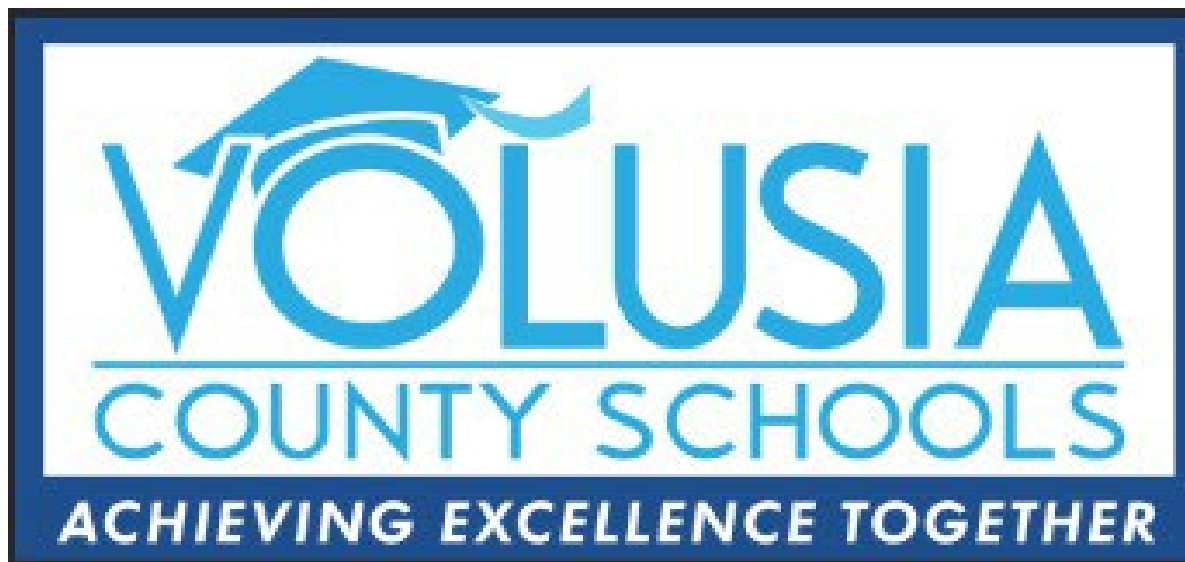


# **NEW SMYRNA BEACH HIGH SCHOOL**

## **PROGRAM OF STUDIES**

### **2025-2026**



#### **Vision Statement**

*Create life-long learners prepared for an ever-changing global society.*

#### **Mission Statement**

*Volusia County Schools will ignite a passion for learning in all students to be productive citizens.*

# VOLUSIA COUNTY SCHOOLS

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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.**

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# 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>0101310</b> | <b>TWO-DIMENSIONAL STUDIO ART 2</b> |                              |
|                | Offered:                            | Grade 10, 11, 12             |
|                | Credit:                             | 1.0                          |
|                | Length:                             | Year                         |
|                | Prerequisite:                       | Two-Dimensional Studio Art 1 |
|                | Type of Credit:                     | Performing Fine Arts         |

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

|                |                              |                      |
|----------------|------------------------------|----------------------|
| <b>0108370</b> | <b>DIGITAL ART IMAGING 1</b> |                      |
|                | Offered:                     | Grade 9, 10, 11, 12  |
|                | Credit:                      | 1.0                  |
|                | Length:                      | Year                 |
|                | Prerequisite:                | None                 |
|                | Type of Credit:              | Performing Fine Arts |

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

|                 |                              |                       |
|-----------------|------------------------------|-----------------------|
| <b>0108380</b>  | <b>DIGITAL ART IMAGING 2</b> |                       |
|                 | Offered:                     | Grade 10, 11, 12      |
|                 | Credit:                      | 1.0                   |
|                 | Length:                      | Year                  |
|                 | Prerequisite:                | Digital Art Imaging 1 |
| Type of Credit: | Performing Fine Arts         |                       |

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

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

The purpose of this course is to explore spatial relationships using nonobjective, abstract, or representational forms, products, or structures. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, and/or building arts. Media may include, but are not limited to, clay, wood, metal, plaster, paper mâché, and plastic with consideration of the workability, durability, cost, and toxicity of the media used. 3-D artists experiment with and manipulate space-producing devices, including overlapping, transparency, interpenetration, vertical and horizontal axis, inclined planes, disproportionate scale, fractional or abstracted representation, and spatial properties of the structural art elements. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art form. Students in the 3-D art studio focus on the use of safety procedures for process, media, and techniques and use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. Cultural and historical connections will be covered, as well as career and real-world applications. This course incorporates hands-on activities, journaling, and consumption of art materials.

|                |   |                            |
|----------------|---|----------------------------|
| <b>0109320</b> | <b>PORTFOLIO DEVELOPMENT: TWO-DIMENSIONAL DESIGN HONORS</b> |                            |
|                | Offered:  | Grade 11, 12               |
|                | Credit:   | 1.0                        |
|                | Length:   | Year                       |
|                | Prerequisite:   | Art Teacher Recommendation |
|                | Type of Credit:   | Performing Fine Arts       |

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

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

The purpose of this course is to work in a self-directed environment toward the development of a portfolio showing a body of their own work that visually explores a particular artistic concern, articulated, and supported by a written artist's statement. Artists may work in, but are not limited to, content in clay, wood, wire, glass, metal, jewelry, fabrics/fibers, fashion design, green design, industrial design, and/or objects for interior design or architecture that integrate 3-dimensional design issues in a purposeful way. Students regularly reflect on aesthetics and art issues individually and as a group and manipulate the structural elements of art and organizational principles of design to create 3-dimensional works of art that are progressively more innovative and representative of the student's artistic and cognitive growth. In keeping with the rigor expected in an accelerated setting, students' portfolios show personal vision and artistic growth over time, mastery of visual art skills and techniques, and evidence of sophisticated analytical and problem-solving skills based on their structural, historical, and cultural knowledge. Students are self-directed and display readiness for high levels of critical thinking, research, conceptual thinking, and creative risk-taking. Participation in the Annual AP/Honors Art Exhibit, with artist statement, is an expectation of the course. This course incorporates hands-on activities and consumption of art materials.

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

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

## 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 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 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 graded requirement of this course.

|                 |                                  |  |
|-----------------|----------------------------------|--|
| <b>☆0300334</b> | <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 graded requirement of this course.



|                 |                           |                                     |
|-----------------|---------------------------|-------------------------------------|
| <b>0300380</b>  | <b>DANCE CHOREOGRAPHY</b> |                                     |
|                 | Offered:                  | Grade 10, 11, 12                    |
|                 | Credit:                   | 1.0                                 |
|                 | Length:                   | Year                                |
|                 | Prerequisite:             | Dance Tech 3/Teacher Recommendation |
| Type of Credit: | Performing Fine Arts      |                                     |

This course is designed for the advanced dancer and will concentrate on performance and student choreography. In addition to the techniques of spatial relationships, choreography, the elements of music, and improvisation, students will study lighting, costuming, and make-up. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a graded requirement of this course.

|                  |                                    |                                  |
|------------------|------------------------------------|----------------------------------|
| ☆ <b>0300390</b> | <b>DANCE CHOREOGRAPHY 2 HONORS</b> |                                  |
|                  | Offered:                           | Grade 11, 12                     |
|                  | Credit:                            | 1.0                              |
|                  | Length:                            | Year                             |
|                  | Prerequisite:                      | Dance Choreography/Performance 1 |
| Type of Credit:  | Performing Fine Arts               |                                  |

This course will provide advanced dancers with opportunities to increase and expand upon their knowledge of performance and choreographic process. Students will be challenged to critique dances, conduct research within the field of dance, perform all aspects of dance production, and improve upon already advanced technique in a variety of dance forms. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a graded requirement of this course.

## DRAMA/THEATRE

|                |                  |                      |
|----------------|------------------|----------------------|
| <b>0400310</b> | <b>THEATRE 1</b> |                      |
|                | Offered:         | Grade 9, 10, 11, 12  |
|                | Credit:          | 1.0                  |
|                | Length:          | Year                 |
|                | Prerequisite:    | None                 |
|                | Type of Credit:  | Performing Fine Arts |

This course provides experiences in the study and practice of theatre arts and literature. Students will be introduced to the fundamentals of theatre production which includes scenery construction, costuming, lighting, make-up, and the fundamentals of acting. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a graded requirement of this course.

|                |                  |                                  |
|----------------|------------------|----------------------------------|
| <b>0400320</b> | <b>THEATRE 2</b> |                                  |
|                | Offered:         | Grade 9, 10, 11, 12              |
|                | Credit:          | 1.0                              |
|                | Length:          | Year                             |
|                | Prerequisite:    | Theatre 1/Teacher Recommendation |
|                | Type of Credit:  | Performing Fine Arts             |

This course provides intermediate development of skills useful to the study and practice of theatre arts. The content includes instruction in reading and interpretation of dramatic literature, with an emphasis on the techniques and mechanics of acting, set, costume and lighting design (stagecraft), character analysis and portrayal; interpretive and analytical study of plays; and production of plays and dramatic presentations. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a graded requirement of this course.

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

This course provides opportunities for drama students to continue study in acting and production techniques. The content includes instruction in specific acting techniques and various dramatic presentations emphasizing acting theories, the practice and theory of set design, make-up, lighting, properties, and directing. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a graded requirement of this course.

|                 |                         |  |
|-----------------|-------------------------|--|
| <b>☆0400340</b> | <b>THEATRE 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 group instruction and performance experiences in acting and stage production. Major emphasis of study focuses on continuing development of acting skills, conceptual understanding, and aesthetic appreciation. Activities include play production, evaluation festivals, critical analysis and original work. As an honors course, the focus is on cooperative learning as well as individualized instruction, student leadership, a written comprehensive examination and evaluation of dramatic skills through ensemble performance, individual solo performance, directing experiences, and written critiques. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a graded requirement of this course.

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

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

|                 |  |   |
|-----------------|--|---|
| <b>0400420</b>  | <b>TECHNICAL THEATRE DESIGN AND PRODUCTION 2</b> |   |
|                 | Offered:   | Grade 10, 11, 12                          |
|                 | Credit:  | 1.0                                       |
|                 | Length:  | Year                                      |
|                 | Prerequisite:                                    | Technical Theatre Design and Production 1 |
| Type of Credit: | Performing Fine Arts                             |   |

The purpose of this course is to enable students to develop fundamental skills in technical theatre design and production and apply them through practical experiences. The content should include, but not be limited to safety issues and regulations; theatre terminology; elements of technical theatre; trends in technical design; relationship between script and directorial concepts; properties, costumes, and make-up; lighting and sound; artistic discipline; careers; connections between stagecraft and other subject areas. \* Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a graded requirement of this course.

|                 |  |   |
|-----------------|--|---|
| <b>0400430</b>  | <b>TECHNICAL THEATRE DESIGN AND PRODUCTION 3</b> |   |
|                 | Offered:   | Grade 10, 11, 12                          |
|                 | Credit:  | 1.0                                       |
|                 | Length:  | Year                                      |
|                 | Prerequisite:                                    | Technical Theatre Design and Production 2 |
| Type of Credit: | Performing Fine Arts                             |   |

The purpose of this course is to enable students to develop fundamental skills in technical theatre design and production and apply them through practical experiences. The content should include, but not be limited to safety issues and regulations; theatre terminology; elements of technical theatre; trends in technical design; relationship between script and directorial concepts; properties, costumes, and make-up; lighting and sound; artistic discipline; careers; connections between stagecraft and other subject areas. \* Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a graded requirement of this course.

|                 |   |   |
|-----------------|---|---|
| <b>0400440</b>  | <b>TECHNICAL THEATRE DESIGN AND PRODUCTION 4 HONORS</b> |   |
|                 | Offered:  | Grade 11, 12                              |
|                 | Credit:   | 1.0                                       |
|                 | Length:   | Year                                      |
|                 | Prerequisite:   | Technical Theatre Design and Production 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 enable students to develop fundamental skills in technical theatre design and production and apply them through practical experiences. The content should include, but not be limited to safety issues and regulations; theatre terminology; elements of technical theatre; trends in technical design; relationship between script and directorial concepts; properties, costumes, and make-up; lighting and sound; artistic discipline; careers; connections between stagecraft and other subject areas. \* Costs and/or fees may be required.. \*For each consecutive year of study (Technical Theatre Design and Production 2- 4), the same description is used, with more advanced applications and techniques.

## 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.

|                  |                         |                        |
|------------------|-------------------------|------------------------|
| ☆ <b>1001320</b> | <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 10  |
|                  | 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.

|                 |                         |   |
|-----------------|-------------------------|---|
| ☆1001380        | <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.

|                 |                       |           |
|-----------------|-----------------------|-----------|
| 1001400         | <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.

## **MEDIA, PRINT, AND ORAL COMMUNICATIONS**

|                |                     |                     |
|----------------|---------------------|---------------------|
| <b>1006300</b> | <b>JOURNALISM 1</b> |                     |
|                | Offered:            | Grade 9, 10, 11, 12 |
|                | Credit:             | 1.0                 |
|                | Length:             | Year                |
|                | Prerequisite:       | None                |
|                | Type of Credit:     | Elective            |

The purpose of this course is to enable students to develop fundamental skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to develop knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media.

|                |                     |                  |
|----------------|---------------------|------------------|
| <b>1006310</b> | <b>JOURNALISM 2</b> |                  |
|                | Offered:            | Grade 10, 11, 12 |
|                | Credit:             | 1.0              |
|                | Length:             | Year             |
|                | Prerequisite:       | Journalism 1     |
|                | Type of Credit:     | Elective         |

The purpose of this course is to enable students to extend fundamental skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to develop further knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media.

|                |                     |                                     |
|----------------|---------------------|-------------------------------------|
| <b>1006320</b> | <b>JOURNALISM 3</b> |                                     |
|                | Offered:            | Grade 10, 11, 12                    |
|                | Credit:             | 1.0                                 |
|                | Length:             | Year                                |
|                | Prerequisite:       | Journalism 2/Teacher Recommendation |
|                | Type of Credit:     | Elective                            |

The purpose of this course is to enable students to further extend skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to develop further knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media.

|                |                     |                                     |
|----------------|---------------------|-------------------------------------|
| <b>1006330</b> | <b>JOURNALISM 4</b> |                                     |
|                | Offered:            | Grade 11, 12                        |
|                | Credit:             | 1.0                                 |
|                | Length:             | Year                                |
|                | Prerequisite:       | Journalism 3/Teacher Recommendation |
|                | Type of Credit:     | Elective                            |

The purpose of this course is to enable students to further extend skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to develop further knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media.

## READING

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

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



|                 |                            |  |
|-----------------|----------------------------|--|
| <b>1000416</b>  | <b>INTENSIVE READING 3</b> |  |
|                 | Offered:                   | Grade 11   |
|                 | Credit:                    | 1.0  |
|                 | Length:                    | Year   |
|                 | Prerequisite:              | Level 1 or 2 on FAST ELA; See Decision Tree of the VCS K-12 Reading Plan |
| Type of Credit: | Elective                   |  |

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

|                 |                            |   |
|-----------------|----------------------------|---|
| <b>1000418</b>  | <b>INTENSIVE READING 4</b> |   |
|                 | Offered:                   | Grade 12  |
|                 | Credit:                    | 1.0   |
|                 | Length:                    | Year  |
|                 | Prerequisite:              | Level 1 on FAST ELA; See Decision Tree of the VCS K-12 Reading Plan |
| Type of Credit: | Elective                   |   |

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

## FINANCIAL LITERACY

(Graduation Requirement beginning with  
2023-2024 9<sup>th</sup> 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 9<sup>th</sup> 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 9<sup>th</sup> grade cohort and thereafter.**

Honors and Accelerated Level Course Note: Accelerated courses require a greater demand on students through increased academic rigor.

Personal Finance and Money Management Honors 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.

## MATHEMATICS

To provide the best possible placement in mathematics for each student, all mathematics courses after the algebra and geometry requirements are met should be determined based on alignment to their mathematics pathway and sequence.

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

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 requirements, but only 0.5 credits for entrance into the state university system or Bright Futures Scholarship Program.**

|                |                  |             |
|----------------|------------------|-------------|
| <b>1200310</b> | <b>ALGEBRA 1</b> |             |
|                | Offered:         | Grade 9     |
|                | Credit:          | 1.0         |
|                | Length:          | Year        |
|                | Prerequisite:    | Pre-Algebra |
|                | Type of Credit:  | Math        |

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

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

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

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

|                 |   |  |
|-----------------|---|--|
| <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.

|                 |                  |                         |
|-----------------|------------------|-------------------------|
| <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 9, 10, 11         |
|                | 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>1200710</b> | <b>MATH FOR COLLEGE ALGEBRA</b> |   |
|                | Offered:                        | Grade 10, 11, 12  |
|                | Credit:                         | 1.0   |
|                | Length:                         | Year  |
|                | Prerequisite:                   | Algebra 2/Algebra 2 Honors and Geometry/Geometry Honors |
|                | Type of Credit:                 | 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.

|                  |  |                            |
|------------------|--|----------------------------|
| ☆ <b>1210300</b> | <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.

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

|          |                                      |                            |
|----------|--------------------------------------|----------------------------|
| ☆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.**

|          |                                       |  |
|----------|---------------------------------------|--|
| ☆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.**

|         |  |                     |
|---------|--|---------------------|
| 1200400 | <b>FOUNDATIONAL SKILLS IN MATHEMATICS 9-12</b> |                     |
|         | Offered:                                       | Grade 9, 10, 11, 12 |
|         | Credit:  | 0.5 OR 1.0          |
|         | Length:  | Year                |
|         | Prerequisite:                                  | None                |
|         | Type of Credit:                                | Elective            |

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

## MUSIC

|                |                 |                      |
|----------------|-----------------|----------------------|
| <b>1301320</b> | <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 graded requirement of this course.

|                |                 |                      |
|----------------|-----------------|----------------------|
| <b>1301330</b> | <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 graded requirement of this course.

|                |                 |                      |
|----------------|-----------------|----------------------|
| <b>1301340</b> | <b>GUITAR 3</b> |                      |
|                | Offered:        | Grade 11, 12         |
|                | Credit:         | 1.0                  |
|                | Length:         | Year                 |
|                | Prerequisite:   | Guitar 2             |
|                | Type of Credit: | Performing Fine Arts |

The purpose of this course is to provide student instruction in guitar using varied performance techniques. The content of the course should include the development of music fundamentals, a wide variety of guitar performance techniques and the interpretation of musical notation as well as tablature. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a graded requirement of this course.

|                |                        |                      |
|----------------|------------------------|----------------------|
| <b>1301350</b> | <b>GUITAR 4 HONORS</b> |                      |
|                | Offered:               | Grade 11, 12         |
|                | Credit:                | 1.0                  |
|                | Length:                | Year                 |
|                | Prerequisite:          | Guitar 3             |
|                | Type of Credit:        | Performing Fine Arts |

The purpose of this course is to provide student instruction in guitar using varied performance techniques. The content of the course should include the development of music fundamentals, a wide variety of guitar performance techniques and the interpretation of musical notation as well as tablature. Students will also learn various improvisation techniques in a variety of musical styles. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a graded requirement of this course.



|                 |                      |                     |
|-----------------|----------------------|---------------------|
| <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 graded requirement 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 graded requirement 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 graded requirement 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 graded requirement of this course.

|                 |                      |  |
|-----------------|----------------------|--|
| ☆1302340        | <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 graded requirement of this course.

|                 |                      |  |
|-----------------|----------------------|--|
| ☆1302350        | <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 graded requirement of this course.

|                 |                        |                        |
|-----------------|------------------------|------------------------|
| 1302500         | <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   |                        |

**\* Jazz Band Students are required to enroll concurrently in a Band 1 – 6 course, with the exception of guitar, string bass, electric bass, and piano players.**

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 graded requirement 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   |                     |

**\* Jazz Band Students are required to enroll concurrently in a Band 1 – 6 course, with the exception of guitar, string bass, electric bass, and piano players.**

The purpose of this course is to develop and extend students' understanding of jazz and popular music. Improvisation, tone production, and performance techniques are emphasized. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a graded requirement of this course.

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

**\* Jazz Band Students are required to enroll concurrently in a Band 1 – 6 course, with the exception of guitar, string bass, electric bass, and piano players.**

The purpose of this course is to develop the ability to apply the knowledge of styles and techniques of varied contemporary popular and jazz literature. The content shall include the study and performance of varied medium level popular and jazz idiomatic literature. Improvisation, characteristic tone, individual and ensemble performance techniques, and an appreciation of the history of jazz in the United States are emphasized and applied. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a graded requirement of this course.

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

**\* Jazz Band Students are required to enroll concurrently in a Band 1 – 6 course, with the exception of guitar, string bass, electric bass, and piano players.**

The purpose of this course is to develop independence in knowledge of styles and performance techniques of varied contemporary music and jazz literature. Content shall include the study and performance of varied difficult diverse popular and idiomatic literature. Independence in improvisation, interpretation and performance is emphasized. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a graded requirement of this course.

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

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

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

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

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

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

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

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

## PEER COUNSELING

|                 |                                      |                        |
|-----------------|--------------------------------------|------------------------|
| <b>1400340</b>  | <b>PEERS AS PARTNERS IN LEARNING</b> |                        |
|                 | Offered:                             | Grade 9, 10, 11, 12    |
|                 | Credit:                              | Multiple               |
|                 | Length:                              | Varies                 |
|                 | Prerequisite:                        | Teacher Recommendation |
| Type of Credit: | Elective                             |                        |

This course is designed to provide reciprocal academic and social benefits to student with disabilities and their peers without disabilities. Students enrolled in this course will learn and apply knowledge and skilled practices in the areas of academic engagement, communication, social barriers, leadership, problem solving, and other disability-related topics such as historical perspectives, inclusion, Universal Design for Learning, person-first language, presumed competence, social justice for minority populations, and media representation of diverse people.

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

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

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

|                 |                          |                    |
|-----------------|--------------------------|--------------------|
| <b>☆1501360</b> | <b>WEIGHT TRAINING 3</b> |                    |
|                 | Offered:                 | Grade 10, 11, 12   |
|                 | Credit:                  | .50                |
|                 | Length:                  | Semester           |
|                 | Prerequisite:            | Weight Training 2  |
|                 | Type of Credit:          | Physical Education |

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

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

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

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

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

|                 |                                     |             |
|-----------------|-------------------------------------|-------------|
| <b>1502420</b>  | <b>INDIVIDUAL AND DUAL SPORTS 2</b> |             |
|                 | Offered:                            | Grade 9, 10 |
|                 | Credit:                             | .50         |
|                 | Length:                             | Semester    |
|                 | Prerequisite:                       | None        |
| Type of Credit: | Physical Education                  |             |

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

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

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

|                 |                      |                     |
|-----------------|----------------------|---------------------|
| <b>1503360</b>  | <b>TEAM SPORTS 2</b> |                     |
|                 | Offered:             | Grade 9, 10, 11, 12 |
|                 | Credit:              | .50                 |
|                 | Length:              | Semester            |
|                 | Prerequisite:        | None                |
| Type of Credit: | Physical Education   |                     |

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

## RESEARCH/AVID

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

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

|                |                 |                              |
|----------------|-----------------|------------------------------|
| <b>1700400</b> | <b>AVID 2</b>   |                              |
|                | Offered:        | Grade 10                     |
|                | Credit:         | 1.0                          |
|                | Length:         | Year                         |
|                | Prerequisite:   | Recommendation and Interview |
|                | Type of Credit: | Elective                     |

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

|                 |               |                              |
|-----------------|---------------|------------------------------|
| <b>1700410</b>  | <b>AVID 3</b> |                              |
|                 | Offered:      | Grade 11                     |
|                 | Credit:       | 1.0                          |
|                 | Length:       | Year                         |
|                 | Prerequisite: | Recommendation and Interview |
| Type of Credit: | Elective      |                              |

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

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

|                 |               |                              |
|-----------------|---------------|------------------------------|
| <b>1700420</b>  | <b>AVID 4</b> |                              |
|                 | Offered:      | Grade 12                     |
|                 | Credit:       | 1.0                          |
|                 | Length:       | Year                         |
|                 | Prerequisite: | Recommendation and Interview |
| Type of Credit: | Elective      |                              |

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

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

## SCIENCE

Students are required to earn 3 science credits to graduate. To earn a standard diploma, students are required to take one credit in Biology, one credit in physical science, such as Chemistry, Earth Space Science, 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 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 everyweek. 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 earn a Biology credit. The Biology End Of Course Exam will account for 30% of the final grade. Students working towards the Scholar Designation must pass the Biology EOC.**

|                  |                         |                       |
|------------------|-------------------------|-----------------------|
| ☆ <b>2000320</b> | <b>BIOLOGY 1 HONORS</b> |                       |
|                  | Offered:                | Grade 9, 10           |
|                  | Credit:                 | 1.0                   |
|                  | Length:                 | Year                  |
|                  | Prerequisite:           | School Recommendation |
|                  | Type of Credit:         | Biology               |

This advanced course provides integrated laboratory experiences and real-life applications in the essential processes of life. The content includes the nature of science, matter, energy, biochemistry, cell biology, genetics, levels of organization and classification, structure, function and reproduction of plants, animals, and microorganisms, behavior of organisms, interrelationships among organisms, biological selection, adaptations and changes through time. Students entering this course in 9<sup>TH</sup> grade should have earned a 3 or higher on the 8<sup>TH</sup> grade Florida Statewide Science Assessment and or a 3 on the Reading FSA. Laboratory investigations will include the use of the scientific process, measurement, observations, predictions, reasoning, and problem-solving skills. Preserved animal studies may be a part of this course. The Biology EOC has three Reporting Categories: Molecular and Cellular Biology (35%), Organisms, Populations and Ecosystems (40%), Classification, Heredity and Evolution of Living Organisms (40%). **All students are required to earn a Biology credit. 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>2003310</b> | <b>PHYSICAL SCIENCE</b> |                      |
|                | Offered:                | Grade 10, 11, 12     |
|                | Credit:                 | 1.0                  |
|                | Length:                 | Year                 |
|                | Prerequisite:           | None                 |
|                | Type of Credit:         | EQ Science, Physical |

Students will explore physical science concepts in great depth including weekly hands-on experiences. This course will include laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies. The NSTA recommends that at the high school level students should be in the science lab or field collecting data weekly.

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

|                 |                                     |                           |
|-----------------|-------------------------------------|---------------------------|
| ☆2003421        | <b>ADVANCED PLACEMENT PHYSICS 1</b> |                           |
|                 | Offered:                            | Grade 11, 12              |
|                 | Credit:                             | 1.0                       |
|                 | Length:                             | Year                      |
|                 | Prerequisite:                       | Physics Honors, Algebra 2 |
| Type of Credit: | EQ 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 1 is algebra-based and is the equivalent to equivalent to a first- semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It will also introduce electric circuits. Twenty-five percent of this course will focus on inquiry investigations. These investigations foster student engagement in the practice of science through experimenting, analyzing, making conjectures and arguments, and solving problems in a collaborative setting, where they direct and monitor their progress toward an academic goal. **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>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. **Students are required to take the Florida Civic Literacy Exam (FCLE)**

|          |  |                     |
|----------|--|---------------------|
| ☆2106320 | <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). **Students are required to take the Florida Civic Literacy Exam (FCLE)**

|          |  |   |
|----------|--|---|
| ☆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 College Board Assessment for this course. Students are required to take the Florida Civic Literacy Exam (FCLE)**

|         |  |  |
|---------|--|--|
| 2102370 | <b>ADVANCED PLACEMENT MACROECONOMICS</b> |  |
|         | Offered:                                 | Grade 11, 12   |
|         | Credit:                                  | .50  |
|         | Length:                                  | Semester   |
|         | Prerequisite:                            | Honors/or AP Social Studies Courses/Teacher Recommendation |
|         | Type of Credit:                          | 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. **Students will take the College Board Assessment for this course.**



|                |                              |              |
|----------------|------------------------------|--------------|
| <b>2100310</b> | <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.**

|                  |                                     |              |
|------------------|-------------------------------------|--------------|
| ☆ <b>2100320</b> | <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.**

|                  |   |   |
|------------------|---|---|
| ☆ <b>2103400</b> | <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 College Board Assessment for this course.**

|                 |                      |                  |
|-----------------|----------------------|------------------|
| <b>2109310</b>  | <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.

|                  |                             |                  |
|------------------|-----------------------------|------------------|
| ☆ <b>2109320</b> | <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)

## TRAFFIC SAFETY/DRIVER EDUCATION

|                 |   |                  |
|-----------------|---|------------------|
| <b>1900310</b>  | <b>DRIVER EDUCATION/TRAFFIC SAFETY CLASSROOM AND LABORATORY</b> |                  |
|                 | Offered:  | Grade 10, 11, 12 |
|                 | Credit:   | .50              |
|                 | Length:   | 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 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. **Limited seating on a first come first serve registration process.**

## 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 an A, B, C, D, or E on an AICE World Language Test, 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 Literature Courses)*

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

Spanish 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.

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

Spanish 2 reinforces the fundamental skills acquired by the students in Spanish 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Spanish 2. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

## ADDITIONAL COURSES

|                |  |                     |
|----------------|--|---------------------|
| <b>0500500</b> | <b>PERSONAL, CAREER, AND SCHOOL DEVELOPMENT SKILLS 1</b> |                     |
|                | Offered:   | Grade 9, 10, 11, 12 |
|                | Credit:  | 1.0                 |
|                | Length:  | Year                |
|                | Prerequisite:  | None                |
|                | Type of Credit:  | Elective            |

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

**Special Note: This course is not to be used in conjunction with office aide duty.**

|                |  |                  |
|----------------|--|------------------|
| <b>0500510</b> | <b>PERSONAL, CAREER, AND SCHOOL DEVELOPMENT SKILLS 2</b> |                  |
|                | Offered:   | Grade 10, 11, 12 |
|                | Credit:  | 1.0              |
|                | Length:  | Year             |
|                | Prerequisite:  | None             |
|                | Type of Credit:  | Elective         |

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

**Special Note: This course is not to be used in conjunction with office aide duty.**

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

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

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

|                 |  |              |
|-----------------|--|--------------|
| <b>0500530</b>  | <b>PERSONAL, CAREER, AND SCHOOL DEVELOPMENT SKILLS 4</b> |              |
|                 | Offered:   | Grade 11, 12 |
|                 | Credit:  | 1.0          |
|                 | Length:  | Year         |
|                 | Prerequisite:  | None         |
| Type of Credit: | Elective   |              |

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

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

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

|                 |   |                     |
|-----------------|---|---------------------|
| <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.



## 2023-2024 High School Course Catalog

*Personalizing Learning for Every Student!*

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

Full-time students must apply and be accepted to the program. Full-time students will take courses required for middle school promotion. Eligible students can enroll in high school credit courses while in middle school. Applications for the 2023-24 school year close in the Spring of 2023.

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

## 2023-2024 Middle School CR Course Catalog

|         | Course  | Course #   | Edgenuity | FLVS | Canvas |
|---------|---|------------|-----------|------|--------|
| English | English 1- (regular and honors)                   | 1001310/20 |           | X    |        |
|         | English 2- (regular and honors)                   | 1001340/50 |           | X    |        |
|         | English 3- (regular and honors)                   | 1001370/80 |           | X    |        |
|         | English 4- (regular and honors)                   | 1001400/10 |           | X    |        |
|         | AP English Language and Composition               | 1001420    |           | X    |        |
|         | AP English Literature and Composition             | 1001430    |           | X    |        |
|         | Course  | Course #   | Edgenuity | FLVS | Canvas |
| Math    | Algebra 1 (regular and honors)                    | 1200310/20 |           | X    |        |
|         | Geometry (regular and honors)                     | 1206310/20 |           | X    |        |
|         | Math for College Liberal Arts                     | 1207350    | X         |      |        |
|         | Math for College Algebra                          | 1200710    |           | X    |        |
|         | Algebra 2 (regular and honors)                    | 1200330/40 |           | X    |        |
|         | Probability and Statistics w/ Applications Honors | 1210300    |           | X    |        |
|         | Pre-Calculus                                      | 1202340    |           | X    |        |
|         | AP Calculus AB                                    | 1202310    |           | X    |        |
|         | AP Calculus BC                                    | 1202320    |           | X    |        |
|         | AP Statistics                                     | 1210320    |           | X    |        |
|         | Course  | Course #   | Edgenuity | FLVS | Canvas |
| Science | Biology (regular and honors)                      | 2000310/20 |           | X    |        |
|         | Physical Science (regular and honors)             | 2003310/20 |           | X    |        |
|         | Earth/Space Science (regular and honors)          | 2001310/20 |           | X    |        |
|         | Chemistry (regular and honors)                    | 2003340/50 |           | X    |        |
|         | Physics 1 (regular and honors)                    | 2003380/90 |           | X    |        |
|         | Agriscience Foundations 1 Closed for 2022-2023    | 8106810    |           | X    |        |
|         | Anatomy and Physiology Honors                     | 2000360    |           | X    |        |
|         | Environmental Science (regular and honors)        | 2001340/41 |           | X    |        |
|         | Forensic Science 1                                | 2002480    |           |      | X      |
|         | Marine Science 1 (regular and honors)             | 2002500/10 |           | X    |        |

|  |                          |         |  |   |  |
|--|--------------------------|---------|--|---|--|
|  | AP Biology               | 2000340 |  | X |  |
|  | AP Environmental Science | 2001380 |  | X |  |

|                | Course  | Course #   | Edgenuity | FLVS | Canvas |
|----------------|---|------------|-----------|------|--------|
| Social Studies | World History (regular and honors)              | 2109310/20 |           | X    |        |
|                | U.S. History (regular and honors)               | 2100310/20 |           | X    |        |
|                | Economics (regular and honors) (semester)       | 2102310/20 |           | X    |        |
|                | U.S. Government (regular and honors) (semester) | 2106310/20 |           | X    |        |
|                | AP US History                                   | 2100330    |           | X    |        |
|                | AP Economics: Microeconomics                    | 2102360    |           | X    |        |
|                | AP U.S. Government and Politics                 | 2106420    |           | X    |        |

|                 | Course                               | Course # | Edgenuity | FLVS | Canvas |
|-----------------|--------------------------------------|----------|-----------|------|--------|
| World Languages | American Sign Language 1             | 0717300  |           |      | X      |
|                 | American Sign Language 2             | 0717310  |           |      | X      |
|                 | American Sign Language 3 Honors      | 0717312  |           |      | X      |
|                 | American Sign Language 4 Honors      | 0717314  |           |      | X      |
|                 | French 1                             | 0701320  |           | X    |        |
|                 | French 2                             | 0701330  |           | X    |        |
|                 | French 3 Honors (Available Jan 2023) | 0701340  |           | X    |        |
|                 | German 1                             | 0702320  | X         |      |        |
|                 | German 2                             | 0702330  | X         |      |        |
|                 | Spanish 1                            | 0708340  |           | X    |        |
|                 | Spanish 2                            | 0708350  |           | X    |        |
|                 | Spanish 3 Honors                     | 0708360  |           | X    |        |
|                 | Spanish 4 Honors                     | 0708370  |           | X    |        |

|      | Course                              | Course # | Edgenuity | FLVS | Canvas |
|------|-------------------------------------|----------|-----------|------|--------|
| P.E. | Personal Fitness (semester)         | 1501300  |           |      | X      |
|      | Fitness Lifestyle Design (semester) | 1501310  |           |      | X      |
|      | Outdoor Education (semester)        | 1502480  |           | X    |        |

|   | Course   | Course #   | Edgenuity | FLVS | Canvas |
|---|--|------------|-----------|------|--------|
| E | Two-Dimensional Studio Art                                       | 0101300    |           |      | X      |
|   | African American History   | 2100340    |           |      | X      |
|   | AP Human Geography   | 2103400    |           | X    |        |
|   | AP Psychology  | 2107350    |           | X    |        |
|   | Career Research and Decision Making (semester)                   | 1700380    |           | X    |        |
|   | Computer Networking Fundamentals HONORS                          | 9003480H   |           |      | X      |
|   | Creative Writing 1 (semester)                                    | 1009320    |           |      | X      |
|   | Creative Writing 2 (semester)                                    | 1009330    |           |      | X      |
|   | Digital Information Technology                                   | 8207310    |           |      | X      |
|   | Diversified Career Tech Principles                               | 8303010    |           |      | X      |
|   | Diversified Career Tech Applications                             | 8303020    |           |      | X      |
|   | Diversified Career Tech Management                               | 8303030    |           |      | X      |
|   | Driver Education -permit only (semester)                         | 1900300    |           | X    |        |
|   | Intensive Reading 1 -for 9 <sup>th</sup> graders (Achieve 3000)  | 1000412    |           |      |        |
|   | Intensive Reading 2 -for 10 <sup>th</sup> graders (Achieve 3000) | 1000414    |           |      |        |
|   | Intensive Reading 3 -for 11 <sup>th</sup> graders (Achieve 3000) | 1000416    |           |      |        |
|   | Intensive Reading 4 -for 12 <sup>th</sup> graders (Achieve 3000) | 1000418    |           |      |        |
|   | IT Systems & Applications Honors                                 | 9003430H   |           |      | X      |
|   | Multimedia Technology Honors                                     | 9003470H   |           |      | X      |
|   | On the Job Training (OJT)  | 8300420    |           |      | X      |
|   | Peer Counseling 1 (semester)                                     | 1400300    |           | X    |        |
|   | Peer Counseling 2 (semester)                                     | 1400310    |           | X    |        |
|   | Personal Financial Literacy (regular and honors) (semester)      | 2102372/74 |           | X    |        |
|   | Programming Essentials   | 9003450H   |           |      | X      |



|                         |         |  |   |   |
|-------------------------|---------|--|---|---|
| Psychology 1 (semester) | 2107300 |  |   | X |
| Psychology 2 (semester) |         |  |   | X |
| Journalism 1            | 1006300 |  | X |   |
| Social Media (semester) | 1006375 |  | X |   |
| Speech 1 (semester)     | 1007300 |  |   | X |

|                                      |         |  |  |   |
|--------------------------------------|---------|--|--|---|
| Speech 2 (semester)                  | 1007310 |  |  | X |
| Theatre, Cinema, and Film Production | 0400660 |  |  | X |
| Web Technologies                     | 9003420 |  |  | X |
| AP Computer Science Principles       | 0200335 |  |  | X |



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

# Volusia Online Learning

## 2023-2024 High School CR Course Catalog

|                | Course                        | Course # | Edgenuity |
|----------------|-------------------------------|----------|-----------|
| <b>English</b> | English 1                     | 1001310  | X         |
|                | English 2                     | 1001340  | X         |
|                | English 3                     | 1001370  | X         |
|                | English 4                     | 1001400  | X         |
|                | Course                        | Course # | Edgenuity |
| <b>Math</b>    | Algebra 1                     | 1200310  | X         |
|                | Geometry                      | 1206310  | X         |
|                | Algebra 1A (to be determined) | 1200370  | X         |
|                | Algebra 1B (to be determined) | 1200380  | X         |
|                | Algebra 2                     | 1200330  | X         |
|                | Pre-Calculus                  | 1202340  | X         |
|                | Course                        | Course # | Edgenuity |
| <b>Science</b> | Biology                       | 2000310  | X         |
|                | Physical Science              | 2003310  | X         |
|                | Earth/Space Science           | 2001310  | X         |
|                | Chemistry                     | 2003340  | X         |
|                | Physics 1                     | 2003380  | X         |
|                | Environmental Science         | 2001340  | X         |
|                | Course                        | Course # | Edgenuity |
| <b>Social</b>  | World History                 | 2109310  | X         |
|                | U.S. History                  | 2100310  | X         |
|                | Economics (semester)          | 2102310  | X         |
|                | U.S. Government (semester)    | 2106310  | X         |

# EXCEPTIONAL STUDENT EDUCATION

## Exceptional Student Education Table of Contents

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

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

|                |                         |                       |
|----------------|-------------------------|-----------------------|
| <b>7910120</b> | <b>ACCESS ENGLISH 1</b> |                       |
|                | Offered:                | Grade 9               |
|                | Credit:                 | 1.0                   |
|                | 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.

|                |                         |                       |
|----------------|-------------------------|-----------------------|
| <b>7910125</b> | <b>ACCESS ENGLISH 2</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.

|                |                         |                       |
|----------------|-------------------------|-----------------------|
| <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.

|                |                         |                       |
|----------------|-------------------------|-----------------------|
| <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.

|                |                         |                                     |
|----------------|-------------------------|-------------------------------------|
| <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.

|                |                        |                                     |
|----------------|------------------------|-------------------------------------|
| <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.

|                |                       |                     |
|----------------|-----------------------|---------------------|
| <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.

|                |                                |                     |
|----------------|--------------------------------|---------------------|
| <b>7920022</b> | <b>ACCESS PHYSICAL SCIENCE</b> |                     |
|                | Offered:                       | Grade 9, 10, 11, 12 |
|                | Credit:                        | 1                   |
|                | Length:                        | up to 2 years       |
|                | Prerequisite:                  | None                |
|                | Type of Credit:                | Science             |

The purpose of this course is to provide tiered access to the general education 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.

|                 |                                   |                     |
|-----------------|-----------------------------------|---------------------|
| <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.

|                 |   |                     |
|-----------------|---|---------------------|
| <b>7921022</b>  | <b>ACCESS ECONOMICS WITH FINANCIAL LITERACY</b> |                     |
|                 | Offered:  | Grade 9, 10, 11, 12 |
|                 | Credit:   | .5                  |
|                 | Length:   | 1 Semester          |
|                 | Prerequisite:                                   | None                |
| Type of Credit: | Social Studies                                  |                     |

The purpose of this course is to provide tiered access to the general education economics and financial literacy curriculum through three levels of Florida Standards Access Points (participatory, supported, and independent), in the areas of economics and financial literacy. Areas of study include currency, banking, monetary policy, financial planning, money management, credit and investment, production of goods and services, supply and demand, and taxation.

|                 |  |                     |
|-----------------|--|---------------------|
| <b>7921015</b>  | <b>ACCESS UNITED STATES GOVERNMENT</b> |                     |
|                 | Offered:                               | Grade 9, 10, 11, 12 |
|                 | Credit:                                | .5                  |
|                 | Length:                                | Semester            |
|                 | Prerequisite:                          | None                |
| Type of Credit: | Social Studies                         |                     |

The purpose of this course is to provide tiered access to the general education US Government curriculum through three levels of Florida Standards Access Points (participatory, supported, and independent). The content is intended to develop or expand the student's understanding of: origins and purposes of government, law, and the American political system; roles, rights, and responsibilities of United States citizens; principles, functions, and organization of government; United States foreign policy; characteristics, distribution, and migration of human populations; human actions that can impact the environment.

|                 |                          |                     |
|-----------------|--------------------------|---------------------|
| <b>7921025</b>  | <b>ACCESS US HISTORY</b> |                     |
|                 | Offered:                 | Grade 9, 10, 11, 12 |
|                 | Credit:                  | 1.0                 |
|                 | Length:                  | Year                |
|                 | Prerequisite:            | None                |
| Type of Credit: | Social Studies           |                     |

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

|                |                             |                     |
|----------------|-----------------------------|---------------------|
| <b>7921027</b> | <b>ACCESS WORLD HISTORY</b> |                     |
|                | Offered:                    | Grade 9, 10, 11, 12 |
|                | Credit:                     | 1.0                 |
|                | Length:                     | Year                |
|                | Prerequisite:               | None                |
|                | Type of Credit:             | Social Studies      |

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

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

Developing physical skills and team sensibilities through physical education promotes active participation in home, school, and community learning and social activities, which, in turn, promotes participation in life. The content is intended to develop or expand the student's understanding of: Physical Activity; Components of Physical Fitness; Nutrition and Wellness Planning; Diseases and Disorders; Health Advocacy; First Aid/CPR; Alcohol, Tobacco, and Drug Prevention; Human Sexuality, including Abstinence and HIV; Cognitive Abilities; Lifetime Fitness; Movement; Responsible Behaviors and Values.

|                |  |                     |
|----------------|--|---------------------|
| <b>7967010</b> | <b>ACCESS VISUAL AND PERFORMING ARTS</b> |                     |
|                | Offered:                                 | Grade 9, 10, 11, 12 |
|                | Credit:                                  | Multiple            |
|                | Length:                                  | Varies              |
|                | Prerequisite:                            | None                |
|                | Type of Credit:                          | Elective            |

This course is designed for students who are working toward Florida Standards Access Points. Content includes physical movement and dance, music, theater, and visual arts.

Selected standards from this course may be used for students eligible for access points instruction who are receiving instruction alongside typical peers in a general education visual /performing arts course.

## SPECIAL SKILLS COURSES

|                |                                     |                     |
|----------------|-------------------------------------|---------------------|
| <b>7963010</b> | <b>PREPARATION FOR ADULT LIVING</b> |                     |
|                | Offered:                            | Grade 9, 10, 11, 12 |
|                | Credit:                             | Multiple            |
|                | Length:                             | Varies              |
|                | Prerequisite:                       | None                |
|                | Type of Credit:                     | Elective            |

The purpose of this course is to enable students with disabilities to acquire the knowledge and skills needed to prepare for post-school adult living. The content should include, but not be limited to, the following: personal planning, personal care, living arrangements, household maintenance, interpersonal relationships, community involvement and participation, use of leisure time and communication. This entire course may not be mastered in one year.

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

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

|                |  |                     |
|----------------|--|---------------------|
| <b>7963160</b> | <b>UNIQUE SKILLS: INDEPENDENT FUNCTIONING 9-12</b> |                     |
|                | Offered:   | Grade 9, 10, 11, 12 |
|                | Credit:  | Multiple            |
|                | Length:  | Varies              |
|                | Prerequisite:                                      | None                |
|                | Type of Credit:                                    | Elective            |

The purpose of this course is to enable students with disabilities to achieve independence in daily living activities in educational, home, community, and employment settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

|                |  |                     |
|----------------|--|---------------------|
| <b>7963150</b> | <b>UNIQUE SKILLS: COMMUNICATION 9-12</b> |                     |
|                | Offered:                                 | Grade 9, 10, 11, 12 |
|                | Credit:                                  | Multiple            |
|                | Length:                                  | Varies              |
|                | Prerequisite:                            | None                |
|                | Type of Credit:                          | Elective            |

The purpose of this course is to enable students with disabilities to develop and use expressive and receptive communication skills and strategies effectively in educational, home, community, and employment settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

|                |                           |                     |
|----------------|---------------------------|---------------------|
| <b>7963140</b> | <b>SELF-DETERMINATION</b> |                     |
|                | Offered:                  | Grade 9, 10, 11, 12 |
|                | Credit:                   | Multiple            |
|                | Length:                   | Varies              |
|                | Prerequisite:             | None                |
|                | Type of Credit:           | Elective            |

The purpose of this course is to enable students with disabilities to develop and apply self- determination skills in school, home, community, and work settings. These skills will assist students with achieving their desired school and post-school outcomes, participating actively and effectively in planning meetings and self-advocating in multiple settings.



## VOCATIONAL EDUCATION FOR STUDENTS WITH DISABILITIES

|                |                                 |                     |
|----------------|---------------------------------|---------------------|
| <b>7980110</b> | <b>CAREER PREPARATION: 9-12</b> |                     |
|                | Offered:                        | Grade 9, 10, 11, 12 |
|                | Credit:                         | Multiple            |
|                | Length:                         | Varies              |
|                | Prerequisite:                   | None                |
|                | Type of Credit:                 | Elective            |

The purpose of this course is to enable students with disabilities to acquire the career knowledge and skills necessary to identify career options, access community resources, and develop work-related behaviors. The course will provide a foundation for further progress toward achieving the student's desired post-school outcomes related to a career. The content should include, but not be limited to, the following: self-appraisal, decision making, self-determination and self-advocacy, career options, community resources related to career decisions, workplace competencies, and rights and responsibilities of employees. This entire course may not be mastered in one year.

|                |                                 |                     |
|----------------|---------------------------------|---------------------|
| <b>7980120</b> | <b>CAREER EXPERIENCES: 9-12</b> |                     |
|                | Offered:                        | Grade 9, 10, 11, 12 |
|                | Credit:                         | Multiple            |
|                | Length:                         | Varies              |
|                | Prerequisite:                   | None                |
|                | Type of Credit:                 | Elective            |

The purpose of this course is to enable students with disabilities to further develop the career knowledge and skills necessary to identify career options, access community resources, and practice work-related behaviors. The course will provide guided practice and experiences in school and community work situations aimed at further progress toward achieving the student's desired post-school outcomes related to a career. The content should include, but not be limited to, the following: self-appraisal, decision making, self-determination and self-advocacy, career options, community resources related to career decisions, workplace competencies, and rights and responsibilities of employees. This entire course may not be mastered in one year.

|                |   |                     |
|----------------|---|---------------------|
| <b>7980150</b> | <b>SUPPORTED COMPETITIVE EMPLOYMENT</b> |                     |
|                | Offered:                                | Grade 9, 10, 11, 12 |
|                | Credit:                                 | Multiple            |
|                | Length:                                 | Varies              |
|                | Prerequisite:                           | None                |
|                | Type of Credit:                         | Elective            |

The purpose of this course is to enable students with moderate and severe disabilities who are functioning at supported levels to acquire skills necessary for successful individual supported competitive employment. Supported employment refers to competitive work in an integrated work setting with ongoing support services for individuals with moderate and severe handicaps for whom competitive employment has not traditionally occurred. Features of supported employment include intensive onsite training, fade-off, ongoing monitoring, and onsite advocacy. Students will receive one-to-one intensive training by a job coach or employment specialist. The students will be paid at or above minimum wage. A weekly work hour goal is to be established for each individual that would maximize employment potential at the time of transition. The weekly work hour goal will be identified in the student's Transition Individual Educational Plan. Students will receive ongoing support with at least one hour of follow-along services per week at the job site after stabilization has been attained. Stabilization refers to the point at which onsite training and support services in an individual employment situation has been 20% or less of normal work hours for at least 60 calendar days. The content of the course is expected to be provided as part of employment activities, not as pre-employment. The content should include, but not be limited to, the following: positive work attitudes and habits, appropriate hygiene and grooming skills, related safety procedures, appropriate decision-making skills, specific job-related skills, and self-reliance and initiative. This entire course may not be mastered in one year.

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

| Schedule A<br>2023-2024   | Schedule B<br>2023-2024       | Schedule C<br>2023-2024  | Schedule D<br>2023-2024                                   |
|---|-------------------------------|--|---|
| Access Geometry<br>7912065  | Access Algebra 1<br>7912075   | Access Geometry<br>7912065   | Access Algebra 1<br>7912075                               |
| Access Physical Science<br>7920022  | Access Biology<br>7920015     | Unique Skills or elective<br>course, as needed                     | Access Earth/Space Science<br>7920020                     |
| Access World History<br>7921027   | Access US History<br>7921025  | (½) Access Economics with<br>Financial Literacy<br>7921022         | Access HOPE (Health Opp.<br>Through Phys. Ed.)<br>7915015 |
|   |                               | (½) Access US Government<br>7921015                                |   |
| Self Determination<br>7963140   | Self Determination<br>7963140 | Self Determination<br>7963140                                      | Self Determination<br>7963140                             |
| Access English 1 – 7910120 (9)<br>Access English 2 – 7910125 (10)   |                               | Access English 3 – 7910130 (11)<br>Access English 4 – 7910135 (12) |   |
| <p align="center"><i>One of the following:</i></p> <p align="center">Career Preparation - 7980110<br/>Career Experience – 7980120<br/>Supported Competitive Employment – 7980150</p>  |                               |  |   |
| <p align="center"><i>One or more of the following:</i></p> <p align="center">Unique Skills: Independent Functioning 9-12 – 7963160<br/>Unique Skills: Social &amp; Emotional 9-12 – 7963070<br/>Unique Skills: Communication 9-12 – 7963150<br/>Fine/Performing Arts course (Access or general education course)<br/>General Ed Elective(s)</p> |                               |  |   |

| <b>FAPE Schedule</b><br><b>(for students who have met diploma requirements and are deferring receipt of the diploma)</b> |
|--|
| Preparation for Adult Living (3-4 periods) - 7963010   |
| Career Experience - 7980120 or<br>Supported Competitive Employment - 7980150 (3-4 periods)                               |

Revised 12/16/22

## **SEPARATE CLASS – MILD VE , ASD, and SC-EBD ACADEMIC**

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

### **Instructional Strategies**

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

## ALL PROGRAMS SPECIAL SKILLS COURSES

|                |                                     |                     |
|----------------|-------------------------------------|---------------------|
| <b>7963010</b> | <b>PREPARATION FOR ADULT LIVING</b> |                     |
|                | Offered:                            | Grade 9, 10, 11, 12 |
|                | Credit:                             | Multiple            |
|                | Length:                             | Varies              |
|                | Prerequisite:                       | None                |
|                | Type of Credit:                     | Elective            |

The purpose of this course is to enable students with disabilities to acquire the knowledge and skills needed to prepare for post-school adult living. The content should include, but not be limited to, the following: personal planning, personal care, living arrangements, household maintenance, interpersonal relationships, community involvement and participation, use of leisure time and communication. This entire course may not be mastered in one year.

|                |  |                     |
|----------------|--|---------------------|
| <b>7963170</b> | <b>UNIQUE SKILLS: CURRICULUM AND LEARNING 9-12</b> |                     |
|                | Offered:   | Grade 9, 10, 11, 12 |
|                | Credit:  | Multiple            |
|                | Length:  | Varies              |
|                | Prerequisite:                                      | None                |
|                | Type of Credit:                                    | Elective            |

The purpose of this course is to enable students with disabilities to acquire and apply skills and strategies to access the general curriculum and achieve annual goals based on assessed needs and the student's individual educational plan (IEP). This course is designed for students with disabilities who need intensive individualized intervention in curriculum and learning skills and strategies. A student may repeat this course. The particular course requirements that the student should master each year must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.

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

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

|                |  |                     |
|----------------|--|---------------------|
| <b>7963160</b> | <b>UNIQUE SKILLS: INDEPENDENT FUNCTIONING 9-12</b> |                     |
|                | Offered:   | Grade 9, 10, 11, 12 |
|                | Credit:  | Multiple            |
|                | Length:  | Varies              |
|                | Prerequisite:                                      | None                |
|                | Type of Credit:                                    | Elective            |

The purpose of this course is to enable students with disabilities to achieve independence in daily living activities in educational, home, community, and employment settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

|                |  |                     |
|----------------|--|---------------------|
| <b>7963150</b> | <b>UNIQUE SKILLS: COMMUNICATION 9-12</b> |                     |
|                | Offered:                                 | Grade 9, 10, 11, 12 |
|                | Credit:                                  | Multiple            |
|                | Length:                                  | Varies              |
|                | Prerequisite:                            | None                |
|                | Type of Credit:                          | Elective            |

The purpose of this course is to enable students with disabilities to develop and use expressive and receptive communication skills and strategies effectively in educational, home, community, and employment settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

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

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

|                |                                  |                     |
|----------------|----------------------------------|---------------------|
| <b>7963080</b> | <b>LEARNING STRATEGIES: 9-12</b> |                     |
|                | Offered:                         | Grade 9, 10, 11, 12 |
|                | Credit:                          | Multiple            |
|                | Length:                          | Varies              |
|                | Prerequisite:                    | None                |
|                | Type of Credit:                  | Elective            |

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

|                |                           |                     |
|----------------|---------------------------|---------------------|
| <b>7963140</b> | <b>SELF-DETERMINATION</b> |                     |
|                | Offered:                  | Grade 9, 10, 11, 12 |
|                | Credit:                   | Multiple            |
|                | Length:                   | Varies              |
|                | Prerequisite:             | None                |
|                | Type of Credit:           | Elective            |

The purpose of this course is to enable students with disabilities to develop and apply self-determination skills in school, home, community, and work settings. These skills will assist students with achieving their desired school and post-school outcomes, participating actively and effectively in planning meetings and self-advocating in multiple settings.

|                |                              |                     |
|----------------|------------------------------|---------------------|
| <b>7963040</b> | <b>EXPANDED SKILLS: 9-12</b> |                     |
|                | Offered:                     | Grade 9, 10, 11, 12 |
|                | Credit:                      | Multiple            |
|                | Length:                      | Varies              |
|                | Prerequisite:                | None                |
|                | Type of Credit:              | Elective            |

The purpose of this course is to enhance the acquisition, comprehension, and use of language for students who are deaf or hard of hearing. The content should include, but not be limited to, the following: communication, hearing aids and assistive devices, community resources and services, hearing loss, deaf culture and heritage, and interpreters and note takers. This entire course may not be mastered in one year. **The particular course requirements that the student must master each year must be specified on an individual basis through the Individual Educational Plan Process.**

|                |   |                     |
|----------------|---|---------------------|
| <b>7963050</b> | <b>EXPANDED CORE COMPETENCIES: 9-12</b> |                     |
|                | Offered:                                | Grade 9, 10, 11, 12 |
|                | Credit:                                 | Multiple            |
|                | Length:                                 | Varies None         |
|                | Prerequisite:                           | Elective            |
|                | Type of Credit:                         |                     |

The purpose of this course is to provide instruction for students who have visual impairments which affect their ability to function in the home, community, or educational setting. The content should include, but not be limited to, the following: maximum use of sensory input; access to print information through use of strategies and modifications for completion of general education requirements; personal communication systems; personal management; social and interpersonal relationships; and productivity and career options. This entire course may not be mastered in one year. **The particular course requirements that the student must master each year must be specified on an individual basis through the Individual Educational Plan Process.**

|                |  |                     |
|----------------|--|---------------------|
| <b>7963060</b> | <b>ORIENTATION AND MOBILITY SKILLS: 9-12</b> |                     |
|                | Offered:                                     | Grade 9, 10, 11, 12 |
|                | Credit:                                      | Multiple            |
|                | Length:                                      | Varies              |
|                | Prerequisite:                                | None                |
|                | Type of Credit:                              | Elective            |

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

## THERAPY COURSES

|                |                               |                     |
|----------------|-------------------------------|---------------------|
| <b>7966010</b> | <b>PHYSICAL THERAPY: 9-12</b> |                     |
|                | Offered:                      | Grade 9, 10, 11, 12 |
|                | Credit:                       | Multiple            |
|                | Length:                       | Varies              |
|                | Prerequisite:                 | None                |
|                | Type of Credit:               | Elective            |

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

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

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

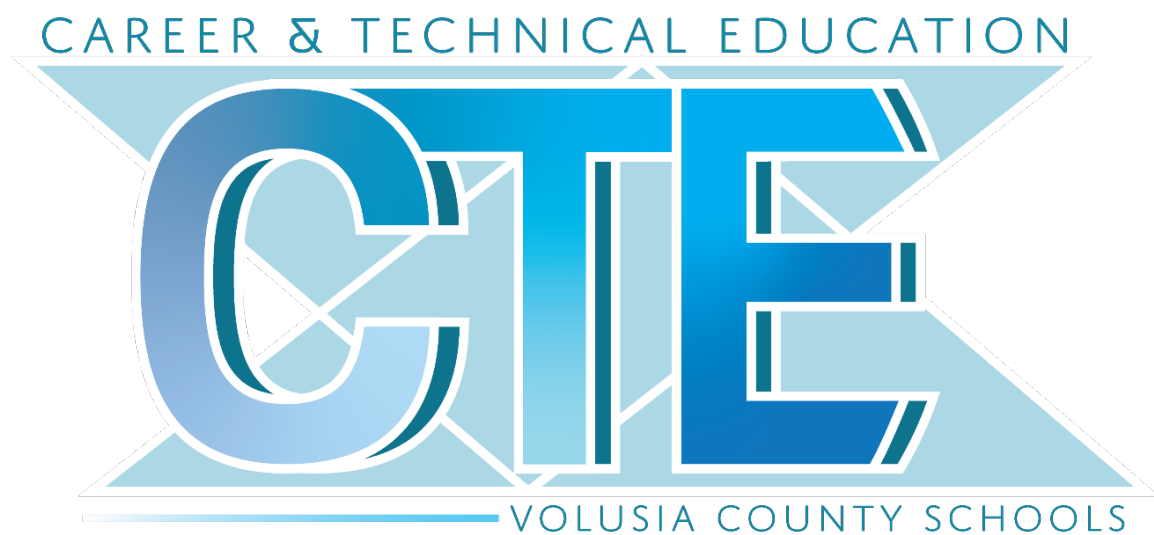
|                |                             |                     |
|----------------|-----------------------------|---------------------|
| <b>7966030</b> | <b>SPEECH THERAPY: 9-12</b> |                     |
|                | Offered:                    | Grade 9, 10, 11, 12 |
|                | Credit:                     | Multiple            |
|                | Length:                     | Varies              |
|                | Prerequisite:               | None                |
|                | Type of Credit:             | Elective            |

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

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

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





# **HIGH SCHOOL Programs of Study**

**2025 - 2026**

# HIGH SCHOOL PROGRAM AREAS

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# AGRICULTURE, FOOD & NATURAL RESOURCES CLUSTER

| PROGRAM NUMBER   | ANIMAL SCIENCE AND SERVICES |                                  | TYPE OF CREDIT* | INDUSTRY CERTIFICATION |
|------------------|-----------------------------|----------------------------------|-----------------|------------------------|
|                  | Course Number               | Course Name                      |                 |                        |
| <b>8106200</b> ✪ | 8106810H                    | Agriscience Foundations 1 HONORS | EQ              | Ag. Associate          |
|                  | 8106210                     | Animal Science and Services 2    | VO              | AEST Animal Science    |
|                  | 8106220                     | Animal Science and Services 3    | VO              | Elanco Animal Science  |
|                  | 8009120H                    | Principals of Agribusiness Hon   | VO              |                        |

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

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

|   |                                      |                           |                    |
|---|--------------------------------------|---------------------------|--------------------|
| <b>8106210</b>  | <b>ANIMAL SCIENCE AND SERVICES 2</b> |                           | <b>Career Prep</b> |
|   | Offered:                             | Grade 10, 11, 12          |                    |
|   | Credit:                              | 1.0                       |                    |
|   | Length:                              | Year                      |                    |
|   | Prerequisite:                        | Agriscience Foundations 1 |                    |
|   | Type of Credit:                      | VO                        |                    |
| <p>This course is designed to develop competencies in the areas of safety; animal behavior; animal welfare; animal control; and employability skills.</p> |                                      |                           |                    |

|   |                                      |                               |                    |
|---|--------------------------------------|-------------------------------|--------------------|
| <b>8106220</b>  | <b>ANIMAL SCIENCE AND SERVICES 3</b> |                               | <b>Career Prep</b> |
|   | Offered:                             | Grade 10, 11, 12              |                    |
|   | Credit:                              | 1.0                           |                    |
|   | Length:                              | Year                          |                    |
|   | Prerequisite:                        | Animal Science and Services 2 |                    |
|   | Type of Credit:                      | VO                            |                    |
| <p>This course is designed to develop competencies in the areas of animal digestive systems; animal breeding; preventive medicine and disease control; control of parasites; animal marketing; and analyzing records.</p> |                                      |                               |                    |

|   |  |   |  |
|---|--|---|--|
| <b>8100100</b>  | <b>AGRICULTURE, FOOD AND NATURAL RESOURCES</b> |   |  |
|   | <b>DIRECTED STUDY</b>                          |   |  |
|   | Offered: Credit:                               | Grade 11, 12  |  |
|   | Length:  | Multiple  |  |
|   | Prerequisite:                                  | Year  |  |
|   |  | Completion of Agriculture, Food & Natural Resources Career Prep |  |
|   | Type of Credit:                                | Program   |  |
|   |  | CT  |  |
| <p>This course provides students with learning opportunities in a prescribed program of study within the Agriculture, Food and Natural Resources 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 Agriculture, Food and Natural Resources career cluster.</p> |  |   |  |

# ARCHITECTURE & CONSTRUCTION CLUSTER

| PROGRAM NUMBER   | BUILDING TRADES AND CONSTRUCTION DESIGN TECHNOLOGY |   | TYPE OF CREDIT* | INDUSTRY CERTIFICATION |
|------------------|--|---|-----------------|------------------------|
|                  | Course Number                                      | Course Name   |                 |                        |
| <b>8722000</b> ✻ | 8722010  | Building Trades & Construction Design Technology 1        | VO              |                        |
|                  | 8722020  | Building Trades & Construction Design Technology 2        | VO              | HBI Pact Core          |
|                  | 8722030H   | Building Trades & Construction Design Technology 3 HONORS | PA              | HBI Core Green         |
|                  | 8722040  | Building Trades and Construction Design Technology 4      | VO              | HBI Carpentry          |

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

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

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

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

|  |   |  |                    |
|--|---|--|--------------------|
| <b>8722040</b>   | <b>BUILDING TRADES &amp; CONSTRUCTION DESIGN TECHNOLOGY 4</b> |  | <b>Career Prep</b> |
|  | Offered:  | Grade 10, 11, 12                                     |                    |
|  | Credit:   | 1.0  |                    |
|  | Length:   | Year   |                    |
|  | Prerequisite:   | Building Trades and Construction Design Technology 3 |                    |
|  | Type of Credit:   | VO   |                    |
| <p>The purpose of this course is to provide students with hands on skills in the carpentry and masonry trades.</p> |   |  |                    |

## ARTS, A/V TECHNOLOGY & COMMUNICATION CLUSTER

| PROGRAM NUMBER    | **DIGITAL VIDEO TECHNOLOGY |                                   | TYPE OF CREDIT* | INDUSTRY CERTIFICATION    |
|-------------------|----------------------------|-----------------------------------|-----------------|---------------------------|
|                   | Course Number              | Course Name                       |                 |                           |
| <b>8201400</b> ⚙️ | 8201410H                   | Digital Video Technology 1 HONORS | PA              | Adobe Video Design Bundle |
|                   | 8201420H                   | Digital Video Technology 2 HONORS | PA              |                           |
|                   | 8201430H                   | Digital Video Technology 3 HONORS | PA              |                           |
|                   | 8201440H                   | Digital Video Technology 4 HONORS | PA              |                           |

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

| <b>8201440H</b> | <b>DIGITAL VIDEO TECHNOLOGY 4 HONORS</b> |                                   | <b>Career Prep</b> |
|-----------------|--|-----------------------------------|--------------------|
|                 | Offered:                                 | Grade 11, 12                      |                    |
|                 | Credit:                                  | 1.0                               |                    |
|                 | Length:                                  | Year                              |                    |
|                 | Prerequisite:                            | Digital Video Technology 3 Honors |                    |
|                 | Type of Credit:                          | PA                                |                    |

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

## EDUCATION & TRAINING CLUSTER

| PROGRAM NUMBER   | EARLY CHILDHOOD EDUCATION |                             | TYPE OF CREDIT* | INDUSTRY CERTIFICATION |
|------------------|---------------------------|-----------------------------|-----------------|------------------------|
|                  | Course Number             | Course Name                 |                 |                        |
| <b>8405100</b> ✪ | 8405110                   | Early Childhood Education 1 | VO              |                        |
|                  | 8405120                   | Early Childhood Education 2 | VO              |                        |
|                  | 8405130                   | Early Childhood Education 3 | PA              |                        |
|                  | 8405140                   | Early Childhood Education 4 | VO              | CDA                    |

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

|   |                                    |                     |                    |
|---|------------------------------------|---------------------|--------------------|
| <b>8405110</b>  | <b>EARLY CHILDHOOD EDUCATION 1</b> |                     | <b>Career Prep</b> |
|   | Offered:                           | Grade 9, 10, 11, 12 |                    |
|   | Credit:                            | 1.0                 |                    |
|   | Length:                            | Year                |                    |
|   | Prerequisite:                      | None                |                    |
|   | Type of Credit:                    | VO                  |                    |
| <p>The purpose of this course is to assist students to identify career and job opportunities; to maintain a safe, clean and healthy learning environment; to identify principles of child development; to identify age-appropriate physical, intellectual, social and emotional development activities; and to identify rules and regulations that govern child care.</p> |                                    |                     |                    |

|   |                                    |                             |                    |
|---|------------------------------------|-----------------------------|--------------------|
| <b>8405120</b>  | <b>EARLY CHILDHOOD EDUCATION 2</b> |                             | <b>Career Prep</b> |
|   | Offered:                           | Grade 10, 11, 12            |                    |
|   | Credit:                            | 1.0                         |                    |
|   | Length:                            | Year                        |                    |
|   | Prerequisite:                      | Early Childhood Education 1 |                    |
|   | Type of Credit:                    | VO                          |                    |
| <p>The purpose of this course is to assist students to identify various observations and recording methods; to maintain a safe, clean and healthy learning environment; to guide physical, intellectual, social and emotional development activities; to assist with the food service program; to use appropriate guidance and discipline techniques, and to identify and report suspected child abuse and neglect.</p> |                                    |                             |                    |

|   |                                    |                             |                    |
|---|------------------------------------|-----------------------------|--------------------|
| <b>8405130</b>  | <b>EARLY CHILDHOOD EDUCATION 3</b> |                             | <b>Career Prep</b> |
|   | Offered:                           | Grade 10, 11, 12            |                    |
|   | Credit:                            | 1.0                         |                    |
|   | Length:                            | Year                        |                    |
|   | Prerequisite:                      | Early Childhood Education 2 |                    |
|   | Type of Credit:                    | PA                          |                    |
| <p>This honors course offers extensive experience in Child Care. In addition to fulfilling all requirements of Early Childhood Education 3, students will participate in a Career and Technical Education Leadership project or a Career and Technical Education Honors capstone project.</p> |                                    |                             |                    |



|                |                                    |                             |                    |
|----------------|------------------------------------|-----------------------------|--------------------|
| <b>8405140</b> | <b>EARLY CHILDHOOD EDUCATION 4</b> |                             | <b>Career Prep</b> |
|                | Offered:                           | Grade 11, 12                |                    |
|                | Credit:                            | 1.0                         |                    |
|                | Length:                            | Year                        |                    |
|                | Prerequisite:                      | Early Childhood Education 3 |                    |
|                | Type of Credit:                    | VO                          |                    |

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

# ENGINEERING & TECHNOLOGY EDUCATION CLUSTER

| PROGRAM NUMBER   | **ENGINEERING PATHWAYS |  | TYPE OF CREDIT* | INDUSTRY CERTIFICATION |
|------------------|------------------------|--|-----------------|------------------------|
|                  | Course Number          | Course Name                              |                 |                        |
| <b>9400300</b> ✳ | 8600550H               | Intro to Engineering Design HONORS       | PA              | AutoDesk - Fusion 360  |
|                  | 8600520H               | Principles of Engineering HONORS         | PA              |                        |
|                  | 8600530H               | Digital Electronics HONORS               | PA              |                        |
|                  | 8600560H               | Computer Integrated Manufacturing HONORS | PA              | AutoDesk - Inventor    |

|                 |  |                     |
|-----------------|--|---------------------|
| <b>8600550H</b> | <b>INTRODUCTION TO ENGINEERING DESIGN HONORS</b> |                     |
|                 | Offered:   | Grade 9, 10, 11, 12 |
|                 | Credit:  | 1.0                 |
|                 | Length:  | Year                |
|                 | Prerequisite:                                    | None                |
|                 | Type of Credit:                                  | PA                  |

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

|                 |   |                                    |
|-----------------|---|------------------------------------|
| <b>8600520H</b> | <b>PRINCIPLES OF ENGINEERING HONORS</b> |                                    |
|                 | Offered:                                | Grade 9, 10, 11, 12                |
|                 | Credit:                                 | 1.0                                |
|                 | Length:                                 | Year                               |
|                 | Prerequisite:                           | Introduction to Engineering Design |
|                 | Type of Credit:                         | PA                                 |

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

|                 |                                   |                           |
|-----------------|-----------------------------------|---------------------------|
| <b>8600530H</b> | <b>DIGITAL ELECTRONICS HONORS</b> |                           |
|                 | Offered:                          | Grade 9, 10, 11, 12       |
|                 | Credit:                           | 1.0                       |
|                 | Length:                           | Year                      |
|                 | Prerequisite:                     | Principles of Engineering |
|                 | Type of Credit:                   | PA                        |

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

|  |   |                           |
|--|---|---------------------------|
| <b>8600560H</b>  | <b>COMPUTER INTEGRATED MANUFACTURING HONORS</b> |                           |
|  | Offered:  | Grade 10, 11, 12          |
|  | Credit:   | 1.0                       |
|  | Length:   | Year                      |
|  | Prerequisite:                                   | Principles of Engineering |
|  | Type of Credit:                                 | PA                        |
| <p>This honors course offers extensive experience in Engineering. In addition to fulfilling all requirements of Computer Integrated Manufacturing, students will participate in a Career and Technical Education Leadership project or a Career and Technical Education Honors capstone project.</p> |   |                           |

## HEALTH SCIENCE CLUSTER

| PROGRAM NUMBER   | ALLIED HEALTH ASSISTING |  | TYPE OF CREDIT* | INDUSTRY CERTIFICATION |
|--|-------------------------|--|-----------------|------------------------|
|  | Course Number           | Course Name                                  |                 |                        |
| 8417130 ✪  | 8417100H                | **Health Science Anatomy & Physiology HONORS | EQ              |                        |
|  | 8417110H                | Health Science Foundations HONORS            | VO              | EKG Technician         |
|  | 8417131                 | Allied Health Assisting 3                    | VO              | EKG Technician         |
| <i>*EQ = Equally Rigorous Science Course; PA = Meets Arts Requirement; VO = CTE Elective</i> |                         |  |                 |                        |
|  |                         |  |                 |                        |

| 8400320   | MEDICAL SKILLS & SERVICES |  |
|---|---------------------------|--|
| Offered:  | Grade 9,10,11,12          |  |
| Credit:   | 1.0                       |  |
| Length:   | Year                      |  |
| Prerequisite:   | None                      |  |
| Type of Credit:   | VO                        |  |
| <p>This course provides students with practical generic skills in health science education. The student will be able to describe services by provided by health occupations career clusters; demonstrate basic health skills, including first aid and CPR; understand responsible consumer decision making regarding health screening and health care management; discuss legal aspects for the health consumer; and identify the use of computers and technology in the health care field.</p> |                           |  |

| 417100  | HEALTH SCIENCE ANATOMY & PHYSIOLOGY HONORS | Career Prep |
|---|--|-------------|
| Offered:  | Grade 9,10,11,12                           |             |
| Credit:   | 1.0  |             |
| Length:   | Year                                       |             |
| Prerequisite:   | None                                       |             |
| Type of Credit:   | EQ   |             |
| <p>This honors course offers extensive experience in Health Occupations. In addition to fulfilling all requirements of Health Science Anatomy &amp; Physiology, students will participate in a Career and Technical Education Leadership project or a Career and Technical Education Honors capstone project.</p> |  |             |

|  |  |                                     |                    |
|--|--|-------------------------------------|--------------------|
| <b>8417110H</b>  | <b>HEALTH SCIENCE FOUNDATIONS HONORS</b> |                                     | <b>Career Prep</b> |
|  | Offered:                                 | Grade 10,11,12                      |                    |
|  | Credit:                                  | 1.0                                 |                    |
|  | Length:                                  | Year                                |                    |
|  | Prerequisite:                            | Health Science Anatomy & Physiology |                    |
|  | Type of Credit:                          | VO                                  |                    |
| <p>This honors course offers extensive experience in Health Occupations. In addition to fulfilling all requirements of Health Science Foundations, students will participate in a Career and Technical Education Leadership project or a Career and Technical Education Honors capstone project.</p> |  |                                     |                    |

|  |                                  |                            |                    |
|--|----------------------------------|----------------------------|--------------------|
| <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                         |                    |
| <p>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.</p> |                                  |                            |                    |

# HOSPITALITY & TOURISM CLUSTER

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

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

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>8800530H</b>   | <b>CULINARY ARTS 3 HONORS</b> |                 | <b>Career Prep</b> |
|   | Offered:                      | Grade 11, 12    |                    |
|   | Credit:                       | 1.0             |                    |
|   | Length:                       | Year            |                    |
|   | Prerequisite:                 | Culinary Arts 2 |                    |
|   | Type of Credit:               | PA              |                    |
| <p>This honors course offers extensive experience in culinary arts. In addition to fulfilling all requirements of Culinary Arts 3, students participate in a Career and Technical Education Leadership project or a Career and Technical Education Honors capstone project.</p> |                               |                 |                    |

|  |   |                 |                    |
|--|---|-----------------|--------------------|
| <b>8800540H</b>  | <b>CULINARY ARTS 4 HONORS/TRACK 1</b>               |                 | <b>Career Prep</b> |
|  | <b><i>CULINARY &amp; HOSPITALITY MANAGEMENT</i></b> |                 |                    |
|  | Offered:  | Grade 11, 12    |                    |
|  | Credit:   | 1.0             |                    |
|  | Length:   | Year            |                    |
|  | Prerequisite:                                       | Culinary Arts 3 |                    |
|  | Type of Credit:                                     | VO              |                    |
| <p>This course provides opportunities for students to apply their acquired knowledge and skills in culinary related scenarios. Track 1 focuses on Culinary and Hospitality Management. This is a culminating course to develop advanced culinary techniques and skills. Students learn using modern technology and culinary trends. To complete the program, students must complete either Track 1 or Track 2 or Track 3. Students may complete more than one track.</p> |   |                 |                    |

| PROGRAM NUMBER | GAME/SIMULATION/ANIMATION PROGRAMMING |   | TYPE OF CREDIT* | INDUSTRY CERTIFICATION  |
|----------------|---------------------------------------|---|-----------------|---|
|                | Course Number                         | Course Name                             |                 |   |
| 8208300 ✪      | 8208110                               | Game & Simulation Foundations           | PA              |   |
|                | 8208120                               | Game & Simulation Design                | PA              | ToonBoom -<br>Storyboard Pro<br>Unity Certified<br>User: Programmer |
|                | 8208330H                              | Game & Simulation Programming<br>HONORS | PA<br>VO        |   |
|                | 9000100                               | Information Technology Directed Study   | EL              |   |

|  |  |                               |                    |
|--|--|-------------------------------|--------------------|
| <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                            |                    |
| <p>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.</p>  |  |                               |                    |
| <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                            |                    |
| <p>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.</p> |  |                               |                    |



|  |   |                          |                    |
|--|---|--------------------------|--------------------|
| <b>8208330H</b>  | <b>GAME AND SIMULATION PROGRAMMING HONORS</b> |                          | <b>Career Prep</b> |
|  | Offered:                                      | Grade 11, 12             |                    |
|  | Credit:                                       | 1.0                      |                    |
|  | Length:                                       | Year                     |                    |
|  | Prerequisite:                                 | Game & Simulation Design |                    |
|  | Type of Credit:                               | VO                       |                    |
| <p>This honors course offers extensive experience in Game and Simulation Programming. In addition to fulfilling all requirements of Game and Simulation Programming, students will participate in a Career and Technical Education Leadership project or a Career and Technical Education Honors capstone project.</p> |   |                          |                    |

|   |  |   |  |
|---|--|---|--|
| <b>9000100</b>  | <b>INFORMATION TECHNOLOGY<br/>DIRECTED STUDY</b> |   |  |
|   | Offered:   | Grade 11, 12  |  |
|   | Credit:  | Multiple  |  |
|   | Length:  | Year  |  |
|   | Prerequisite:                                    | Completion of an Information Technology Career Prep Program |  |
|   | Type of Credit:                                  | Elective  |  |
| <p>This course provides students with learning opportunities in a prescribed program of study within the Information Technology 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 an Information Technology job preparatory program or occupational completion point for additional study in this career cluster.</p> |  |   |  |

## LAW, PUBLIC SAFETY AND SECURITY CLUSTER

| PROGRAM NUMBER | CRIMINAL JUSTICE OPERATIONS |                                      | TYPE OF CREDIT* | INDUSTRY CERTIFICATION |
|----------------|-----------------------------|--------------------------------------|-----------------|------------------------|
|                | Course Number               | Course Name                          |                 |                        |
| 8918000 ✪      | 8918010                     | Criminal Justice Operations 1        | VO              |                        |
|                | 8918020                     | Criminal Justice Operations 2        | VO              |                        |
|                | 8918030H                    | Criminal Justice Operations 3 HONORS | VO              |                        |
|                | 9101100                     | Dispatcher: Police, Fire, Ambulance  | VO              | 911 Operator           |
| 9101000        | 9101100                     | Dispatcher: Police, Fire, Ambulance  | VO              | 911 Operator           |

|   |                                      |                     |                    |
|---|--------------------------------------|---------------------|--------------------|
| <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                  |                    |
| <p>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.</p> |                                      |                     |                    |

|   |                                      |                               |                    |
|---|--------------------------------------|-------------------------------|--------------------|
| <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                            |                    |
| <p>This course is designed to develop competencies in patrol, traffic control, defensive tactics and physical proficiency skills, and first aid and cardiopulmonary resuscitation skills.</p> |                                      |                               |                    |

|  |   |                               |                    |
|--|---|-------------------------------|--------------------|
| <b>8918030H</b>  | <b>CRIMINAL JUSTICE OPERATIONS 3 HONORS</b> |                               | <b>Career Prep</b> |
|  | Offered:                                    | Grade 11, 12                  |                    |
|  | Credit:                                     | 1.0                           |                    |
|  | Length:                                     | Year                          |                    |
|  | Prerequisite:                               | Criminal Justice Operations 2 |                    |
|  | Type of Credit:                             | VO                            |                    |
| <p>This honors course offers extensive experience in Criminal Justice Operations. In addition to fulfilling all requirements of Criminal Justice Operations 3, students will participate in a Career and Technical Education Leadership project or a Career and Technical Education Honors capstone project.</p> |   |                               |                    |

|   |  |                               |                    |
|---|--|-------------------------------|--------------------|
| <b>9101100</b>  | <b>DISPATCHER: POLICE, FIRE, AMBULANCE</b> |                               | <b>Career Prep</b> |
|   | Offered:                                   | Grade 11, 12                  |                    |
|   | Credit:                                    | 1.5                           |                    |
|   | Length:                                    | Year                          |                    |
|   | Prerequisite:                              | Criminal Justice Operations 3 |                    |
| Type of Credit:   | VO   |                               |                    |
| <p>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.</p> |  |                               |                    |

|   |   |              |  |
|---|---|--------------|--|
| <b>8900100</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:   | VO  |              |  |
| <p>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.</p> |   |              |  |

## MARKETING, SALES AND SERVICES CLUSTER

| PROGRAM NUMBER | MARKETING, MANAGEMENT AND ENTREPRENEURIAL PRINCIPLES |                           | TYPE OF CREDIT* | INDUSTRY CERTIFICATION            |
|----------------|--|---------------------------|-----------------|-----------------------------------|
|                | Course Number  | Course Name               |                 |                                   |
|                | 8812000H   | Business Ownership HONORS | PA              | Entrepreneurship & Small Business |
|                | 8827110  | Marketing Essentials      | PA              |                                   |
|                | 8827120  | Marketing Applications    | PA              | CIW - Social Media Strategist     |
|                | 8827130  | Marketing Management      | PA              |                                   |

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

| 8812000H | BUSINESS OWNERSHIP HONORS |             | Career Prep |
|----------|---------------------------|-------------|-------------|
|          | Offered:                  | Grade 11,12 |             |
|          | Credit:                   | 1.0         |             |
|          | Length:                   | Year        |             |
|          | Prerequisite:             | None        |             |
|          | Type of Credit:           | PA          |             |

This honors course offers extensive experience in Marketing, Sales and Services. In addition to fulfilling all requirements of Business Ownership, students will participate in a Career and Technical Education Leadership project or a Career and Technical Education Honors capstone project.

## ADDITIONAL CTE PROGRAMS AND COURSES

| PROGRAM NUMBER | <b>** CAREER EDUCATION SERVICES FOR STUDENTS WITH DISABILITIES</b> |  | TYPE OF CREDIT* | INDUSTRY CERTIFICATION                |
|----------------|--|--|-----------------|---------------------------------------|
|                | Course Number  | Course Name  |                 |                                       |
| <b>9603100</b> | 9603110  | Career Education Services for Students with Disabilities 1 | VO              | Varied<br><i>(Depends on Program)</i> |
|                | 9603120  | Career Education Services for Students with Disabilities 2 | VO              |                                       |
|                | 9603130  | Career Education Services for Students with Disabilities 3 | VO              |                                       |
|                | 9603140  | Career Education Services for Students with Disabilities 4 | VO              |                                       |

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

\*\*This program provides specialized career education for students with a disability who have an IEP or 504 plan.

|   |   |                     |                    |
|---|---|---------------------|--------------------|
| <b>9603110</b>  | <b>CAREER EDUCATION SERVICES FOR STUDENTS WITH DISABILITIES 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 develop realistic employment goals; to develop employability skills appropriate to the workplace, and to develop skills necessary to the chosen career path. |   |                     |                    |

|   |   |  |                    |
|---|---|--|--------------------|
| <b>9603120</b>  | <b>CAREER EDUCATION SERVICES FOR STUDENTS WITH DISABILITIES 2</b> |  | <b>Career Prep</b> |
|   | Offered:  | Grade 10, 11, 12   |                    |
|   | Credit:   | 1.0  |                    |
|   | Length:   | Year   |                    |
|   | Prerequisite:   | Career Education Services for Students with Disabilities 1 |                    |
|   | Type of Credit:   | VO   |                    |
| This course is designed to develop realistic employment goals; to develop employability skills appropriate to the workplace, and to develop skills necessary to the chosen career path. |   |  |                    |

|   |   |  |                    |
|---|---|--|--------------------|
| <b>9603130</b>  | <b>CAREER EDUCATION SERVICES FOR STUDENTS WITH DISABILITIES 3</b> |  | <b>Career Prep</b> |
|   | Offered:  | Grade 11, 12   |                    |
|   | Credit:   | 1.0  |                    |
|   | Length:   | Year   |                    |
|   | Prerequisite:   | Career Education Services for Students with Disabilities 2 |                    |
|   | Type of Credit:   | VO   |                    |
| This course is designed to develop realistic employment goals; to develop employability skills appropriate to the workplace, and to develop skills necessary to the chosen career path. |   |  |                    |
| <b>9603140</b>  | <b>CAREER EDUCATION SERVICES FOR STUDENTS WITH DISABILITIES 4</b> |  | <b>Career Prep</b> |
|   | Offered:  | Grade 12   |                    |
|   | Credit:   | 1.0  |                    |
|   | Length:   | Year   |                    |
|   | Prerequisite:   | Career Education Services for Students with Disabilities 3 |                    |
|   | Type of Credit:   | VO   |                    |
| This course is designed to develop realistic employment goals; to develop employability skills appropriate to the workplace, and to develop skills necessary to the chosen career path. |   |  |                    |

| PROGRAM NUMBER | DIVERSIFIED CAREER TECHNOLOGY (DCT) |             | TYPE OF CREDIT* | INDUSTRY CERTIFICATION |
|----------------|-------------------------------------|-------------|-----------------|------------------------|
|                | Course Number                       | Course Name |                 |                        |
|                |                                     | 8300410     | **DCT OJT       | VO                     |

\*EQ = Equally Rigorous Science Course; PA = Meets Arts Requirement; VO = CTE Elective  
\*\*DCT OJT does NOT count as a course in the Bright Futures/Gold Seal Scholarship Program. Students must take DCT Principles, DCT Applications and DCT Management to be eligible for Gold Seal.

|                |                 |                            |                    |
|----------------|-----------------|----------------------------|--------------------|
| <b>8300420</b> | <b>DCT OJT</b>  |                            | <b>Career Prep</b> |
|                | Offered:        | Grade 10, 11, 12           |                    |
|                | Credit:         | Multiple                   |                    |
|                | Length:         | Year                       |                    |
|                | Prerequisite:   | Enrollment in a DCT course |                    |
|                | Type of Credit: | VO                         |                    |

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

| PROGRAM NUMBER | OTHER COURSES |   |
|----------------|---------------|---|
|                | Course Number | Course Name                             |
| <b>8300430</b> | 8300430       | Career & Technical Education Internship |

|                |  |  |                    |
|----------------|--|--|--------------------|
| <b>8300430</b> | <b>CAREER &amp; TECHNICAL EDUCATION INTERNSHIP</b> |  | <b>Career Prep</b> |
|                | Offered:   | Grade 10, 11, 12   |                    |
|                | Credit:  | Multiple   |                    |
|                | Length:  | Year   |                    |
|                | Prerequisite:                                      | Enrollment in or Completion of a CTE Career Prep Program |                    |
|                | Type of Credit:                                    | VO   |                    |

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

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

This course is designed to prepare students for the workplace in the twenty-first century. The course includes developing human resources, work ethics, decision making, balancing work and family, as well as other skills. These skills are often referred to as "business skills". Exploration of a variety of careers is highly recommended through a job shadowing experience. Development of a portfolio provides a personal file and organizational tool for the student to transfer knowledge to a real-life experience.



**CAMBRIDGE**

International Examinations

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*Excellence in education*

# **Program of Studies**

**2025 - 2026**



## CAMBRIDGE PREAICE (IGCSE) COURSES

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

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.

|          |                                     |             |
|----------|-------------------------------------|-------------|
| ☆2000322 | <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.**

|          |                                 |                                       |
|----------|---------------------------------|---------------------------------------|
| ☆2003372 | <b>PRE-AICE CHEMISTRY IGCSE</b> |                                       |
|          | Offered:                        | Grade 10, 11                          |
|          | Credit:                         | 1.0                                   |
|          | Length:                         | Year                                  |
|          | Prerequisite:                   | Pre AICE Biology or equivalent course |
|          | Type of Credit:                 | EQ Science, Physical                  |

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

|          |                                     |               |
|----------|-------------------------------------|---------------|
| ☆2109321 | <b>PRE-AICE WORLD HISTORY IGCSE</b> |               |
|          | Offered:                            | Grade 9, 10   |
|          | Credit:                             | 1.0           |
|          | Length:                             | Year          |
|          | Prerequisite:                       | None          |
|          | Type of Credit:                     | World History |

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

## CAMBRIDGE AICE GROUP 1 COURSES (MATH AND SCIENCE)

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

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

|                 |   |  |
|-----------------|---|--|
| <b>☆2002515</b> | <b>CAMBRIDGE AICE MARINE SCIENCE 1 – AS LEVEL</b> |  |
|                 | Offered:  | Grade 10, 11, 12                                 |
|                 | Credit:   | 1.0  |
|                 | Length:   | Year   |
|                 | Prerequisite:                                     | Pre AICE Biology or equivalent course EQ Science |
|                 | Type of Credit:                                   | Science  |

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

|                 |  |   |
|-----------------|--|---|
| <b>☆2003371</b> | <b>CAMBRIDGE AICE CHEMISTRY 1 – AS LEVEL</b> |   |
|                 | Offered:                                     | Grade 11, 12  |
|                 | Credit:                                      | 1.0   |
|                 | Length:                                      | Year  |
|                 | Prerequisite:                                | Pre AICE Biology and Pre AICE Chemistry or equivalent course EQ Science, Physical |
|                 | Type of Credit:                              | EQ Science, Physical  |

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

|                 |   |                  |
|-----------------|---|------------------|
| ☆2107360        | <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)

|                 |   |   |
|-----------------|---|---|
| ☆1001550        | <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.***

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

|          |   |   |
|----------|---|---|
| ☆1005370 | <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.***

|          |   |                  |
|----------|---|------------------|
| ☆2107360 | <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.***

|          |   |              |
|----------|---|--------------|
| ☆2100500 | <b>CAMBRIDGE AICE U.S. HISTORY 1 – AS LEVEL</b> |              |
|          | Offered:  | Grade 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.***

|                 |  |                  |
|-----------------|--|------------------|
| ☆2100490        | <b>CAMBRIDGE AICE INTERNATIONAL HISTORY 1 – AS LEVEL</b> |                  |
|                 | Offered:   | Grade 10, 11, 12 |
|                 | Credit:  | 1.0              |
|                 | Length:  | Year             |
|                 | Prerequisite:  | None             |
| Type of Credit: | World History  |                  |

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

## CAMBRIDGE AICE CORE AND GROUP 4 COURSES

|                 |  |                |
|-----------------|--|----------------|
| ☆1700364        | <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.***

|                 |  |  |
|-----------------|--|--|
| ☆1009400        | <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                                  |  |

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

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

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



## APPENDIX

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## ACADEMIC WEIGHTED COURSES

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

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

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

# **CAREER & TECHNICAL EDUCATION**

## **Programs of Study 2022 – 2023**

### ***Honors Courses***

#### **Honors Designation Explanation**

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

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

Per this legislative mandate, the following CTE courses are designated as HONORS courses as long as the teacher holds the industry certification:

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

8106810H      Agriculture Foundations 1 HONORS

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

8722030H      Building Trades and Construction Design Technology 3 HONORS

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

8201440H      Digital Video Technology 4 HONORS

#### **EDUCATION AND TRAINING CLUSTER:**

8405130H      Early Childhood Education 3 HONORS

8405140H      Early Childhood Education 4 HONORS

#### **ENGINEERING AND TECHNOLOGY EDUCATION CLUSTER**

8600560H      Computer Integrated Manufacturing HONORS

8600530H      Digital Electrics HONORS

8600550H      Introduction to Engineering Design HONORS

8600520H      Principles of Engineering HONORS

#### **HEALTH SCIENCE CLUSTER:**

8417171H      Emergency Medical Responder 3 HONORS

8417100H      Health Science Anatomy & Physiology HONORS

8417110H      Health Science Foundations HONORS

#### **HOSPITALITY & TOURISM CLUSTER:**

8800530H      Culinary Arts 3 HONORS

8800540H      Culinary Arts 4/Track 1 HONORS

#### **LAW, PUBLIC SAFETY AND SECURITY CLUSTER**

8918030H      Criminal Justice Operations 3 HONORS

**MARKETING, SALES & SERVICES CLUSTER**

8812000H Business Ownership HONORS

## **Florida Department of Education Resources**

### Resources

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

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

Florida's state graduation requirements, by cohort group, are outlined in the graduation charts found on the following website: <https://www.fldoe.org/schools/k-12-public-schools/bosss/graduation-requirements/>

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

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

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

### **Economic Security Report**

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

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

## PROCESS FOR ADDING A NEW COURSE

**All requests due by March 22, 2024.** This is the final deadline to add a course onto your Master Schedule. Follow the following process:

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

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

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

**1) School completes the Request for <https://forms.office.com/r/czhYmiKwJs>**

Be prepared with the following information when completing the form:

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

2) The form will flow through the approval process

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

This process has a few purposes:

- ◆ Notification to the curriculum specialist so they can support the school
- ◆ Notification to the instructional materials specialist so they can provide materials if available
- ◆ Notification to the student support team so the course can be activated