | Length:  | Year                                       |
|                 | Prerequisite:  | Aerospace Science 2/Teacher Recommendation |
| Type of Credit: | Elective, Science requirement (when 2 & 3 completed) |  |

This course stresses the Exploration of Space and Life Skills. The purpose of this course is to enable students to develop knowledge of the space environment, space programs and technology, and manned space flight. Students develop knowledge and skills related to planning for

postsecondary education or employment, financial planning, and career opportunities. Students polish skills in marching and conducting military ceremonies.

|                 |  |  |
|-----------------|--|--|
| <b>1800330H</b> | <b>♣AIR FORCE - AEROSPACE SCIENCE 4: HONORS LEADERSHIP DEVELOPMENT</b> |  |
|                 | Offered:   | Grade 11, 12   |
|                 | Credit:  | 1.0  |
|                 | Length:  | Year   |
|                 | Prerequisite:  | Aerospace Science 3/Teacher Recommendation<br>Permission of Instructor/Contract Required |
|                 | Type of Credit:  | Elective   |

This honors course offers extensive experience in Aerospace Science. In addition to fulfilling all requirements of Aerospace Science 4, students will participate in a Career and Technical Education Leadership project or a Career and Technical Education Honors capstone project.

|                    |  |  |
|--------------------|--|--|
| <b>1800400/LPM</b> | <b>♣AIR FORCE - LEADERSHIP EDUCATION 1</b> |  |
|                    | Offered:                                   | Grade 9,10,11, 12                        |
|                    | Credit:                                    | 1.0                                      |
|                    | Length:                                    | Year                                     |
|                    | Prerequisite:                              | Teacher Recommendation Elective, Science |
|                    | Type of Credit:                            | Elective                                 |

This course is a joint cooperative effort between the United States Air Force and the secondary school system. All Air Force JROTC programs consists of extensive practical application demonstrated “hands-on” performance in community support activities, and knowledge of subject material evaluated through a variety of assessment techniques. The laboratory element is the most vital component of the program. Course content includes but is not limited to the following: leadership theory; drill and ceremonies; hygiene and first aid; physical fitness; oral communication techniques; effective study skills and safety.

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

♣The JROTC courses coupled below meet the high school graduation fine arts requirement:

- Air Force Leadership 1 and Air Force Leadership 2, or
- Air Force Aerospace Science 1 and Air Force Aerospace Science 2, or
- Army Leadership Education and Training 1 and Army Leadership Education and Training 2

|                |  |  |
|----------------|--|--|
| <b>2400320</b> | <b>♣AIR FORCE – LEADERSHIP STRATS HONORS</b> |  |
|                | Offered:                                     | Grade 9,10,11, 12                        |
|                | Credit:                                      | 1.0                                      |
|                | Length:                                      | Year                                     |
|                | Prerequisite:                                | Teacher Recommendation Elective, Science |
|                | Type of Credit:                              | Elective                                 |



|                 |  |  |
|-----------------|--|--|
| <b>2400310</b>  | <b>♣AIR FORCE – LEADERSHIP TECNOS HONORS</b> |  |
|                 | Offered:                                     | Grade 9,10,11, 12                        |
|                 | Credit:                                      | 1.0                                      |
|                 | Length:                                      | Year                                     |
|                 | Prerequisite:                                | Teacher Recommendation Elective, Science |
| Type of Credit: | Elective                                     |  |

## Science

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

The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. Laboratory investigations include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus technologies, experimental procedures, and safety procedures which are an integral part of all science courses. Students in Volusia County Schools are strongly encouraged to participate in the Science Fair and or other Science Competitions such as, but not limited to, Science Olympiad, Robotics, and The Envirothon.

|                |                  |             |
|----------------|------------------|-------------|
| <b>2000310</b> | <b>BIOLOGY 1</b> |             |
|                | Offered:         | Grade 9, 10 |
|                | Credit:          | 1.0         |
|                | Length:          | Year        |
|                | Prerequisite:    | None        |
|                | Type of Credit:  | Biology     |

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

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

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

|                 |                            |                     |
|-----------------|----------------------------|---------------------|
| <b>2001310</b>  | <b>EARTH-SPACE SCIENCE</b> |                     |
|                 | Offered:                   | Grade 9, 10, 11, 12 |
|                 | Credit:                    | 1.0                 |
|                 | Length:                    | Year                |
|                 | Prerequisite:              | None                |
| Type of Credit: | EQ Science, Physical       |                     |

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

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

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

|                  |                           |                    |
|------------------|---------------------------|--------------------|
| ☆ <b>2003350</b> | <b>CHEMISTRY 1 HONORS</b> |                    |
|                  | Offered:                  | Grade 10, 11, 12   |
|                  | Credit:                   | 1.0                |
|                  | Length:                   | Year               |
|                  | Prerequisite:             | Algebra 2, Biology |
| Type of Credit:  | EQ Science, Physical      |                    |

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

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

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

|                 |                         |                                |
|-----------------|-------------------------|--------------------------------|
| ☆2003410        | <b>PHYSICS 2 HONORS</b> |                                |
|                 | Offered:                | Grade 10,11, 12                |
|                 | Credit:                 | 1.0                            |
|                 | Length:                 | Year                           |
|                 | Prerequisite:           | Physics 1 or Physics Honors EQ |
| Type of Credit: | EQ Science, Physical    |                                |

This course expands the study of physical concepts introduced in Physics 1. The content includes astrophysics, relativity, fluid dynamics, laws of thermodynamics, Kirchhoff's Laws, magnetic fields, electromagnetic induction, and quantum mechanics. Laboratory investigations of selected topics include the use of the scientific process, measurement, laboratory apparatus, and safety.

|                 |                                     |                              |
|-----------------|-------------------------------------|------------------------------|
| ☆2003422        | <b>ADVANCED PLACEMENT PHYSICS 2</b> |                              |
|                 | Offered:                            | Grade 11, 12                 |
|                 | Credit:                             | 1.0                          |
|                 | Length:                             | Year                         |
|                 | Prerequisite:                       | AP Physics 2, Algebra 2EQ EQ |
| Type of Credit: | Science, Physical                   |                              |

This college-level course in physics seeks to prepare the student for credit and/or appropriate placement in a college physics course. AP Physics 2 is algebra-based and is the equivalent to a semester college course in algebra-based physics. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; and atomic and nuclear physics. Twenty-five percent of this course will focus on inquiry investigations. These investigations foster student engagement in the practice of science through experimenting, analyzing, making conjectures and arguments, and solving problems in a collaborative setting, where they direct and monitor their progress toward an academic goal. **Students will take the College Board Assessment for this course.**

# Social Studies

|                |                  |           |
|----------------|------------------|-----------|
| <b>2102310</b> | <b>ECONOMICS</b> |           |
|                | Offered:         | Grade 12  |
|                | Credit:          | .50       |
|                | Length:          | Semester  |
|                | Prerequisite:    | None      |
|                | Type of Credit:  | Economics |

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

|                  |                         |           |
|------------------|-------------------------|-----------|
| ☆ <b>2102320</b> | <b>ECONOMICS HONORS</b> |           |
|                  | Offered:                | Grade 12  |
|                  | Credit:                 | .50       |
|                  | Length:                 | Semester  |
|                  | Prerequisite:           | None      |
|                  | Type of Credit:         | Economics |

This course will provide students with knowledge of the fundamentals of both macro and micro economics in order to promote economic. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the roll and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle. Honors courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., Social Studies fair, participatory citizenship project, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

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

Advanced Placement courses require students to successfully perform college-level academic work, including many extensive readings and writing assignments. This course provides students with the opportunity to analyze the functioning of the economy as a whole, including total output

and income, level of employment, the level of prices, and the determinants of aggregate supply and demand. Specific content to be covered will include an understanding of fundamental economic concepts including scarcity, opportunity costs and trade-offs, productivity, economic systems and institutions, exchange, money and interdependence. Financial Literacy components required by Section 1003.4282, Florida Statutes, have been integrated into this course. **Students will take the corresponding AP exam. Financial Literacy components required by Section 1003.4282, Florida Statutes, are integrated into this course.**

|                |                                 |                     |
|----------------|---------------------------------|---------------------|
| <b>2106310</b> | <b>UNITED STATES GOVERNMENT</b> |                     |
|                | Offered:                        | Grade 9, 10, 11, 12 |
|                | Credit:                         | .50                 |
|                | Length:                         | Semester            |
|                | Prerequisite:                   | None                |
|                | Type of Credit:                 | U.S. Government     |

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

|                  |  |                     |
|------------------|--|---------------------|
| ☆ <b>2106320</b> | <b>UNITED STATES GOVERNMENT HONORS</b> |                     |
|                  | Offered:                               | Grade 9, 10, 11, 12 |
|                  | Credit:                                | .50                 |
|                  | Length:                                | Semester            |
|                  | Prerequisite:                          | None                |
|                  | Type of Credit:                        | U.S. Government     |

This course provides a comprehensive understanding of American government and political behavior. Content will include an evaluation of those documents which shape our political traditions (the Declaration of Independence, the Constitution, and the bill of Rights); the roles and changing nature of political parties and interest groups; the changing nature of citizen rights and responsibilities in a democratic state; and the importance of civic participation in the democratic political process. Honors courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g. Social Studies fair, participatory citizenship project, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

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

Advanced Placement courses require students to successfully perform college-level academic work, including many extensive reading and writing assignments. The purpose of this course is to give students a critical perspective on politics and government in the United States. This course involves both the study of general concepts used to interpret American politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that make up the American political reality. Specific content to be covered will include an understanding of federalism and the separation of powers, the development of the constitution, the process of politics, the nature of public opinion, the role of political parties and interest groups, the major formal and informal institutional arrangement of powers, and the development of civil liberties and civil rights. **Students will take the corresponding AP exam.** Financial Literacy Components require by Section 1003.4282, Florida Statutes, are integrated into this course.

|         |                              |              |
|---------|------------------------------|--------------|
| 2100310 | <b>UNITED STATES HISTORY</b> |              |
|         | Offered:                     | Grade 10, 11 |
|         | Credit:                      | 1.0          |
|         | Length:                      | Year         |
|         | Prerequisite:                | None         |
|         | Type of Credit:              | U.S. History |

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

|          |                                     |              |
|----------|-------------------------------------|--------------|
| ☆2100320 | <b>UNITED STATES HISTORY HONORS</b> |              |
|          | Offered:                            | Grade 10, 11 |
|          | Credit:                             | 1.0          |
|          | Length:                             | Year         |
|          | Prerequisite:                       | None         |
|          | Type of Credit:                     | U.S. History |

The grade 9-12 United States History course consists of the following content area strands: United States History, Geography, and Humanities. The primary content emphasis for this course pertains to the study of United States history from the Civil War and Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting

impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events which occurred before the end of Reconstruction. Honors courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g. Social Studies fair, projects for competitive evaluation, or other teacher-directed projects). **Students will be required to take the exam in order to be awarded credit. The exam will be worth 30% of the overall final course grade.**

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

This course will introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth’s surface. Students will employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. **Students will take the corresponding AP exam.**

|                 |                      |                  |
|-----------------|----------------------|------------------|
| 2109310         | <b>WORLD HISTORY</b> |                  |
|                 | Offered:             | Grade 10, 11, 12 |
|                 | Credit:              | 1.0              |
|                 | Length:              | Year             |
|                 | Prerequisite:        | None             |
| Type of Credit: | World History        |                  |

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

|                 |                             |                  |
|-----------------|-----------------------------|------------------|
| ☆2109320        | <b>WORLD HISTORY HONORS</b> |                  |
|                 | Offered:                    | Grade 10, 11, 12 |
|                 | Credit:                     | 1.0              |
|                 | Length:                     | Year             |
|                 | Prerequisite:               | None             |
| Type of Credit: | World History               |                  |

This course provides a comprehensive understanding of the past in terms of the development of humanity. This is done by analyzing the cultural, dynastic, economic, military, political, religious, scientific, and social events that have shaped and molded humanity. Content will include geo-historic development; comparative views of history; the origin and development of contrasting civilizations, political theories and philosophies; an analysis of cultural universals; the diversity of economic thought and practices; the influence of major figures and events; and interpretations concerning the historical development of our contemporary world affairs. Honors courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g. Social Studies fair, projects for competitive evaluation, or other teacher-directed projects)

|                 |   |   |
|-----------------|---|---|
| <b>☆2109420</b> | <b>ADVANCED PLACEMENT WORLD HISTORY: MODERN</b> |   |
|                 | Offered:  | Grade 10, 11, 12  |
|                 | Credit:   | 1.0   |
|                 | Length:   | Year  |
|                 | Prerequisite:                                   | Adv. U.S. History (M/J) or Honors World History/Teacher Recommendation (AP Human Geography recommended) |
|                 | Type of Credit:                                 | World History   |

This course will provide students with an understanding of the major developments of civilizations in Africa, the Americas, Asia, and Europe. Six overarching themes will be followed: the patterns and impacts of interaction among societies, the relationship of change and continuity across the historical periods, the impact of technology and demography on people and the environment, systems of social structure among societies, cultural and intellectual developments, and changes in functions and structures of states and in attitudes toward states and political identities, including emergence of the nation- state. **Students will take the corresponding AP exam**



CAREER & TECHNICAL EDUCATION

**CTE**

VOLUSIA COUNTY SCHOOLS

# **HIGH SCHOOL Programs of Study 2024-2025**

# HIGH SCHOOL PROGRAM AREAS

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# CTE: Career & Technical Education

|                |   |                    |
|----------------|---|--------------------|
| <b>8500375</b> | <b>BLUEPRINT FOR PROFESSIONAL SUCCESS</b> |                    |
|                | Offered:                                  | Grade 9,10, 11, 12 |
|                | Credit:                                   | 1.0                |
|                | Length:                                   | Year               |
|                | Prerequisite:                             | None               |
|                | Type of Credit:                           | CT                 |

| PROGRAM NUMBER | Athletic Training |   | TYPE OF CREDIT* | INDUSTRY CERTIFICATION                   |
|----------------|-------------------|---|-----------------|--|
|                | Course Number     | Course Name   |                 |  |
|                | 0800320           | First Aid and Safety (Semester 1)                     |                 |  |
|                | 1502490           | Care and Prevention of Athletic Injuries (Semester 2) |                 |  |
|                | 8417100           | Health Science Anatomy and Physiology                 |                 |  |
|                | 8417110           | Health Science Foundations                            | VO              | Certified Medical Assistant Associate    |
|                | 8417131           | Allied Health Assisting 3                             | VO              | EKG Technician & Patient Care Technician |

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

|                |                             |                        |
|----------------|-----------------------------|------------------------|
| <b>0800320</b> | <b>FIRST AID AND SAFETY</b> |                        |
|                | Offered:                    | Grade 10, 11, 12       |
|                | Credit:                     | .50                    |
|                | Length:                     | Semester               |
|                | Prerequisite:               | Life Management Skills |
|                | Type of Credit:             | Elective               |

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

|                |   |                        |
|----------------|---|------------------------|
| <b>1502490</b> | <b>CARE &amp; PREVENTION OF ATHLETIC INJURIES</b> |                        |
|                | Offered:  | Grade 10, 11, 12       |
|                | Credit:   | .50                    |
|                | Length:   | Semester               |
|                | Prerequisite:                                     | Life Management Skills |
|                | Type of Credit:                                   | Physical Education     |

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

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

This course is part of the secondary Health Core consisting of an overview of the human body, both structurally and functionally with emphasis on the pathophysiology and transmission of disease. Medical terminology is an integral part of the course.

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

This course is part of the Secondary Health Core designed to provide the student with an in-depth knowledge of the health care system and associated occupations. Emphasis is placed on communication and interpersonal skills, use of technology, ethics and the development of critical thinking and problem-solving skills. Students may shadow professionals throughout the course.

|                |                                  |                            |                    |
|----------------|----------------------------------|----------------------------|--------------------|
| <b>8417131</b> | <b>ALLIED HEALTH ASSISTING 3</b> |                            | <b>Career Prep</b> |
|                | Offered:                         | Grade 11,12                |                    |
|                | Credit:                          | 1.0                        |                    |
|                | Length:                          | Year                       |                    |
|                | Prerequisite:                    | Health Science Foundations |                    |
|                | Type of Credit:                  | VO                         |                    |

In this course students will perform skills representative of one to three areas of allied health care in the laboratory and clinical settings. Major areas of allied health are defined as physical therapy, emergency, radiation, laboratory and respiratory medicine, and occupational therapy. Other areas of health, medicine, dentistry, or veterinary may be included with instructor provided competencies.

| PROGRAM NUMBER   | ELECTRICITY   |               | TYPE OF CREDIT* | INDUSTRY CERTIFICATION |
|------------------|---------------|---------------|-----------------|------------------------|
|                  | Course Number | Course Name   |                 |                        |
| <b>8727200</b> ⚡ | 8727210       | Electricity 1 | VO              |                        |
|                  | 8727220       | Electricity 2 | VO              |                        |
|                  | 8727230       | Electricity 3 | VO              |                        |
|                  | 8727240       | Electricity 4 | VO              |                        |

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

|                |                      |                     |                    |
|----------------|----------------------|---------------------|--------------------|
| <b>8727210</b> | <b>ELECTRICITY 1</b> |                     | <b>Career Prep</b> |
|                | Offered:             | Grade 9, 10, 11, 12 |                    |
|                | Credit:              | 1.0                 |                    |
|                | Length:              | Year                |                    |
|                | Prerequisite:        | None                |                    |
|                | Type of Credit:      | VO                  |                    |

This course enables students to develop the essential competencies for working in the electrical industry. These competencies include safety practices, direct-current electrical-circuit skills, appropriate communication and math skills, basic electricity and electric codes.

|                |                      |                  |                    |
|----------------|----------------------|------------------|--------------------|
| <b>8727220</b> | <b>ELECTRICITY 2</b> |                  | <b>Career Prep</b> |
|                | Offered:             | Grade 10, 11, 12 |                    |
|                | Credit:              | 1.0              |                    |
|                | Length:              | Year             |                    |
|                | Prerequisite:        | Electricity 1    |                    |
|                | Type of Credit:      | VO               |                    |

This course enables students to develop competencies related to math applications and analytical/trouble shooting skills in electricity.

|                |                      |               |                    |
|----------------|----------------------|---------------|--------------------|
| <b>8727230</b> | <b>ELECTRICITY 3</b> |               | <b>Career Prep</b> |
|                | Offered:             | Grade 11, 12  |                    |
|                | Credit:              | 1.0           |                    |
|                | Length:              | Year          |                    |
|                | Prerequisite:        | Electricity 2 |                    |
|                | Type of Credit:      | VO            |                    |

This course provides students with electrical math skills.

|                |                      |               |                    |
|----------------|----------------------|---------------|--------------------|
| <b>8727240</b> | <b>ELECTRICITY 4</b> |               | <b>Career Prep</b> |
|                | Offered:             | Grade 11, 12  |                    |
|                | Credit:              | 1.0           |                    |
|                | Length:              | Year          |                    |
|                | Prerequisite:        | Electricity 3 |                    |
|                | Type of Credit:      | VO            |                    |

This course enables students to develop the competencies needed for employment in the residential electrical industry. These competencies include employability, entrepreneurship, Alternating Current circuitry and troubleshooting residential electric circuits.

| PROGRAM NUMBER | DIGITAL DESIGN |                                | TYPE OF CREDIT* | INDUSTRY CERTIFICATION     |
|----------------|----------------|--------------------------------|-----------------|----------------------------|
|                | Course Number  | Course Name                    |                 |                            |
|                | 8207310        | Digital Information Technology | PA              |                            |
|                | 8209510H       | Digital Design 1               | PA              | Adobe Visual Design Bundle |
|                | 8209520H       | Digital Design 2               | PA              |                            |
|                | 8201230        | Digital Media Foundations      | PA              |                            |

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

|                |                                       |                     |                    |
|----------------|---------------------------------------|---------------------|--------------------|
| <b>8207310</b> | <b>DIGITAL INFORMATION TECHNOLOGY</b> |                     | <b>Career Prep</b> |
|                | Offered:                              | Grade 9, 10, 11, 12 |                    |
|                | Credit:                               | 1.0                 |                    |
|                | 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 email, word processing and document manipulation, HTML, web page design, and the integration of these programs using software that meets industry standards.

|                |                         |                     |                    |
|----------------|-------------------------|---------------------|--------------------|
| <b>8209510</b> | <b>DIGITAL DESIGN 1</b> |                     | <b>Career Prep</b> |
|                | Offered:                | Grade 9, 10, 11, 12 |                    |
|                | Credit:                 | 1.0                 |                    |
|                | Length:                 | Year                |                    |
|                | Prerequisite:           |                     |                    |
|                | Type of Credit:         | PA                  |                    |

This course is designed to develop the entry-level skills required for careers in digital design. The content includes computer skills; digital publishing concepts and operations; layout, design, and measurement activities; digital imaging; communication, collaboration and decision-making activities; critical thinking and problem-solving.

|                |                         |                         |                    |
|----------------|-------------------------|-------------------------|--------------------|
| <b>8209520</b> | <b>DIGITAL DESIGN 2</b> |                         | <b>Career Prep</b> |
|                | Offered:                | Grade 9, 10, 11, 12     |                    |
|                | Credit:                 | 1.0                     |                    |
|                | Length:                 | Year                    |                    |
|                | Prerequisite:           | Digital Design 1 Honors |                    |
|                | Type of Credit:         | PA                      |                    |

This course continues the development of entry-level skills required for careers in digital design. The content includes computer skills; digital publishing operations; layout, design, and measurement activities; digital imaging; communication, collaboration and decision-making activities; critical thinking and problem solving.

|                |   |  |                    |
|----------------|---|--|--------------------|
| <b>8201230</b> | <b>DIGITAL MEDIA / MULTIMEDIA FOUNDATIONS 3</b> |  | <b>Career Prep</b> |
|                | Offered:  | Grade 9, 10, 11, 12                      |                    |
|                | Credit:   | 1.0                                      |                    |
|                | Length:   | Year                                     |                    |
|                | Prerequisite:                                   | Digital Media / Multimedia Foundations 2 |                    |
|                | Type of Credit:                                 | PA                                       |                    |

This course covers competencies in design layout software.

| PROGRAM NUMBER | ASIM Health Science |                                       | TYPE OF CREDIT* | INDUSTRY CERTIFICATION                   |
|----------------|---------------------|---------------------------------------|-----------------|--|
|                | Course Number       | Course Name                           |                 |  |
|                | 8417100M            | Health Science Anatomy and Physiology |                 |  |
|                | 8417110M            | Health Science Foundations            | VO              | Certified Medical Assistant Associate    |
|                | 8417131M            | Allied Health Assisting 3             | VO              | EKG Technician & Patient Care Technician |

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

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

This course is part of the secondary Health Core consisting of an overview of the human body, both structurally and functionally with emphasis on the pathophysiology and transmission of disease. Medical terminology is an integral part of the course.

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

This course is part of the Secondary Health Core designed to provide the student with an in-depth knowledge of the health care system and associated occupations. Emphasis is placed on communication and interpersonal skills, use of technology, ethics and the development of critical thinking and problem-solving skills. Students may shadow professionals throughout the course.

|                 |                                  |                            |                    |
|-----------------|----------------------------------|----------------------------|--------------------|
| <b>8417131</b>  | <b>ALLIED HEALTH ASSISTING 3</b> |                            | <b>Career Prep</b> |
|                 | Offered:                         | Grade 11,12                |                    |
|                 | Credit:                          | 1.0                        |                    |
|                 | Length:                          | Year                       |                    |
|                 | Prerequisite:                    | Health Science Foundations |                    |
| Type of Credit: | VO                               |                            |                    |

In this course students will perform skills representative of one to three areas of allied health care in the laboratory and clinical settings. Major areas of allied health are defined as physical therapy, emergency, radiation, laboratory and respiratory medicine, and occupational therapy. Other areas of health, medicine, dentistry, or veterinary may be included with instructor provided competencies.

| PROGRAM NUMBER   | BIOMEDICAL SCIENCES |                                   | CREDIT TYPE* | INDUSTRY CERTIFICATION |
|--|---------------------|-----------------------------------|--------------|------------------------|
|  | Course Number       | Course Name                       |              |                        |
| <b>8708100</b> ✱   | 8708110             | Principles of Biomedical Sciences | EQ           |                        |
|  | 8708120H            | Human Body Systems                | EQ           |                        |
|  | 8708130H            | Medical Interventions             | EQ           |                        |
|  | 8708140H            | Biomedical Innovation             | VO           | BACE                   |
| <i>*EQ = Equally Rigorous Science Course; PA = Meets Arts Requirement; VO = CTE Elective</i> |                     |                                   |              |                        |

|                 |  |                  |                    |
|-----------------|--|------------------|--------------------|
| <b>8708110H</b> | <b>PRINCIPLES OF BIOMEDICAL SCIENCES</b> |                  | <b>Career Prep</b> |
|                 | Offered:                                 | Grade 9,10,11,12 |                    |
|                 | Credit:                                  | 1.0              |                    |
|                 | Length:                                  | Year             |                    |
|                 | Prerequisite:                            | None             |                    |
| Type of Credit: | EQ                                       |                  |                    |

Students investigate the human body systems and various health conditions. This course is designed to provide an overview of all the courses in the Biomedical Sciences program and lay the scientific foundation for subsequent courses. Students are introduced to human physiology, medicine, research processes and bioinformatics. Key biological concepts including homeostasis, metabolism, inheritance of traits, and defense against disease are embedded in the curriculum. Engineering principles including the design process, feedback loops, and the relationship of structure to function are also incorporated.

|                 |                           |                                   |                    |
|-----------------|---------------------------|-----------------------------------|--------------------|
| <b>8708120H</b> | <b>HUMAN BODY SYSTEMS</b> |                                   | <b>Career Prep</b> |
|                 | Offered:                  | Grade 10,11,12                    |                    |
|                 | Credit:                   | 1.0                               |                    |
|                 | Length:                   | Year                              |                    |
|                 | Prerequisite:             | Principles of Biomedical Sciences |                    |
| Type of Credit: | EQ                        |                                   |                    |



Students examine the interactions of body systems as they explore identity, communication, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real-world cases and often play the role of biomedical professionals to solve medical mysteries.

|                 |                              |                    |                    |
|-----------------|------------------------------|--------------------|--------------------|
| <b>8708130H</b> | <b>MEDICAL INTERVENTIONS</b> |                    | <b>Career Prep</b> |
|                 | Offered:                     | Grade 11,12        |                    |
|                 | Credit:                      | 1.0                |                    |
|                 | Length:                      | Year               |                    |
|                 | Prerequisite:                | Human Body Systems |                    |
| Type of Credit: | EQ                           |                    |                    |

Students investigate the variety of interventions involved in the prevention, diagnosis and treatment of disease as they follow the lives of a fictitious family. The course is a “How-To” manual for maintaining overall health and homeostasis in the body as students explore: how to prevent and fight infection; how to screen and evaluate the code in human DNA; how to prevent, diagnose and treat cancer; and how to prevail when the organs of the body begin to fail. Through these scenarios, students are exposed to the wide range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.

|                 |                              |                       |                    |
|-----------------|------------------------------|-----------------------|--------------------|
| <b>8708140H</b> | <b>BIOMEDICAL INNOVATION</b> |                       | <b>Career Prep</b> |
|                 | Offered:                     | Grade 12              |                    |
|                 | Credit:                      | 1.0                   |                    |
|                 | Length:                      | Year                  |                    |
|                 | Prerequisite:                | Medical Interventions |                    |
| Type of Credit: | VO                           |                       |                    |

In this capstone course, students apply their knowledge and skills to answer questions or solve problems related to the biomedical sciences. Students design innovative solutions for the health challenges of the 21st century as they work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health.

| PROGRAM NUMBER    | CULINARY ARTS |  | TYPE OF CREDIT* | INDUSTRY CREDENTIAL |
|-------------------|---------------|--|-----------------|---------------------|
|                   | Course Number | Course Name  |                 |                     |
| <b>8800500</b> ⚙️ | 8800510       | Culinary Arts 1  | VO              | Food Safety Manager |
|                   | 8800520       | Culinary Arts 2  | PA              |                     |
|                   | 8800530       | Culinary Arts 3  | PA              | ServSafe            |
|                   | 8800550       | <b>**TRACK 2:</b><br>Culinary Arts 4 - <i>Advanced Baking Techniques</i> | VO              |                     |

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

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

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

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

This course has increased laboratory instruction and activities so students may develop their skills in using commercial equipment and tools safely and quickly in the preparation of food. Instructional units include planning, scheduling, and simplifying work patterns; cost and portion control; customer relations; management of time, energy, space; and using standard recipes.

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

This course includes content in the preparation and presentation of the food that has been prepared; preserving the nutritive values of food; following standard recipes for quality control; serving quantity foods; receiving, storing, and issuing foods and supplies; taking inventories, and keeping records; and maintaining clean food preparation and service areas.

|                |  |              |                    |
|----------------|--|--------------|--------------------|
| <b>8800540</b> | <b>CULINARY ARTS 4/TRACK 2</b>           |              | <b>Career Prep</b> |
|                | <b><i>ADVANCED BAKING TECHNIQUES</i></b> |              |                    |
|                | Offered:                                 | Grade 11, 12 |                    |
|                | Credit:                                  | 1.0          |                    |
|                | Length:                                  | Year         |                    |

|                 |                 |
|-----------------|-----------------|
| Prerequisite:   | Culinary Arts 3 |
| Type of Credit: | VO              |

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

| PROGRAM NUMBER | GAME/SIMULATION/ANIMATION VISUAL DESIGN |                                  | TYPE OF CREDIT* | INDUSTRY CERTIFICATION     |
|----------------|---|----------------------------------|-----------------|----------------------------|
|                | Course Number                           | Course Name                      |                 |                            |
| 8208100 ✪      | 8208110                                 | Game & Simulation Foundations    | PA              |                            |
|                | 8208120                                 | Game & Simulation Design         | PA              | MTA – Mobility and Devices |
|                | 8208130                                 | Game & Simulation Graphic Artist | PA              | ToonBoom – Storyboard Pro  |
|                | 8208140                                 | Game & Simulation 3D Animator    | PA              | Unity – Artist             |

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

|                |  |                     |                    |
|----------------|--|---------------------|--------------------|
| <b>8208110</b> | <b>GAME AND SIMULATION FOUNDATIONS</b> |                     | <b>Career Prep</b> |
|                | Offered:                               | Grade 9, 10, 11, 12 |                    |
|                | Credit:                                | 1.0                 |                    |
|                | Length:                                | Year                |                    |
|                | Prerequisite:                          | None                |                    |
|                | Type of Credit:                        | PA                  |                    |

This course is designed to introduce game and simulation concepts and careers; the impact game and simulation has on society and industry; and basic game/simulation design concepts, such as rule design, play mechanics, and media integration. This course compares and contrasts games and simulations, key development methodologies and tools, careers, and industry-related information. This course also covers strategies, processes, and methods for conceptualizing a game or simulation application, storyboarding techniques, and development tools. Hands-on activities using an entry-level game development tool will result in the creation of a playable game.

|                |                                   |                               |                    |
|----------------|-----------------------------------|-------------------------------|--------------------|
| <b>8208120</b> | <b>GAME AND SIMULATION DESIGN</b> |                               | <b>Career Prep</b> |
|                | Offered:                          | Grade 10, 11, 12              |                    |
|                | Credit:                           | 1.0                           |                    |
|                | Length:                           | Year                          |                    |
|                | Prerequisite:                     | Game & Simulation Foundations |                    |
|                | Type of Credit:                   | PA                            |                    |

This course covers fundamental principles of designing a game or a simulation application, in particular Human Computer Interface (HCI) principles, rules and strategies of play, conditional branching, design and development constraints, use of sound and animation, design tools, and

implementation issues. The content includes market research, product design documentation, storyboarding, proposal development, and presentation of a project report. Emphasis is placed on the techniques needed to develop well-documented, structured game or simulation programs. Extensive use is made of evaluating and analyzing existing games or simulations. Hands-on activities using an entry-level game development tool will result with the creation and presentation of a playable game with design documentation.

|                 |   |                          |                    |
|-----------------|---|--------------------------|--------------------|
| <b>8208130</b>  | <b>GAME AND SIMULATION GRAPHIC ARTIST</b> |                          | <b>Career Prep</b> |
|                 | Offered:                                  | Grade 11, 12             |                    |
|                 | Credit:                                   | 1.0                      |                    |
|                 | Length:                                   | Year                     |                    |
|                 | Prerequisite:                             | Game & Simulation Design |                    |
| Type of Credit: | PA  |                          |                    |

This course is focused on students acquiring skills to create, refine, and integrate realistic 2D graphics into a game or simulation product. Students will essentially learn how to use a graphic software package, file maintenance strategies, and migration techniques and issues.

|                 |  |                                  |                    |
|-----------------|--|----------------------------------|--------------------|
| <b>8208140</b>  | <b>GAME AND SIMULATION 3D ANIMATOR</b> |                                  | <b>Career Prep</b> |
|                 | Offered:                               | Grade 12                         |                    |
|                 | Credit:                                | 1.0                              |                    |
|                 | Length:                                | Year                             |                    |
|                 | Prerequisite:                          | Game & Simulation Graphic Artist |                    |
| Type of Credit: | PA                                     |                                  |                    |

This course is focused on students acquiring skills to create, refine, and integrate realistic 2D graphics into a game or simulation product. Students will essentially learn how to use a graphic software package, file maintenance strategies, and migration techniques and issues.

| PROGRAM NUMBER   | CRIMINAL JUSTICE OPERATIONS |                                     | TYPE OF CREDIT* | INDUSTRY CERTIFICATION |
|------------------|-----------------------------|-------------------------------------|-----------------|------------------------|
|                  | Course Number               | Course Name                         |                 |                        |
| <b>8918000</b> ✪ | 8918010                     | Criminal Justice Operations 1       | VO              |                        |
|                  | 8918020                     | Criminal Justice Operations 2       | VO              |                        |
|                  | 8918030                     | Criminal Justice Operations 3       | VO              |                        |
|                  | 9101100                     | Dispatcher: Police, Fire, Ambulance | VO              | 911 Operator           |

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

|                |                                      |                     |                    |
|----------------|--------------------------------------|---------------------|--------------------|
| <b>8918010</b> | <b>CRIMINAL JUSTICE OPERATIONS 1</b> |                     | <b>Career Prep</b> |
|                | Offered:                             | Grade 9, 10, 11, 12 |                    |
|                | Credit:                              | 1.0                 |                    |
|                | Length:                              | Year                |                    |
|                | Prerequisite:                        | None                |                    |
|                | Type of Credit:                      | VO                  |                    |

This course is designed to introduce students to the fields of law enforcement, the court system, and the correctional system. The content includes career opportunities in these fields, court system, correctional system, interpersonal and communication skills, and employability skills.

|                |                                      |                               |                    |
|----------------|--------------------------------------|-------------------------------|--------------------|
| <b>8918020</b> | <b>CRIMINAL JUSTICE OPERATIONS 2</b> |                               | <b>Career Prep</b> |
|                | Offered:                             | Grade 10, 11, 12              |                    |
|                | Credit:                              | 1.0                           |                    |
|                | Length:                              | Year                          |                    |
|                | Prerequisite:                        | Criminal Justice Operations 1 |                    |
|                | Type of Credit:                      | VO                            |                    |

This course is designed to develop competencies in patrol, traffic control, defensive tactics and physical proficiency skills, and first aid and cardiopulmonary resuscitation skills.

|                |                                      |                               |                    |
|----------------|--------------------------------------|-------------------------------|--------------------|
| <b>8918030</b> | <b>CRIMINAL JUSTICE OPERATIONS 3</b> |                               | <b>Career Prep</b> |
|                | Offered:                             | Grade 11, 12                  |                    |
|                | Credit:                              | 1.0                           |                    |
|                | Length:                              | Year                          |                    |
|                | Prerequisite:                        | Criminal Justice Operations 2 |                    |
|                | Type of Credit:                      | VO                            |                    |

This course is designed to develop competencies in crime and accident investigation procedures, forensic science tasks, crime prevention, and property control procedures.

|                |  |                               |                    |
|----------------|--|-------------------------------|--------------------|
| <b>9101100</b> | <b>DISPATCHER: POLICE, FIRE, AMBULANCE</b> |                               | <b>Career Prep</b> |
|                | Offered:                                   | Grade 11, 12                  |                    |
|                | Credit:                                    | 1.0                           |                    |
|                | Length:                                    | Year                          |                    |
|                | Prerequisite:                              | Criminal Justice Operations 3 |                    |
|                | Type of Credit:                            | VO                            |                    |

This course prepares students for employment as a dispatcher: police, fire, ambulance. The content includes, but is not limited to, ethics and the role of the telecommunicator; standard telecommunication operating procedures; relationship to field personnel; understanding of command levels; typical layouts of message centers; use of performance aids; overview of emergency agencies; functions and terminology; use of correct words and grammar; communications equipment, functions and terminology; types of telecommunication equipment; malfunctions and maintenance agreements; proper and correct telephone and dispatching procedures and techniques; cooperation and reciprocal agreements with other agencies; federal, state, and local communication rules; emergency situations and operating procedures; emergency medical dispatch procedures; employability skills; leadership and human relations skills; and health.

|                |   |   |
|----------------|---|---|
| <b>8300100</b> | <b>DIVERSIFIED EDUCATION<br/>DIRECTED STUDY</b> |   |
|                | Offered:  | Grade 11, 12  |
|                | Credit:   | Multiple  |
|                | Length:   | Year  |
|                | Prerequisite:                                   | Completion of a Diversified Education Career Prep Program |
|                | Type of Credit:                                 | VO  |

This course provides students with learning opportunities in a prescribed program of study that will enhance opportunities for employment in the career field chosen by the student. This course may be taken only by a student who has completed the Diversified Career Technology career preparatory program and is interested in continued study in this career cluster. The content is prescribed by the instructor based upon the individual student's assessed needs for directed study. The selected standards and benchmarks, which the student must master to earn credit, must be outlined in an instructional plan developed by the instructor. A learning laboratory is provided as required to support the educational activities of the student. This laboratory may be in the traditional classroom, in an industry setting, or a virtual learning environment.

| <b>PROGRAM NUMBER</b> | <b>MARKETING</b>     |                        | <b>TYPE OF CREDIT*</b> | <b>INDUSTRY CERTIFICATION</b>       |
|-----------------------|----------------------|------------------------|------------------------|-------------------------------------|
|                       | <b>Course Number</b> | <b>Course Name</b>     |                        |                                     |
| <b>8827400</b> ⚙️     | 8827110              | Marketing Essentials   | PA                     |                                     |
|                       | 8827120              | Marketing Applications | PA                     | CIW - Social Media Strategist       |
|                       | 8827130              | Marketing Management   | VO                     | CIW - Social Media Strategist       |
|                       | 8812000              | Business Ownership     | VO                     | Entrepreneurship and Small Business |

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

|                |                             |                  |                    |
|----------------|-----------------------------|------------------|--------------------|
| <b>8827110</b> | <b>MARKETING ESSENTIALS</b> |                  | <b>Career Prep</b> |
|                | Offered:                    | Grade 9,10,11,12 |                    |
|                | Credit:                     | 1.0              |                    |
|                | Length:                     | Year             |                    |
|                | Prerequisite:               | None             |                    |
|                | Type of Credit:             | PA               |                    |

This course blends theory and practice to facilitate immediate implementation and impact. Students will learn to develop strategic marketing with sales and customer plans. A review of the marketing environment is used to help develop the segmentation, targeting and market positioning strategy for implementation along with the marketing mix (product, price, place and promotion). The goal is the identification and delivery of organizational competitive advantage and customer satisfaction – key to long-term revenue growth, profitability and success.

|                |                               |                      |                    |
|----------------|-------------------------------|----------------------|--------------------|
| <b>8827120</b> | <b>MARKETING APPLICATIONS</b> |                      | <b>Career Prep</b> |
|                | Offered:                      | Grade 10,11,12       |                    |
|                | Credit:                       | 1.0                  |                    |
|                | Length:                       | Year                 |                    |
|                | Prerequisite:                 | Marketing Essentials |                    |
|                | Type of Credit:               | PA                   |                    |

This course is designed to provide students with an in-depth study of marketing in a free enterprise society and includes advertising, promotion, product development and branding, selling and marketing research. This course also includes the uses of technology and the Internet in marketing, purchasing, retail positioning strategies, and e-Commerce marketing.

|                |                             |                      |                    |
|----------------|-----------------------------|----------------------|--------------------|
| <b>8827130</b> | <b>MARKETING MANAGEMENT</b> |                      | <b>Career Prep</b> |
|                | Offered:                    | Grade 11,12          |                    |
|                | Credit:                     | 1.0                  |                    |
|                | Length:                     | Year                 |                    |
|                | Prerequisite:               | Marketing Essentials |                    |
|                | Type of Credit:             | PA                   |                    |

This course provides instruction for career-sustaining level of employment in the industry. The content includes applied skills related to marketing functions, employment skills required for success in marketing, and career planning as related to a marketing industry.

|                |                           |                           |                    |
|----------------|---------------------------|---------------------------|--------------------|
| <b>8812000</b> | <b>BUSINESS OWNERSHIP</b> |                           | <b>Career Prep</b> |
|                | Offered:                  | Grade 11,12               |                    |
|                | Credit:                   | 1.0                       |                    |
|                | Length:                   | Year                      |                    |
|                | Prerequisite:             | Business Management & Law |                    |
|                | Type of Credit:           | PA                        |                    |

This course is designed to prepare students for careers as entrepreneurs, present entrepreneurship as a career path worthy of consideration, provide students with the skills needed to realistically evaluate their potential as business owners, and develop the fundamental knowledge and skills necessary to start and operate a business.

| PROGRAM NUMBER | TV Production Tech |                                    | TYPE OF CREDIT* | INDUSTRY CERTIFICATION                                 |
|----------------|--------------------|------------------------------------|-----------------|--|
|                | Course Number      | Course Name                        |                 |  |
| 8201500]       | 8201510            | Television Production Technology 1 | CT              | ADOBE VIDEO BUNDLE Premiere Pro & After Effects Bundle |
|                | 8201520            | Television Production Technology 2 | CT              | ADOBE VIDEO BUNDLE Premiere Pro & After Effects Bundle |
|                | 8201530            | Television Production Technology 3 | CT              | ADOBE VIDEO BUNDLE Premiere Pro & After Effects Bundle |

|   |         |                                    |    |  |
|---|---------|------------------------------------|----|--|
|   | 8201540 | Television Production Technology 4 | CT | ADOBE VIDEO BUNDLE<br>Premiere Pro & After<br>Effects Bundle |
| *EQ = Equally Rigorous Science Course; CT= Meets CTE/Arts Grad Requirement; VO = CTE Elective |         |                                    |    |  |

|                |   |             |
|----------------|---|-------------|
| <b>8201510</b> | <b>Television Production Technology 1</b> |             |
|                | Offered:                                  | Grade 9, 10 |
|                | Credit:                                   | 1.0         |
|                | Length:                                   | Year        |
|                | Prerequisite:                             | None        |
|                | Type of Credit:                           | Ct          |

This course is designed to introduce students to television production professions such as television broadcast technicians, camera operators, other professional/para-professional technicians, video recording engineers, and audio recording engineers. In addition, students will demonstrate an understanding of basic industry terminology and use basic television production equipment.

|                |   |                                    |
|----------------|---|------------------------------------|
| <b>8201520</b> | <b>Television Production Technology 2</b> |                                    |
|                | Offered:                                  | Grade 10, 11, 12                   |
|                | Credit:                                   | 1.0                                |
|                | Length:                                   | Year                               |
|                | Prerequisite:                             | Television Production Technology 1 |
|                | Type of Credit:                           | CT                                 |

This course is designed to introduce students to television production operators, television broadcast technicians, camera operators, other professional/para-professional technicians, video recording engineers, and audio recording engineers. In addition, students will perform tasks related to television production such as writing broadcast scripts, performing lighting activities and operating editing software.

|                |   |                                    |
|----------------|---|------------------------------------|
| <b>8201530</b> | <b>Television Production Technology 3</b> |                                    |
|                | Offered:                                  | Grade 11, 12                       |
|                | Credit:                                   | 1.0                                |
|                | Length:                                   | Year                               |
|                | Prerequisite:                             | Television Production Technology 2 |
|                | Type of Credit:                           | CT                                 |

This course is designed to prepare students for initial employment as television production operators, television broadcast technicians, camera operators, other professional/para-professional technicians, video recording engineers, and audio recording engineers. Students will learn industry accepted skills, perform intermediate digital audio, video recording and editing operations.



|                |   |                                      |
|----------------|---|--------------------------------------|
| <b>8201540</b> | <b>Television Production Technology 4</b> |                                      |
|                | Offered:                                  | Grade 12                             |
|                | Credit:                                   | 1.0                                  |
|                | Length:                                   | Year                                 |
|                | Prerequisite:                             | Television Production Technology 1-3 |
|                | Type of Credit:                           | CT                                   |

This course is designed to prepare students for employment as television production operators, television broadcast technicians, camera operators, other professional/para-professional technicians, video recording engineers, and audio recording engineers. Students will function as a member of a production team and create a variety of television programming tasks related to the field.

## Other & Stand-Alone Courses

|                 |  |   |
|-----------------|--|---|
| <b>88004105</b> | <b>Marketing, Sales &amp; Services Cooperative Education OJT *</b> |   |
|                 | Offered:   | Grade 10, 11, 12  |
|                 | Credit:  | Multiple  |
|                 | Length:  | Year  |
|                 | Prerequisite:  | Enrollment in or Completion of a Marketing, Sales & Services Career |
|                 | Type of Credit:  | Prep Program<br>CT  |

This course is designed to provide Marketing, Sales and Services on-the-job training component when the cooperative method of instruction is appropriate. Whenever the cooperative method is offered, the following is required for each student: A training agreement; a training plan signed by the student, teacher and employer, including instructional objectives; a list of on-the-job and in-school learning experiences; a workstation which reflects equipment, skills and tasks which are relevant to the occupation which the student has chosen as a career goal; and a site supervisor with a working knowledge of the selected occupation. The workstation may be in an industry setting or in a virtual learning environment. The student must be compensated for work performed.

|                 |  |   |
|-----------------|--|---|
| <b>8900410</b>  | <b>LAW, PUBLIC SAFETY &amp; SECURITY</b> |   |
|                 | <b>DIRECTED STUDY</b>                    |   |
|                 | Offered:                                 | Grade 11, 12  |
|                 | Credit:                                  | Multiple  |
|                 | Length:                                  | Year  |
|                 | Prerequisite:                            | Completion of a Law, Public Safety & Security Career Prep Program |
| Type of Credit: | CT                                       |   |

This course provides students with learning opportunities in a prescribed program of study within the Law, Public Safety and Security cluster that will enhance opportunities for employment in the career

field chosen by the student. The content is prescribed by the instructor based upon the individual student's assessed needs for directed study. This course may be taken only by a student who has completed a job preparatory program in the Law, Public Safety and Security career cluster.

|                |  |                                     |                    |
|----------------|--|-------------------------------------|--------------------|
| <b>8300420</b> | <b>COOPERATIVE DIVERSIFIED EDUCATION OJT</b> |                                     | <b>Career Prep</b> |
|                | Offered:                                     | Grade 10, 11, 12                    |                    |
|                | Credit:                                      | Multiple                            |                    |
|                | Length:                                      | Year                                |                    |
|                | Prerequisite:                                | Enrollment in a Diversified         |                    |
|                | Type of Credit:                              | Education Career Prep<br>Program VO |                    |

The purpose of this course is to provide an on-the-job training component when the cooperative method of instruction is appropriate. Whenever the cooperative method is offered, the following is required for each student: A training agreement; a training plan signed by the student, teacher and employer, including instructional objectives; a list of on-the-job and in-school learning experiences; a workstation which reflects equipment, skills and tasks which are relevant to the occupation which the student has chosen as a career goal; and a site supervisor with a working knowledge of the selected occupation. The workstation may be in an industry setting or in a virtual learning environment. The student must be compensated for work performed.

|                |   |                     |
|----------------|---|---------------------|
| <b>2400300</b> | <b>LEADERSHIP SKILLS DEVELOPMENT AND TECHNIQUES</b> |                     |
|                | Offered:  | Grade 9, 10, 11, 12 |
|                | Credit:   | 1.0                 |
|                | Length:   | Year                |
|                | Prerequisite:                                       | None                |
|                | Type of Credit:                                     | Elective            |

The purpose of this course is to teach leadership skills, parliamentary procedure, problem solving, decision making, communication skills, group dynamics, time and stress management, public speaking, human relations, public relations, team building, and other group processes. The content should include, but not be limited to, the following: study in self- understanding; development in such areas as goal setting, self-actualization, and assertiveness; and study of organizational theories and management.

# Traffic Safety/Driver Education

|                 |   |                            |
|-----------------|---|----------------------------|
| <b>1900310</b>  | <b>Drivers Education/ Traffic Safety classroom and Laboratory</b> |                            |
|                 | Offered:  | Grade 10, 11, 12           |
|                 | Credit:   | .50                        |
|                 | Length:   | Approximately one semester |
|                 | Prerequisite:   | None                       |
| Type of Credit: | Elective  |                            |

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

## e-Learning Course

| Course   | Course #      | Edgenuity | FLVS | Canvas |
|--|---------------|-----------|------|--------|
| English 1- (regular and honors & Credit Recovery)            | 1001310/20/15 | x         | x    |        |
| English 2- (regular and honors & Credit Recovery)            | 1001340/50/45 | x         | x    |        |
| English 3- (regular and honors & Credit Recovery)            | 1001370/80/75 | x         | x    |        |
| English 4- (regular and honors & Credit Recovery)            | 1001400/10/02 | x         | x    |        |
| AP English Language and Composition                          | 1001420       |           | x    |        |
| AP English Literature and Composition                        | 1001430       |           | x    |        |
| Course   | Course #      | Edgenuity | FLVS | Canvas |
| Algebra 1 (regular and honors & Credit Recovery)             | 1200310/20/15 | x         | x    |        |
| Geometry (regular and honors & Credit Recovery)              | 1206310/20/15 | x         | x    |        |
| Math College Algebra ( regular and honors & Credit Recovery) | 120710        | x         | x    |        |
| Liberal Arts Math 2 (regular and honors & Credit Recovery)   | 12073150      | x         | x    |        |
| Course   | Course #      | Edgenuity | FLVS | Canvas |
| Biology (regular and honors & Credit Recovery)               | 2000310/20/15 | x         | x    |        |

|   |                   |           |          |            |
|---|-------------------|-----------|----------|------------|
| Earth/Space Science (regular and honors)                          | 2001310/20        | x         | x        |            |
| Environmental Science (regular and honors)                        | 2001340/41        | x         | x        |            |
| Course  | Course #          | Edgenuity | FL<br>VS | Canva<br>s |
| World History (regular and honors & Credit Recovery)              | 2109310/20/1<br>5 | x         | x        |            |
| U.S. History (regular and honors & Credit Recovery)               | 1206310/20/1<br>5 | x         | x        |            |
| U.S. Government (regular and honors & Credit Recovery) (semester) | 2106310/20/1<br>5 | x         | x        |            |
| Economics (regular and honors & Credit Recovery) (semester)       | 2102310/20/1<br>5 | x         | x        |            |

Cambridge  
International Examinations

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*Excellence in education*

Program of Studies  
2024-2025

# CAMBRIDGE PREAICE (IGCSE) COURSES

|                |  |             |
|----------------|--|-------------|
| <b>1001560</b> | <b>PRE-AICE ENGLISH LANGUAGE IGCSE</b> |             |
|                | Offered:                               | Grade 9, 10 |
|                | Credit:                                | 1.0         |
|                | Length:                                | Year        |
|                | Prerequisite:                          | None        |
|                | Type of Credit:                        | English     |

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

|                |                                     |             |
|----------------|-------------------------------------|-------------|
| <b>2000322</b> | <b>PRE-AICE BIOLOGY IGCSE Level</b> |             |
|                | Offered:                            | Grade 9, 10 |
|                | Credit:                             | 1.0         |
|                | Length:                             | Year        |
|                | Prerequisite:                       | None        |
|                | Type of Credit:                     | Biology     |

This course helps learners to understand the technological world in which they live and take an informed interest in science and scientific developments. Learners gain an understanding of the basic principles of biology through a mix of theoretical and practical studies. They also develop an understanding of the scientific skills essential for further study at Cambridge International A Level, which are useful in everyday life. As they progress, learners understand how science is studied and practiced, and become aware that the results of scientific research can have both good and bad effects on individuals, communities, and the environment. Students who are taking this course as their High School Biology credit will also sit for the Biology EOC. The Biology EOC has three Reporting Categories which include: Molecular and Cellular Biology (35%), Organisms, Populations and Ecosystems (40%), Classification, Heredity and Evolution of Living Organisms (40%). The Biology End Of Course Exam will account for 30% of the final grade. Students working towards the Scholar Designation must pass the Biology EOC.

# CAMBRIDGE AICE GROUP 1 COURSES (MATH AND SCIENCE)

|                |  |   |
|----------------|--|---|
| <b>2003431</b> | <b>CAMBRIDGE AICE PHYSICS 1 – AS LEVEL</b> |   |
|                | Offered:                                   | Grade 11,12   |
|                | Credit:                                    | 1.0   |
|                | Length:                                    | Year  |
|                | Prerequisite:                              | Pre AICE Biology or equivalent course and Algebra 2 or equivalent course EQ Science , |
|                | Type of Credit:                            | Physical  |

Students will expand their knowledge of the basic principles of Physics through a mix of theoretical and practical studies. Learners also develop an understanding of the scientific skills essential for further study. Students will take the AS Level examination.

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

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

# CAMBRIDGE AICE GROUP 2 COURSES (LANGUAGES)

|                |   |   |
|----------------|---|---|
| <b>1001550</b> | <b>CAMBRIDGE AICE ENGLISH LANGUAGE – AS Level</b> |   |
|                | Offered:  | Grade 10, 11,12                               |
|                | Credit:   | 1.0   |
|                | Length:   | Year  |
|                | Prerequisite:                                     | Preaice English Language or equivalent course |
|                | Type of Credit:                                   | English/ Language Arts                        |

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



|                 |  |   |
|-----------------|--|---|
| <b>1001555</b>  | <b>CAMBRIDGE AICE ENGLISH Language and Literature AS Level</b> |   |
|                 | Offered:   | Grade 10, 11,12                               |
|                 | Credit:  | 1.0   |
|                 | Length:  | Year  |
|                 | Prerequisite:  | Preaice English Language or equivalent course |
| Type of Credit: | English/ Language Arts   |   |

Students will develop an appreciation of literature in English - prose, poetry and drama - of different types and from different cultures; and to develop the key skills required to read, analyse and communicate effectively in English. By studying a range of texts, learners understand more about writers' choices of language, form and structure, and develop their ability to form independent opinions about what they read. Learners also improve their understanding of the English language and how it is used, extending their skills across a range of writing styles, including imaginative, discursive and argumentative and understanding of English language features and issues. Learners will also develop the skills of writing clearly, accurately, creatively and effectively for different purposes and audiences. **Students will take the AS Level examination.**

## **CAMBRIDGE AICE GROUP 3 COURSES (ARTS & HUMANITIES)**

|                 |   |   |
|-----------------|---|---|
| <b>1005370</b>  | <b>CAMBRIDGE AICE ENGLISH LITERATURE 1 AS LEVEL</b> |   |
|                 | Offered:  | Grade 11,12                                   |
|                 | Credit:   | 1.0   |
|                 | Length:   | Year  |
|                 | Prerequisite:                                       | AS English General Paper or equivalent course |
| Type of Credit: | English/ Language Arts                              |   |

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

|                 |   |                |
|-----------------|---|----------------|
| <b>2107360</b>  | <b>CAMBRIDGE AICE PSYCHOLOGY 1 – AS LEVEL</b> |                |
|                 | Offered:                                      | Grade 10,11,12 |
|                 | Credit:                                       | 1.0            |
|                 | Length:                                       | Year           |
|                 | Prerequisite:                                 | none           |
| Type of Credit: | Elective                                      |                |

In this course, students will develop their appreciation of the subject by exploring the ways in which psychology is conducted. As part of their studies, learners also review important research;

this provides an insight into the ways in which psychology has been applied, thereby leading to a better understanding of key approaches, research methods and issues and debates. The course reflects four core areas of psychology, namely biological, cognitive, learning and social; it also relates psychology to abnormality, consumer behavior, health and organizations. **Students take the AS Level examination.**

|                 |  |                |
|-----------------|--|----------------|
| <b>2108310</b>  | <b>CAMBRIDGE AICE SOCIOLOGY 1 AS LEVEL</b> |                |
|                 | Offered:                                   | Grade 10,11,12 |
|                 | Credit:                                    | 1.0            |
|                 | Length:                                    | Year           |
|                 | Prerequisite:                              | none           |
| Type of Credit: | Elective                                   |                |

In a rapidly changing world, this course offers students the opportunity to not only explore the processes that are shaping current trends, but also to develop an understanding of the complexity and diversity of human societies and their continuities with the past. The study of Sociology should stimulate awareness of contemporary social, cultural and political issues, and focus attention on the importance of examining these issues in a rigorous, reasoned and analytical way. **Students take the AS Level examination.**

|                 |   |                |
|-----------------|---|----------------|
| <b>2100500</b>  | <b>CAMBRIDGE AICE U.S. HISTORY 1 – AS LEVEL</b> |                |
|                 | Offered:  | Grade 10,11,12 |
|                 | Credit:   | 1.0            |
|                 | Length:   | Year           |
|                 | Prerequisite:                                   | none           |
| Type of Credit: | U.S.History                                     |                |

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

## **CAMBRIDGE AICE CORE AND GROUP 4 COURSES**

|                 |  |                |
|-----------------|--|----------------|
| <b>1700364</b>  | <b>CAMBRIDGE AICE GLOBAL PERSPECTIVES – AS LEVEL</b> |                |
|                 | Offered:   | Grade 10,11,12 |
|                 | Credit:  | 1.0            |
|                 | Length:  | Year           |
|                 | Prerequisite:  | none           |
| Type of Credit: | Elective   |                |

Students will broaden their outlook through the critical analysis of - and reflection on - issues of global significance. The course is based on skills rather than on specific content. Learners develop research, thinking, reasoning and communication skills by following an approach to analyzing and evaluating arguments and perspectives called the Critical Path. Collaborative skills

are enhanced through participation in a team project. The skills gained through study of AS Global Perspectives and Research enable students to meet the demands of twenty-first century learning and to make a successful transition to study in higher education. As part of the course, learners write a research report on a research question of their own choice and a collaborative team project. Students will take the AS Level examination.

|                 |  |  |
|-----------------|--|--|
| <b>1009400</b>  | <b>CAMBRIDGE AICE ENGLISH GENERAL PAPER – AS Level</b> |  |
|                 | Offered:   | Grade 10,11,12                         |
|                 | Credit:  | 1.0                                    |
|                 | Length:  | Year                                   |
|                 | Prerequisite:  | PreAice English Language or equivalent |
| Type of Credit: | English/Language Arts                                  |  |

# VOLUSIA ONLINE LEARNING

## *Personalizing Learning for Every Student*

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

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

## Volusia Online Learning High School Course Catalog

| Course  | Course #      | Edgenuity | FLVS | Canvas |
|---|---------------|-----------|------|--------|
| English 1- (regular and honors & Credit Recovery)                 | 1001310/20/15 | x         | x    |        |
| English 2- (regular and honors & Credit Recovery)                 | 1001340/50/45 | x         | x    |        |
| English 3- (regular and honors & Credit Recovery)                 | 1001370/80/75 | x         | x    |        |
| English 4- (regular and honors & Credit Recovery)                 | 1001400/10/02 | x         | x    |        |
| AP English Language and Composition                               | 1001420       |           | x    |        |
| AP English Literature and Composition                             | 1001430       |           | x    |        |
| Course  | Course #      | Edgenuity | FLVS | Canvas |
| Algebra 1 (regular and honors & Credit Recovery)                  | 1200310/20/15 | x         | x    |        |
| Geometry (regular and honors & Credit Recovery)                   | 1206310/20/15 | x         | x    |        |
| Math College Algebra ( regular and honors & Credit Recovery)      | 120710        | x         | x    |        |
| Liberal Arts Math 2 (regular and honors & Credit Recovery)        | 12073150      | x         | x    |        |
| Course  | Course #      | Edgenuity | FLVS | Canvas |
| Biology (regular and honors & Credit Recovery)                    | 2000310/20/15 | x         | x    |        |
| Earth/Space Science (regular and honors)                          | 2001310/20    | x         | x    |        |
| Environmental Science (regular and honors)                        | 2001340/41    | x         | x    |        |
| Course  | Course #      | Edgenuity | FLVS | Canvas |
| World History (regular and honors & Credit Recovery)              | 2109310/20/15 | x         | x    |        |
| U.S. History (regular and honors & Credit Recovery)               | 1206310/20/15 | x         | x    |        |
| U.S. Government (regular and honors & Credit Recovery) (semester) | 2106310/20/15 | x         | x    |        |
| Economics (regular and honors & Credit Recovery) (semester)       | 2102310/20/15 | x         | x    |        |

# EXCEPTIONAL STUDENT EDUCATION

## Exceptional Student Education Table of Contents

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 courses.....

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

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

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|----------------|-------------------------|-----------------------|
| <b>7910120</b> | <b>ACCESS ENGLISH 1</b> |                       |
|                | Offered:                | Grade 9               |
|                | Credit:                 | 1.0                   |
|                | Length:                 | up to 2 years         |
|                | Prerequisite:           | none                  |
|                | Type of Credit:         | English/Language Arts |

The purpose of these courses is to provide access to the general education English 1 curriculum, through Florida Standards Access Points and Essential Understandings, in using texts of high complexity, and integrated language arts study in reading, writing, speaking, listening, and language.

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| <b>ACCESS ENGLISH 2</b> |
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|----------------|-----------------|-----------------------|
| <b>7910125</b> | Offered:        | Grade 10              |
|                | Credit:         | 1.0                   |
|                | Length:         | up to 2 years         |
|                | Prerequisite:   | none                  |
|                | Type of Credit: | English/Language Arts |

The purpose of these courses is to provide access to the general education English 2 curriculum, through Florida Standards Access Points and Essential Understandings, in using texts of high complexity, and integrated language arts study in reading, writing, speaking, listening, and language.

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| <b>7910130</b>  | <b>ACCESS ENGLISH 3</b> |               |
|                 | Offered:                | Grade 11      |
|                 | Credit:                 | 1.0           |
|                 | Length:                 | up to 2 years |
|                 | Prerequisite:           | none          |
| Type of Credit: | English/Language Arts   |               |

The purpose of these courses is to provide access to the general education English 3 curriculum, through Florida Standards Access Points and Essential Understandings, in using texts of high complexity, and integrated language arts study in reading, writing, speaking, listening, and language.

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|-----------------|-------------------------|---------------|
| <b>7910135</b>  | <b>ACCESS ENGLISH 4</b> |               |
|                 | Offered:                | Grade 12      |
|                 | Credit:                 | 1.0           |
|                 | Length:                 | up to 2 years |
|                 | Prerequisite:           | none          |
| Type of Credit: | English/Language Arts   |               |

The purpose of these courses is to provide access to the general education English 4 curriculum, through Florida Standards Access Points and Essential Understandings, in using texts of high complexity, and integrated language arts study in reading, writing, speaking, listening, and language.

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| <b>7912075</b>  | <b>ACCESS ALGEBRA 1</b> |                                     |
|                 | Offered:                | Grade 9,10,11,12                    |
|                 | Credit:                 | 1.0                                 |
|                 | Length:                 | up to 2 years, one credit each year |
|                 | Prerequisite:           | none                                |
| Type of Credit: | Math                    |                                     |

The purpose of Access Algebra 1 course is to provide access to the general education algebra curriculum, through Florida Standards Access Points and Essential Understandings, in the areas of algebraic concepts and processes that can be used to analyze and solve a variety of routine and non-routine real-world and mathematical problems. The content should include, but not be limited to, the following: content-related vocabulary, operations using real numbers in real-world problems, patterns, relations, and functions, including tables, sequences, and graphs, graphs to summarize data and predict outcomes, variables and their impact on outcomes, varied solution strategies to solve real-world problems.

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| <b>7920015</b>  | <b>ACCESS BIOLOGY</b> |                  |
|                 | Offered:              | Grade 9,10,11,12 |
|                 | Credit:               | 1.0              |
|                 | Length:               | up to 2 years    |
|                 | Prerequisite:         | none             |
| Type of Credit: | Science               |                  |

The purpose of this course is to provide tiered access to the general education Biology 1 curriculum through three levels of Florida Standards Access Points (participatory, supported, and independent). The content of this course should include, but not be limited to: biological processes, cell structure and function, health-related issues and concerns, physiological processes, characteristics and classifications of plants and animals, plant and animal development, adaptation, and inter- relationships, plant, animal, and environment inter-relationships, renewable and non-renewable resources, scientific investigation.

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| <b>7912065</b>  | <b>ACCESS GEOMETRY</b> |                                     |
|                 | Offered:               | Grade 9,10,11,12                    |
|                 | Credit:                | 1.0                                 |
|                 | Length:                | up to 2 years, one credit each year |
|                 | Prerequisite:          | none                                |
| Type of Credit: | Math                   |                                     |

The purpose of the Access Geometry and Access Informal Geometry courses is to provide access to the general education geometry curriculum, through Florida Standards Access Points and Essential Understandings, in the areas of geometric situations and geometric relationships, moving towards formal mathematical arguments. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

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| <b>7920020</b>  | <b>ACCESS EARTH SPACE SCIENCE</b> |                  |
|                 | Offered:                          | Grade 9,10,11,12 |
|                 | Credit:                           | 1.0              |
|                 | Length:                           | up to 2 years    |
|                 | Prerequisite:                     | none             |
| Type of Credit: | Science                           |                  |

The purpose of this course is to provide tiered access to the general education Earth/Space Science curriculum through three levels of Florida Standards Access Points (participatory, supported, and independent). The content should include, but not be limited to: earth and space in time, earth structures earth systems and patterns, diversity and evolution of living organisms, practice of science, characteristics of scientific knowledge, science and society, energy, motion, and the role of theories, laws, hypotheses, and models.

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| <b>7921015</b> | <b>ACCESS US GOVERNMENT</b> |                  |
|                | Offered:                    | Grade 9,10,11,12 |
|                | Credit:                     | .5               |
|                |                             | Semester none    |

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|  | Length:<br>Prerequisite:<br>Type of Credit: | none<br>SocialStudies |
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The purpose of this course is to provide tiered access to the general education US Government curriculum through three levels of Florida Standards Access Points (participatory, supported, and independent). The content is intended to develop or expand the student's understanding of: origins and purposes of government, law, and the American political system; roles, rights, and responsibilities of United States citizens; principles, functions, and organization of government; United States foreign policy; characteristics, distribution, and migration of human populations; human actions that can impact the environment.

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| <b>7921015</b> | <b>ACCESS WORLD HISTORY</b> |                  |
|                | Offered:                    | Grade 9,10,11,12 |
|                | Credit:                     | .5               |
|                | Length:                     | Semester none    |
|                | Prerequisite:               | none             |
|                | Type of Credit:             | SocialStudies    |

The purpose of this course is to provide tiered access to the general education World History course, through three levels of Florida Standards Access Points (participatory, supported, and independent), which consists of the following content area strands: World History, Geography and Humanities. This course is a continued in-depth study of the history of civilizations and societies from the middle school course, and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century.

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| <b>7921025</b> | <b>ACCESS US HISTORY</b> |                  |
|                | Offered:                 | Grade 9,10,11,12 |
|                | Credit:                  | 1.0              |
|                | Length:                  | up to 2 years    |
|                | Prerequisite:            | none             |
|                | Type of Credit:          | SocialStudies    |

The purpose of this course is to provide tiered access to the general education United States History course, through three levels of Florida Standards Access Points (participatory, supported, and independent), which consists of the following content area strands: United States History, Geography, and Humanities. The primary content emphasis for this course pertains to the study of United States history from Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history.

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| <b>7921022</b> | <b>ACCESS ECONOMICS WITH FINALCIAL LITERACY</b> |                     |
|                | Offered:  | Grade 9,10,11,12    |
|                | Credit:   | .5<br>Semester none |



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|  | Length:<br>Prerequisite:<br>Type of Credit: | none<br>SocialStudies |
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The purpose of this course is to provide tiered access to the general education economics and financial literacy curriculum through three levels of Florida Standards Access Points (participatory, supported, and independent), in the areas of economics and financial literacy. Areas of study include currency, banking, monetary policy, financial planning, money management, credit and investment, production of goods and services, supply and demand, and taxation.

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| <b>7920022</b> | <b>ACCESS PHYSICAL SCIENCE</b>                                     |  |
|                | Offered:<br>Credit:<br>Length:<br>Prerequisite:<br>Type of Credit: | Grade 9,10,11,12<br>.5<br>Semester none<br>none<br>SocialStudies |

The purpose of this course is to provide tiered access to the general education physical science curriculum through three levels of Florida Standards Access Points (participatory, supported, and independent). The content should include, but not be limited to: earth systems and patterns, matter and energy transformations, the practice of science, the characteristics of scientific knowledge, the role of theories, laws, hypotheses, and models, science and society, matter, energy, and motion.